

# ROM-N GREECE



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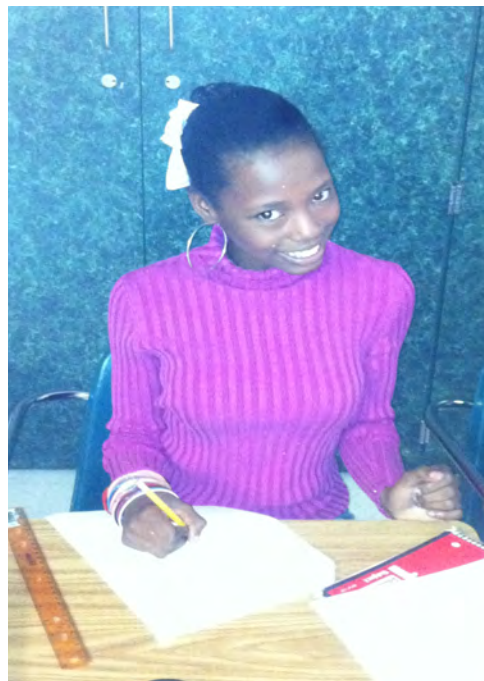
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## **Project Overview**

Rom-N Greece is a student-centered project that takes a vital step towards engaging students in reading, writing, technology and research. It allows students to take ownership of their work and encourages them in active participation in the learning process.



## STANDARDS

- LA.910.1.6.1 The student will use new vocabulary that is introduced and taught directly;
- LA.910.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text;
- LA.910.1.6.3 The student will use context clues to determine meanings of unfamiliar words;
- LA.910.2.2.1 The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);
- LA.910.2.2.2 The student will use information from the text to answer questions or to state the main idea or provide relevant details;
- LA.910.2.2.3 The student will organize information to show understanding or relationships among facts, ideas and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining);
- MA.912.A.2.1 Create a graph to represent a real-world situation.
- SS.912.G.2.1 Identify the physical characteristics and the human characteristics that define and differentiate regions.
- SS.912.G.4.2 Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
- SS.912.G.4.3 Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
- SS.912.G.4.7 Use geographic terms and tools to explain cultural diffusion throughout places, regions and the world.
- SS.912.G.4.9 Use political maps to describe the change in boundaries and governments within continents over time.
- SS.912.H.1.3 Relate works in the arts to various cultures.
- SS.912.H.3.1 Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
- SS.912.W.1.1 Use timelines to establish cause and effect relationships of historical events.
- SS.912.W.1.2 Compare time measurement systems used by different cultures.
- SS.912.W.1.3 Interpret and evaluate primary and secondary sources.
- SS.912.W.1.4 Explain how historians use historical inquiry and other sciences to understand the past.
- SS.912.W.1.5 Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
- SS.912.W.1.6 Evaluate the role of history
- SS.912.W.2.9 Analyze the impact of the collapse of the Western Roman Empire on Europe.
- SS.912.W.2.13 Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization.
- SS.912.W.2.15 Determine the factors that contributed to the growth of a modern economy.
- SS.912.W.4.1 Identify the economic and political causes for the rise of the Italian city-state –Rome
- SS.912.W.2.2 Describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion.

## Project Outline

The Rom-N Greece project provides active student centered lessons. Through research, prior knowledge, textbooks and the Internet, students work in small groups to discuss and locate important historical facts about their topic, Ancient Greece and Rome. Each group takes notes, write vocabulary words and definitions of “new” words. The students use the information gathered to create PowerPoint presentations, which are presented to the class.

Instead of the usual test, students are assessed by allowing them to discuss, within their groups, as they sort a jumbled list of important facts about Ancient Rome and Greece. After sorting the list, the students create compare and contrast graphic organizer/charts. These graphic organizer/charts are used to write compare and contrast essays/paragraphs (depending on the students ability level) comparing Rome and Greece. The Project helps students to have an appreciation of the content matter and a thorough understanding what it means to write a compare and contrast essay. Consequently, the quality of their writing improves and they are better prepared for standardized tests.

For the culminating assignment, the students work in assigned groups to create an attractive poster about Ancient Greece and Rome.



## Task 1

Students are placed in appropriate groups and each group is assigned a section for research. For example, Geography, The Economy, Society, Women's Role, Ruler(s). The students use the information gathered to create a PowerPoint Presentation to present to the class.

Encourage students' questions and discussions during the presentations.

**POSSIBLE SECTIONS FOR RESEARCH – EACH GROUP SHOULD COVER A DIFFERENT SECTION.**

**GEOGRAPHY**

**WOMEN**

**RELIGIOUS BELIEFS**

**WARS**

**RULERS**

### Instructions for students

Use the information gathered to create a PowerPoint Presentation. Include the following:

- At least 10 slides
- A title
- 4 “new” vocabulary words with definitions
- 10 historical facts about your topic
- Three pictures
- Bibliography

## Task 2

Students are put into different groups, but one person from each group must represent one of the sections covered in Task 1; thereby, knowledge from each of the sections is represented in the “new” group.

Students are given a list of jumbled facts (see handout below) about Rome and Greece. In groups, the students participate in further reading/review, discussions, and are encouraged to take notes, ask and answer questions while they sort the jumbled list. As the Teacher listens to the discussions, he/she will observe:

- which students have an understanding of the content matter

- peer to peer learning
- and some students say, “Miss, you forgot to add this to the list.”

Encourage students to add to the list!

When the students have sorted the list, ask them to prepare creative graphic organizers that compare and contrast Ancient Rome and Greece.

Information for students

### GRECO-ROMAN CIVILIZATIONS

Trade and Travel promoted the Greco-Romo civilization. This is the blending of Greek, Hellenistic and Roman civilization.

**When you compare two things you tell how they are alike. If you contrast two things, you focus on how they are different. Therefore, when you compare and contrast Rome and Greece, you must show how they are alike and how they are different.**

**You must organize your thoughts and information before you complete the graphic organizer.**

Task 3

The students are introduced to words that are used to compare and contrast and are asked to add at least five more to the list.

Information for students

### WORDS USED TO COMPARE AND CONTRAST

#### COMPARE

IDENTICALLY  
 BOTH  
 IN A SIMILAR WAY  
 IN THE SAME WAY  
 IN COMMON  
 MATCHING  
 SIMILARLY  
 EQUALLY  
 RATHER THAN  
 LIKEWISE  
 SIMILAR TO  
 ALIKE

#### CONTRAST /DIFFERENCES

DIFFERS FROM  
 DISPARITY  
 ON THE OTHER HAND  
 NEVERTHELESS  
 ALTHOUGH  
 DIFFER  
 STAND OUT AGAINST  
 HOWEVER  
 INSTEAD OF  
 IN SPITE OF THIS  
 EVEN THOUGH  
 NONETHELESS

COMPARABLE  
RELATED TO

HOWEVER  
EVEN SO

Instructions for students: ADD FIVE MORE COMPARE AND CONTRAST WORDS OF YOUR OWN

#### Task 4

Students are asked to write essays/paragraphs (differentiated instruction can be used depending on the students level/ability) using the compare and contrast words to compare Ancient Rome and Greece.

Instructions for students:

Use at least five Compare and Contrast words to write a paragraph/essay. Underline the compare and contrast words.

Title Ancient Civilizations - COMPARING ROME AND GREECE

#### EXAMPLE

Ancient Rome and Greece were similar because they were alike in many ways. They were both Mediterranean countries and had a lot in common. Both countries had Polytheistic religions and believed that their lives were presided over by the favor of their gods. However, there are many differences.

The Romans conquered Greece; nonetheless, they had great admiration for Greek art and literature; Rome took many ideas from the Greeks and the Greeks influenced much of Rome's literature. This fact led the Poet Horace to write, "Greece has conquered her rude conqueror."

#### Task 5

The culminating assignment is for students to work in their assigned groups to create an attractive poster about Ancient Greece and Rome.





## HANDOUT FOR TASK 2

JUMBLED LIST – STUDENTS MAY BE GIVEN ALL OR SOME OF THE WORDS FROM THE LIST.

Instructions for students:

**Use the following list to create a graphic organizer to compare and contrast Ancient Greece and Rome:**

1. had limited fertile land
2. many hills and mountains
3. Olympic Games
4. Socratic Method
5. oligarchy
6. mercenary
7. Emperor
8. Aeneid
9. inland, one side of the Tiber River
10. went from city state, republic then empire
11. dictator
12. Aristotle
13. Plebeian
14. Legions
15. Consul

16. Republic
17. Punic war
18. Tribunes
19. Christianity
20. Skillful diplomacy
21. Veto
22. Carthage
23. imperialism
24. Pax Romana
25. Julius Caesar
26. became skilled sailors
27. Limited Democracy
28. Alexander the Great
29. polis
30. coastline provided a harbor for ships
31. Hellenistic Civilization
32. helots
33. slaves
34. acropolis
35. Homer
36. Iliad and Odyssey
37. Philosophers
38. City states
39. wars

40. army
41. Mediterranean countries
42. The gods of Greece and Rome were shared, but had different names
43. strong rulers
44. Polytheistic
45. phalanx (formation of heavily armed foot soldiers)
46. Epics
47. Aqueducts
48. Latin
49. Toga
50. Nero
51. Italian Peninsula
52. Hannibal
53. Peloponnesian wars
54. Soldiers
55. Senate
56. Patrician
57. Plato
58. Capitoline Hill
59. Augustus
60. City of Alexandria
61. Gladiators
62. Zeus
63. Persian War

64. Built Forts and Roads
65. Mount Olympus
66. Jupiter
67. Virgil
68. Arenas
69. King Philip
70. Chariot racing
71. Ruled by Etruscan Kings
72. Agora
73. Pericles
74. Marathon
75. Romulus and Remus

Instructions for students:

*Now add five words of your own!*

## ANSWER KEY FOR JUMBLED LIST

<b>GREECE</b>	<b>SIMILARITIES</b>	<b>ROME</b>
Had limited fertile land	soldiers	mercenary
Many hills and mountains	slave	emperor
Helots	city states	Aeneid
Acropolis	wars	inland, one side of Tiber River
Olympic games	army	went from city-state then republic then Empire
Philosophers	Mediterranean countries	
Socratic method	Gods, but different names	
Oligarchy	strong rulers	
Aristotle	Polytheistic	
Became skilled sailors	phalanx	
Limited democracy	epics	
Alexander the Great	arenas	
Polis	chariot racing	
Hellenistic civilization		
Homer		
Iliad and the Odyssey		
Peloponnesian wars		

Plato

City of Alexandria

Gladiators

Zeus

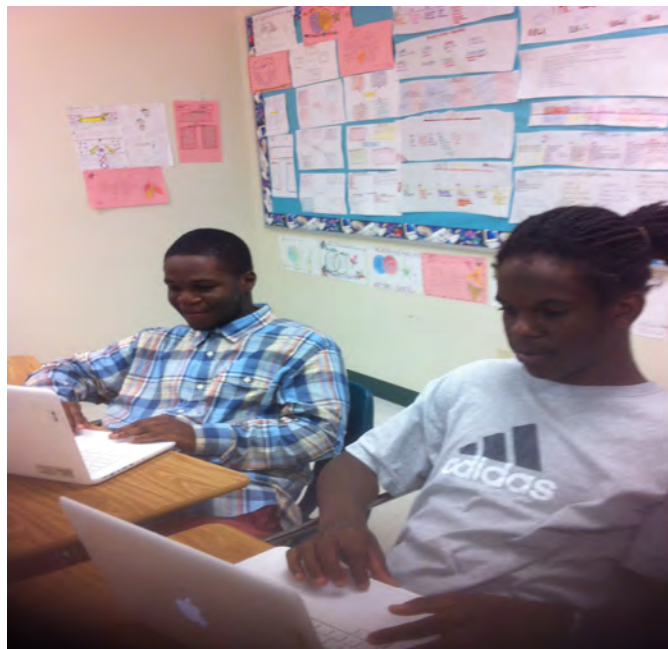
Persian war

Mount Olympus

Marathon

King Philip

Pericles



**TASK 5 - Poster**

Instructions for students:

**LET'S GET CREATIVE WITH ANCIENT GREEK AND ROME!**

**CREATE AN ILLUSTRATION TO COMPARE THE ANCIENT GREEKS AND ROMANS**

**EXAMPLES: A POSTER BOARD, COLLAGE, MODEL, ETC.**

**POSSIBLE MATERIALS: SHOE BOX, MARKERS, PAINT**

- 1 CREATE A TITLE FOR YOUR WORK.**
- 2 USE COLORFUL GRAPHICS AND PICTURES TO ORGANIZE THE INFORMATION.**
- 3 YOUR WORK MUST BE ORIGINAL, NEAT, FACTUAL (AT LEAST 15 FACTS) AND WITHOUT ERRORS.**
- 4 ORIGINAL DRAWINGS WOULD BE GREAT! IF NOT, MAKE SURE YOUR PICTURES ARE NOT COPYRIGHTED.**



## ROM-N GREECE CHART – TEMPLATE

<b>ROME DIFFERENCES</b>	<b>ROME/GREECE SIMILARITIES</b>	<b>GREECE DIFFERENCES</b>



VOCABULARY

WRITE THE WORD TEMPLATE

Definition	Illustration
Example	Non-Example

## ROM-N GREECE - POSTER ASSESSMENT RUBRIC

You will be placed in a small group of 3 or 4 people.

### **A (91-100)**

Guidelines are accurately followed. Your poster is “well done.” It contains no grammar or spelling mistakes. The poster is also neat, informative and creative.

### **B (81-90)**

Guidelines are followed. Your poster is “on-topic” and complete. There are no more than two errors in grammar or unclear sentences.

### **C (71-80) (complete but with some errors)**

Guidelines are followed. The work is complete and “on topic.” There is no more than three spelling or grammatical errors.

### **D (61-70) (complete with several errors)**

Guidelines are followed. Your poster is incomplete and has more than four errors.

### **F 0-60**

Guidelines are not followed. Off topic. Excessive spelling, grammar and formatting errors.

STUDENTS' WORK FOR THE PROJECT



~~World History~~  
World History  
10/4/12

## "Ancient Civilizations"

Ancient Greece and Ancient Rome are both very similar. However they are very different as well.

Ancient Greece and Rome are very similar. They both had wars, had a powerful army, women were treated as 2nd class citizens, both had epics, and both had gods. Even though they had gods, they had difference in names.

However, they also differ. Roman empire lasted longer than Greece. Also, romans become monotheistic after christianity was introduced.

In conclusion, Ancient Greece and Rome are alike and also differ in many ways.

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Justin W  
Rome and Greece are very similar in many ways such including the fact that they are Mediterranean countries, but Rome was an island country and Greece was separated by ocean and mountains. Both believed in gods, how the gods had different names. Women in the two countries ~~are~~ had some things in common due to how they were considered property, yet they differ because Roman women played a big role in many Roman decisions. Also comparable was the fact that they had wars, even though Greece had Persian, Trojan, and Peloponnesian Wars, and Rome only had the Punic Wars. Rome, like Greece, had rulers; although some Roman rulers were insane and evil (Caligula and Nero, cough cough).

# ROME

HUMANISTIC  
CIVILIZATION  
• Strong rulers

- Consul • became skilled
- Sailors • Pax Romana • city
- States • Tribunes • skillful
- diploMACy • went from a
- city state to a republic
- to a ruling empire •
- emperor • acrololis •
- had
- limited
- fertile
- land •
- strong
- rulers •
- Liad &
- Odyssey
- helots &
- Slaves •
- aqueduct
- carthage
- acrololis
- Julius
- Caesar
- Homer
- Veto
- wars • army • soldier
- Christianity • veto
- Alexander the
- Great • Punic War
- Epics • Latin •
- city states •
- philosophers •
- oligarchy • veto
- consul
- limited
- democr-
- acy
- Plebian
- Julius
- Caesar
- coast
- line
- provide
- harbors for ships
- became skilled
- Sailors • hill top •
- mercenary •
- Mediterranean
- countries • legio
- plebian • patrician
- aenaid • christianity
- limited democracy • in
- land, one side of the
- Tribune river • gods &
- goddesses •

# Greece

# Rome

- Christianity
- ~~Empire~~
- Aeneid
- Dictator
- Patrician
- Plebeian
- Legion
- Republic
- Veto
- Consul
- Julius Caesar
- Punic War
- Check and balance
- Polytheistic
- Latin
- Toilet
- Aqueduct

# Ancient History

## ALIKE

# Greece

- Became Skilled Sailors
- Homer
- Limited democracy
- Acropolis
- Hellenistic civilization
- Socratic method
- Iliad and Odysseey
- Helots/Slave
- inland, one side of the Tiber river
- Olympic games
- Philosophers
- Alexander the Great
- Phalanx
- Acropolis

- City-states
- Emperor
- Wars
- Army
- Epics
- The gods of Greece's Rome were shared, but had different names
- Mediterranean countries
- Strong Rulers

# Perlo

~~Alex~~



# Compare & Contrast Map

by: EXAMPLE

## Similarities-to-differences

Item 1

GREECE

Item 2

ROME

### Introduction

As ancient civilizations, Greece and Rome were similar but they were also very different.

### How Are They Similar?

- \* City states
- \* wars

### How Are They Different?

GREECE

- \*city-states (polis) remained separated from each other
- \*coastline provided a harbor for ships

### Conclusion

The Romans, conquered Greece, but they had great admiration for the Greek art and literature; the Greeks were very intellectual and had made discoveries in a wide spread of fields, notably mathematics (Pythagoras), geometry (Euclid), astronomy

## **WEBSITES**

<http://havefunteaching.com/worksheets/graphic-organizers/>

<http://www.manatee.k12.fl.us/sites/elementary/samoset/rcccon1.htm>

<http://www.readwritethink.org/classroom-resources/student-interactives/venn-diagram-circles-30006.html>

[www.bbc.co.uk/history/ancient/cultures/](http://www.bbc.co.uk/history/ancient/cultures/)

[en.wikipedia.org/wiki/Ancient\\_history](http://en.wikipedia.org/wiki/Ancient_history)

[www.history.com/topics/ancient-history](http://www.history.com/topics/ancient-history)

[www.socialstudiesforkids.com/subjects/ancientcivilizations.htm](http://www.socialstudiesforkids.com/subjects/ancientcivilizations.htm)

[cybersleuth-kids.com](http://cybersleuth-kids.com)

[www.ushistory.org/civ/index.asp](http://www.ushistory.org/civ/index.asp)

[www.timemaps.com/history](http://www.timemaps.com/history)

[www.ancient-greece.org/history/minoan.html](http://www.ancient-greece.org/history/minoan.html)



