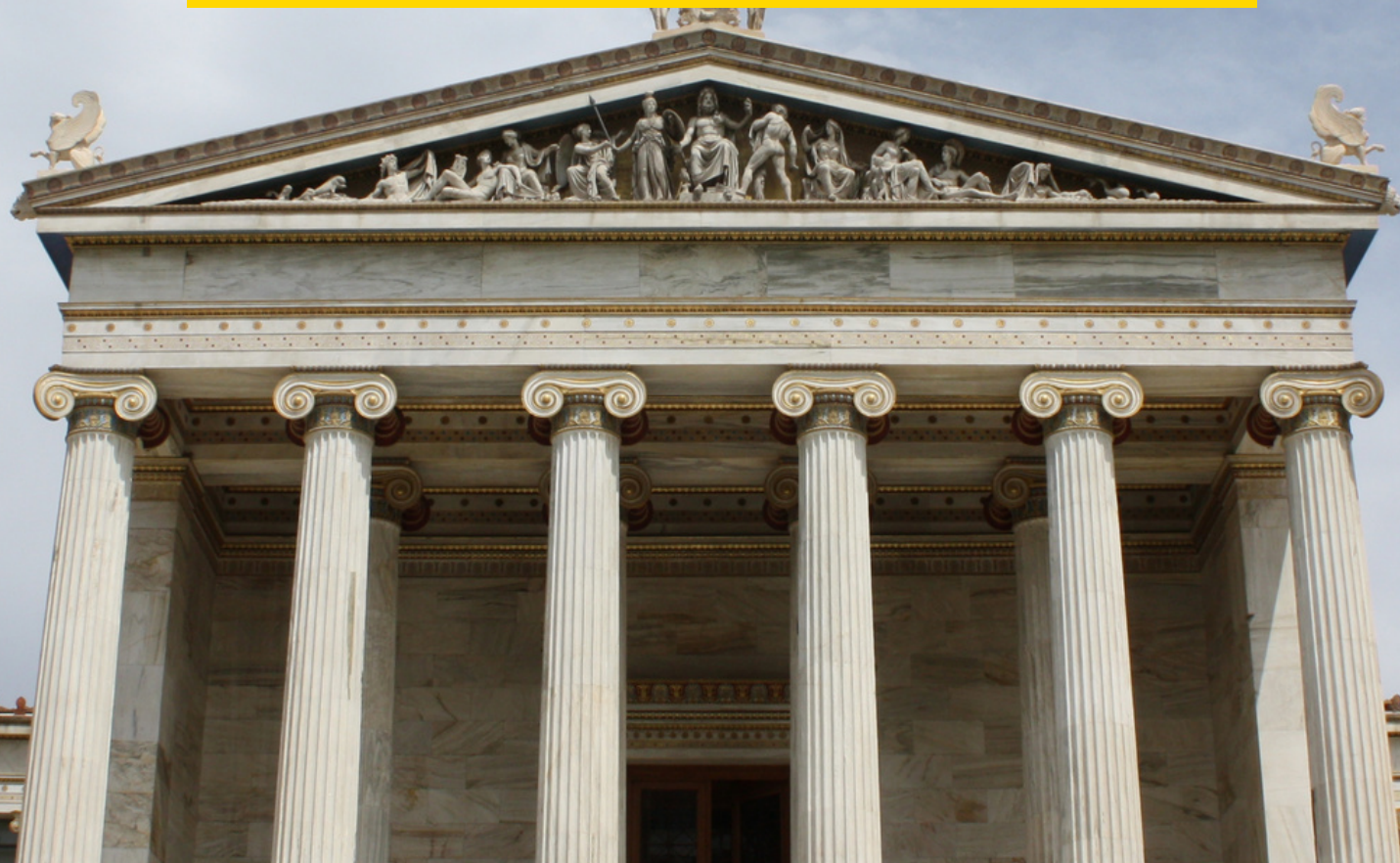


**SPECIAL ED**

# ANCIENT GREECE



**INCLUDES GOOGLE SLIDES**





*This unit was created with this guy in mind. He has autism and an intellectual disability. He is a non-reader, and loves the sound of piano keys. With some support he is able to do this unit, and enjoys the challenge. He is my tester!!*



## Table of Contents

| Pages   | Activity                           |
|---------|------------------------------------|
| 4-37    | Ancient Greece                     |
| 38-40   | Vocabulary board                   |
| 41-49   | Vocabulary cards                   |
| 50-66   | Vocabulary cut and paste           |
| 67-72   | Circle map                         |
| 73-82   | Collage of each period             |
| 83-87   | Sorting activity: Athens vs Sparta |
| 88-101  | Large timeline cards               |
| 102-106 | Cut and paste timeline             |
| 107-119 | Sudoku                             |
| 120-121 | Word Search                        |
| 122-129 | Close worksheets                   |
| 130-147 | Assessment                         |
| 148-149 | Terms of Use                       |

*Also included with this unit is a power point show that is narrated and has automatic advancement of slides. Let me know in the feedback if this was helpful 😊*

*Also included with this unit are detailed lesson plans in a separate file. Let me know in the feedback if this was helpful 😊*

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This unit contains over 150 pages of material. I have included a detailed lesson plan to help you make the most of everything in this unit including how to add some group activities.



# Ancient Greece Lesson Plan

## Preparation

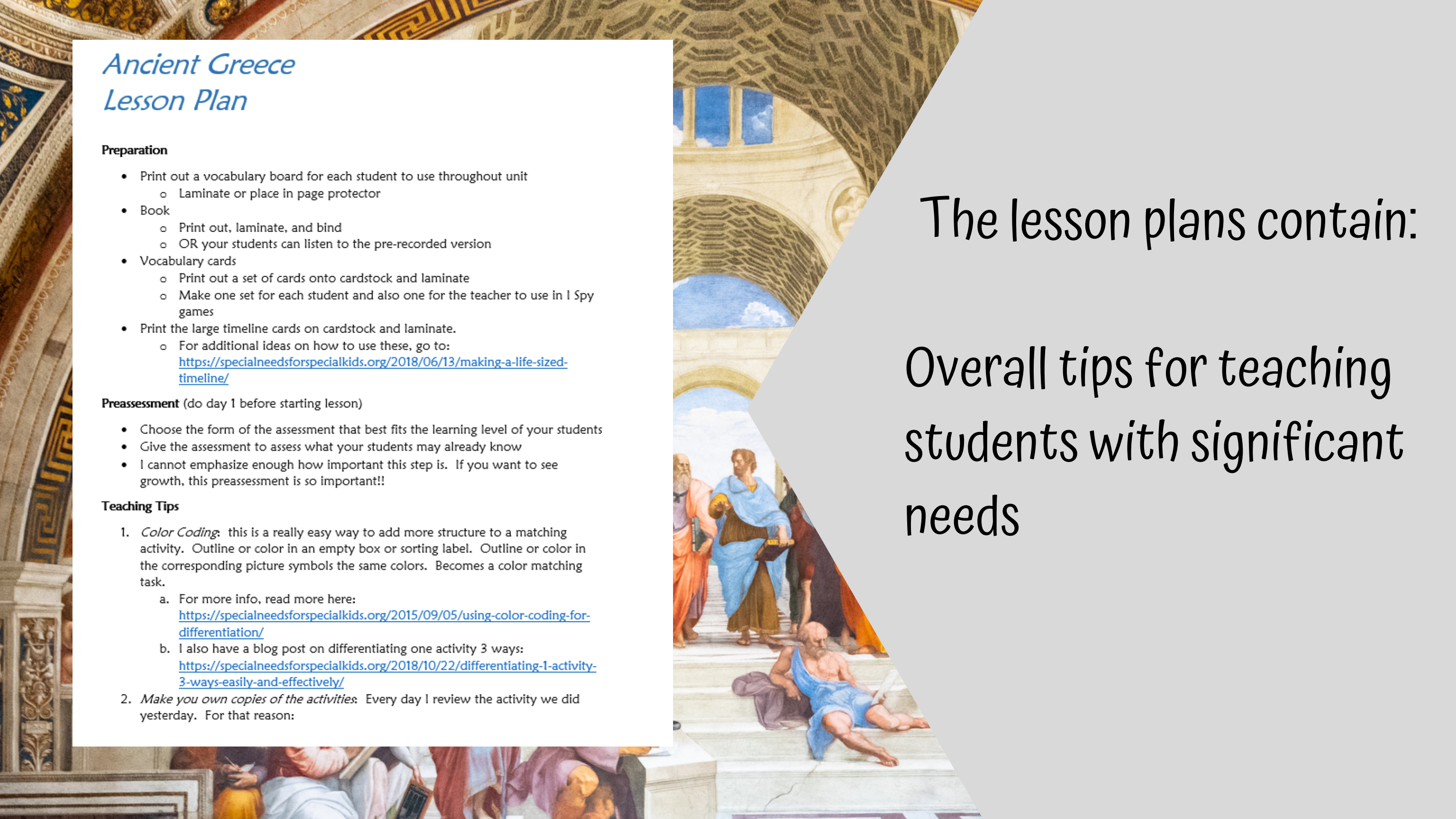
- Print out a vocabulary board for each student to use throughout unit
  - Laminate or place in page protector
- Book
  - Print out, laminate, and bind
  - OR your students can listen to the pre-recorded version
- Vocabulary cards
  - Print out a set of cards onto cardstock and laminate
  - Make one set for each student and also one for the teacher to use in I Spy games
- Print the large timeline cards on cardstock and laminate.
  - For additional ideas on how to use these, go to:  
<https://specialneedsforspecialkids.org/2018/06/13/making-a-life-sized-timeline/>

## Preassessment (do day 1 before starting lesson)

- Choose the form of the assessment that best fits the learning level of your students
- Give the assessment to assess what your students may already know
- I cannot emphasize enough how important this step is. If you want to see growth, this preassessment is so important!!

## Teaching Tips

1. *Color Coding:* this is a really easy way to add more structure to a matching activity. Outline or color in an empty box or sorting label. Outline or color in the corresponding picture symbols the same colors. Becomes a color matching task.
  - a. For more info, read more here:  
<https://specialneedsforspecialkids.org/2015/09/05/using-color-coding-for-differentiation/>
  - b. I also have a blog post on differentiating one activity 3 ways:  
<https://specialneedsforspecialkids.org/2018/10/22/differentiating-1-activity-3-ways-easily-and-effectively/>
2. *Make you own copies of the activities:* Every day I review the activity we did yesterday. For that reason:



The lesson plans contain:  
Overall tips for teaching  
students with significant  
needs

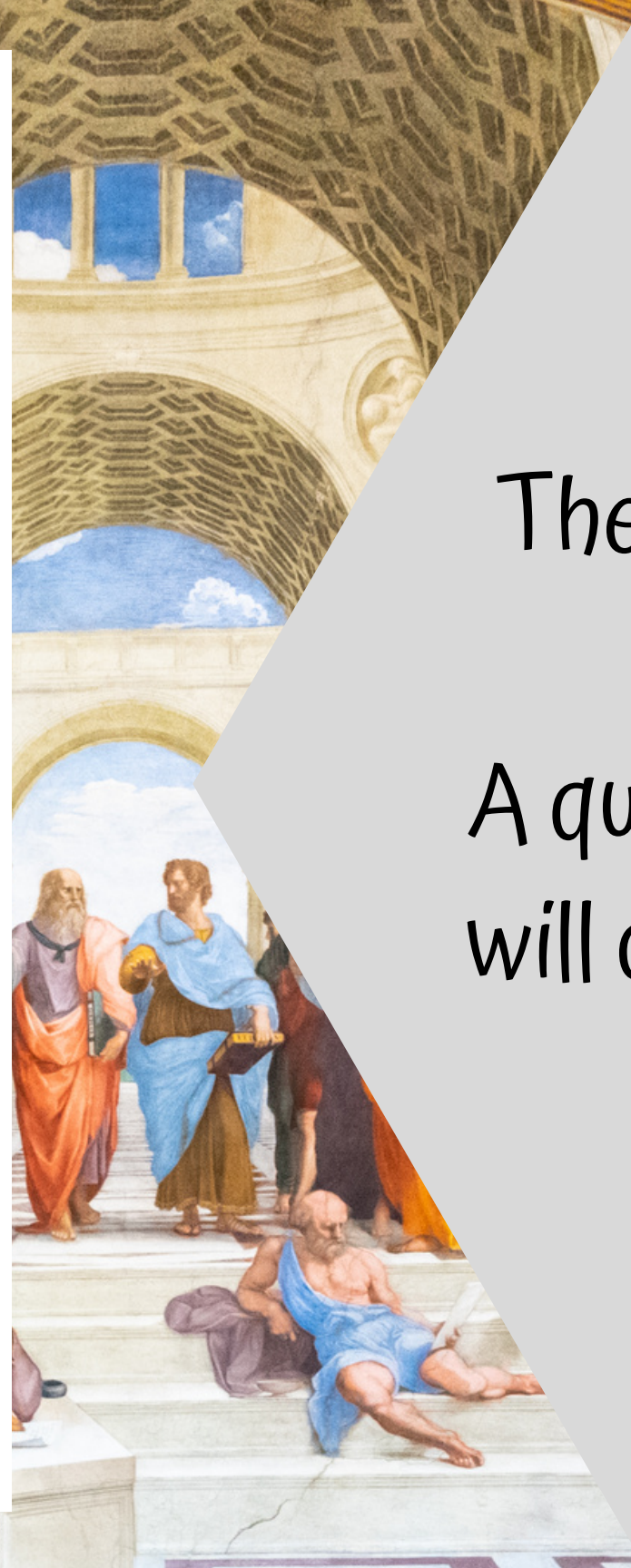


## Quick Look

| Day | Activity   | Day | Activity   |
|-----|--|-----|--|
| 1   | <ul style="list-style-type: none"><li>• Book</li><li>• Intro vocab cards</li><li>• Circle map</li></ul>                                  | 8   | <ul style="list-style-type: none"><li>• Book</li><li>• Timeline activity</li><li>• Vocab cut and paste</li><li>• Word search</li></ul> |
| 2   | <ul style="list-style-type: none"><li>• Book</li><li>• Vocab cards activity</li><li>• Period collage</li></ul>                           | 9   | <ul style="list-style-type: none"><li>• Book</li><li>• Vocab card activity</li><li>• Close worksheet</li></ul>                         |
| 3   | <ul style="list-style-type: none"><li>• Book</li><li>• Vocab cards activity</li><li>• Period Collage</li></ul>                           | 10  | <ul style="list-style-type: none"><li>• Book</li><li>• Vocab card activity</li><li>• Close worksheet</li></ul>                         |
| 4   | <ul style="list-style-type: none"><li>• Book</li><li>• Vocab cards activity</li><li>• Period Collage</li></ul>                           | 11  | <ul style="list-style-type: none"><li>• Book</li><li>• Vocab card activity</li><li>• Close worksheet</li></ul>                         |
| 5   | <ul style="list-style-type: none"><li>• Book</li><li>• Vocab cards activity</li><li>• Sorting Activity</li></ul>                         | 12  | <ul style="list-style-type: none"><li>• Book</li><li>• Vocab card activity</li><li>• Close worksheet</li></ul>                         |
| 6   | <ul style="list-style-type: none"><li>• Book</li><li>• Timeline activity</li><li>• Cut and paste timeline</li></ul>                      | 13  | <ul style="list-style-type: none"><li>• Assessment</li></ul>   |
| 7   | <ul style="list-style-type: none"><li>• Book</li><li>• Timeline activity</li><li>• Vocab cut and paste</li><li>• Sudoku puzzle</li></ul> |     |  |

The lesson plans contain:

A quick look at what you will do each day





### Day 3

| Activity   | Notes   | Materials   |
|--|---|---|
| Read or listen to a recording of the book (10 minutes) | <ul style="list-style-type: none"><li>• Read through the story, asking lots of questions</li><li>• Continue to make connections between book and vocabulary board</li></ul>   | <ul style="list-style-type: none"><li>• Book</li><li>• Vocabulary board</li></ul>   |
| Vocabulary cards I Spy Game (10 minutes)               | <ul style="list-style-type: none"><li>• I play this game see description on day 2</li><li>• Today, try to give clues about the card your student needs to find<ul style="list-style-type: none"><li>◦ Read definition</li><li>◦ Show real photo that relates to card from book</li><li>◦ Describe the picture</li></ul></li><li>• Discuss relevant points on the card<ul style="list-style-type: none"><li>◦ You can also play this game in this manner having them find the symbol on their vocabulary board</li></ul></li></ul> | <ul style="list-style-type: none"><li>• Vocabulary cards (student set and teacher set)</li><li>• Vocabulary board</li></ul> |
| Period 1 collage review (5 minutes)                    | <ul style="list-style-type: none"><li>• Review the collage completed yesterday</li></ul>  | <ul style="list-style-type: none"><li>• Collage completed yesterday</li></ul>   |
| Period collage 2 (10 minutes)                          | <ul style="list-style-type: none"><li>• Do the collage on the <b>Classical period</b><ul style="list-style-type: none"><li>◦ Choose best format (errorless or not)</li><li>◦ Color in when done</li><li>◦ Compare to collage done yesterday</li></ul></li><li>• Make connections to the book as necessary</li></ul>   | <ul style="list-style-type: none"><li>• Collage</li><li>• Scissors</li><li>• Glue</li><li>• crayons</li></ul>               |
| Sharing (10 minutes)                                   | <ul style="list-style-type: none"><li>• Each student shares their finished collage with the group using the communication method of their choice</li></ul>  | <ul style="list-style-type: none"><li>• Completed collage</li><li>• Communication devices</li></ul>                         |

The lesson plans contain:

Detailed instructions on how that day's lesson should run



This unit comes with a vocabulary board.

Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.

Tips on how to use in the unit!!



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Almost 3000 years ago there were people living in an area in what is now Bulgaria and Turkey. They would change how we live today.



The Olympic games took place in the city of Olympia every four years.



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There is a 34-page book with this unit using simple text and photos. It is an overview of Ancient Greece including important people and events.

Both come in pdf versions as well as a voice-recorded powerpoints (so you don't have to print it out.)



## empire

A very large area controlled by a king or one leader.



## ancient

Referring to a very long time ago.



## Archaic period

The first period of Ancient Greece between 800BC-500BC when the Olympics started.



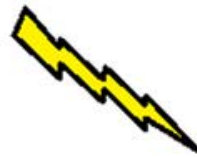
## Olympic games

Held every four years in Olympus to honor Zeus. Men would compete in physical sporting events.



## Zeus

The ruler of all the gods in Ancient Greece.



## Mount Olympus

Tallest mountain in Greece. People believed the gods lived on top of it.



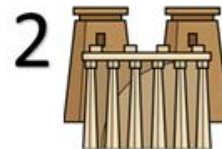
## Homer

Famous author during the Archaic period who wrote the Odyssey and the Iliad.



## Classical Period

Second period in Ancient Greece. Between 500BC and 323BC when Alexander the Great was King.



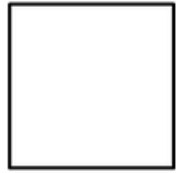
There are 16 vocabulary cards that come in color and black and white.

Included are suggestions for group activities to do with these each day.



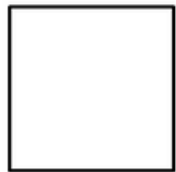
## democracy

Type of government where rulers are elected and things are run by the people.



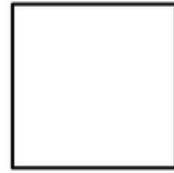
## Socrates

One of the very first philosophers.



## philosopher

Person who studies what people think and why they do what they do.

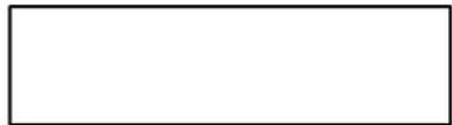


## Plato

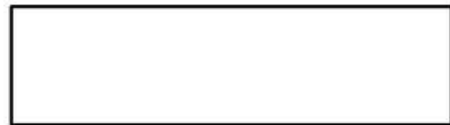
Student of Socrates who studied how people acted and how to make them better people.



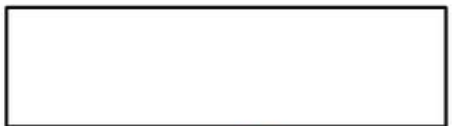
## Sparta



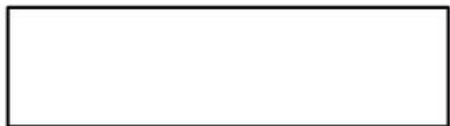
## Athens



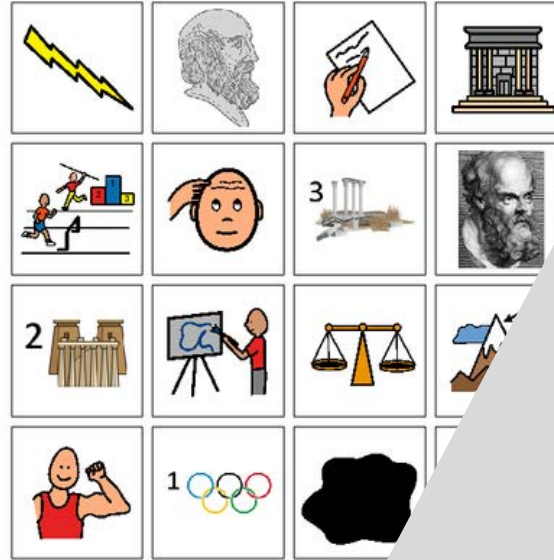
## Alexander the Great



## Hellenistic Period



Cut apart and match pictures with definition.

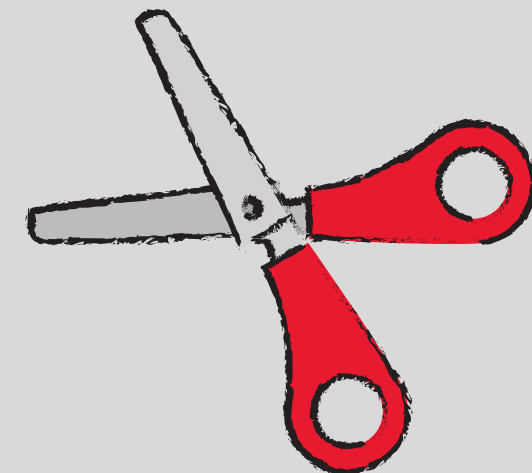


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There is an activity where students will match either the picture to the definition or the definition to the picture (harder).

Cut apart and match definition with pictures.

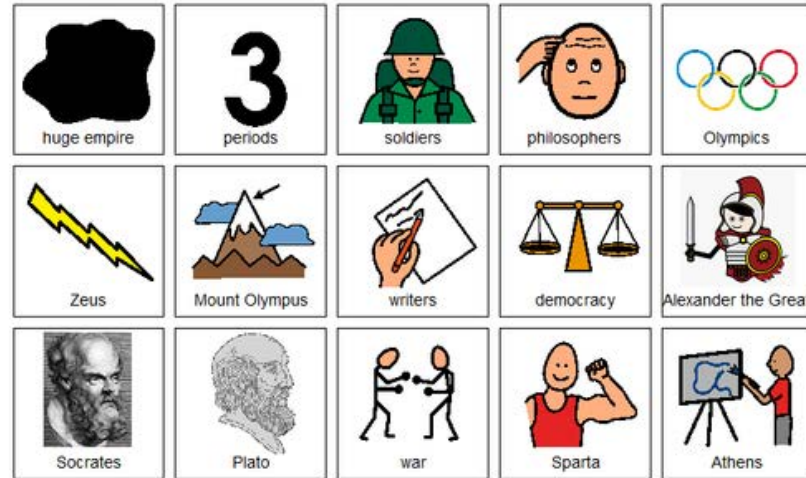
|   |   |
|---|---|
| The first period of Ancient Greece between 800BC-500BC when the Olympics started.                   | Student who studies how people think and why they do what they do.  |
| One of the main city-states in Greece whose citizens were mainly concerned with art and philosophy. | Famous author of the Hellenistic period who wrote about the human mind and the world.                                 |
| Type of government where rulers are elected and things are run by the people.                       | A very large area controlled by one king or one leader.   |
| The ruler of all the gods in Ancient Greece.  | Last period of Ancient Greece between 323BC when Alexander the Great died and 146BC when Rome took control of Greece. |





Errorless version

Cut apart pictures and place in circle map about Ancient Greece.



Cut apart pictures and place in circle map **ONLY IF** they relate to Ancient Greece.



There is a circle map reviewing facts from the book.

Circle maps are a great way for students to see the concept at a glance. There are 2 versions:

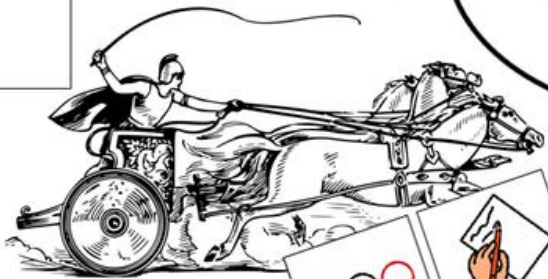
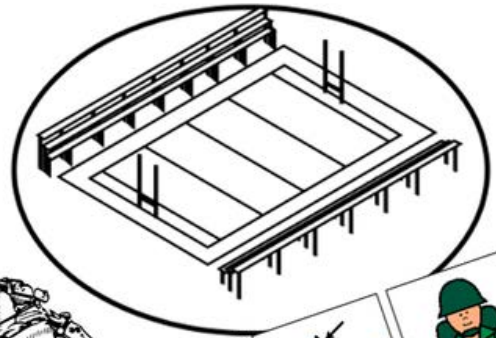
- One is errorless
- One has wrong answers mixed in students will have to set aside

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# Archaic 800BC-500BC

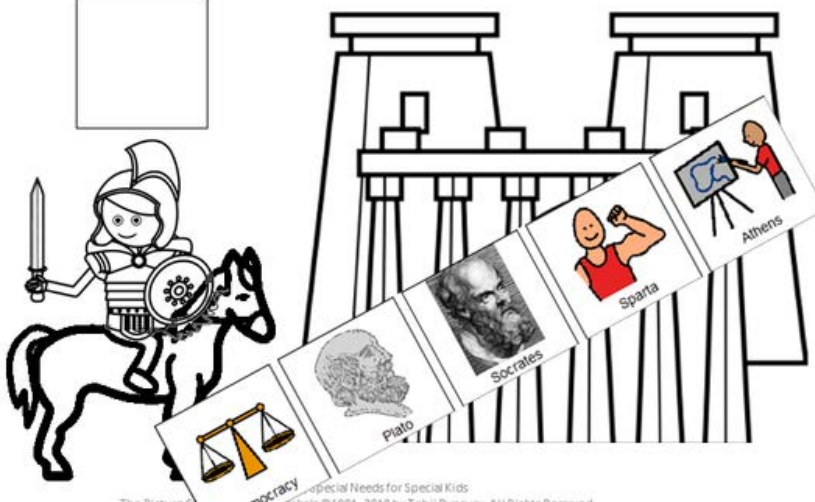
1

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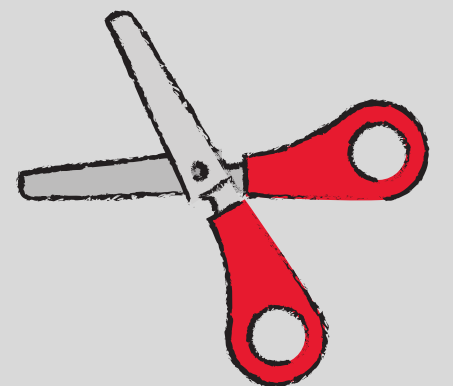
# Classical 500BC-323BC

2

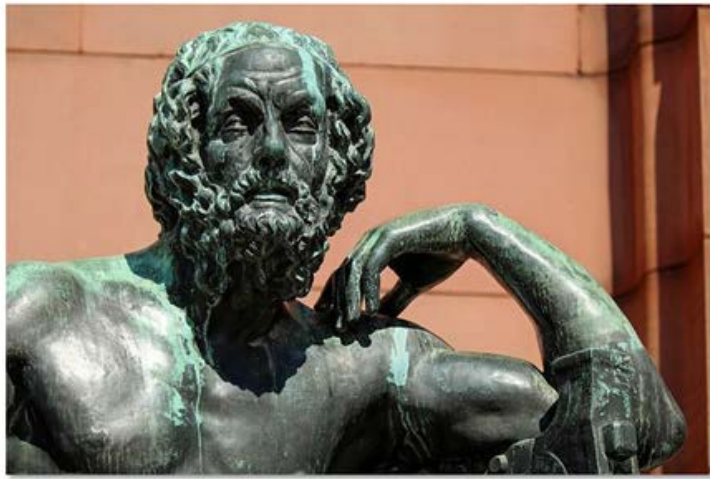
  
  
  


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There are 3 collages (one for each period of Ancient Greece.) There are errorless activities that make great review sheets.

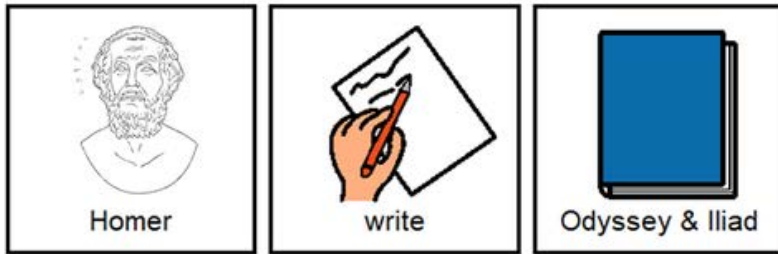






800BC – 500BC

Homer writes the Odyssey and the Iliad.

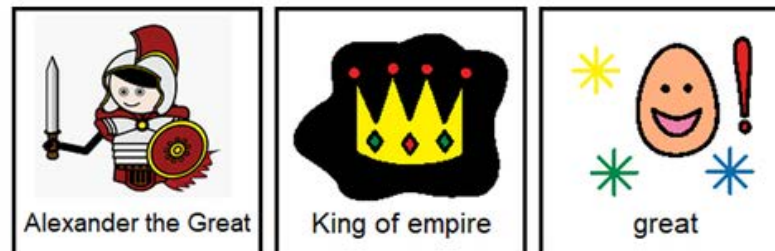


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500BC – 323BC

Alexander the Great is king and is one of the best military commanders of all time.



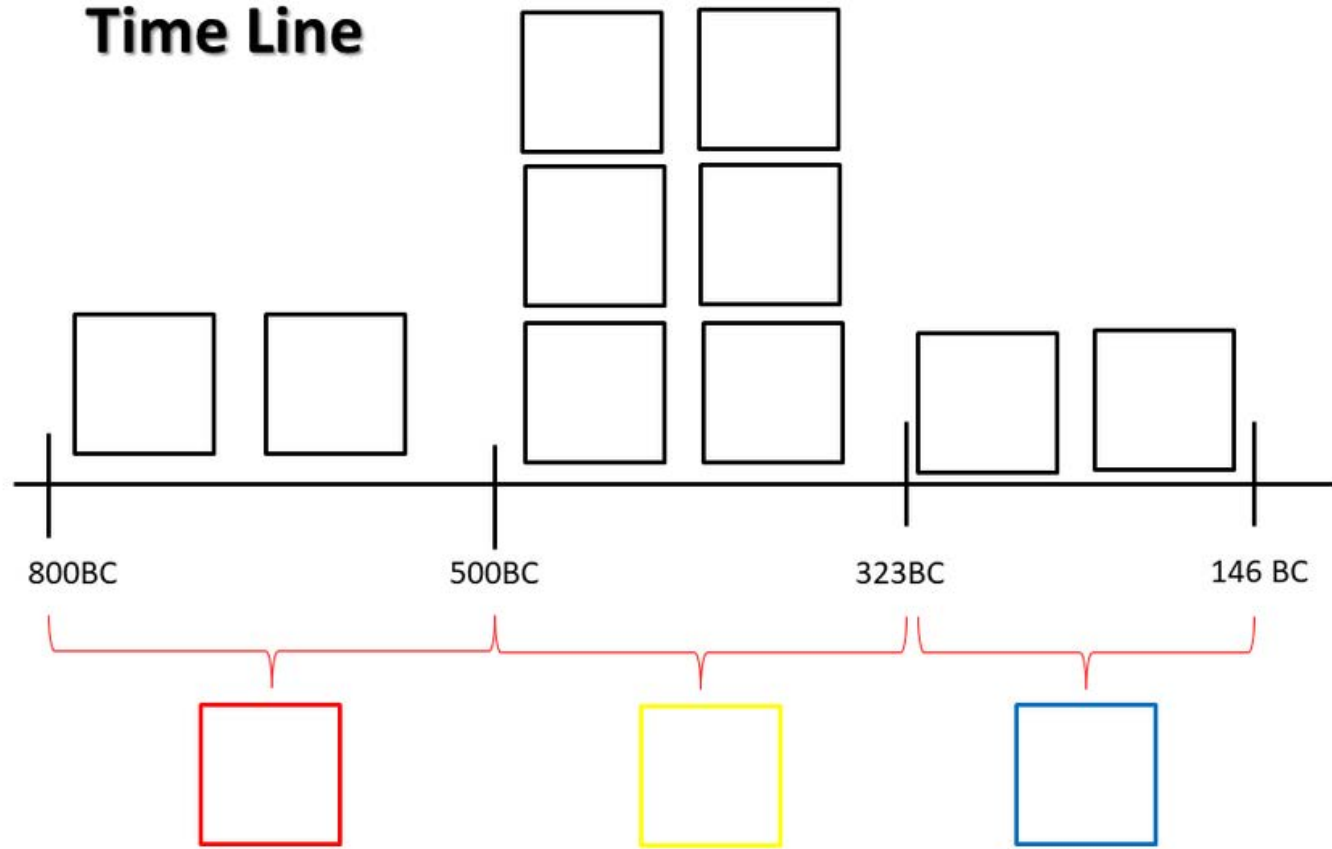
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There are 13 large timeline cards and directions on how to make a human timeline as a group activity. (There are in color only)


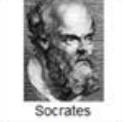















# Time Line



## Timeline symbols

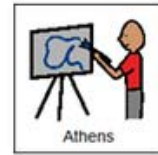
|  |  |  |  |  |
|--|--|--|--|--|
| <br>Homer               | <br>Socrates              | <br>Greece falls to Rome    | <br>Alexander the Great dies | <br>Sparta              |
| <br>Athens              | <br>Plato                 | <br>olympic games           | <br>democracy                | <br>Alexander the Great |
| <br>1<br>Archaic Period | <br>2<br>Classical Period | <br>3<br>Hellenistic Period |  |  |

There is a cut and paste timeline to review the main events from this era. Suggestions for differentiation and answer key are included.

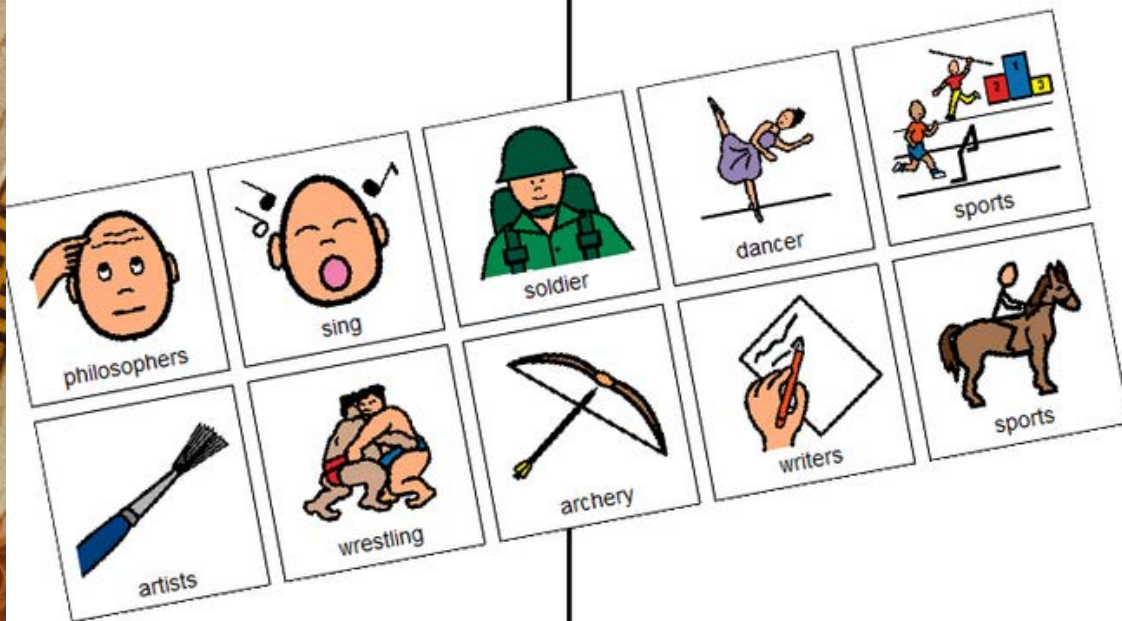




Sparta






















Athens



There is a sorting activity comparing things people from Sparta and people from Athens would do.











# Ancient Greece

|  |  |  |  |   |  |
|--|--|--|--|---|--|
| <br>Zeus        | <br>Alexander the Great |  | <br>ancient     |   |  |
| <br>ancient     | <br>empire              | <br>philosopher | <br>Zeus        | <br>Olympics | <br>Alexander the Great |
|  | <br>Olympics            |  | <br>philosopher |   |  |
| <br>philosopher |  | <br>ancient     | <br>empire      |   | <br>Olympics            |
|  | <br>ancient             |  |  |   | <br>empire              |
| <br>Olympics    |  | <br>empire      |  |   | <br>ancient             |

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# Ancient Greece

















|  |   |  |   |
|--|---|--|---|
|  |   |  | <br>Olympics |
| <br>Olympics            |   | <br>Alexander the Great | <br>ancient  |
| <br>philosophers        |   |  |   |
| <br>Alexander the Great | <br>Olympics | <br>ancient             |   |

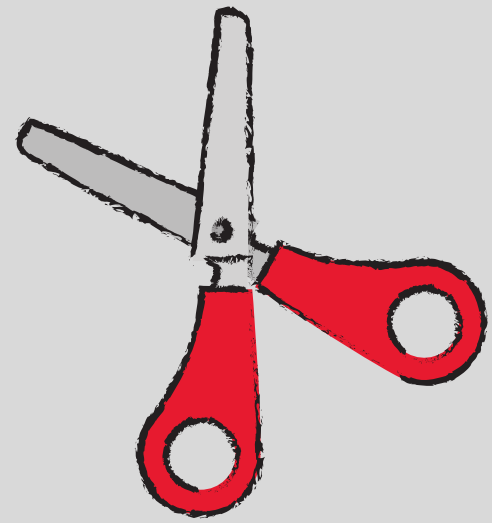
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There is a Sudoku puzzle in this unit as well. This is a great way to work with the new vocabulary!!

There are 2 versions plus answer keys.

Place the following images in the empty squares on the previous page, completing the sudoku puzzle.

|  |  |   |  |  |
|--|--|---|--|--|
| <br>Olympics            | <br>Olympics            | <br>Zeus                | <br>Zeus        | <br>Zeus                |
| <br>Zeus                | <br>philosopher         | <br>philosopher         | <br>philosopher | <br>Alexander the Great |
| <br>Alexander the Great | <br>Alexander the Great | <br>Alexander the Great | <br>empire      | <br>empire              |
| <br>ancient             |  |   |  |  |





# Ancient Greece

HOMERDNFJKOGRMDXDTGV  
 JJZDMLVMJYUOQAZFAGAS  
 SDBNIXYPHMESPHBTXFPB  
 CIKCNZDEMOCRACYDQDP  
 SIMLFXORTLGXNHSPUGVL  
 XZEJSZEIEQIRVYGVOSCA  
 PHILOSOPHERAXOEXYVNT  
 AZTNTYVXYGRIFHPLVNP  
 NSYWSDKSDLJGNYTDEAVJ  
 COMTRPUMBEROWBUFNUAA  
 ICMOLYMPICSOQEVTHOU  
 ERWKWZSABGZALEXANDER  
 NASXDENHELLENISTICUC  
 TTSRSUCLASSICALPHGHV  
 IEPDQSENDOFRMTTETBBH  
 XSAEWTOCGUXPNHONQMA  
 VARCHAICUOIVEHDTWZQ  
 ZLTUBOIOLWNKXNZDWEHN  
 LJAIDAJOUSMMUSRAYAAC  
 ISMGUOLLSXEGEMPIREXG

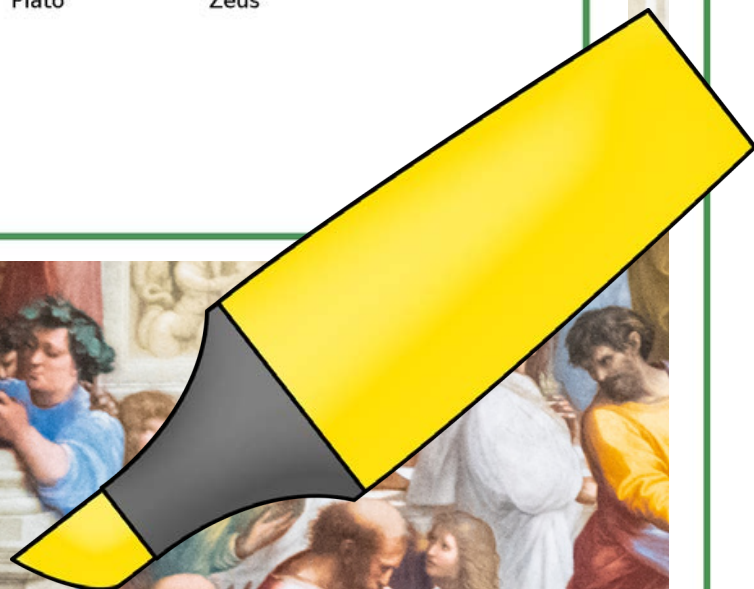
- |             |             |           |           |
|-------------|-------------|-----------|-----------|
| Hellenistic | philosopher | Classical | Alexander |
| democracy   | Olympics    | Socrates  | Archaic   |
| ancient     | Athens      | empire    | Sparta    |
| homer       | Plato       | Zeus      |           |

# Ancient Greece

HOMERDNFJKOGRMDXDTGV  
 JJZDMLVMJYUOQAZFAGAS  
 SDBNIXYPHMESPHBTXFPB  
 CIKCNZDEMOCRACYDQDP  
 SIMLFXORTLGXNHSPUGVL  
 XZEJSZEIEQIRVYGVOSCA  
 PHILOSOPHERAXOEXYVNT  
 AZTNTYVXYGRIFHPLVNP  
 NSYWSDKSDLJGNYTDEAVJ  
 COMTRPUMBEROWBUFNUAA  
 ICMOLYMPICSOQEVTHOU  
 ERWKWZSABGZALEXANDER  
 NASXDENHELLENISTICUC  
 TTSRSUCLASSICALPHGHV  
 IEPDQSENDOFRMTTETBBH  
 XSAEWTOCGUXPNHONQMA  
 VARCHAICUOIVEHDTWZQ  
 ZLTUBOIOLWNKXNZDWEHN  
 LJAIDAJOUSMMUSRAYAAC  
 ISMGUOLLSXEGEMPIREXG

- |             |             |           |           |
|-------------|-------------|-----------|-----------|
| Hellenistic | philosopher | Classical | Alexander |
| democracy   | Olympics    | Socrates  | Archaic   |
| ancient     | Athens      | empire    | Sparta    |
| homer       | Plato       | Zeus      |           |

There is also a word search to work with vocabulary. If your students cannot do a word search, have them highlight the circle words on the answer key.





## Ancient Greece

1. Greece included such a huge territory, it was called an

2. There were  period during this era.

3.  was the king for much of this time.

4. There was a shift from science to  during this time.

5. Greece eventually fell to Rome due to all the  between the generals.



## Classical Period

1. This was the  period of Ancient Greece.

2.  was the ruler of the Greek empire during this

3. Socrates and Plato were two famous  from this time.

4.  was developed, allowing each city-state to rule themselves.

5.  and  were 2 city-states that often fought one another.

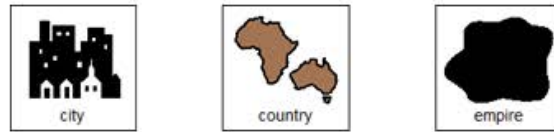


Close worksheets are a great informal assessment. This unit has 5 questions that are a general review of ancient Greece, and 5 on each time period.

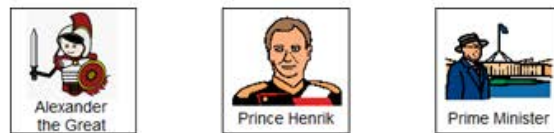
Answer key included.



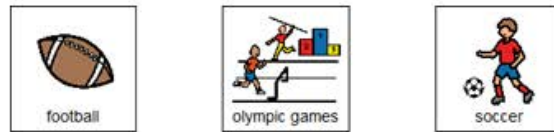
1. During the time of Ancient Greece, Greece was so big, it was called an:



2. Who was the leader of Greece during the Classical period?



3. In the Archaic period, this competition was held for the first time:



4. Socrates and Plato were famous:



5. The people who lived in Sparta were mainly focused on:



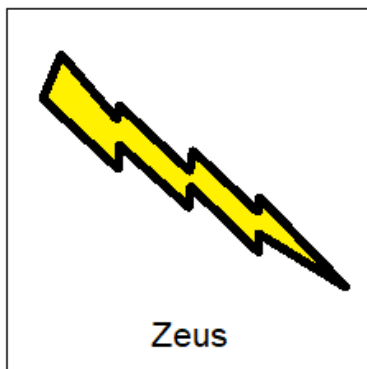
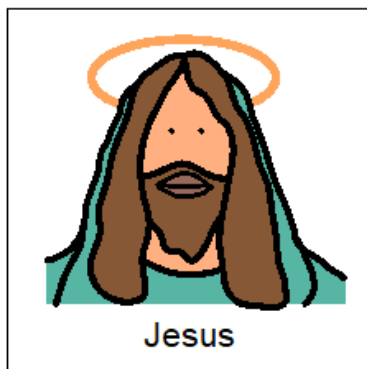
FINALLY the assessment!! There are 3 versions. This version has 10 questions with 3 picture choices for each question.

Answer key included.

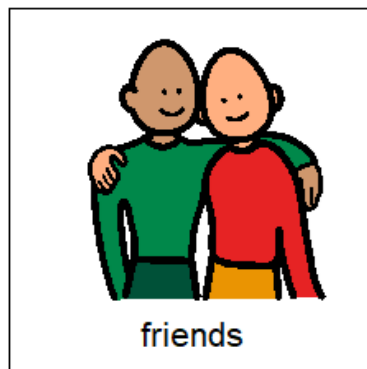
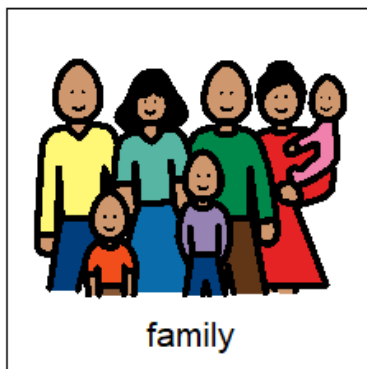


Print onto cardstock or mount on index cards. Cut pictures apart and show student answer choices for each question.

Q 7



Q 8



With this version, you cut out the answer choices and glue them on index cards. Ask the student the question, and they point to the correct answer.



1. During the time of Ancient Greece, Greece was so big, it was called an:
  - A. city
  - B. country
  - C. empire
2. Who was the leader of Greece during the Classical period?
  - A. Alexander the Great
  - B. Price Henrick
  - C. Prime Minister
3. In the Archaic period, this competition was held for the first time:
  - A. football
  - B. Olympic games
  - C. soccer
4. Socrates and Plato were famous:
  - A. painters
  - B. writers
  - C. philosophers
5. The people who lived in Sparta were mainly focused on:
  - A. art
  - B. war
  - C. thinking
6. People in Athens were mainly focused on:
  - A. strength
  - B. war
  - C. thinking

*This is your traditional multiple choice version. It can also be used as a recording sheet if your students are using the version with index cards.*



Watch the  
movie on  
Ancient Greece

This constant fighting made them weak and unable or unwilling to come together to fight a country as strong as Rome.



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This unit also has  
digital activities.  
There is a movie  
version of the book  
students can listen to  
it read aloud.



Place the pictures in the circle map about Ancient Greece.



|  |  |   |   |  |
|--|--|---|---|--|
| <br>huge empire | <br>periods       | <br>soldiers | <br>philosophers | <br>Olympics  |
| <br>Zeus        | <br>Mount Olympus | <br>writers  | <br>democracy    | <br>Alexander |
| <br>Socrates   | <br>Plato        | <br>war     | <br>Sparta      | <br>Athens   |

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The digital activities have students click and drag their answers. There are 2 sets slides.





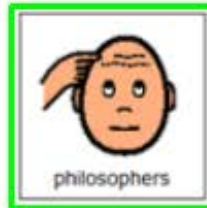


Sparta



Athens

Sort the pictures depending on whether it is a characteristic about a person who would live in Sparta versus a person who lives in Athens. If you are not sure, place it on the center line.



philosophers



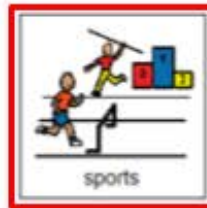
sing



soldier



dance



sports



artists



wrestling



writers



writers



sports

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The second set of slides is differentiated using color.