

2017 Unit 5: Classical Civilizations - Greece

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Unit Overview

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.

Though Greek civilization began almost 4000 years ago, Greek ideas about government, science, and the arts remain relevant throughout history. Many Greeks studied science, philosophy, mathematics, and the arts. Alexander the Great's conquering of the Persian Empire allowed Greek culture and ideas to spread throughout southwest Asia and the Mediterranean. In this unit students will use primary and secondary sources, maps, textbooks and Internet sources to examine the G.R.A.P.E.S of ancient Rome and trace its influence on the 21st Century societies.

Enduring Understandings

- Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations
- Classical civilizations developed and expanded by creating centralized governments and promoting commerce, a common culture, and social values
- Early governments and cultures established the model of Western civilization that continues to influence the world community
- Geography played an important role in the development of ancient Greek City-States
- Greek achievements in areas of government, sciences, math, arts, philosophy, history, medicine & architecture continue to affect societies today
- Societies often collapse due to internal weaknesses and external forces
- The movement of people and ideas through trade results in cultural diffusion.
- Various cultures influence the formation of later civilizations

Essential Questions

- How do geographic, religious, achievements, political, economic, and social issues influence the rise and fall of societies?
- How do the location, climate and availability of natural resources affect the development of a society's religion, achievements/technology, political and economic systems
- What happens when a society expands too far?

- How do individuals impact their society?
- How does a societies response to internal and external struggles effect the success or failure of the society?
- How is what is "right" for a society determined? (By whom?)
- What makes a good leader?
- Why do societies expand?

Standards/Indicators/Student Learning Objectives (SLOs)

- Students will be able locate ancient Greek city-states by creating a map with both ancient and current geographical locations noted
- Students will use research and primary source documents to create a report or presentation demonstrating knowledge of ancient Greece gained during this unit
- Students will Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Students will be able to analyze the relationship between a primary and secondary source on the same topic by completing a DBQ
- Students will be able to determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to ancient Greece by creating and updating a triple entry vocabulary journal
- Students will be able to explain how an individual or group of individuals influenced change as they report on the lives of influential people from ancient Greece
- Students will be able to properly cite primary source documents to complete a DBQ based on developments in ancient Greece
- Students will 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 by creating Fakebook pages for specific individuals and identifying possible personal relationships with others from the time period

Standards/Indicators

LA.RL.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RI.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LA.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LA.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.W.8.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures

(e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).

LA.W.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.W.8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LA.W.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.
LA.W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.L.8.5.B	Use the relationship between particular words to better understand each of the words.
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.A.3.a	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
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.c	Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.
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.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.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.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.e	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
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.6.3.8	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
SOC.6.3.8.A.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
SOC.6.3.8.CS1	Recognize the causes and effects of prejudice on individuals, groups, and society.
SOC.6.3.8.CS2	Recognize the value of cultural diversity, as well as the potential for misunderstanding.
SOC.6.3.8.CS3	Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.
SOC.6.3.8.CS4	Listen open-mindedly to views contrary to their own.
SOC.6.3.8.CS5	Collaboratively develop and practice strategies for managing and resolving conflict.
SOC.6.3.8.CS6	Demonstrate understanding of democratic values and processes.
SOC.6.3.8.CS9	Make informed and reasoned decisions.

Lesson Titles

- "From Minoans to the City States" (I think History)
- Alexander the Great and his legacy
- Ancient Greek Achievements; science, mathematics, architecture, art, sports, medicine, and democracy
- DBQ: In what ways did the achievements of ancient Greece affect Western civilization (i.e. our modern society)?
- Greek Mythology
- I think History; "When Life Gives You Lemons" (resources/trade)
- Introduction, including preview of textbook Greece chapter, mapping and vocabulary
- Mapping the Eastern Mediterranean Region
- Minoans & Mycenaeans
- Persian Wars: Causes & Effects
- Sparta vs Athens
- Who's Who Among Ancient Greeks

21st Century Skills and Career Ready Practices

- Global Awareness
- Business, Financial, Economic Literacy
- Civic Literacy
- Health Literacy
- Creativity and Innovation

- Critical Thinking and Problem Solving
- Life and Career Skills
- Communication and Collaboration

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Inter-Disciplinary Connections

- English Language Arts
- Geography
- Mathematics
- Science
- Sociology

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.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.
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.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.
MA.8.G.A	Understand congruence and similarity using physical models, transparencies, or geometry software.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
LA.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.
MA.8.G.B	Understand and apply the Pythagorean Theorem.
LA.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.
LA.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.

LA.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
6-8.MS-ESS1	Earth's Place in the Universe
6-8.MS-LS2	Ecosystems: Interactions, Energy, and Dynamics
SOC.5-8.1.1.1	Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations.
SOC.5-8.1.1.2	Explain how major events are related to one another in time.
SOC.5-8.1.2.1	Select and use various geographic representations to compare information about people, places, regions, and environments.
SOC.5-8.1.2.2	Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
SOC.5-8.1.3.1	Compare and contrast differing interpretations of current and historical events.
SOC.5-8.1.3.2	Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.
SOC.9-12.1.2.1	Impact of social context on human behavior
SOC.9-12.2.1.2	Material culture
SOC.9-12.2.2.1	Ethnocentrism
SOC.9-12.2.3.1	Social institutions such as: family, education, religion, economy, and government
SOC.9-12.2.3.2	Social statuses and roles
SOC.9-12.3.1.1	Primary agents of socialization: family, peers, media, schools, and religion
SOC.9-12.3.3.2	Primary and secondary groups
SOC.9-12.4.1.1	Privilege
SOC.9-12.4.1.2	Power
SOC.9-12.4.1.3	Racial and ethnic inequality
SOC.9-12.4.1.4	Class inequality
	Although there are many types of geometry, school mathematics is devoted primarily to plane Euclidean geometry, studied both synthetically (without coordinates) and analytically (with coordinates). Euclidean geometry is characterized most importantly by the Parallel Postulate, that through a point not on a given line there is exactly one parallel line. (Spherical geometry, in contrast, has no parallel lines.)
	An understanding of the attributes and relationships of geometric objects can be applied in diverse contexts—interpreting a schematic drawing, estimating the amount of wood needed to frame a sloping roof, rendering computer graphics, or designing a sewing pattern for the most efficient use of material.

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

- Retesting
 - Organizational Management
 - Peer Mentoring
 - Academic Enrichment
-
- Blooms: Remembering, Understanding, Applying, Analyzing, Evaluating, Creating
 - Cornell Notes
 - Google Slides Presentation

- PLAN Notes
- Thematic Maps
- Triple Entry Vocabulary

Modifications

ELL Modifications:

- Make GRAPES model comparisons to native country
- Discuss and compare structure of government (Greece vs native country)
- Discuss and compare major accomplishments/achievements (Greece vs native country)
- Digital translators
- Front load information in native language
- Focus on domain specific vocabulary and keywords
- Use visuals
- Use graphic organizer
- Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience
- Tap prior knowledge
- Assess ELL students continuously using formative assessment methods
- 1:1 testing
- Repeat, reword, clarify
- Intentional scheduling/grouping with student/teacher who speaks the same language if possible
- Be flexible with time frames and deadlines
- Offer resources for specific topics in primary language (Youtube web resources)
- Provide academic (Tier III) vocabulary

IEP & 504 Modifications:

- **Testing modifications:**
 - higher level reasoning questions such as, DBQs or RAFTs, would have less weight than other questions or possibly be provided as extra credit questions to provide exposure to these questions but not something that will be a detriment to the student's ability to share knowledge of content
 - DBQs and RAFTs will include highlighted segments
 - rewording questions so that there are not higher level vocabulary within the question (you are testing for understanding of the content not the ability to understand the question)
 - less questions per page (so not visually overwhelming) divide matching into smaller sections or limit to ten
 - less none of the above, all of the above, which of the following apply, or which do not apply type questions (again it is testing for understanding of the question not the content) OR fewer options such as A - C only
 - if not directly testing directly for reading comprehension offering paraphrasing of quotes, etc...

if the student is expected to be testing on understanding that paragraph or quote to answer future questions. Use with historical documents.

- word banks, multiple choice, matching questions help when possible
- less questions overall if the student takes so much extra time that they are going into future days (then missing instruction) to take the test
- allowing student to correct mistakes or answer wrong questions correctly for additional credit if failed the first test (another way to re-teach material)
- Political cartoons and other images/graphics should include a synopsis
- Maps with keys/ word banks
- Current events can be watched or read
- Read test aloud
- Test in small groups
- Retesting

• **Instructional modifications/accommodations:**

- teaching the main ideas/concepts (limiting not needed details) to be taught and repeating them in several different ways over several different days (goal is 7 different ways same concept for students with learning disabilities)
- providing students with content vocabulary prior to teaching a lesson including that vocabulary (pre-teaching) Varied instruction: Quizlet
- providing study guides that don't lead the student to study too much extraneous information (less unnecessary details)/scaffolded study guides. Completed study guides can be offered by teacher. Digital review such as kahoots can also be used.
- scaffolded notes
- allowing student to take notes in class for reinforcement but also providing a copy (digital or print) of completed/correct notes to study from
- modeling and showing lots of examples
- if not in a co-teaching setting allowing time in the schedule for a special education teacher to consult with general education teachers on what specifically can be modified or how to paraphrase things in a different way specific to that lesson
- providing paraphrased or modified reading materials at the student's reading level for science and social studies and elective classes
- speaking to students privately when redirecting behaviors
- reducing homework length to just those most important for review
- allow student to edit with teacher comments the first attempt at a graded written assignment
- breaking larger assignments/projects into shorter tasks with clear deadlines for each section
- monitoring student moods/behavior fluctuation patterns to report to case manager
- Students who prefer to work individually will be permitted to
- Oral presentations to small groups or teacher only
- Preferential Seating
- Use visuals
- Use graphic organizer
- Tap prior knowledge
- Be flexible with time frames and deadlines
- Repeat reword and clarify
- Provide academic (Tier III) vocabulary
- Repetition of key concepts through varied methods
- Organizational Management
- Academic Enrichment

- Peer Mentoring

G&T Modifications:

- Encourage students to explore additional unit specific video materials provided on Google Classroom (Mankind: The Story of Us, National Geographic, 300, Battles BC)
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Determine where students' interests lie and capitalize on their inquisitiveness.
- Invite students to explore different points of view on a topic of study and compare the two.
- Refrain from having them complete more work in the same manner.
- Employ differentiated curriculum to keep interest high.
- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. Encourage students to make connections through historical time periods/linkage.
- Different test items. (DBQ, RAFT, thesis statement, projects, inquiry based)
- Effective questioning techniques (focus on what's important, provide processing time, require higher order thinking)
- ELA - Socratic Seminars with accountability for participation (maybe a certain number of times or with a certain level of inference)
- ELA - Self-evaluation of writing with teacher or student-generated rubrics. Evaluation sheets or color coding can work well for this
- ELA/History: provide rationale for thinking
- Close reading: historical texts, poetry, speeches, primary sources, etc.
- Document Based Questions (DBQs)
- Examine historical illustrations in textbooks and convert them into the written language.
- Student led/directed discussions
- Inquiry based learning
- Argumentation and debate
- Evaluation and creation of thesis statements
- Journal article analysis
- Analysis of current events to understand origins from historical periods.
- Options for type of project relating to content
- Retesting
- Organizational Management
- Peer Mentoring
- Academic Enrichment

At Risk Modifications

- Academic Enrichment
- Collaboration with guidance/CST/Case Manager
- Contact with SAC Coordinator

- Retesting
- Organizational management
- Peer Mentoring
- Phone calls home
- IR&S referral
- Confer with colleagues and administration
- Homework clinic
- Allowing student to correct mistakes or answer wrong questions correctly for additional credit if failed the first test (another way to re-teach material)
- allowing student to take notes in class for reinforcement but also providing a copy of completed/correct notes to study from
- modeling and showing lots of examples
- Extra time for assignments
- Speaking to students privately when redirecting behaviors
- Reducing homework length to just those most important for review

Formative Assessment

• Warm Up

- Mapping - Identify and locate modern-day regional countries, seas, and other geographical features (near and around Greece)
- Picture/Graphic Organizer Analysis - Comparisons of ancient and modern architecture, art, government structure, etc.
- Pre-Reading - introductory lesson materials on the Greco-Persian Wars and the Peloponessian War
- Self Assessment - Peer review of DBQ essays, What activities work for students?, Quiz performances

• Anticipatory Set

- Current Event - Dependent on regional and topical event (Balkans and the eastern Mediterranean Sea)
- DBQ - Student concerns and questions, peer review (feedback) of student work, document analysis, etc.
- Making Connections - ancient events and achievements (outcomes of wars, government, math, engineering, science, etc.)
- Picture/Graphic Organizer Analysis - Comparisons of ancient and modern architecture, art, government structure, etc.
- Reading - lesson materials on the Greco-Persian Wars, the Peloponessian War, mythology, government, math, engineering, science, etc.
- Video Clip - Reenactments of important battles, mythology, important achievements, etc.
- Vocabulary - Quizlet LIVE practice of unit specific vocabulary terms
- Warm-up Discussion

• Learning Activities

- Ask for demonstration of skill with a verbal explanation
- Co-operative groups - peer reviews, current events, document analysis
- Exit Slips - Relate GRAPES model to ancient Greece

- Graphic Organizers - for student notes, government structure, summary and comparison of events, organize societal statistics
 - Have students re-teach the lesson - Greek economic timeline activity
 - Homework - incremental checks to maintain DBQ and project schedules, pre-reading of introductory materials (mythology, GRAPES information, etc.)
 - Q & A - informal checks for understanding throughout all lessons
 - Random Sampling - check student work for alignment to activity and unit goals (DBQ, Achievements Project)
 - Self Assessment - Peer review of DBQ essays, What activities work for students?, Quiz performances
 - Teacher Observation
 - Think Pair Share - peer reviews, current events, document analysis
 - Turn and Talk - peer reviews, current events, document analysis, important achievements
 - Voluntary summarizing - Allow students to summarize important events and achievements
 - Have students summarize the lesson using their notes either orally or using the written word
- **Closure**
 - Have students summarize the lesson using their notes either orally or using the written word
 - 20 Word Summary
 - Compare notes with a partner - peer reviews, current events, document analysis, important achievements
 - Self Assessment - Peer review of DBQ essays, What activities work for students?, Quiz performances
 - Think Pair Share - peer reviews, current events, document analysis
 - What Questions do I have?

Summative Assessment

- **“InstaGreek” Project:** research a famous ancient Greek and create complete a fake Instagram template
- Cornell Notes
- **Economy and Social structure of Greece Quiz:** evolution and elements of the Greek economy AND the development and description of ancient Greek social classes
- **Geography and Religion of Greece Quiz:** geographic features and their impact on ancient Greek life AND the impact of ancient Greek religious beliefs on daily life
- **Greek Achievements DBQ:** impact of ancient Greek achievements on modern society
- **Greek Achievements Project:** select an achievement topic of personal interest, create a visual product, and provide research
- **Unit Assessment:** Unit vocabulary and GRAPES of Greece with particular focus on Achievements
- **Vocabulary and Mapping Quiz:** unit specific terms and regional mapping related to the unit

Benchmark

Skills-based assessment

Reading responses

Writing responses

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Resources

- World History Journey Across Time, McGraw-Hill, Chapters 4 and 5, pages 112-186
- "A Spartan Life-469 B.C." Choosing Your Way Through the World's Ancient Past, J. Weston Walsh (Publisher)
- Herodotus lesson from SHEG - Students will read various sources estimating the number of Persian soldiers at Thermopylae
- Dictionaries (student choice)
- iThink: World History Ancient Greece, InspirED Educators, Inc.
- Google Classroom: Notes, graphic organizers, charts, primary/secondary sources, maps, etc
- Google Documents/ slides (GRAPES, Greek mythology, the Persian Wars, and DBQ writing review)
- History Channel video Mankind: the Story of All of Us (Episode 2: "Iron Men")
- Socrative Student Testing website
- KAHOOT!
- Quizlet/Quizlet Live (unit specific vocabulary set)
- On-line dictionaries (student choice)
- Padlet
- Poll Everywhere
- Answergarden

- Rand McNally's World Atlas
- NatGeo Online Maps

YouTube:

- Geography and Early Greece
- Athens and Sparta: Mr. Corwin's World History Class
- Horrible Histories: Spartan Parent Conference
- Women's Rights in Athens - a computer-generated animated video
- History Channel video Battles B.C.: Judgement Day at Marathon
- History Channel video Battle at Thermopylae

Technology

- Chromebooks
- SMARTboard/Promethean Board
- Google Drive
- Google Classroom
- Google Documents/ slides (GRAPES, Greek mythology, the Persian Wars, and DBQ writing review)
- Google Question
- Socrative: student testing (<https://b.socrative.com/>)
- History Channel video Mankind: the Story of All of Us (Episode 2: "Iron Men"): https://www.youtube.com/watch?v=Qx7TqJ_s_fM
- YouTube: Geography and Early Greece: <https://www.youtube.com/watch?v=5FVpL4ma8nQ>
- TeacherTube: Horrible Histories: Wife Swap - Spartans and Athenians: (<http://www.teachertube.com/video/horrible-histories-wife-swap-spartans-and-athenians-305246>)
- YouTube: Athens and Sparta: Mr. Corwin's World History Class: <https://www.youtube.com/watch?v=euZh8KLB5eE>
- YouTube: Horrible Histories: Spartan Parent Conference: <https://www.youtube.com/watch?v=jEItBM1dc9o>
- YouTube: Women's Rights in Athens - a computer-generated animated video: <https://www.youtube.com/watch?v=GdA7FRDINp4>
- YouTube: History Channel video Battles B.C.: Judgement Day at Marathon: <https://www.youtube.com/watch?v=4EYEelTctjg>
- YouTube: History Channel video Battle at Thermopylae: <https://www.youtube.com/watch?v=ukhc5SV2mb4>
- KAHOOT!: <https://kahoot.it/#/>
- Quizlet/Quizlet Live (unit specific vocabulary set): <https://quizlet.com/>
- Online dictionaries (student choice)
- Padlet: <https://padlet.com/>
- Poll Everywhere: <https://www.polleverywhere.com/>
- Answergarden: <https://answergarden.ch/>
- Rand McNally's World Atlas: <https://worldatlas.randmcnally.com/>

- NatGeoOnlineMaps: <http://www.nationalgeographic.com/maps/>, <http://mapmaker.nationalgeographic.org/>, <http://maps.nationalgeographic.com/maps/map-machine#s=r&c=43.749999999999986,-99.71000000000001&z=4>

TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.2.8	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.