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## Chapter 8 ancient grece study guide answers

Grade 6 Social Science Chapter 8: Ancient Greece Please note: Homework and hourly work dates may vary. Please check the website every day. Please read the website for a detailed explanation of the procedures and expectations. Most of the information in the following hours stems from the 6th Grade Social Studies textbook In World History, By Holt McDougal, Houghton Mifflin Harcourt Publishing Company, 2012. What you will learn: In this chapter you will learn Greece-home to one of the great ancient civilizations. Fundamental question: What factors shaped the government in Greece? NYS Social Studies Core Curriculum 6.6 Classical civilizations have evolved and grown into large empires characterized by strong centralized governments, advanced trade and trading systems, and complex social hierarchies. The scientific and cultural achievements of these civilizations continue to have an impact on the world today. \* 6.6.a The classical era was characterized by an increase in the number and size of civilizations.\* 6.6.b Classical civilizations have maintained a social order through various political systems that correspond to the values of citizens. \* 6.6.f Ancient civilizations have made scientific, cultural and political discoveries that shaped our knowledge of today's world. 6.7 As civilisations have increased, major religions and belief systems have evolved, uniting societies but becoming one of the main sources of tension and conflict. \* 6.7.a Belief systems and religions are common values that help explain the way the world and humanity work \* 6.7.b Over time, civilizations developed belief systems and religions that were different in place but shared similar themes \* 6.7.c Faith systems and religions unite groups of people and are woven into a social social organization. RESOURCES RACE Graphic organizer: race.graphic.organizer.pdfFile Size: 86 kbFile File What does the text SAY? Graphic organizer: what\_does\_the\_text\_say.pdfFile: 26 kbFile type: pdfDownload File what\_does\_the\_text\_say.docxFile Size: 49 kbFile Type: docxDownload File What does the author mean? Graphic organizer: what\_does\_the\_author\_mean.pdfFile File: 26 kbFile type: pdfDownload File what\_does\_the\_author\_mean.docxFile Size: 51 kbFile Type: docxDownload File Why does it matter? Graphic organizer: why\_does\_it\_matter.pdf why\_does\_it\_matter.pdf File Type: docxDownload File Videos:BrainPOP Videos and other fantastic resources: 1) Go to snap.caboces.org 2) Enter your username and password. 3) The username and password can be found written on the agenda. 4) Once logged in, go to BrainPOP. 5) In the search box, type in the Greece box. 6) You will find several excellent videos including Athens, Democracy, Greek Gods, Homer, and The Olympics. Websites:Jeopardy: homework due Friday, September 18, 2015: None.Classwork, Thursday, September 17, 2015: Article 8(1) shall be replaced by the following Students put their lists in their notebooks. In about five minutes, students will share their ideas with the class. Students turn over to the 8th Century. Students are at 224-255. Students will create two columns in their notebooks. The title is Features. The function appears on the left side of the notebook. On the right side of the notebook, they note whether the feature is a visual or text function. Visual function is something that is a visual image; the text function has words. Read pages 226-227 as a class. Let's answer the 1-2 questions together. If there is still time, students can work on the Hall of Fame essay. Homework on Monday, September 21, 2015: None.Classwork, Friday, September 18, 2015: As a preview of this chapter, students have already begun reviewing the pages of the two or three-group chapter 8.In groups, with students taking notes on what they already know about ancient Greece. In pairs or groups of three, students can identify the students in groups 224 to 225. Students create a poster of the three different parts: 1) what I know, 2) what I want to know, and 3) we list the three main topics that we will study in this chapter. They can design the poster the way they see it best. Tuesday, September 22, 2015: None.Classwork, Monday, September 21, 2015: Watch the video Western Culture Origins. Section 1: Geography and early GreeksA great idea: the geography of Greece and its proximity to the sea have strongly influenced the development of trade and the growth of city states. As a review, students noticed and state the three topics that we'll learn that were found on posters made Friday Review: what are the three main topics that we will learn in this chapter? Students read the 228-230. Students can also check out the map page 229. Select these questions with bulleted comments on the social science notebook. Please specify the paragraph and page number from which you will find the evidence. Mrs. Looney models how to take ball notes in response to the first question from the class. If you lived in Greece, how could you make a living? How does Greece's geography affect the economy? How did the mountains affect the location of Greek settlements? Homework due Wednesday, Thursday and Friday, September 23, 24, and 25, 2015: None.Classwork, Tuesday, Wednesday and Thursday, September 22, 23 and 24, 2015: Students receive the RACE Graphic Organizer and writing fast graphic organizers to help them answer the Reading Check questions.Mrs. Looney continues to model how to read the features and text of the social science textbook.Mrs. Looney model how to use the RACE Graphic Organizer and writing prompt graphic organizers using the Social Control Organizers Reading Check question can be found on page 230 of the social studies textbook. Class 228-233. RACE Graphic Organizer: race.graphic.organizer.pdfFile Size: 86 kbFile File Type: pdfDownload File race.graphic.organizer.docxFile Size: 30 kbFile Type: docxDownload File What does the text SAY? Graphic organizer: what\_does\_the\_text\_say.pdfFile: 26 kbFile type: pdfDownload File what\_does\_the\_text\_say.docxFile Size: 49 kbFile Type: docxDownload File What does the author mean? Graphic organizer: what\_does\_the\_author\_mean.pdfFile File: 26 kbFile type: pdfDownload File what\_does\_the\_author\_mean.docxFile Size: 51 kbFile Type: docxDownload File Why does it matter? Graphic organizer: why\_does\_it\_matter.pdfFile: 26 kbFile type: pdfDownload File why\_does\_it\_matter.docxFile Size: 56 kbFile Type: docxDownload File EXPECTATIONS: Please read the expectations package, sign the appropriate area and return the signed page to school. Thank you! expectations2015tjl.pdfFile File Size: 67 kbFile Type: pdfDownload File expectations2015tjl.docxFile Size: 150 kbFile Type: docxDownload File Homework Due Monday, September 28, 2015: Finish up classwork. Article 233 shall be replaced by the following: To answer the question, the students fill out the graphic organizer of the COMPETITION with the help of the graphic organizers of the Writing Levels. Students answer the question on the COMPETITION's GraphicAI Organizer page. Classwork, Friday, September 25, 2015: Mrs. Looney continues to model how to use the RACE Graphic Organizer and writing prompt graphics for Organizers.As in a class, we will continue to read pages 228-233.On pages 230-231, students will use images and headlines to determine what the important role of the Mimos and Mysmen were. In pairs, students review the information in the 232-233. Students fill in Race graphic organizer lets you write requests for graphic organizers to answer your question. Students answer the question on the COMPETITION's GraphicAI Organizer page. Homework Due Day, September, 201: Classwork, rsday, September, 201: The next lesson taken from the Ready New York CCLS teacher's guide pages 1-9.Students will find the central idea of a text and the details that help it. Students think about their favorite book or movie, and I think what they would say if they had to tell a friend what the movie or book was mostly about. This is the so-called central idea. The text's central idea is the most important point the writer is trying to make. Sometimes the central idea is directly included, but more often not. Readers define the central idea of the text and the subsets to better understand the meaning of the text. The central idea often needs to be guessed by analyzing the supporting details. Think of yourself as a detective who's writing down a complex situation and finding clues to support your observations. As a class, you can read the paragraphs on page 10 of the social studies textbook. As we read, we ask ourselves: What is the central idea of the paragraph? What details support this idea? To determine the central idea of paragraph 3 (and then paragraph 4) we will make a list of key details. Look at the first and last sentences of the paragraph to look for clues to the central idea. However, the central idea is not always found in the first and last sentences. We identify and describe the central idea on the basis of the most important supporting details by deciding what the most important supporting details have in common. Remember: Central thought is the most important point. The most important supporting details support the main idea (central idea) by saying more about it. And the main idea (central thought) is not always the first or last sentence of the paragraph. As a class and individually, we fill out a table to complete our task. Students write in full sentences!!! THINK ABOUT ADDING THAT!!!! Tuesday, January 7, 2014: Homework: Finish reading and completing the task read and complete the Detailed Data Checklist. It's due tomorrow, Tuesday, Classwork: Monday, January 6, 2014PART 1. Objective: Students learn what it means to read the text closely involved and analyze the text details. Students analyze visually based text. Activity 1: Introduction to a class Unit.As, compare the process of close reading with those used by other experts (musicians, sports managers and coaches, prenatal, scientists, investigators). The examples above are linked to the questions used by proficient readers. set of guiding questions as a reminder. Students use this handouts handouts the texts that we will read. Go through the Reading Closely Checklist.The documents can be found above or found: Download resources reading closely ccss unit grade 6: The Wolf You Feed - Zip file for all documents due Thursday, January 9, 2014: Homework: Students reread the scripture passage (text #2, Cornelia N. Hutt is a brief history of wolves in the United States) and think about the following question as she reads the passage independently: What words or phrases stand out to me when I read it? Why do these words stand out? Paraphrase some details that you notice. See below for more details. Classwork: Wednesday, January 8, 2014.First, students participate in a class discussion about the captions and pictures. Compare captions. What details led the students to come up with the inscription? Activity 2: Reading #2 Details.As: What information or ideas does this text contain? Enter the answer to the above question in your social science booklet. Students will reread the scripture passage and ponder the following question as they read the scripture passage independently: What words or phrases stand out to me when I read? Why do these words stand out? Students mark the details they notice as they read. We recommend using a highlighter. The students have one of the details they've noticed. Friday, January 10, 2014: Homework: Add a caption to each photo. Write at least five questions for each photo. See below for more details. Classwork: Thursday, January 9, 2014Activity 3: Looking closely at the details. The aim of the exercise is to help students understand that a thorough examination of the texts leads to issues that in turn lead to further examination of textual details and reporting to others. Examine the image in small groups. Answer the question: What does it look like to me when I examine this picture? While examining the image, capture the details you have discovered. Record the details in your social science notebook. To focus on detail, see the guiding questions reminder. What do you notice about the pictures and the questions that you had? Did your questions ram you about the lyrics? In groups, students list three key details that are essential to understanding what is happening in one image. Each student writes a caption summarizing what they believe about the picture. Share it with a small group. Share in class. Comparison of captions. What details led the students to come up with the inscription? The documents can be found as follows: Downloadable resources that read the CCSS Grade 6 rating closely: The Wolf You Feed - Zip File of All Documents Homework Due Friday, September 19, 2014: Greek Word Origins, pages and definitions (see see Thursday, September 18, 2014: Greek Word Origins, pages 226-227.As a class, we go through page 226 of the Social Sciences textbook. Students can then look at the words 1-8 on page 227. Students at the top of the page finish You Try It! Activity. Use the diagram on the opposite side (page 226) to find the Greek root or roots of each one. How do words relate to their definition? Answer these questions in your social science booklet. In the social studies notebook, type in the definitions of the following words: geography, acropolis, democracy, tyrant, oligarchy, mythology. After you type definitions, type the words in a sentence. Use the vocacara on the back of the social studies textbook to help with your definitions. If you need help, you can also refer to the chapter. Homework On House Day, September, 2014: Read 228-231. Answer the following questions in the social studies notebook. Classwork, day, September, 2014: Watch video Origins of Western Culture, History Channel. Section 1: Geography and early GreeksA great idea: the geography of Greece and its proximity to the sea have strongly influenced the development of trade and the growth of city states. As a review, students will notice and tell students in pairs in the 224-225. Students read the 228-230. Students can also check out the map page 229. Answer these questions with bulleted comments in the Social Studies Notebook. Please specify the paragraph and page number from which you will find the evidence. If you lived in Greece, how could you make a living? How does Greece's geography affect the economy? How did the mountains affect the location of Greek settlements? 230-231. Homework On House Day, September, 2014: 242-247. Classwork, day, September, 2014: We're going to read a Greek myth and a fet case in class. Students read the 242-247. Be sure to type the answers in full sentences. BE SURE TO RE-ANSWER THE QUESTION WITH THE ANSWER BE SURE TO USE THE DETAILS FROM THE TEXT TO ANSWER YOUR QUESTIONS. - Do you think the modern Olympics are similar to ancient Games? How do you think they're different? (The question can be found on page 245.) Why did the Greeks tell you the story? (The question can be found on page 247.) Homework due Wednesday, September 24, 2014: None.Classwork, Tuesday, September 23, 2014: Due to homework September 2014: None.Classwork, sday, September, 2014: We will read another example of an ancient Greek myth. We're going to read examples of sixth grade myths and hero travel narratives. We're going to answer your homework for the last two days. Students will be sure to add more details from the text. If students use direct quotes from the text, they specify the page from which the quote was taken. Homework due Thursday, Friday and Monday, September 25, 26, and 29, 2014: Read pages 228-233. Work and the entire city-states issues Essay, which is due Monday. Full of loose leaves. Students were given the study guide in Chapter 8: Ancient Greece Social Science Test. The study guide contains the information on vocabulary worksheets 1, 2 and 3. These vocabulary worksheets should be used to practice and prepare the test. The vocabulary worksheets answer sheet is included in the study guide. Learn for the test. Classwork, Wednesday, Thursday and Friday, September 24, 25 and 26, 2014: Students read the 228-233. Students respond to the questions 1 and 2. I suggest you write an introduction. Paragraphs 2, 3, 4 and 5 shall respond to the information referred to in Paragraphs 1, 2, 3 and 4. And be sure to add a conclusion. Be sure to use the writing box and outline to guide your work. Outline:Paragraph 1: Introduction. Check out The Big Idea found on page 228. (Geography and its proximity to the sea strongly influenced the development of trade and the growth of city states.) I suggest you take the Big Idea and rephras it with your own words to use in the introduction. Paragraph 2: 1. I propose to rephras the Main Idea Number 1 located on page 228 of your transition sentence from paragraph 2. (Geography helped build early civilization.) Paragraph 3: 2. I propose to rephras the Main Idea number 2 located on page 228 of your transition sentence from 3. (Mimos are commercial cultures formed in the Mimos and Mykene civilizations.) Paragraph 4: 3. I propose to rephrasing the Main Idea number 3 located on page 228 of your transition sentence to 4. (The Greeks have established city states for protection and security.) Paragraph 5: 4. Write a paragraph summarizing the impact of geography on the state of the city. Paragraph 6: Conclusion. Rewrite the introduction to summarize the essay you've written and connect all the facts you've listed in the essay. Size: 69 kbFile Type: docxDownload File Homework Due Tuesday, September Type: docxDownload File Homework Due Tuesday, September 30, 2014: Prepare for your group's skit and presentation. To prepare for the test on Friday, students were given a study guide to the Chapter 8: Ancient Greece Social Science Test. The study guide contains important vocabulary and definitions to be studied. The study guide contains the information on vocabulary worksheets 1, 2 and 3. These vocabulary worksheets should be used to practice and prepare the test. The vocabulary worksheets answer page is included in the study guide. Learn for the test. Classwork, Monday, September 29, 2014: Government in Athens.Section 2: Government in AthensHead Ideas:1. Aristocrats and tyrants ruled early Athens.2. Athens has created the world's first democracy.3. Ancient democracy was different from modern democracy. As a class, the following shall be replaced by the following: Each group does a skit depicting each of the main ideas located above, and wednesday, October 1, 236, 2014 is homework: Full Question 4 number is 241. Article 236-241 is replaced by the following: Students were given the study guide in Chapter 8: Ancient Greece Social Science Test. The study guide contains the information on vocabulary worksheets 1, 2 and 3. These vocabulary worksheets should be used to practice and prepare the test. The vocabulary worksheets answer sheet is included in the study guide. Learn for the test. Classwork, Tuesday, September 30, 2014: Groups present the main idea theme. Homework due Thursday, October 2, 2014: Study of the test. Classwork, Wednesday, October 1, 2014: Compare and contrast the three different types of government in ancient Greece. Homework due Thursday, October 4, 2014: Study of the test. Classwork, Wednesday, October 3, 2014: As a class we will read pages 246-251. Finish completing the study guide that was distributed to the class. Homework deadline Friday, October 3, 2014: Study of the study. Classwork, Thursday, October 2, 2014: We review the test. ch.8.ancient.greece.study.guide.pdfFile Size: 69 kbFile File How to Prepare for a Test: how.to.study.pptxFile Size: 252 kbFile Type: pptDownload File Due Homework Monday, October 6, 2014: Make corrections to a body. Students can correct their test to increase their test score. During corrections, students should write the page number where they found the correct answer in the textbook. To get a review test score, students must make corrections to Mrs. Looney's first thing Monday morning or during writing class. Let's not make an exception. Tuesday, October 7, 2014: None.Classwork, Monday, October 6, 2014: We go through the answers to the test. The next chapter we're going to study is chapter 9. Check out the next chapter in our social studies textbook to see an advantage in the chapter. Be sure to review vocabulary words, timelines, headlines, and other visual and text features. Features.

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