Unit 4: Ancient Greece

Content Area: **Social Studies**
Course(s): **Social Studies Gr. 6**
Time Period: **JanFeb**
Length: **30 Days**
Status: **Published**

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Sixth Grade Social Studies

Unit 4: Ancient Greece

Belleville Board of Education

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Board Approved: September 23, 2019

Unit Overview

This unit is about Ancient Greece, including the importance of the geography on the ancient Greeks, differences between the four forms of government developed in Greece, similarities and differences between two major Greek city-states (Athens and Sparta), their rivalry, and then their alliance to fight the Persian Empire, and the rise and fall of Alexander the Great and his empire. Student should expect to learn about Ancient Greece and its lasting legacy on the world.

Unit 4 is divided into 8 topic lessons:

Lesson 1: The Early Years of Greek Civilization

Lesson 2: Democracy in Athens

Lesson 3: Oligarchy in Sparta

Lesson 4: Ancient Greek Society and Economic Expansion

Lesson 5: Warfare in Ancient Greece

Lesson 6: Ancient Greek Beliefs and Arts

Lesson 7: Ancient Greek Learning

Lesson 8: Alexander and the Hellenistic World

Enduring Understandings

Enduring understandings for this unit include:

U1: There are individual characteristics of the Greek civilizations, including government, society, and geography.

U2: Citizens have rights and responsibilities in societies.

U3: People respond to and resolve conflicts in a variety of ways.

U4: Many of the Greek ideas were adopted and passed on to future civilizations, including the Roman civilization.

Essential Questions

Essential questions for this unit are:

Q1: What is the best form of government?
Q2: What aspects of the Ancient Greek culture made it one of the most powerful and influential civilizations in the ancient world?
Q3: Why do people fight?
Q4: Is conflict inevitable? desirable? avoidable?

Exit Skills

By the end of Unit 4: Ancient Greece, 6th grade social studies students should be able to:

- describe the connections between geography and the development of city-states in the region of the Aegean Sea.
- examine the transition from tyranny and oligarchy to early democratic forms of government in ancient Greece.
- compare and contrast life in Athens and Sparta.
- explain how the results of the Persian Wars between the Greek city-states and the Persian Empire influenced the known world into the future.

New Jersey Student Learning Standards (NJSLS)

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.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.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.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.

Interdisciplinary Connections

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
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.6-8.3	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).
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.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LA.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).
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.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
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.
LA.WHST.6-8.1	Write arguments focused on discipline-specific content.
LA.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

Learning Objectives

After completing Unit 4: Ancient Greece, students will be able to:

- describe how Greece's geography and its proximity to the sea strongly influenced the development of trade and the growth of city-states.
- compare and contrast four forms of government used in Ancient Greece.
- determine which of the two city-states (Athens and Sparta) was the more successful city-state and why, based on their different cultures.

- explain the causes of the Persian wars, understand the roles of Athens and Sparta in the Persian wars, and describe the results of the Persian wars and its effect on the known world in an essay, song, poem, or comic strip.

Suggested Activities & Best Practices

Suggested Activities for the unit include:

- Compare and contrast the different forms of government that were used in Greece or compare and contrast Athens and Sparta during a Socratic Seminar (https://minds-in-bloom.com/5-steps-to-successful-socratic-seminar_29/)
- Research and create their own Greek Mythology god or goddess - poster or trading card
- Explain the causes of the Persian wars, the roles of Athens and Sparta in the Persian wars, and the results of the Persian wars and its effect on the known world in an essay, song, poem, or comic strip
- Compare and contrast Athens/Sparta lifestyle
- Build a timeline showing the different events and contributions of the Ancient Greeks
- PowerPoint - AMISTAD - history of Africa which pertains to this unit - Egypt and Greece and Ptolemies

Assessment Evidence - Checking for Understanding (CFU)

- Compare & Contrast
- Explaining
- Illustration
- Quizzes
- Socratic Seminar
- Study Guide
- Unit tests

Primary Resources & Materials

MyWorld Interactive Textbook, MyWorld Interactive Textbook Online, online component of the PearsonRealize subscription, Scholastic news subscription

Ancillary Resources

Other resources available to strengthen your lessons include:

1. Current Events Websites (Newsela, Yahoo News, CNN, FoxNews)

2. Flocabulary - GREEK MYTHOLOGY - https://www.flocabulary.com/unit/greek-mythology/video/

3. Khan Academy - CLASSICAL GREECE https://www.khanacademy.org/humanities/world-history/ancient-medieval#classical-greece

4. ReadWorks - ARACHNE THE WEAVER https://www.readworks.org/article/Arachne-the-Weaver/9e511896-fe56-4c90-a17b-1282a7fe33c1#!articleTab:content/

5. PowerPoint - AMISTAD - http://www.njamistadcurriculum.net/history/unit/ancient-africa/navigations/3449 Brief History of North Africa - Egypt and Greece and Ptolemies

Technology Infusion

- PearsonRealize subscription
- Google classroom - docs, sheets, slides, questions, assignments, material
- Tween Tribune - WHY DID ANCIENT GREEKS AND ROMANS EAT LYING DOWN? https://www.tweentribune.com/article/tween56/why-did-ancient-greeks-and-romans-eat-lying-down/ - articles related to the subject matter - students can post comments and take quizzes
- kahoot!
- Jeopardy

Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
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.
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.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.8.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.8.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.8.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Have students create their own god or goddess - choose whether to make a trading card, Facebook page, or resume to describe the character's background, powers, and examples of how the character has influenced the world of mortals.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments

- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Provide fill in the blank notes for this chapter to help focus on essential information. Review notes once completed with a small group.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan

- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Eliminate essay questions on test or allow them to choose just one essay question.

Allow students to correct their test (for credt) with an open book and/or their notes.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student’s learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher’s notes
- modifying tests to reflect selected objectives
- providing study guides

- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Preview content, concepts, and vocabulary with a small group.

Teach study skills - maybe have the students make notecards for unfamiliiar vocabulary words with a definition, example of how the word is used, and an illustration.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Have students write a journal from the POV of someone living in Anciant Rome. Make sure to identify social class and gender of the character and have them speak about a day in their life.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace

- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: