Welcome, my budding archaeologists! You are a new archaeologist. Over the course of the next few days we will be using the Internet and the various attachments to this WebQuest to begin an exploration of the ancient civilization of Greece.

In order to get a well-rounded perspective of their lives it is important to study all of the major aspects of society, so be prepared to dive into the lives, traditions, government, technology, and entertainment of the time.

Like a true archaeologist, you will dig up, sift through, and evaluate the information in this WebQuest to build a foundation of knowledge in order to complete several in-class activities and discussions, and ultimately to create our whole-grade magazine.

During the magazine project, you will be expected to return to the sites contained within this WebQuest to aid in making your part of the magazine the best and most accurate it can be.

Don't worry, like an archaeologist, you do not have to work alone if you don't want to. If you would like a partner, provide me with a written request of whom and why.

Objectives: Demonstrate basic knowledge of Ancient Greek civilization by completing the assignments contained in the WebQuest. Implement the knowledge in classroom assignments and activities.

(Preview!: Prepare for our own classroom Olympics!!)

Participate in collegial discussions that demonstrate your critical thinking on various aspects of Ancient Greek life.

You will need to scroll down to the attachments below the directions in order to access the map, worksheets, and resources needed to complete this WebQuest. Since you are a new archaeologist, you will need to be sure to follow the directions for each part of the excavation to ensure you have as close to an accurate picture of the Ancient Greek civilization as possible.

PART I>Map Activity: An archaeologist needs to know the geography of the site in which they are digging! Get to know the lay of the land! Print the Blank Map of Ancient Greece and grab a blue and a tan colored pencil from my table of materials. Use Google images to search for a map of Ancient Greece that will help you complete the assignment. Label the following places and seas:

- Aegean Sea
- Argos
- Athens
- Crete
- Delphi
- Knossos
- Lydia
- Mediterranean Sea
- Troy
- Olympia
- Peloponnese
- Sea of Crete
- Sparta
- Mt. Olympus

Lightly shade the land tan and the water blue.

PART II>Lives and Cultural Traditions: Personally get to know the people through the study of their upbringing, some daily activities, and traditions.

Print the Lives and Cultural Traditions Worksheet. Click on the Lives and Cultural Traditions Resource to help you complete the assignment. Don't forget to follow the directions on the assignment.

PART III>Religion: Much can be learned about a society through its religious beliefs: the extent of their knowledge, their fears, their intentions, their values, their desires, among other things.

Print the Gods and Goddesses if Mt. Olympus Worksheet. Click on the Gods and Goddesses if Mt. Olympus resource to help you complete the assignment. Don't forget to follow the directions on the assignment.

When you've finished, take a quick look at Zeus's Family. Feel free to make any personal judgements to bring to a discussion later.

PART IV>Arts and Entertainment: The Greeks were amazingly capable of doing many things we do today without the benefit of electricity and much of the technology we enjoy today. Click on the S.T.E.M. resource. Browse the site - you don't have to close read it, just take a look at the headings.

Then use the site to help you with the assignment.

Feel free to do some of your own research if you feel it necessary. Get a piece of binder paper and a pencil and use the format of RACERS to respond in one - two paragraphs to the following inquiry:

Which invention/discovery/concept has had the greatest impact on today's culture in the United States and why?

PART V>Government: One of the most important aspects of any society is how it is (or is not) governed.

Print the Government Worksheet. Click on the Government resource to help you complete the assignment.

Don't forget to follow the directions on the assignment.

EXTRA TIME? You could play around on the interactive page for the Olympic Resource. You could check out the extra content. You could get an Ancient Greek related book from the school library and peruse the content. Had enough of Greece for the moment?

You can read your personal reading book.
It's pretty simple to earn a good grade here. You simply need to complete all six activities accurately and do it well.

<table>
<thead>
<tr>
<th>Category and Score</th>
<th>Score 4: Accomplished Archaeologist</th>
<th>Score 3: Average Archaeologist</th>
<th>Score 2: Archaeologist's Assistant</th>
<th>Score 1: Assistant to the Archaeologist's Assistant</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete all 6 assignments.</td>
<td>All 6 assignments are completed, and it looks like most of it is accurate and well done for this student.</td>
<td>All 6 assignments are completed, but some of the information is inaccurate and needs to be fixed. (Fix it to earn back the point!)</td>
<td>Only 5 of the assignments have been completed, but at least they are done accurately and well. (Complete the 6th assignment to earn back a point!)</td>
<td>Only 4 of the assignments have been completed, but at least they are done accurately and well. OR Five of the assignments are completed, but some of the information is inaccurate and needs to be fixed. (Fix it to earn back the point!)</td>
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<tr>
<td>Total Score</td>
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You have completed your dig at these sites! I hope you are feeling accomplished and knowledgeable! You will need to retain the information you have gathered for many assignments and activities throughout the unit, but most importantly for our upcoming Ancient Greek magazine. Even though I have collected your work, it will be returned to you for these purposes.

This WebQuest provides a general exploration of Ancient Greece. It obviously needs the use of computers and the Internet, but also an available printer. It can be done individually, in partners, or in groups. I prefer to do it individually or partners, but if they want a partner, I make them work for it -- they have to provide me a reason for working with someone. I don’t control this aspect simply because this lesson needs a little bit of choice and this is the only place I could offer that. I foresee it taking four days (one day per part) to complete, but since I have yet to test it out, that may not be the case. It is intended to provide information so that my students can discuss the various ways each aspect of society can affect each other, and to compare and contrast with other societies we have studied throughout the year in order to show their higher-order thinking skills.

**Standards**

Our state uses the CCSS:

- LA.7.RI.7.1, .3, .7, .10
- LA.7.W.7.1.a-e
- LA.7.SL.1.a-d
- LA.7.L.4.a-.d

**Credits**

I would like to give the biggest credit to mythologyteacher.com. I have used this WebQuest for years and had always wanted to tweak it for my own classroom requirements, but never had the chance. Since I had to complete a project for earning my Masters, I figured this was the perfect opportunity to do just that.

I would also like to give credit to zunal.com for making it easier to create an organized WebQuest.

Thank you to the other sites that I have used in this WebQuest that have aided in making it as diverse and differentiated as necessary for my purposes:

- www.historyforkids.net
- www.ancienthistorylists.com
- www.historyforkids.org
- school.discoveryeducation.com
- www.history.com
- www.teachertube.com
- www.bbc.co.uk/schools/primaryhistory

**Other**

I have been teaching middle school ELA since 2000.