PRESENTER SCRIPT · GRADE 6 · 6.H.1 · 6.H.3 · 6.C.2 · 6.C.3 · 6.G.1 · 6.G.3 · 6.E.1 · 6.E.2 · 6.E.4

Ancient Greece vs. Ancient Rome (G.R.A.P.E.S.): teacher script

Use with the Lesson presenter (room page -> Lesson presenter). Slides show only student cues; this script has what to say. Students need the printed lesson worksheet and a pencil.

Presenter keys: Right/left arrows change slides. N shows short notes. T pauses the timer. P picks a student. F is fullscreen.

Response routine: Students write each answer on their worksheet, then show it with fingers (1 = A, 2 = B, 3 = C, 4 = D). Scan the room before revealing.

SLIDE 1: TODAY'S TARGET — 1 min

Say	Today's learning target is: "I can use G.R.A.P.E.S. to compare ancient Greece and ancient Rome and explain how each one influenced the United States." Read it with me.
Say	Here is how you will know you have it: the success criteria. You will prove it on the exit ticket at the end of class.
Point to	The agenda and the key vocabulary. Tell students they need their notebook, guided notes page, and pencil.

SLIDE 2: WARM-UP — 0:00–0:08

Say	Turn to Part 2 of your lesson worksheet. Answer the three questions in complete sentences. You have 5 minutes of silent work. Go.
Do	Start the 8:00 timer. Circulate. At 5 minutes say: "Turn to your partner and compare answers for 2 minutes."
Look for	1) Geography, Religion, Achievements, Politics, Economics, Social structure. 2) Examples: democracy, voting, the Senate, columns on government buildings, the Olympics, Latin root words, arches. 3) Mountains can separate people into small communities; the sea encourages fishing, trade, and travel by ship.
Say	Call on 2-3 students for questions 1 and 2, then reveal. Say: "We will come back to question 3 at the end of class."

SLIDE 3: HOOK — 1 min

Say	Read the question on the screen: "Your class must make a rule. Who should decide?" Circle your prediction in Part 3 of your worksheet and write why. Then vote.
Background	Ask: "Your class needs to make a rule. Should EVERY student vote on it, or should you ELECT a few leaders to decide?" Tell students one choice is Greek and one is Roman.

Do	Tap +1 for each vote. Do not give the answer. Say: "By the end of the lesson, you will be able to check your prediction."

SLIDE 4: LEARN 1: G AND R: GEOGRAPHY AND RELIGION — 3 min

Say	Greece is a mountainous peninsula with many islands, so people formed separate city-states and turned to the sea. Rome grew on seven hills by the Tiber River, with fertile plains that were easier to unite. Both worshipped many gods; Rome renamed many Greek gods.
Worksheet	Say: "Part 5: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: Greek mountains created independent CITY-STATES. Both civilizations were POLYTHEISTIC: they believed in many gods. (tap "Show the missing words" after students try.)
Explore	Flip each card only after students guess: Zeus = Jupiter (king of the gods); Athena = Minerva (wisdom); Poseidon = Neptune (the sea); Ares = Mars (war). Students do: Match each Greek god to its Roman name.
Turn and talk	Say: "How might life be different if you lived in a city cut off from others by mountains?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (A) Mountains and seas divided the land. Rugged geography kept communities apart.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 5: LEARN 2: A: ACHIEVEMENTS — 3 min

Say	Greece gave the world democracy, philosophy, the Olympic Games, drama, and columns like those on the Parthenon. Rome built arches, concrete, aqueducts, paved roads, and the Colosseum, and wrote down its laws in the Twelve Tables.
Worksheet	Say: "Part 6: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: Greek achievements include DEMOCRACY and the OLYMPICS. Roman achievements include AQUEDUCTS and ROADS. (tap "Show the missing words" after students try.)
Explore	Students do: Sort the achievement cards into Greece or Rome.
Turn and talk	Say: "Which achievement, Greek or Roman, would you miss most if it disappeared today? Why?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (C) To carry fresh water into cities. Aqueducts used gravity to move water many miles.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 6: LEARN 3: P: POLITICS — 3 min

Say	Athens created direct democracy: adult male citizens voted on laws themselves. Rome created a republic: citizens elected representatives, including two consuls and a Senate. The United States is a republic that also uses democratic voting.
Worksheet	Say: "Part 7: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: In a direct democracy, citizens VOTE ON LAWS themselves. In a REPUBLIC, citizens elect representatives. (tap "Show the missing words" after students try.)
Explore	Students do: Complete the T-chart: Athenian democracy vs. Roman Republic.
Turn and talk	Say: "Is it fair that only some people could vote in Athens? How is that different from the U.S. today?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (A) The Roman Republic. Electing representatives to a Senate is a Roman idea.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 7: LEARN 4: E AND S: ECONOMICS AND SOCIAL STRUCTURE — 3 min

Say	Greeks traded olive oil, wine, and pottery by sea. Rome traded across a huge empire linked by roads and used the denarius coin. In Athens, only free adult male citizens could vote; in Rome, patricians held more power than plebeians. Both depended on enslaved people.
Worksheet	Say: "Part 8: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: Greece traded OLIVE OIL and wine by sea. Rome's social classes were PATRICIANS and PLEBEIANS. (tap "Show the missing words" after students try.)
Explore	Students do: Label the social classes of Athens and of Rome.
Turn and talk	Say: "Why would a huge empire need good roads and one kind of money?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (D) Free adult male citizens. Athenian democracy was limited to citizen men.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 8: WORKED EXAMPLE (I DO) — 2 min

Say	Watch how I solve this. Write the final answer in Part 9 of your worksheet.
Think aloud	Draw a two-column G.R.A.P.E.S. chart (Greece | Rome) with six rows. Fill in Geography while thinking aloud: "Mountains split Greece into city-states, but Rome's plains were easier to unite. So geography helps explain why Rome became one big empire."

Reveal	G.R.A.P.E.S. chart: Greece | Rome. | Geography, Greece: mountains and islands split the land into city-states. | Geography, Rome: seven hills by the Tiber River and fertile plains, easier to unite. | Conclusion: geography helps explain why Rome became one large empire.

SLIDE 9: WE DO — 2 min

Say	Now we solve one together in Part 10. Read the problem with me.
Do	Before revealing each step, ask: "What should we do next?" Take one answer, then tap "Show next step."
Steps	Geography: Greece was split by mountains and seas into separate city-states. | Geography: Rome sat in the middle of Italy with plains that were easier to unite and control. | Achievements and economics: Roman roads and one currency connected the lands Rome conquered. | So Rome could unite and hold together a much larger empire than the separate Greek city-states.
Answer	United geography, roads, and one currency helped Rome grow

SLIDE 10: YOU DO — 2 min

Say	Now on your own: Part 11. Solve it with no talking. You have 2 minutes.
Answer	(B) Democracy (Greece) and a republic with a Senate (Rome). The U.S. uses democratic voting and an elected Senate.
Then	Students who got it: launch the room. Students who missed it: 3-minute reteach at your table, then start the room at the Explorer level.

SLIDE 11: WORK TIME: ESCAPE THE HALL OF EMPIRES: GREECE VS. ROME — 0:20–0:48

Say	Open Escape the Hall of Empires: Greece vs. Rome on your device. Type your name, choose the level I assigned, and begin. Whisper voice with your partner only.
Do	Start the 28:00 timer and leave this slide up. Circulate with the answer key.
Checkpoints	At 10 minutes: stage 2 done. At 20 minutes: stage 4 done; give a 5-minute warning for the final lock and turn-in.
Turn-in	Students tap "Copy my work" and paste it into the Canvas assignment (Text Entry).

SLIDE 12: DEBRIEF — 0:48–0:52

Ask	Which G.R.A.P.E.S. category shows the biggest difference between Greece and Rome? Why? | How did geography help Rome build a larger empire than Greece? | Which idea from Greece or Rome can you see in the United States today?

Say	Back to warm-up question 3 and our hook vote: were our predictions right? What evidence changed your mind?
Answer	Mountains can separate people into small communities; the sea encourages fishing, trade, and travel by ship.

SLIDE 13: EXIT TICKET 0:52–1:00

Say	Clear your desk except a pencil. Work silently and on your own. For every answer, write "I know because..." and use evidence.
Do	Hand out the exit ticket. Start the 8:00 timer. Collect and sort with page 3 (Mastered / Approaching / Beginning).

MISCONCEPTIONS TO WATCH FOR

• "Greece and Rome were the same civilization." They were different peoples, languages, and governments, though Rome borrowed heavily from Greek culture.

• "Everyone in Athens could vote." Only free adult men who were citizens could vote. Women, foreigners, and enslaved people could not.

• "Rome was always an empire." Rome was a kingdom, then a republic for almost 500 years, and only then an empire.

• "The Romans copied everything from Greece." Rome added its own achievements, like concrete, arches, roads, and written law.