**Comparative Cultures 11/12**

**/30**

**Preamble**

Now that you have an understanding of the early civilizations (Minoans and Mycenaeans), it is time to delve into the classical ancient Greek civilization that we are so familiar with. The impact of this amazing ancient civilization is still felt in our society today through philosophy, science, math, astronomy, literature, fables, art, and architecture, to name a few.

**Assignment**

In groups of 2 or 3, you will be learning the specifics of a particular aspect of ancient Greece, synthesizing the most important information, and presenting it to the class for the benefit of all. You have one class to complete this assignment, so use your time wisely.

Use the textbook, flipbook and Ms. Byrne’s extra resources as sources for your information.

Each presentation must include visuals, and the information must come ‘from the brain,’ although crib notes are acceptable.

1. Time and Place (include map and timeline, explaining why a place/date is important)
2. Art and Architecture (must compare similarities/differences to Egypt)
3. Society and Culture (include male/female equality, social hierarchy,daily life)
4. Technology and Innovations (must compare to either Egypt/Mesopotamia)
5. Religion and Value Systems (include most important gods/goddesses)
6. Intellectual Development (include philosophy, science, literature, math)
7. Politics and Gov’t (include continuity/change and variations in city states)
8. Economy and Environment (trade, importance of location, sea, etc.)

Write key terms and ideas on chart paper for your report for the benefit of your classmates.

**Assessment**

You will be assessed for your accuracy, thoughtfulness, depth, presentation skills, and preparation.

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| CATEGORY  | 4  | 3  | 2  | 1  |
| Preparedness  | Student is completely prepared and has obviously rehearsed.  | Student seems pretty prepared but might have needed a couple more rehearsals.  | The student is somewhat prepared, but it is clear that rehearsal was lacking.  | Student does not seem at all prepared to present.  |
| Voice  | Speaks clearly and distinctly, good volume, tone, and pace.  | Mostly speaks clearly and distinctly, good volume, tone, and pace.  | Somewhat speaks clearly and distinctly, good volume, tone, and pace.  | Issues with clear speech, and/or volume, tone, and pace.  |
| Demeanor  | Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation. Professional.  | Mostly stands up straight and establishes eye contact with everyone in the room during the presentation.  | Sometimes stands up straight and establishes eye contact.  | Slouches and/or does not look at people during the presentation.  |
| Content  | Shows a full understanding of the topic.  | Shows a good understanding of the topic.  | Shows a good understanding of parts of the topic.  | Does not seem to understand the topic very well.  |
| Visuals  | Student uses several visuals/aids (could include costume) that show considerable work/creativity and which make the presentation better.  | Student uses a couple pf visuals/aids that show considerable work/creativity and which make the presentation better.  | Student uses 1 visual/aid which makes the presentation better.  | The student uses no props OR the props chosen detract from the presentation.  |
| Time-Limit  | Presentation is about 3-5 minutes long and has depth and focus.  | Presentation is about 3-5 minutes long and has mostly depth and focus.  | Presentation is not 3-5 minutes long and/or is lacking in depth and focus.  | Presentation is too short or too long to have depth and/or focus.  |