Unit 1: Homer, The Trojan War

Content Area: **Social Studies**
Course(s): **Humanities**
Time Period: **Week 1**
Length: **5 Weeks**
Status: **Published**

Unit Overview

In this unit, students will explore the mythical origins of Greece through study of the Trojan War and through reading Homer's *Iliad*, among other classical works

Standards

CCSS.ELA-Literacy.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
CCSS.ELA-Literacy.RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
CCSS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
CCSS.ELA-Literacy.RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
CCSS.ELA-Literacy.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
CCSS.ELA-Literacy.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
CCSS.ELA-Literacy.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
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.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.D.3.c	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

Essential Questions

- Where does talent originate?
- What are the causes of human conflict?
- What makes us unique as human beings?
- In what ways, if any, do humans differ today from thousands of years ago?
- Why do we believe the things that we believe?

Application of Knowledge: Students will know that…

- An epic poem is a long narrative poem involving heroes and serious themes important to the culture or nation that produced it
- Leading up to the 5th century BCE, most of the city-states in the Greek world underwent some sort of transition from a monarchical form of government to a more representational form
- The Greeks established colonies around the Mediterranean and Black Seas starting at around 900 BCE, spreading its culture to many parts of the ancient world
- The Iliad and Odyssey are part of a tradition of oral composition where "rhapsodes" would improvise stories using their own creativity and a standard set of "formulae" to tell a story
- The Trojan War is primarily mythical content, but the Iliad and Odyssey accurately portray some politics and material culture of early city-states in Greece

Application of Skills: Students will be able to…

- Discuss ancient Greek beliefs and worldview
- Discuss intelligently Greek thinking about their gods and myths
- Explain the main theme of the Iliad in detail
- Identify principal Greek city-states and geographical features on a map
- Summarize the plot of the Iliad

Assessments

- Map quiz on geography of Greece
- Informal observations of class discussions
- Paragraph-long responses to reflection questions on belief, theme of Iliad
- Reenactments/skits of Iliad plot, characters, theme
- Information from this unit will be included on a locally developed, end of course benchmark assessment that may take the form of a test, performance based project, or other summative assessment.

Suggested Activities

- Read the Iliad and the Ion as a play with parts
- Write journal entries reflecting on reading assignments/excerpts or questions based on the reading
- Class debates: talent is innate vs. talent is acquired
- Create visual outlines of assigned books of the Iliad
- Construct class map of places in the Greek world
- Write speeches or role-play as characters in the Iliad
- Create character webs to map motivations of characters in the Iliad

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
    - Modifications & accommodations as listed in the student's IEP
    - Assign a peer to help keep student on task
    - Modified or reduced assignments
    - Reduce length of assignment for different mode of delivery
    - Increase one-to-one time
    - Working contract between you and student at risk
    - Prioritize tasks
    - Think in concrete terms and provide hands-on-tasks
    - Position student near helping peer or have quick access to teacher
    - Anticipate where needs will be
    - Break tests down in smaller increments
- Content specific modifications may include:
    - Provide outlines in advance for the Iliad and Ion to scaffold knowledge
    - Shorten requirements for essays, reflections
    - Visual representation of reading

Differentiation for ELL's:

- General modifications may include:
    - Strategy groups
    - Teacher conferences
    - Graphic organizers
    - Modification plan
    - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include:

- city-state, plebiscitary politics, sceptron, xenia (guest-host relationship), hubris

Differentiation to extend learning for gifted students may include:

- supplementary reading, more difficult reading passages, presentations on other topics in early Greece (language, architecture, art, economics)

Integrated/Cross-Disciplinary Instruction

Social Studies: migrations, foundations of Western Civilization
ELA: literary foundations of Western Civilization, character and theme analysis
Science: history of scientific ideas

Resources

- Plato, *Ion*
- Homer, *Iliad, Odyssey*
- Hesiod, *Theogony, Works and Days*
- Marshall-Cavendish, *Ancient Greece: An Illustrated History*

21st Century Skills

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.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.