Teacher Notes

"We are all Greeks"

Activity 2
Greece versus Rome

Activity at a Glance

- **Subject:** Social Studies
- **Subject Area:** World History
- **Category:** Classical Civilizations
- **Topic:** Cultural Diffusion
- **Grade Level:** 9 - 12
- **Prerequisites:** This activity should come at the conclusion of studying the classical civilizations of Greece and Rome.
- **Total Teaching Time:** 50 minutes

Materials

- TI-83 Family/TI-84 Family of graphing handhelds
- TI External Keyboard
- TI Connectivity Cable and TI Connect™ software or TI-Navigator™ Classroom Network
- TImeSpan™, NoteFolio™ and StudyCards™ applications installed on every graphing handheld
- Time line answers from Activity 1
- Resource files: **GRCVSRM1**, **GRCVSRM2**

Activity Overview

This activity allows students to selectively gather information comparing and contrasting the civilizations of Greece and Rome. Students will use information to compare various aspects of Greek and Roman life. The students will then answer questions and analyze a quotation illustrating their conclusions.

Directions

Before the Activity Begins

1. Have students define and discuss **Cultural Diffusion** (the exchange of goods, ideas, and customs among different cultures across time and space) either in small groups or as a class activity.

2. Teachers can refer students to one of the Five Themes of Geography – Movement – to discuss how Cultural Diffusion occurs.

3. Students should be familiar with navigating within the StudyCards™ and Notefolio™ applications.

4. Download the StudyCards™ stack, **GRCVSRM1**, and the NoteFolio™ file, **GRCVSRM2** to each of the handhelds.

5. Students will use the StudyCards™ stack to answer questions in the NoteFolio™ file, **GRCVSRM2**.

6. Students rename and save their NoteFolio™ answers following the naming convention provided by the teacher. The commands for doing this are **File > Save As** > *Type New Name* > **OK.**

During the Activity

Procedure

1. Place students in pairs.

2. Have the student teams open both the **GRCVSRM1** and **GRCVSRM2** files, one on each of the handhelds. Use the instructions provided in Activity 1 for starting the NoteFolio™ application and opening the file.

3. Have students read the instructions for answering the questions in the file.

4. Open the StudyCards™ application on the TI-83 Plus by pressing APPS and scroll to the StudyCrd option. Press ENTER. Have each pair open the StudyCards™ file, **Greece vs. Rome**, by selecting the "Choose New Stack" option.

5. Press ENTER. Highlight the **Greece vs. Rome** file number and press ENTER. The first side of the first card is displayed after the StudyCards™ identification screen is cleared.
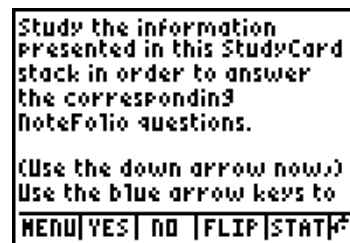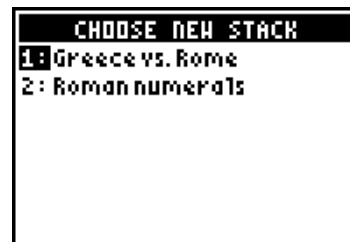
6. Students use the StudyCard™ stack to research answers for the NoteFolio™ file questions.

7. Students work together to answer the NoteFolio™ questions for each category of Greek and Roman comparison. For the conclusion analysis, if the students in the pair do not agree, they can write two summaries.

8. Students should rename and save their NoteFolio™ answers per their teacher's instruction. To do this, press **File** > **Save As** > *Type New Name* > **OK** in the Menu option.

9. Allow special needs students to access the StudyCard™ stack at any time for help with the questions. Use the Multilanguage function of the TI-83 Plus to translate the instructions on the handheld into other languages.

Summary

After the students analyze Horace's quote, "Greece has conquered her rude conqueror," collect the students' NoteFolio™ files individually using the TI Connectivity Cable and the TI Connect™ software or collect the files simultaneously using TI-Navigator™ Classroom Network. You can review the students' work by using the NoteFolio™ Plug-in for Microsoft® Word.

Once you have collected and reviewed the student answers, anonymously display interpretations of the quotation by removing the student names and using either a TI-Presenter™ or ViewScreen™ connected to your handheld or a PC projection device attached to your computer. As an alternative to projecting student work, you can read aloud various interpretations from the students' work.

After sharing some of the submissions with the class, lead a class discussion about the influence of the Greek society on Roman society as well its influence upon future societies.

After the Activity

Extension Ideas: Roman Roads

1. Although the Romans emulated many Greek achievements, Roman roads were engineering feats, parts of which still exist today. The Roman system of road building was by far the best method used at that time. By contrast, the Greek "highway" system consisted of waterways, seas, and rivers. Have students list and explain possible advantages and disadvantages of each country's transportation mode. Students can also analyze the meaning of the quotation, "All roads lead to Rome."

2. Students can create a Web site depicting the contrasting elements of the Greek and Roman cultures.