

**ED 101 Educational Technology Lab – Spring 2011  
Boston University – School of Education**

## LESSON PLAN

Your Name	Lauren Luckenbaugh
Your ED101 Lab Section	G1 (Mondays at 1:00pm)
School	<b>Jackson Mann</b>
Grade(s) Observing	6th
Supervising Teacher	Mrs. Floyd
List any teaching help you may have during the lesson	Mrs. Floyd will be available during the lesson; her cooperating teachers Ms. Penn and Mr. Bomb may also be available as well, depending on what time of day the lesson is introduced.
Setting (in class, in computer lab, other?)	Computer Lab
Technology needed to complete lesson	This lesson requires that each student have their own computer; 13 computers will be needed for the first class, and 14 computers will be needed for the second class.
Other materials needed	Students will be given a handout that will assess what they have learned from the website.
Content Area(s)	Social Studies
Title of web site	Ancient Greece
Topic of Lesson	Ancient Greece (Government, Mythology, and Sparta)
Goals of the Lesson	I would like the website to reaffirm, as well as expand on what students have already read about in their textbook, namely: a basic understanding of Greek government, mythology, and life in Sparta. The website should also act as a tool that can further the students' personal desires to gain more knowledge on the subject of Ancient Greece.
Three Objectives	<p>Students will be able to define the terms: democracy, monarchy, tyranny, and oligarchy. They must relate that a democracy is a form of government where all of the people share power, that a monarchy is ruled by a king or emperor, that a tyranny is ruled by one leader who illegally takes power, and that an oligarchy occurs when a small group of people rule. In addition, they will recognize that Ancient Greek city-states experienced all four of these types of government.</p> <p>Students will be able to name at least two gods present</p>

	<p>in Ancient Greek mythology, as well as what they are known for. For example: Zeus was the father of the gods.</p> <p>Students will describe the role of women in Spartan society, detailing at least one of the following: the military training of young Spartan girls, their right to own property, the freedom to speak to friends of their husbands, or the call for women to fight for their country when needed.</p>
Technology standard	<p>Standard 1. Demonstrate proficiency in the use of computers and applications, as well as an understanding of the concepts underlying hardware, software, and connectivity</p> <p>Internet, Networking, and Online Communication</p> <p><b><i>G6-8: 1.18 Use Web browsing to access information (e.g., enter a URL, access links, create bookmarks/favorites, print Web pages).</i></b></p>
Curriculum Framework	<ul style="list-style-type: none"> <li>➤ Massachusetts History and Social Science Standards</li> <li>➤ Ancient and Classical Civilizations in the Mediterranean to the Fall of the Roman Empire: Ideas that Shaped History, Grade 7</li> <li>➤ The Roots of Western Civilization: Ancient Greece, c. 800-300 BC/BCE</li> </ul> <p><b><i>7.32 Describe the myths and stories of classical Greece; give examples of Greek gods and goddesses, heroes, and events, and where and how we see their names used today. (H)</i></b></p>
Introduction of Lesson	<p>The lesson will take place in the computer lab, with each student at their own computer.</p> <p>As students will have already read the chapter in <u>History Alive!: The Ancient World</u> that covers the subject of Ancient Greece, the lesson will begin with</p>

	<p>the following remark: Based on what you've recently read, what can you tell me about Ancient Greece?</p> <p>After a few students have responded as best they can, I will segue into the website lesson, while explaining to them that it is a tool for them to use to review what they already know, as well as to learn more about the topic.</p>
<p>Lesson Procedure, Web Site Use, and Technology Standard</p>	<p>After introducing the lesson, by reviewing what they already know about Ancient Greece, the students will be asked to look at the homepage of the website.</p> <p>There, they will find a map of Ancient Greece and a basic description of not only the site, but also Ancient Greece itself. I will explain that Ancient Greece was broken up into a series of city-states, one of which was Sparta.</p> <p>Students will then watch the video clip on the homepage, and we will further discuss city-states and the problems that arose because of them (the video will discuss the presence of various city-states and the fighting that broke out between them). Students will be asked why they think that the states in the United States of America have not fought each other more than just during the Civil War. We will discuss the difference between the United States government, where all states share the same government, and the Ancient Greek city-states who each had their own government.</p> <p>Students will then be asked to click on the "Government" tab. They will read about the different types of governments that Ancient Greek city-states practiced. Once they have finished, we will discuss the difference between a tyranny and a monarchy as well as the difference between an oligarchy and a democracy. These terms may prove to be confusing for the students as a tyranny and monarchy are both lead by one individual, and an oligarchy and democracy are both lead by a group of people.</p> <p>We will discuss the fact that every city-state had its own type of government. The students will look at the timeline that demonstrates the progression of government types, beginning with mostly monarchies in the earlier days, and ending with mostly democracies.</p>

	<p>The students will click on the audio button which will explain that Athenian democracy paved the way for all future democracies. I will then ask the students what type of government they think the United States has. We will compare our democracy to that of one practiced in Ancient Greek city-states.</p> <p>Students will then be asked to click the “Mythology” tab (This particular page coincides with the curriculum framework). They will be allowed to navigate around this page on their own for a bit.</p> <p>Once they have had some time to explore it on their own, we will discuss some of the different gods. In order to make sure that students stay engaged, they will be asked which of the gods they think is the coolest and why.</p> <p>Students will be asked to click on the two links leading to web pages with detailed stories about the gods. They will navigate around these pages for a while, and will then be encouraged to explore them further on their own time. I will show them how to do navigate to the pages as well as how to google other educational sites on Greek mythology (this coincides with the technology standard).</p> <p>Students will then click on the “Life in Sparta” page and be given time to look it over.</p> <p>We will discuss the role of women in Spartan society, the type of government they practiced (tying it in to the first tab which discusses all the forms of government), education in Sparta, and Spartan economy.</p> <p>Students will be asked to reflect and comment on the differences between their own education and that of a young Spartan girl or boy.</p> <p>Students will then be directed to the “Quiz” page where they will complete the quiz questions.</p> <p>Finally, they will be broken into small groups where they will work together to fill out the handout that will assess what they have learned from the website.</p>
<p>How will students be assessed?</p>	<p>After the students have reviewed the website, they will</p>

	<p>gather in small groups and complete the handout (attached below). The answers to the handout can be found not only on the website, but also in the textbook, <u>History Alive!: The Ancient World</u>. Each student will have access to both resources as they complete the worksheet.</p> <p>Students will also be encouraged to explore the additional links on the website which navigate to web pages that give detailed stories about the gods they have learned about. This will not be a mandatory assignment; it will be optional for any student who would like to read more about Ancient Greek mythology on their own time.</p>
<p>How will you know if students have met the objectives stated above?</p>	<ul style="list-style-type: none"> <li>• Students will be able to define the terms: democracy, monarchy, tyranny, and oligarchy. They must relate that a democracy is a form of government where all of the people share power, that a monarchy is ruled by a king or emperor, that a tyranny is ruled by one leader who illegally takes power, and that an oligarchy occurs when a small group of people rule. In addition, they will recognize that Ancient Greek city-states experienced all four of these types of government.</li> </ul> <p>Students will be asked to define all of the types of government on the handout.</p> <ul style="list-style-type: none"> <li>• Students will be able to name at least two gods present in Ancient Greek mythology, as well as what they are known for. For example: Zeus was the father of the gods.</li> </ul> <p>Students will be asked to name two gods and what they are known for on the handout.</p> <ul style="list-style-type: none"> <li>• Students will describe the role of women in Spartan society, detailing at least one of the following: the military training of young Spartan girls, their right to own property, the freedom to speak to friends of their husbands, or the call for women to fight for their country when needed.</li> </ul> <p>Students will be asked to list one of the roles of a Spartan woman on the handout.</p>

Web-based Quiz	<p>(Answers to Quiz questions are in bold)</p> <ol style="list-style-type: none"><li>1. Which of the following types of government did city-states in Ancient Greece have? A) Monarchy B) Oligarchy C) Tyranny D) Democracy <b>E) All of the above</b></li><li>2. Who was the father of the Greek gods? A. Poseidon B. Hermes <b>C. Zeus</b> D. Hephaestus</li><li>3. Who was the goddess of wisdom and war? A. Aphrodite <b>B. Athena</b> C. Hera D. Hestia</li><li>4. What does the word “myth” mean? A. The truth <b>B. A traditional story that helps to explain a culture’s beliefs</b> C. A type of government D. A small community or village</li><li>5. What kind of government did Sparta have? A. Democracy <b>B. Oligarchy</b> C. Tyranny D. Monarchy</li></ol>
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## Ancient Greece Website Review

Describe the following types of government:

- Monarchy - \_\_\_\_\_  
\_\_\_\_\_
- Oligarchy- \_\_\_\_\_  
\_\_\_\_\_
- Tyranny- \_\_\_\_\_  
\_\_\_\_\_
- Democracy- \_\_\_\_\_  
\_\_\_\_\_

Which of these types of government does the Unites States have? \_\_\_\_\_

Name two Greek gods you've learned about and what they are known for:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

List one of the roles of women in Ancient Sparta: \_\_\_\_\_

\_\_\_\_\_

