Unit 05: Origins of European Civilization, Greece

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Week 19**
Length: **3 Weeks**
Status: **Published**

Unit Overview

The unit is about the early human civilization of the European continent. It focuses on the rise of the Greeks and their immediate impact on Mediterranean history and the continuing long term impact of their society.

Standards

LA.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.
LA.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LA.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
LA.WHST.6-8.1.A	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA.WHST.6-8.1.D	Establish and maintain a formal/academic style, approach, and form.
LA.WHST.6-8.2.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) when useful to aiding comprehension.
LA.WHST.6-8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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.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.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.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.

Essential Questions

- How does geography define a culture and the spread of that culture?
- What is the continuing impact of historical ideas developed over two thousand years ago?
- How do cultures influence each other?

Application of Knowledge and Skills...

Students will know that...

- 1. The effect of geography on Greek culture
- 2. The differences between Athens and Sparta
- 3. Greek cultural developments still in use today, e.g. Olympics, plays, governments, etc.
- 4. The impact of Alexander the Great in spreading Greek culture.
- 5. There is a difference between facts and opinions in reading and writing.

Students will be able to...

- A. Identify the main ideas and supporting details while reading
- B. Interpret the causes of historical events
- C. Compare and contrast written, video, or internet resources
- D. Make connections between historical events and modern culture
- E. Identify the effect mountains and seas had on the development of Greek society
- F. Apply historical and geographic knowledge to assess the reasons for Alexander the Great's success in spreading Greek culture
- G. Explain the differences between the ancient Olympics and modern Olympics

- H. State the differences between Athens and Sparta and their respective legacies
- I. Distinguish between facts and opinions in reading a text.

Assessments

- Common Core Focus Formative: Other written assessments What is the legacy of Alexander the Great? Distinguish between the facts and the opinions surrounding this leader's accomplishments. 6.2.8.D.3.d, RH.6-8.8., WHST.6-8.2c.
- Comparison Formative: Other written assessments Create a T-Chart comparing and contrasting Athens and Sparta. 6.2.8.A.3.d, RH.6-8.2., WHST.6-8.2a.
- Open-ended Response Diagnostic: Other written assessments After looking at pictures of the Greek mainland and islands students will answer the question: How did geography affect the development of Greek culture? 6.2.8.B.3.a, 6.2.8.B.3.b, WHST.6-8.1a., WHST.6-8.1d.
- The Birth of European Civilization Test Summative: Written Test Test encompassing the geography of the Eastern Mediterranean Basin and the evolving Greek civilization from its Bronze Age origins to its apogee during the life of Alexander the Great. 6.2.8.A.3.a, 6.2.8.A.3.b, 6.2.8.A.3.c, 6.2.8.A.3.d, 6.2.8.A.3.e, 6.2.8.B.3.a, 6.2.8.B.3.b, 6.2.8.C.3.a, 6.2.8.C.3.b, 6.2.8.C.3.c, 6.2.8.D.3.a, 6.2.8.D.3.b, 6.2.8.D.3.c, 6.2.8.D.3.d, 6.2.8.D.3.e, 6.2.8.D.3.f, RH.6-8.9., WHST.6-8.2d.
- The Golden Age in Athens Formative: Other written assessments Students will write what were the enduring achievements of the Golden Age in Athens, when presented with Athenian picture prompts. 6.2.8.A.3.d, 6.2.8.A.3.e, RH.6-8.5., WHST.6-8.1a.

Activities

- Interpreting historical maps to determine the growth of Greek civilization
- Reading ancient Greek words and determining their related English words
- Watch Jason and the Argonauts, write an open-ended response explaining the Greek beliefs in the gods and how the movie captures that world view
- Read samples of classical Greek poetry
- Create a cereal box dedicated to a Greek God
- Webquest: Heroes of the ancient Olympics
- Role-playing: What would you do if you were Alexander the Great?
- Reading and questions on the life and impact of Herodotus
- Use the Maps101 map collections for making worksheets and projection in the classroom: early Greece
- Use the Map101 interactive maps to control displayed information and analyze maps as history unfolds: classical Greece

Activities to Differentiate Instruction

Differentiation for students with diverse needs (including special education, ELL, and gifted):

- **General modifications based on student motivation may include:**

  - Activity choice
  - Personally meaningful activities
  - Hands-on, multimodal activities

- Involvement in goal setting and assessment activities
- Response options

- **General modifications based on instructional presentation may include:**

- Previewing information/materials
- Questioning techniques
- Brainstorming and webbing
- Preteaching or reviewing strategies
- Visual demonstrations, illustrations, or models

- **General modifications based on instructional monitoring may include:**

- Timelines for assignments
- Think-alouds, self-talk
- Journal entries
- rubrics and checklists
- peer reviews and coaching

- **General modifications based on classroom organization may include:**

- Cooperative learning groups
- Buddy systems
- Group roles (timekeeper, recorder, encourager, materials messenger, illustrator)
- Prompt-cue
- Gesture-signal
- Variety of workspace arrangements
- Organizational tools – labeled bins or cabinets for materials
- Seating arrangements – minimize distractions, provide positive student models

- **General modifications based on student response may include:**

- Extended time
- Practice exercises
- Use of preferred response mode

Content specific modifications for students with special needs may include:

- Modifications & accommodations as listed in the student's IEP
- Create an illustrated chart comparing government, clothing, food, tools, and artwork between Greek cities and modern America
- Research quotes of famous Greeks and create an illustrated poster to contextualize the list
- Create a storyboard for the Persian Wars

Content specific modifications for ELL's may include:

- tap the student's prior knowledge and experience, which may be different from other students in the class

- Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: Polis, acropolis, agora, citizen, city-states, democracy, polytheism

Content specific modifications to extend learning for gifted students may include:

- Research quotes of famous Greeks and contextualize them in an annotated list
- Label a blank map with significant events labeled at their appropriate location

Integrated/Cross-Disciplinary Instruction

Students can research Greek drama and its use of masks. Then students will organize a play about an event from ancient Greek history. They must present the play in the style of Greek drama.

Resources

- Macmillan/McGraw-Hill Our World textbook (c)2005
- Macmillan/McGraw-Hill Our World Practice and Activities Workbook isbn:0021499926
- History Channel Last Stand of the 300 documentary (c)2007
- Jason and the Argonauts (c)1963
- http://www.maps101.com/

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to

	search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.