

6th Grade Social Studies April 20th-May 8th.

This packet is designed to be 3 weeks' worth of work from April 20th until May 8th, that you will do at YOUR OWN PACE. Suggested pace: 1 station every 2 days.

You will learn about Geography, Religion, Achievements (Reading cards), Politics, Economy, Society. This information will help you prepare for our final project--creating your own Greek god and a story about them!

Directions:

Station text pages are titled and numbered at the top right (1-6). (ex. Ancient Greece Station 1 Geography on page 1). Match the title and station number on the response page (booklet page). Written directions are located on the bottom of each text page and again on the response page.

The final response page is titled Vocabulary (page 13). Here you will go back into the texts and find the **bold** terms. Follow the directions and write the definitions on this page!

If you have any problems, please contact your teachers ASAP

Mr.Mercilliott

Mon/Wed/Fri 10am-12pm (noon) AND Tues/Thur 12pm (noon)-2pm

Email	cmercilliott@amphi.com
Phone	520-314-7996
Zoom Meeting ID Or	682-173-6967 and password 648085
Zoom weblink	https://us04web.zoom.us/j/6821736967
Google Classroom Code	kiovzox
Teacher Page on AMS	www.amphi.com/Domain/3714
Remind 101	www.remind.com/join/mrmercil

Ms. Roche

Office Hours Monday-Friday 8am-3pm

Email	croche@amphi.com
Phone	480-744-6481
Zoom Meeting ID Or	933-926-1519 and password 907005
Zoom weblink	https://zoom.us/j/9339261519
Teacher Page on AMS	www.amphi.com/domain/469
Google Classroom 6 th grade	hi5dv5n
Google Classroom 7 th grade	ma4mewd

Ms. Sullivan

Office hours Monday-Friday 9am-11am

Email	psullivan@amphi.com
Zoom Meeting ID Or	327-966-7731
Zoom weblink	https://zoom.us/j/3279667731
Google Classroom Code	Student already in classes
Teacher Page on AMS	www.amphi.com/domain/3665

GEOGRAPHY

1. Label the map on your "Geography" worksheet:

- Greece
- Crete
- Ionia
- Ionian Sea
- Aegean Sea
- Mediterranean Sea
- Mt. Olympus
- Olympia
- Sparta
- Athens
- Troy

2. Color your map:

BLUE:

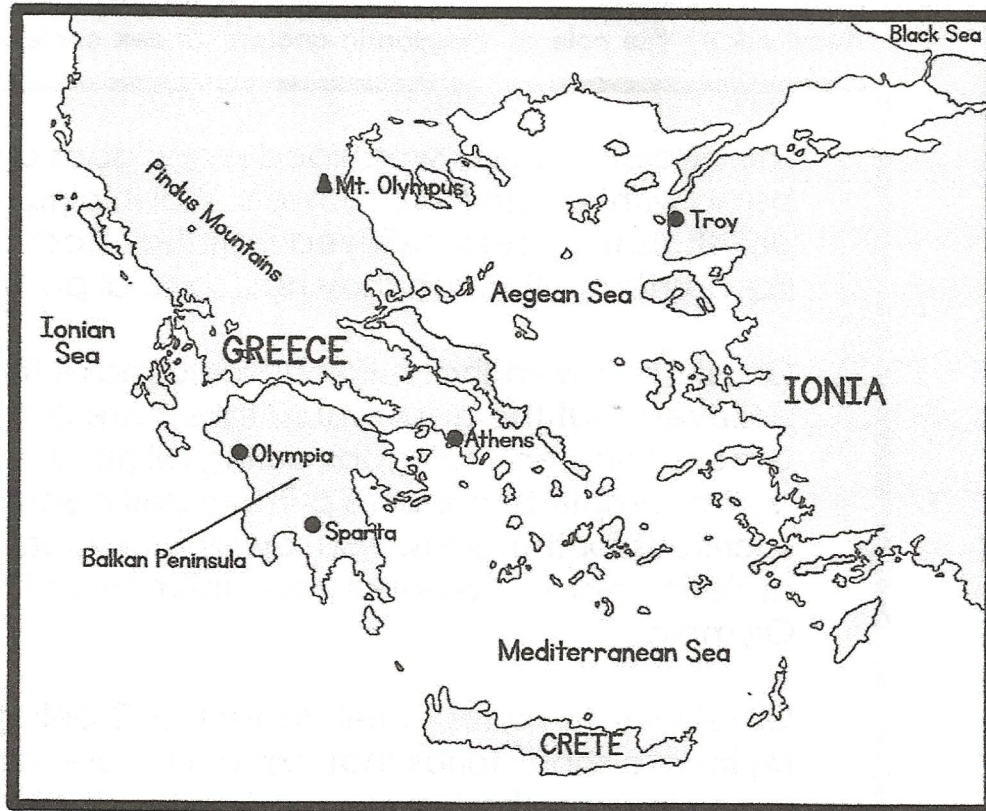
- Mediterranean Sea
- Aegean Sea
- Ionian Sea

GREEN: (shade)

- Ancient Greece
- Crete
- Troy

YELLOW:

- Land surrounding Ancient Greece



3. Read about the geography of Ancient Greece:

Unlike many other ancient civilizations, Greece did not form near rivers. Instead, the landscape was made up of mountain ranges, deep valleys, and rough highlands. The mountains made much of the land unusable for farming. They also divided the people. That's why, in ancient times, Greece was not a single, united country.

Greece was made up of hundreds of city-states grouped together in the southeast corner of Europe on a peninsula. A **peninsula** is a piece of land surrounded by water on three sides. The Balkan Peninsula extends into the Mediterranean Sea. Greece is located on the southern tip of the Balkan Peninsula. Greeks also lived on many of the islands located in the Aegean Sea.

The seas were an important part of Greece's geography. The Aegean Sea is located to the east. The Ionian Sea is located to the west and separates Greece from Italy. The Mediterranean Sea is located to the south. It links Greece with Asia, Africa, and Europe. The coastline created by the seas made great harbors. This helped the Greeks become excellent traders and sailors. The sea brought contact with the other parts of the world. Trade helped Greek ideas and traditions to spread. It also helped Greeks learn about other cultures.

4. Fill in the blanks on your "Geography" station worksheet using information from above.

Station 1

1. Label and color the map.
2. Fill in the blanks about Ancient Greece's geography.

3. Then, cut out the "Geography" page along the solid black lines.
4. Fold along the column toward your work.

GEOGRAPHY



Landscape made up of _____

and _____.

• The mountains made much of the land _____ and _____.

• Greeks lived on the _____ of the _____ and on the _____ located in the _____.

• The _____ helped the Greeks become excellent _____ and _____ and brought _____ with other parts of the _____.

Station 1

RELIGION

- I. Read about the role of religion in ancient Greek society.

The ancient Greeks worshiped many gods or deities. A **deity** is a being with supernatural powers. Worshiping more than one god is **polytheism**. Greeks believed that their gods looked and behaved like humans, although they had special powers.

Greeks believed that religion would make their lives better. They believed that the gods would take care of them when they died. Greeks honored their gods during religious rituals. Each city-state built a temple to honor its primary deity. Sometimes people made sacrifices for the gods. Also, every four years, the Greeks held athletic contests to honor Zeus, the ruler of the gods, in the city of Olympia.

Greeks wrote myths to tell about the Greek gods and heroes. **Myths** are short stories that explain nature, humans' actions, and/or teach lessons. The Greeks used myths about their gods to explain things like death, disease, weather, and battles. They believed that most of their gods lived on Mount Olympus.

The Greeks believed that their gods had special powers. For instance, Zeus was the ruler of the gods. It is believed that he lived on top of Mount Olympus. Since he was the god of rain, he threw thunderbolts when he was unhappy. Poseidon, Zeus's brother, was the ruler of the sea. Zeus's wife, Hera, was the queen of the gods. She was the goddess of marriage. Zeus's daughter, Athena, was the goddess of wisdom and protector of cities. Apollo was the god of the arts and healing. Ares, was the god of war.

2. Fill in the blanks at the top of your "Religion" worksheet.
3. Select 4 deities. Write their names and characteristics below or above each frame. Inside the frame doodle a "logo" or icon to represent each god or goddess.
4. Answer the "Think" question at the bottom of your worksheet.

Station 2

1. Fill in the blanks.
2. Doodle icons for 4 deities – include names and characteristics.

3. Answer the "Think" question.

RELIGION

- The ancient Greeks worshiped _____ or _____.
- Greek gods were believed to _____ and _____ like _____, although they had _____.
- Greeks honored their gods with religious _____, _____, and athletic _____.
- They wrote _____ to tell about the Greek gods and heroes.

↗

↗

↗

↗



THINK! Why do you think that the Greeks created myths?

Station 2

1. Write two facts about each accomplishment in the boxes below.
2. Answer the "Think" question.

3. Cut out the shape around the solid black line.
4. Fold the column toward your work.

ACHIEVEMENTS

ART	ARCHITECTURE	LITERATURE
• •	• •	• •
DRAMA	PHILOSOPHY	SCIENCE & MATH
• •	• •	• •



THINK! How did their accomplishments impact people in later times?

Station 3



ART

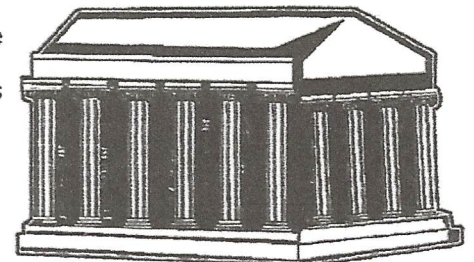
Ancient Greeks had a great appreciation for the arts. They created realistic paintings on gravestones, pottery, and even as decorations in the temples they built for gods and goddesses. Greek sculptors carved figures to represent humans and deities. They also carved realistic scenes into temple walls.

ARCHITECTURE

Architects in ancient Greece tried to create perfect structures. They wanted the buildings they created to represent balance and harmony. One of the best examples of classical Greek architecture is the Parthenon.

The Parthenon was built to honor the goddess Athena. It included marble columns to support the roof. Sculptures of gods and humans were carved above the columns.

A huge statue of Athena was placed inside the Parthenon.





LITERATURE

A great accomplishment of the ancient Greeks was their literature. Often, Greek writing was connected to their religion. Writers created poems, plays, and even myths to explain their beliefs about their gods.

DRAMA

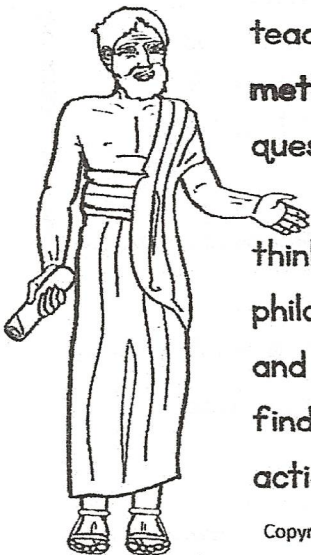


Greeks wrote many **dramas** or plays. Dramas began as performances

to honor the god Dionysus. As time passed, plays became an important part of festivals. Greeks even organized competitions around dramas. The best plays and actors won awards. Plays were either tragedies or comedies. The tragedies highlighted the downfall of heroic figures while the comedies focused on Greek life with happy endings. Plays were often performed in open-air theaters.

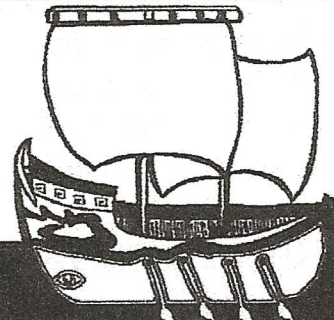
PHILOSOPHY

Greek philosophers studied truth and knowledge. An important Greek philosopher was Socrates. He lived in Athens and developed a question and answer method of



teaching called the **Socratic method**. He would ask citizens question after question to try to force listeners to think more clearly. Other philosophers included Plato and Aristotle. They worked to find logical reasons to explain actions in the world.

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SCIENCE & MATH

During the Hellenistic Age in ancient Greece, Greek science and mathematics grew. A doctor named Hippocrates studied the causes of diseases. He is often called the "father of medicine." A famous inventor named Archimedes used mathematics to improve pulleys for heavy loads, screws to carry water, and levers. A mathematician named Euclid developed the system of plane geometry that children still learn about today.

POLITICS

1. Read about the government of ancient Greece.

Since the geography of Greece divided people, there was no central government. The city-states in Greece had many different forms of government. These included:

- **Monarchy** - Some city-states were ruled by a single king.
- **Aristocracy** - Some city-states were controlled by wealthy families.
- **Democracy** - Some city-states developed a new kind of government where people could rule themselves.

In the city-state of Athens, a democracy was formed. In the beginning, the community was ruled by every citizen that was older than 18. This gathering of citizen-rulers was known as the Assembly. However, the Assembly became too large. So, 500 citizens were chosen to serve as a council for a single year. The citizens were selected for the council by choosing sticks with numbers on them. Any actions that the council wanted to do had to be approved by the Assembly of all citizens. Therefore, rather than vote for representatives like modern-day democracy, each citizen voted on every law. Slaves, women, and workers who were not born in Athens were not allowed to be part of the democracy. They did not have the right to vote, testify in court, or own property.

2. Fill in the information at the top of your "Politics" worksheet using details from the passage above.
3. Notice that the chart on your "Politics" worksheet is missing information. Each fact in the chart includes only half of the information needed.
4. ~~Read~~ *Read* and ~~determine~~ *determine* where each statement should go in the chart to complete the facts about Athens's democracy.
5. *Write* each fact onto the chart.

The Assembly became too large

was ruled by every citizen that was over 18.

were not allowed to be part of the democracy.

The gathering of citizen-rulers

had to be approved by the Assembly of all citizens.

A

Station 4

1. Fill in the blanks using information from the "Politics" passage.
2. Write the 1/2 facts in each box to complete the chart.

POLITICS

• Since the _____ of Greece _____ people, there was _____.

• The city-states in Greece had _____ different forms of _____.

DEMOCRACY IN ATHENS

In the beginning, the community	
	was known as the Assembly.
	so 500 citizens picked sticks to serve on a council.
Actions that the council wanted to do	
Slaves, women, and workers who were not born in Athens	

ECONOMY

1. Read the facts about the economy in ancient Greece.

TRADE

Trade was an important part of the ancient Greek economy. Since the geography lacked good farmland and other basic resources, Greeks had to find a way to get food and resources for its citizens. Trading made the city-state of Athens especially rich. They formed colonies in areas around the Black Sea and along the coast of North Africa to grow grain. Then, they shipped the grain from the colonies. They traded silver and other goods for the much-needed food. They also produced jewelry, pottery, olive oil, and wine. These goods were exported to other lands.

CURRENCY

A new development in trade was the creation of currency. Using coins led to a huge shift in the way that people exchanged goods. Instead of bartering, the coins had value so trade became easier. When Greeks learned about coins from other civilizations, they began to make their own. Each city-state set up places to manufacture coins. They stamped the coins with symbols of their city or images of gods or goddesses. For instance, the coins for Athens were stamped with an owl.



2. Answer the questions on your "Economy" worksheet using information from above.
3. Then, select one city-state: Sparta or Athens.
4. Next, design currency for the city-state you selected. Doodle your design inside the coin shape.
5. Write the city-state and symbol below your coin design.

Station 5

1. Answer the questions.
2. Design a coin for Sparta or Athens. Include a symbol.

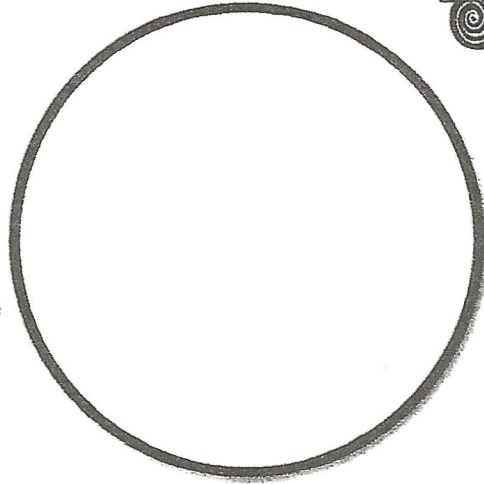
ECONOMY

Why did Greeks need to trade goods?

What items did Greeks produce and trade?

How did the creation of currency change trade?

What did city-states do to make their currency unique?



CITY-STATE: _____

SYMBOL: _____

Station 5

SOCIETY

I. Read about social classes in ancient Greece.

The city-state was at the center of ancient Greek life. The city-state set the guidelines for government, religion, learning, and the class structure. In Athens, the people developed a democratic-style of government. In the city-state of Sparta, the focus was on soldiers and war. In both Athens and Sparta, men were an important part of society. Society was divided between citizens (made up of all adult males) and noncitizens. While all citizens could vote, the rights of noncitizens were limited.

Ancient Greek society ranked people based on their social or legal status. The top class of Greek society included men in the aristocracy. The men had more money than others. They often controlled political positions.

Land owners made up the next level of society. Male farmers who owned a large amount of land had a high status in society. Small farmers had a lower status or rank. A **tenant farmer**, someone who paid rent to grow crops on someone else's land, was ranked even lower.

The role of women varied in different city-states. Women in Sparta had more rights. They could sell property, be educated, and participate in sports.

Noncitizens included women and any children with a citizen father. Anyone who was not Greek or from another city-state was called a resident alien. Although noncitizens were free, they had fewer rights than the native-born, male citizens. They could not take part in the government.

The lowest class in Greek society was made up of slaves. Enslaved people were mostly prisoners of war. Others were sold into slavery by their families. Many enslaved people in ancient Greece came from other lands. Slaves had many jobs. They worked in households, cared for children, farmed, sailed, or worked in mines. Slave labor helped the Greek economy grow. Slaves had no legal rights in Greek society.

2. Fill in the blanks on your "Society" worksheet.
3. Based on the information above, write the names listed in the box above the pillars on your "Society" worksheet.
 - You will need to consider if the person is free or not free.
 - Also, keep in mind if the person is a citizen or noncitizen.
 - Then, be sure to put the most powerful person on the highest pillar.
 - The other, less powerful people should be put on the descending pillars.

Women	Land Owners	
Aristocracy	Tenant Farmers	Citizen-Born Children
Enslaved People	Resident Aliens	

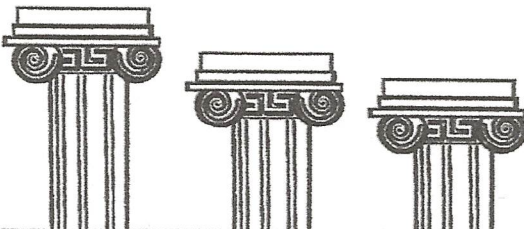

4. Answer the "Think!" question on your "Society" worksheet.

Station 5


1. Fill in the blanks using information from the "Society" passage.
2. Write the names of the different groups in the chart.

SOCIETY

- The _____ - _____ was at the _____ of ancient Greek life.
- Society was divided btw. _____ (all adult free males) and _____.
- While all _____ could _____, the rights of _____ were _____.

CITIZENS	FREE	NONCITIZENS
		

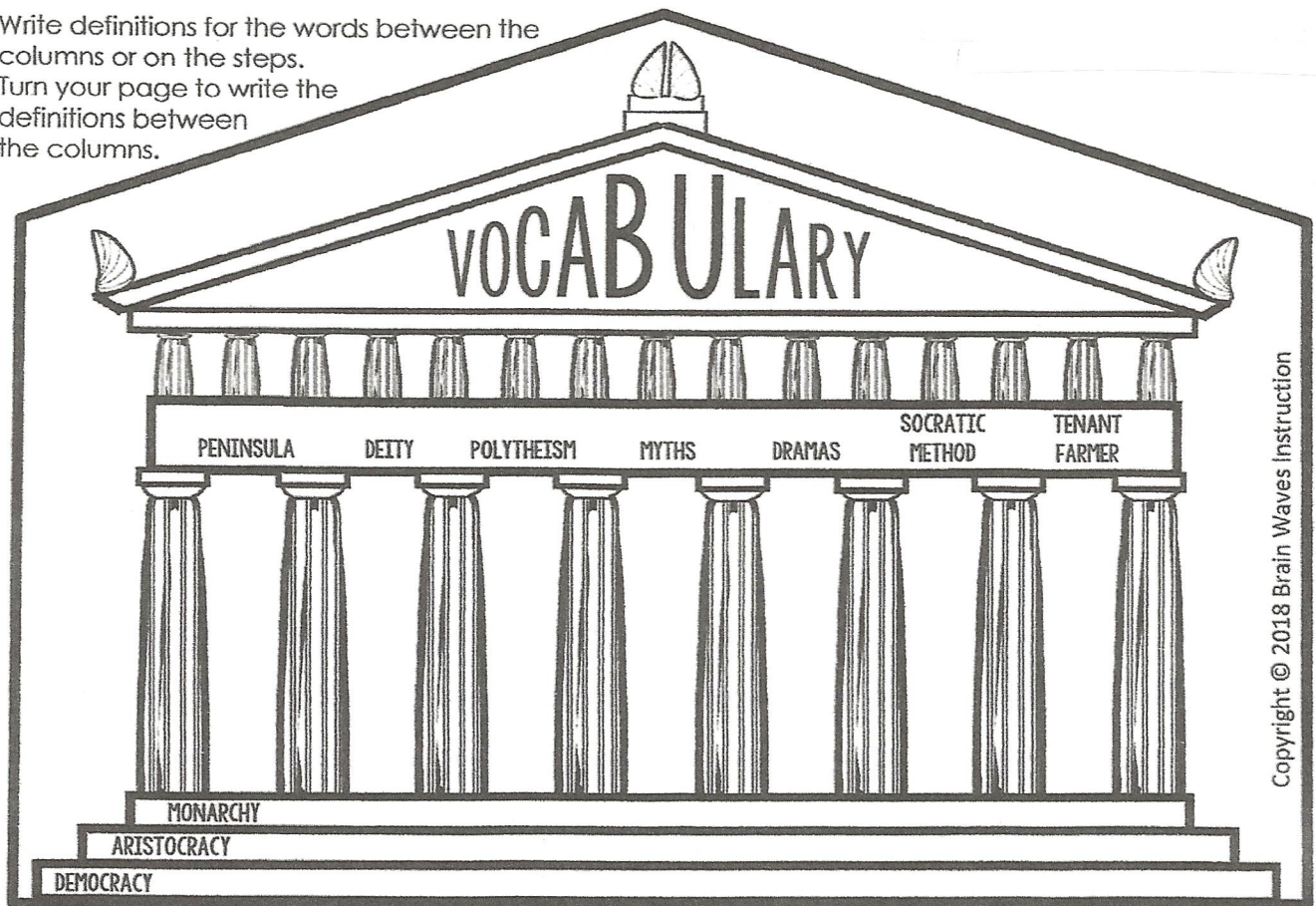
NOT FREE



THINK! How were citizens and noncitizens different?

Station 6

1. Write definitions for the words between the columns or on the steps.
2. Turn your page to write the definitions between the columns.



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Use for all stations

Directions: Find the vocabulary words in the booklet, they are the words in **bold**.