Unit 4: Peloponnesian Wars, Democratic Failure

Content Area: **Social Studies**
Course(s): **Humanities**
Time Period: **Week 13**
Length: **4 Weeks**
Status: **Published**

Unit Overview

In this unit, students will learn about the period from 431-404 BCE in Athens, where the city-state came into conflict with its rival Sparta and its allies abroad while experiencing severe political turmoil at home.

Standards

CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-Literacy.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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.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).
CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
CCSS.ELA-Literacy.CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
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.CCRA.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
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.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
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.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.e	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

Essential Questions

- What is the best way to deal with civic conflict?
- Why are wars fought between nations?
- How and when does a "mob mentality" take effect?
- How and why do governments fail?
- What is the most fair and equitable form of government?
- Can the masses be trusted to know what's best for themselves?

Application of Knowledge: Students will know that...

- A great number of Greek city-states formed the "Delian League" after the Persian Wars for mutual protection
- A group of citizens upset by the way they felt radical democracy was ruining Athens took charge of the state and set up an oligarchy in 411 BCE. This oligarchy was in power for only a short time until an even more radical democracy was set in place
- After Athens lost the war, Sparta set up a group of 30 "tyrants"--an oligarchy that was pro--Sparta in agenda and known for their cruelty toward pro-democratic factions
- Athens went to war with Sparta and its allies after numerous abuses of the resources of the Delian League
- Sparta, receiving support from Persia, supported rebellions in the Aegean until the Athenian fleet was finally defeated near the Hellespont in 405 BCE
- Spartan men underwent rigorous training to become warriors and serve their city
- Spartan society was divided into several different social classes, with a warrior class at the top and a large subservient underclass at the bottom
- The massive losses of Athens in the Sicilian Expedition led to civil unrest in the city and to rebellions among weaker states in the Delian League
- The Peace of Nicias was broken in 415 BCE when Athens sent a huge force to attack Syracuse in Sicily
- The Peace of Nicias was signed to end the first part of the war, where Sparta invaded Attica by land and Athens raided the Peloponnesian coastline

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

- Critique political motivations and wartime decisions

- Describe the escalation of conflict and sequence of events in the Peloponnesian War
- Determine a theme when reading poetry
- Examine an author's point of view when reading history
- List the effects of war on the home front

Assessments

- Quiz matching terms, sequence of events
- Student discussion of themes and relevance to war after reading a Greek play
- Presentations on excerpts from Thucydides
- 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

- Mapping important battles, alliances
- Choral or round-robin reading of plays, Thucydides
- Powerpoint presentation on unfolding of the events of the war
- Fill-in-the-blank notes on events of the war
- Reflection questions on reading homework
- Research current events and draw comparisons between Athens and the US in class discussion

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:
    - Teacher-completed notes
    - One-on-one help in researching current events
    - Oral or visual assessments for development of war

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: trireme, tyrant, oligarchy, democracy

Differentiation to extend learning for gifted students may include:

- Presentation on supplemental literature from the period, leadership of class discussions

Integrated/Cross-Disciplinary Instruction

Social Studies: military history, government types, primary-source historical accounts
ELA: interpretation of themes

Resources

Thucydides, *Peloponnesian Wars*
Euripides, *Trojan Women, Hecuba, Children of Hercules, Suppliants*
http://www.lysistrataproject.org/

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.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.