Social Studies Grade 7 Unit 4

Unit: Social Sciences and History , Grade(s) Grade 7

Ancient Greece

Duration: 10 Weeks

Unit

Essential Questions/Enduring Understandings

EQ1: How did geography impact the Greek civilization?

EQ2: What were the similarities and differences between Athens and Sparta?

EQ3: What has been the lasting impact of ancient Greek civilization on current society? How does Greek mythology influence literature even today?

EQ4: Who was Alexander the Great - hero or villain? How, where, and why did he spread Greek culture?

EQ5: What led to the decline in power of the ancient Greek civilization?

EU1: The physical geography of the Aegean Basin shaped the economic, social, and political development of Greek civilization.

EU2: Ancient Greek civilization was characterized by settled agriculture, city-states, trade in products and ideas, a system of government with written laws, a developed culture, specialized labor, social hierarchies, and a religious system.

EU3: Ancient Greek success was based on strong leadership, strong economy, common culture, and favorable geographic conditions.

EU4: Greece's failure was in general caused by weak leadership, which allowed for internal strife and eventually invasion by outside forces.

EU5: Interactions among different city-states and cultures resulted in change and conflict.

EU6: Greek philosophy, architecture, math, and science have influenced modern society while many of Western civilization's symbols, metaphor, words, and idealized images, come from ancient Greek mythology.

EU7: While democracy provides individual's the greatest opportunity of liberty, freedom, and equality- it is inherently inefficient, indecisive, and allows for the questioning of decisions; thus historically, making it less desirable for aspiring powerful nations.

Students will be able to...

- Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.
- Select and use various geographic representations to compare information about people, places, regions, and environments.
- Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems
- Plot events onto a timeline that shows prehistory and history and explain the notion of time and how it is used by social scientists.
- Identify the geographical area that will be used to study world history and read maps of the area using latitude and longitude skills.
- Analyze trends in human migration and cultural interaction and explain the reasoning behind these developments.
- Respond to open-ended essay questions
- Utilize social studies based vocabulary in their explanations of the concepts we are studying, both verbally and in written responses.
- Devise a plan for taking notes and responding to readings that are assigned in class that is effective based on text structure and the main idea of the text.

Evidence of Learning/ Assessment
- Competency 1 - Greek Mythology
- Competency 2 - Alexander the Great
- Formative Assessments
  - Differentiated Interactive Notebook Entries
  - Student Role-Playing Activities
  - Exit Slips & 3-2-1 Reflections
  - Teacher-Created Quizzes
  - Digital Formative Assessment Options

Instructional Design/Learning Plan
- Suggested Sequence for Learning
- Suggested Learning Activities
  - Analyze two thematic maps of ancient Greece. Use the maps to make predictions about where ancient Greeks settled and how they lived.
  - Complete a storyboard draft of a children's book about the geography of ancient Greece and how it influenced the Greek way of life.
  - Use the principles of monarchy, oligarchy, tyranny, and democracy to select and play music for the class, as a way to examine the various forms of government in ancient Greece that led to the development of democracy.
  - Evaluate the four forms of government practiced in ancient Greece and complete a report card.
  - Compare how ancient democracy was different than modern democracy
  - Examine the major differences between Athens and Sparta by working in pairs to create placards with illustrations and challenge questions about each city-state
  - Compare and contrast Athens and Sparta by writing statements for an Athenian citizen and a Spartan soldier.
  - Examine an excerpt from Aeschylus's play The Persians, and consider the presence of biases that this primary source may hold.
  - Learn about the wars between Greek city-states and the Persian Empire by dramatizing perspectives of the wars and the eventual outcome.
  - Rank the factors that contributed to a Greek victory in the Greco-Persian Wars and then justify your choice of the most important one.
  - Analyze an excerpt from Pericles' Funeral Oration to explore what made Athens a unique city during the fifth century B.C.E.
  - Take a "walking tour" of Athens, visiting sites to learn about various aspects of Greek culture. Then write a speech describing Athens during its Golden Age.
  - Explore the famous Greek inventions of people such as Archimedes and Aristarchus
  - Discuss and interpret the teachings of Socrates, Plato, and Aristotle as the basis of modern philosophy
  - Explore the Greeks' key discoveries in math, medicine, and engineering
  - Use the ancient Greek alphabet to write their names; polis banners, etc.
  - Create an argument to answer the question: What do dramas of ancient Greece reveal about its society?
  - Debate the degree of success Alexander the Great had in uniting the diverse peoples of his empire.
  - Learn about the legacy of ancient Greece by matching descriptions of modern life to images of ancient Greek achievements.
  - Illustrate and annotate a spectrum to evaluate the impact of five Greek contributions on modern life.
  - List reasons to approve or object to adding color to ancient Greek sculptures. Write a paragraph in support of your point of view.

Unit Materials

National Geographic - Great Civilizations

DBQ Project

InfoBase

Standards Covered

*ELA NJSLS

RH: Reading History and Social Studies

Craft and Structure

- RH.6-8.4: **Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.**

- RH.6-8.5: **Describe how a text presents information (e.g., sequentially, comparatively, causally).**

- RH.6-8.6: **Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).**

Integration of Knowledge and Ideas

- RH.6-8.7: **Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.**

- RH.6-8.8: **Distinguish among fact, opinion, and reasoned judgment in a text.**

- RH.6-8.9: **Analyze the relationship between a primary and secondary source on the same topic.**

Key Ideas and Details

- RH.6-8.1: **Cite specific textual evidence to support analysis of primary and secondary sources.**

- RH.6-8.2: **Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.**

- RH.6-8.3: **Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).**

Range of Reading and Level of Text Complexity

- RH.6-8.10: **By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.**

WHST: Writing History, Science and Technical Subjects

Production and Distribution of Writing

- WHST.6-8.4: **Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.**

- WHST.6-8.5: **With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.**

- WHST.6-8.6: **Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.**

Range of Writing

- WHST.6-8.10: **Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**

Research to Build and Present Knowledge

- WHST.6-8.7: **Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.**

- WHST.6-8.8: **Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.**

- WHST.6-8.9: **Draw evidence from informational texts to support analysis, reflection, and research.**

Text Types and Purposes

- WHST.6-8.1: **Write arguments focused on discipline-specific content.**

- WHST.6-8.2: **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**

*Social Studies NJSLS

SOC.6.2.8: World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

    SOC.6.2.8.3: The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE)

- SOC.6.2.8.A: **Civics, Government, and Human Rights**
    - SOC.6.2.8.A.3.b: **Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.**
    - SOC.6.2.8.A.3.d: **Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.**
    - SOC.6.2.8.A.3.e: **Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system.**
- SOC.6.2.8.B: **Geography, People, and the Environment**
    - SOC.6.2.8.B.3.a: **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 expansion.**
    - SOC.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 decline.**
- SOC.6.2.8.C: **Economics, Innovation, and Technology**
    - SOC.6.2.8.C.3.a: **Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.**
    - SOC.6.2.8.C.3.b: **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.**
- SOC.6.2.8.CS3: **The Classical Civilizations of the Mediterranean World, India, and China: Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.**
- SOC.6.2.8.D: **History, Culture, and Perspectives**
    - SOC.6.2.8.D.3.a: **Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.**
    - SOC.6.2.8.D.3.c: **Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.**
    - SOC.6.2.8.D.3.d: **Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.**
    - SOC.6.2.8.D.3.e: **Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.**

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