**World Civilizations**

**Implement Start Year (2013-2014)**

Michelle Kaighn [mkaighn@lrhsd.org x8553], Erich Wiltsee [ewiltsee@lrhsd.org x8921], Ryan Walsh [rwalsh@lrhsd.org x8822], Jim Baker [jbaker@lrhsd.org x8319]

**Unit #4: Ancient Greece**

### Stage 1 – Desired Results

<table>
<thead>
<tr>
<th>Established Goals</th>
<th>21st Century Themes</th>
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<tbody>
<tr>
<td><strong>2009 NJCCC Standard(s), Strand(s)/CPI #</strong>&lt;br&gt;Common Core Curriculum Standards for Math and English (<a href="http://www.corestandards.org/">http://www.corestandards.org/</a>)&lt;br&gt;6.2.8.A.3.b&lt;br&gt;Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.&lt;br&gt;6.2.8.A.3.c&lt;br&gt;Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.&lt;br&gt;6.2.8.A.3.d&lt;br&gt;Compare and contrast the roles and responsibilities of citizens in Athens and Sparta to those of United States citizens today, and evaluate how citizens perceived the principles of liberty and equality then and now.&lt;br&gt;6.2.8.A.3.e&lt;br&gt;Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system.&lt;br&gt;B. Geography, People, and the Environment&lt;br&gt;6.2.8.B.3.a&lt;br&gt;Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for development.</td>
<td><a href="http://www.21stcenturyskills.org">www.21stcenturyskills.org</a>&lt;br&gt;___ Global Awareness&lt;br&gt;__ x Financial, Economic, Business and Entrepreneurial Literacy&lt;br&gt;__ x Civic Literacy&lt;br&gt;___ Health Literacy&lt;br&gt;__ x Environmental Literacy</td>
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### 21st Century Themes

- **Learning and Innovation Skills:**
  - __ Creativity and Innovation
  - __ Critical Thinking and Problem Solving
  - __ Communication and Collaboration

- **Information, Media and Technology Skills:**
  - __ Information Literacy
  - __ Media Literacy
  - __ ICT (Information, Communications and Technology) Literacy

- **Life and Career Skills:**
  - __ x Flexibility and Adaptability
  - __ x Initiative and Self-Direction
  - __ x Social and Cross-Cultural Skills
  - __ x Productivity and Accountability
  - __ x Leadership and Responsibility
| 6.2.8.B.3.b | Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their demise. |
| 6.2.8.C.3.a | Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China. |
| 6.2.8.C.3.b | Explain how the development of a uniform system of exchange facilitated trade in classical civilizations. |
| 6.2.8.C.3.c | Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor. |
| 6.2.8.D.3.d | Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies. |
| 6.2.8.D.3.f | Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies. |

**Common Core Standards for Literacy in Social Studies**
(http://www.corestandards.org/the-standards/english-language-arts-standards/history-social-studies/grades-9-10/)

- RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic
aspects of history/social science.

RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.

RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.

RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

**Enduring Understandings:**

*Students will understand that.* . . .

**EU 1**
Conflict is a result of a perceived need for political, economic, or social change by a population.

**EU 2**
Access to resources impacts political, economic, and social development.

**EU 3**
Conditions to change are both concrete and evolving.

**EU 4**
Art addresses and expresses universal and regional themes of human experience.

**Essential Questions:**

**EU 1**
- How is power gained, used, and justified?
- How do humans justify war?

**EU 2**
- How do geography, climate, and natural resources affect the way people live and work?

**EU 3**
- How do different political systems vary in their toleration and encouragement of change?
- How did Ancient Greece influence contemporary Western Society?
### Knowledge:  
**Students will know . . .**

<table>
<thead>
<tr>
<th>EU 1</th>
<th>EU 2</th>
<th>EU 3</th>
<th>EU 4</th>
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<tbody>
<tr>
<td>The reasons why Greece defeated the Persian Army in the Greco-Persian Wars</td>
<td>Greece’s geography</td>
<td>The tumultuous relationship among Greek city-states</td>
<td>Greek and Hellenistic art, architecture, and mythology</td>
</tr>
<tr>
<td>The impact of Alexander the Great’s conquests</td>
<td>The role of geography in shaping Greek culture</td>
<td>The influence of Greek politics in contemporary society</td>
<td>Literary contributions of the Greeks</td>
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### Skills:  
**Students will be able to . . .**

<table>
<thead>
<tr>
<th>EU 1, EU2, EU3, EU4</th>
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<tbody>
<tr>
<td>Map Greek territories and battles in the Mediterranean. (EU 2)</td>
</tr>
<tr>
<td>Compare and contrast the credibility of differing ideas, elements or accounts.</td>
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<tr>
<td>Illustrate the relevance of Greek culture and mythology to specific word origins and other terms employed in everyday usage, highlighting the major Greek gods and goddesses. (EU 4)</td>
</tr>
<tr>
<td>Analyze and describe how the geography of Greece defined both the development of Greek culture. (EU 2)</td>
</tr>
<tr>
<td>Interpret how the theme of conflict (Athens/Sparta, Persian Wars, Peloponnesian Wars, and the rise of Alexander) shaped the Ancient Greek and modern world. (EU 1)</td>
</tr>
<tr>
<td>Evaluate key contributions of the Greeks in the areas of art, architecture, literature, science and philosophy. (EU 4)</td>
</tr>
<tr>
<td>Read and analyze primary source documents to determine different points of view</td>
</tr>
<tr>
<td>Analyze the positives and negatives of democracy (EU 3)</td>
</tr>
<tr>
<td>Draw inferences from factual material</td>
</tr>
<tr>
<td>Recognize and interpret different points of view</td>
</tr>
<tr>
<td>Compare and contrast the credibility of differing ideas, elements, or accounts</td>
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<tr>
<td>Test the validity of the information, using criteria as source, objectivity, technical correctness, and currency</td>
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• Do the arts reflect or shape culture?
# Stage 2 – Assessment Evidence

**Recommended Performance Tasks:** Each unit must have at least 1 Performance Task. Consider the GRASPS form.

*EU1, EU 2, EU 3, EU 4*

“Ancient Greece Assessment Lab”

The classroom will be set up with 8-10 stations. These stations will include visual displays, summaries, and descriptions of key elements of western society throughout history. This can also be accomplished through a web quest. Students will complete a data log book in which they will collect evidence to prove the hypothesis that Greece gave birth to “Western Civilization”. At each station students will analyze each piece of evidence and draw connections to specific events and themes within Ancient Greek history. Students will give a 1-2 paragraph response for each station connecting the event or theme to Ancient Greece. They will then be expected to discuss whether each has been a positive or negative transference of culture across time. As a conclusion, students will have to choose a specific element of their daily personal life that mimics these examples and draws its influence from Ancient Greece. (i.e. high school sports, school play, student council, study of particular topics)

Some examples of stations:
- Magna Carta / Bill of Rights
- D-Day Invasion
- United States Civil War
- Sugar Plantation
- Regional Physical Boundaries of America
- Architecture of Washington D.C.
- Athletic Stadiums
- Renaissance Artists
- Renaissance Humanists
- The Olympics

**Other Recommended Evidence:** Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.

- Essays
- DBQ
- Tests (standard and Authentic)
- Presentations
- Research Projects
- Debates

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Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Consider the WHRETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

- Create a map of ancient Greece and the Aegean Sea region. Later assess students via a map quiz. (A)
- Develop a constructed response on how geography impacted the history of Greece. (M)
- Create a timeline of events for the Persian War, the Peloponnesian Wars and the rise of Alexander of Macedon. (A)
- Create a family tree of the Greco-Roman gods and goddesses. (A)
- Develop a graphic organizer comparing the Minotaur legend and the legend of Atlantis highlighting their connections to true Minoan events. (M)
- Develop a PowerPoint including visuals of key Greek features in art, architecture, literature, science and philosophy. (A)
- Draw a Venn diagram comparing the democracies of ancient Greece and modern United States. (A, M)
- Create a graphic organizer comparing Alexander to contemporary leaders and fictional characters. (M)
- Write an essay explaining the changes in your school if Aristotle became the Principal. (M, T)
- Greek government speed debate activity. (T) Greek Speed Debating.ppt
- Class debate on the “Greatness” of Alexander of Macedon. Students will be asked to determine exact what “great” means. At conclusion of debate, students will select a leader from history who qualifies as “great” according to their criteria. (M, T)
- Create a graphic organizer discussing the different government styles of the city-states of Ancient Greece. (A)
- Compare and contrast women’s’ rights in Athens and Sparta. Students will determine which side had it best and why. (A, M)
- Read the article Olympics B.C. by Judith Swaddling. Students will create a constructed response comparing modern athletes with ancient athletes. (A, M)
- Compare and contrast modern athletes with ancient athletes of the Olympic Games. (A, M)
- Write an essay describing the role of women athletes in Ancient Greece and their relationship to modern women athletes. (A, M)
- Think, pair, share discussion on how countries justify the invasion of another country. (M, T)