

## GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - Social Studies	Cognitive Skill Level - Analysis	Correlation to Framework - 02.02, 02.04, 02.10	Lesson Number - 11
<p><b>Activity Title - Down to the Sea in Ships...Really!</b></p> <p><b>Goal/Objective</b></p> <p>To compare and contrast two points of view about a historical event.</p> <p><b>Lesson Outline</b></p> <p><b>Introduction</b></p> <p>People in ancient times were able to travel long distances in only a few ways. One of those ways was by boat. In recent years, many scholars have begun to doubt the fact that early people sailed far from the shoreline. New evidence is beginning to surface that perhaps those early accounts of sailing vessels may have been genuine.</p> <p><b>Activity</b></p> <p>Discuss ancient travel and the use of ships. Pass out the handout on the discovery of the ancient ship. Read and discuss the article. As a group, create a Venn diagram. Have the student compare and contrast the two points of view on the travel routes of the ancient sailors.</p> <p><b>Debriefing/Evaluation Activity</b></p> <p>Discuss the importance of knowing about ancient times. Students need to recognize that there is a connection between them and other parts of the world. They should realize that there is a necessity to become aware of historical events for their own personal life and for completing the GED Tests.</p>			<p><b>Materials/Texts/Realia/Handouts</b></p> <ul style="list-style-type: none"> <li>• Handout - NAUTICOS in the News</li> <li>• Chart paper, pencil, highlighter</li> <li>• Outline of world map</li> <li>• World atlas</li> </ul>
			<p><b>Extension Activity</b></p> <p>Using the information in the article and a world atlas, plot the Phoenicians' route mentioned in the article.</p>
			<p><b>ESE/ESOL Accommodations</b></p> <ul style="list-style-type: none"> <li>• Highlight important concepts.</li> <li>• Provide the text in audio version.</li> <li>• Provide peer tutor for student who needs assistance.</li> <li>• Allow students to use world atlases when plotting the route.</li> </ul>
<p><b>Real-Life Connection</b></p> <p>How many of you have ever been on the ocean in a boat? How big was the boat? How far out from the shore did you go? Did you feel comfortable in the boat for the length of time you were in it? Think about going across the ocean</p>			

## GED 2002 Teachers' Handbook of Lesson Plans - Script

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### Activity Title - Down to the Sea in Ships...Really!

#### Introduction

*Ask:* How did the ancient traveler get from place to place? Discussion should include boats or ships, horse, donkey, camel or by foot. *Ask:* Why were these the only ways to get around? Discussion should center on the fact that there were no machines of any kind.

*Ask:* From the article that you read, can you plot the course of the ship? Have the students plot the course on a large world map.

#### Main Activity

*Say:* We are going to look at an article that may tell us more about the ways that the ancient people got places. Read this article and we will discuss it. Pass out article and discuss. Make sure the discussion centers on the two opposing views about the ancient shipping routes. Have the students assist you in creating a Venn diagram that displays the two contrasting views about the shipping routes.

*Ask:* From the article that you read, can you plot the course of the ship? Have the students plot the course on a large world map.

#### Closure/Conclusion

*Ask:* Which of the two views do you favor and why? Back up your argument with facts. Chart the students' answers in two columns on the board. Compare and contrast the number of students who favor each view and the reasons for their opinion.

#### Follow-Up Lessons/Activities

*Ask:* If you were an ancient sailor and wanted to sail from Greece to England, how would you go? Have the students trace their routes on an outline map of the world. *Say:* Remember what the article said about ancient sailors when creating your route. Share the different routes created with the class.