

# 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

|          |                                                                                                                                                                         |
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| 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

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| 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

|            |                                                                                                                                                                           |
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| 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. |

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| 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." |
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#### SLIDE 4: LEARN 1: G AND R: GEOGRAPHY AND RELIGION

3 min

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| 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

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| 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**

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| 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**

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| 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**

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| 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." |

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| 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. |
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## SLIDE 9: WE DO 2 min

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| 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

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| 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: FIELD TRIP: ATHENS TO ROME 0:20–0:48

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| Say         | Open Field Trip: Athens to 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

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| 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? |
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| 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

|     |                                                                                                                               |
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| 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.