

# Lesson Plans: SS 06 WHis LPQ3 042 Greeks and Romans in Africa

**Title:** SS 06 WHis LPQ3 042 Greeks and Romans in Africa

**Grade Level :** Grade 6

**Subject :** Social Studies - Middle

**Standards/Assessed Benchmarks:** Florida STATE FL Social Studies Standard (2008)  
Florida Sunshine State Standards

Grade 6

World History

3: Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).

SS.6.W.3.2 Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.

SS.6.W.3.5 Summarize the important achievements and contributions of ancient Greek civilization.

SS.6.W.3.6 Determine the impact of key figures from ancient Greece.

SS.6.W.3.7 Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.

SS.6.W.3.8 Determine the impact of significant figures associated with ancient Rome.

SS.6.W.3.13 Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.

SS.6.W.3.14 Describe the key achievements and contributions of Roman civilization.

SS.6.W.3.18 Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.

**Description/Abstract of Lesson:** To develop an understanding of how both Greek and Roman civilizations influenced Africa and how the African civilizations influenced Greeks and Romans.

**Essential Question-Scope & Sequence:** **How is Africa changing and growing?**

**Technology Connections and Student Materials:** The following sites will help you get started in your research:  
[www.realhistoryww.com/world\\_history/ancient/Egypt\\_4.htm](http://www.realhistoryww.com/world_history/ancient/Egypt_4.htm)  
[www.digitalegypt.ucl.ac.uk/burialcustoms/roman.html](http://www.digitalegypt.ucl.ac.uk/burialcustoms/roman.html)

The following are other excellent sites that may help with research or ideas about the Greeks and Romans in Africa/Egypt:

<http://ancienthistory.about.com/od/africangeographers/a/AncientAfrica.htm>

[www.unrv.com/provinces/africa.php](http://www.unrv.com/provinces/africa.php)

[www.touregypt.net/alexhis1.htm](http://www.touregypt.net/alexhis1.htm)

**Duration :** 3 Days

**Vocabulary:** Roman Empire, Greco-Macedonian Period, Greek Empire, House of Ptolemy. Culture, Carthage, Hannibal, Alexander the Great, Library of Alexandria. Punic Wars

**Steps to Deliver Initial Instruction:**

- This lesson is designed to bridge the study of nascent "Western" civilizations with those in Africa. Students will need to use previous teaching and learning on Africa to make connections

**Guided Practice with Feedback:**

- Students will begin by imagining they are tv talk show hosts and they are going to "interview" Alexander the Great. The time period selected should allow Alexander to discuss his entire life and accomplishments.
  - classStudents will work with a partner, one will be the host and one will be Alexander for the show's "interview". Students will start by researching the accomplishments of Alexander the Great. The following sites will help get you started on your research:  
[www.historyofmacedonia.org/AncientMacedonia/AlexandertheGreat.html](http://www.historyofmacedonia.org/AncientMacedonia/AlexandertheGreat.html)  
They will then create ten questions that they would "ask" Alexander on the
  - show. Once students have created and answered their questions, they should

be given time to rehearse their "show".

- The talk show host and Alexander will then (each set of partners) conduct their show for the class.

**Independent Practice:**

- Student should be reminded of the wars between Rome and Carthage. Students will research the life of Hannibal and present their research as a one page newspaper article on the life of Hannibal.
  - Each article will include the following:
    - Details of his life from birth
    - His military accomplishments
    - Student's personal views on Hannibal's personality
  - Students will read their article aloud to the class, the result should be an understanding of Hannibal and why we study him.

**Differentiated Instruction/Small Groups:**

- Divide students into groups based on interest. Students will either make a book about Egypt under Ptolomaic rule or create a mummy mask based on reasearch into Egyptian mummification in Greece and Rome.
- The House of Ptolemy – Egypt under Roman Rule. Students will make a "book" about the rule of the House of Ptolemy in Egypt. The "book" may be in any form deemed appropriate by the teacher, such as a flip-book or using three pieces of construction paper folded in half and stapled to make a small book. The book should include the following:
  - Brief biographies of three of the House of Ptolemy rulers
  - Pictures or print outs of art and statues from the House of Ptolemy with captions
  - Title on front of book
- Create a "library" of the books to display the student work and allow them to explore it.

- Greek and Roman mummies of Egypt. Students will create their own "mummy masks". First, the research. Students will answer the following questions:
  - Why did the Greeks and Romans adopt Egyptian mummification?
  - How were they "mummified"?
  - When are these Greek and Roman mummies in Egypt created?
- Students will then research photographs of Greco-Roman Egyptian mummy masks. Then they will use construction paper, glue, and colored pencils (and any other art supply you wish) to create the mummy masks.

**ESE/ESOL Accommodations & ESE/ESOL Strategies:**

- ESE and ESOL students should be provide additional definitions of vocabulary. They should be encouraged to pair with another student.

**Lesson Closure/Review:** Review learning with students. They should be able to provide specific examples of African influence on Greek and Roman culture using all 3 of the activities.

**Creator :** Middle SS Content Team

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