Unit 2: Herodotus, The Persian Wars

Content Area: **Social Studies**
Course(s): **Humanities**
Time Period: **Week 6**
Length: **4 Weeks**
Status: **Published**

Unit Overview

In this unit, students will learn about the events and impact of Persia's invasions of Greece, primarily through study of Herodotus' *Histories* and Aeschylus' *Persians,* in addition to several secondary sources.

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.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.
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.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
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.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).
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.RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
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.
CCSS.ELA-Literacy.RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
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.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.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.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.

Essential Questions

- What distinctions can be made between history and mythology?
- In what sense is the telling of history objective, if any?
- Why do humans come into conflict?
- What is history?

Application of Knowledge: Students will know that...

- Greek men of the early fifth century and earlier participated in public life by owning and maintaining a shield for protecting the polis from potential enemies. These men were called hoplites.
- Herodotus is known as the "Father of History" for writing an account of the wars between Greek city-states and the Persian Empire
- The first conflict between Greece and Persia ended with the Battle of Marathon, after which the city of Athens became the most important Greek city for defense and organization
- The first invasion of Greece by Persia, from 492-490 BCE, was an expedition led by the emperor Darius in retaliation for Greek interference in a revolt in Persia's client kingdom in Asia Minor, Ionia
- The Persian Empire ruled its subjects by imposing autocrats and tributes upon subject kingdoms
- The Persian Wars launched Athens into its Golden Age, a period of rapid productivity in art, architecture, literature, and ideas, as well as a period of political, military, and economic dominance over its rival Greek city-states
- Xerxes, the son of Darius, planned a second invasion ten years after the initial conflict, but it ended in failure because of Athens' naval superiority

Application of Skills: Students will be able to...

- Explain the phalanx battle formation and its relevance to Greek culture and values
- Identify mythic or subjective elements in a text and their importance to the overall story
- Name and discuss the importance of various pivotal battles during the Persian Wars
- Synthesize the worldview of 5th-century Greeks from literary evidence

Assessments

- Student projects demonstrating sequence of events during war
- Informal observations during class discussions
- Quiz requiring identification of key battles, figures, and terms
- 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

- Choral reading of Aeschylus' *Persians*
- Class discussions: what is objective in a retelling of events?
- Students create graphic representations of Herodotus' numerous tangents or colorful stories, including "300 Spartans"
- Create diagrams or models of Greek triremes
- Reenactment of phalanx battle formation and soldier roles--students bring "shields," work together against an opposing force of "shields"

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:
    - Visual and kinesthetic representations of battles (Thermopylae, phalanx), characters (Darius, Xerxes in Persians)
    - Provide outlines in advance of Histories, *Persians*

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: phalanx, satrap, pedagogy, "give earth and water," Marathon, chorus, hoplite

Differentiation to extend learning for gifted students may include:

- Supplementary reading related to Herodotus or Aeschylus, presentations on other topics from the time period (Egypt, Mesopotamia, Greek colonies, engineering, etc.)

Integrated/Cross-Disciplinary Instruction

Social Studies: reading and interpreting historians, military history
ELA: literary criticism

Resources

- Herodotus, *Histories*
- Aeschylus, *Persians*
- Xenophon, *Cyropaideia, Anabasis*
- Marshall-Cavendish, *Ancient Greece: An Illustrated History*

21st Century Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
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.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.