

Unit 4: Ancient Greece

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Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Social Studies Advanced: Grade 6

Unit 4: Ancient Greece

Belleville Board of Education

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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 their lasting legacy on the world.

NJSLS

Please link all standards that apply in this section within the curriculum of the unit being written.

| | |
|-----------|---|
| LA.RL.6.1 | Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| LA.RL.6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. |
| LA.RI.6.7 | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
| LA.W.6.1 | Write arguments to support claims with clear reasons and relevant evidence. |

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| LA.W.6.8 | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| LA.SL.6.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| LA.SL.6.4 | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation). |
| SOC.6.2.8.3 | The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE) |
| SOC.6.2.8.A | Civics, Government, and Human Rights |
| 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 | Geography, People, and the Environment |
| 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.C | Economics, Innovation, and Technology |
| SOC.6.2.8.C.3.a | Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia. |
| 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 | History, Culture, and Perspectives |
| 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.b | Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China. |
| 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.

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.

Exit Skills

By the end of Unit 5 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 and back to dictatorship in ancient Greece.
- compare and contrast life in Athens and Sparta.
- justify how the results of the Persian Wars between the Greek city-states and the Persian Empire influenced the known world into the future.

Enduring Understanding

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 them on to future civilizations, including the Roman civilization.

Essential Questions

Essential questions for this unit are:

- Q1: What aspects of the Ancient Greek culture made it one of the most powerful and influential civilizations in the ancient world?
- Q2: Why do people fight?
- Q3: Is conflict inevitable? desirable? avoidable
- Q4: What legacies of the Greeks are still important today?

Learning Objectives

After completing Unit 5 Ancient Greece, students will be able to:

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

Interdisciplinary Connections

Please list all and any cross-curricular content standards that link to this Unit.

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|----------------|---|
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| LA.SL.6.4 | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation). |
| 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.D.1 | Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. |

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| TECH.8.1.8.E | Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information. |
| TECH.8.1.8.F.CS3 | Collect and analyze data to identify solutions and/or make informed decisions. |
| TECH.8.2.8.B.CS2 | The effects of technology on the environment. |
| TECH.8.2.8.B.CS3 | The role of society in the development and use of technology. |
| TECH.8.2.8.C | Design: The design process is a systematic approach to solving problems. |

Alignment to 21st Century Skills & Technology

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

21st Century/Interdisciplinary Themes

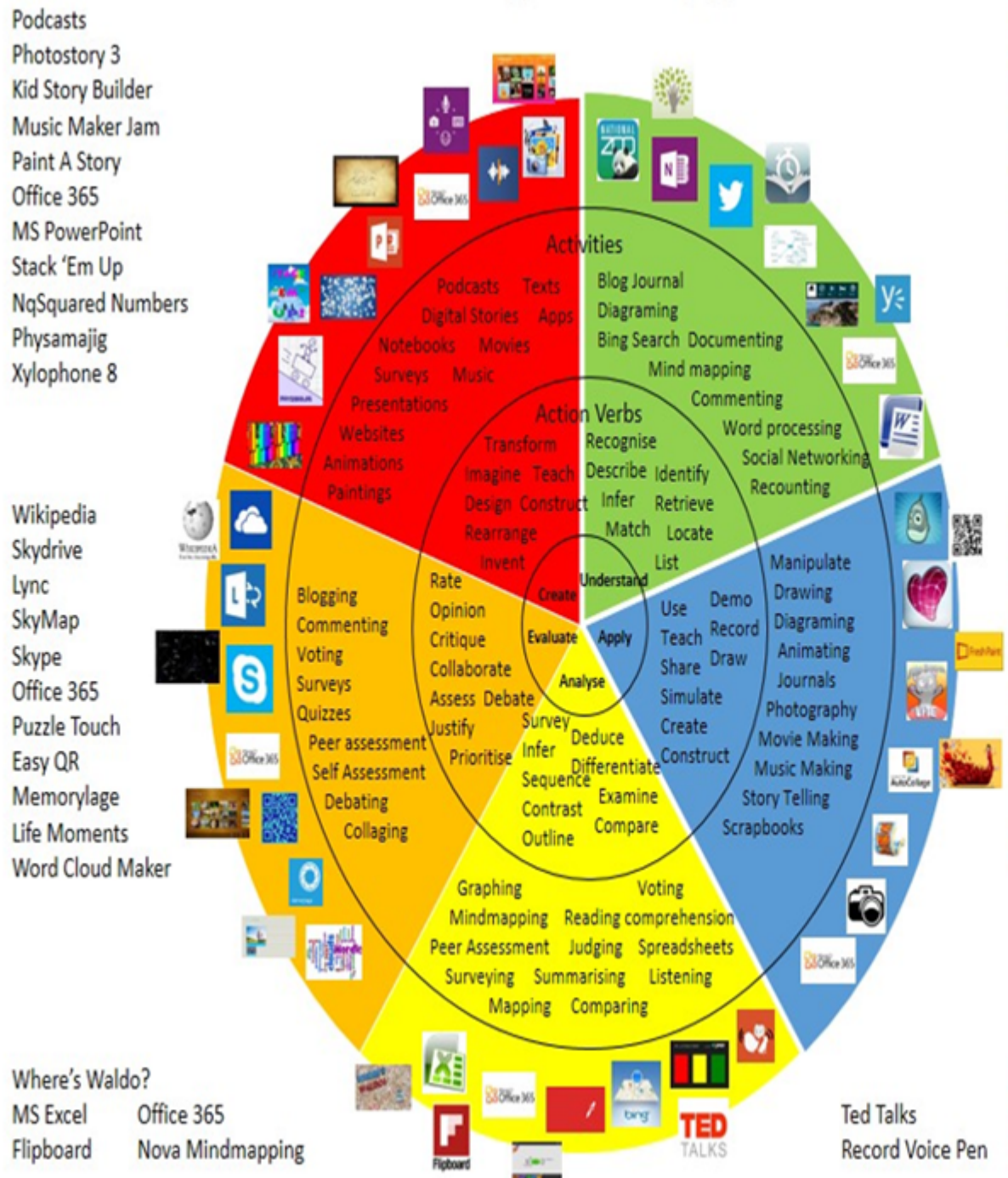
- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

21st Century Skills

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

What technology can be used in this unit to enhance learning?

Win 8.1 Apps/Tools Pedagogy Wheel



Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg>
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Differentiation

Differentiation for this unit includes:

- Create note cards for short bursts of information
- Digital formats for presentation of material
- Vary arrangement of components or layout of material
- Provide dictionaries (digital, graphic, or book version) available to learner
- Brainstorm examples of use of new terms or symbols making real-world applications
- Utilize tech options
- Connect to prior knowledge and learning
- Allow students to make predictions for outcomes based upon introduction to material

Special Education

- 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
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- 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

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- 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 work presented 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

Intervention Strategies

- 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 work presented 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

Evidence of Student Learning-CFU's

Please list ways educators may effectively check for understanding in this section.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources

The resources available to you that are located either within the district or that can be obtained by district resources are:

- Holt World History Ancient Civilizations
(http://samples.hmhco.com/mid_school_world_history/index.php)
- History Alive TCI The Ancient Civilizations Resources (CD)

- Internet Ancient History Sourcebooks (<http://legacy.fordham.edu/halsall/ancient/asbook.asp>).

Ancillary Resources

Other resources available to strengthen your lesson include:

- Holt Rinehart and Winston World Geography Textbook.
- Junior Scholastic Monthly Magazines (<http://junior.scholastic.com/>)

Sample Lesson

Unit Name: Ancient Greece

NJSLS: see below

Interdisciplinary Connection: Cross disciplinary includes using art skills and creativity to create a Comic Strip about the events of the Persian Wars.

Statement of Objective: After explaining the results of the Battle of Plataea and how this led to the end of the wars, students will be able to create a comic strip about the Persian Wars, including the Ionian Revolt and each of the battles of the wars with at least 4 slides of the comic strip completed.

Anticipatory Set/Do Now: Explain the results of the Battle of Plataea and how this led to end of the wars.

Learning Activity: 1) Review what is expected on Comic Strip 2) Continue working on and complete Comic Strip 3) Homework: Finish Persian Wars Comic Strip and Test on Tuesday of Chapter 28

Student Assessment/CFU's: One Sentence Summary

Materials: Reading Notes Sheets and Battle Chart, Comic Strip Directions, Sheet of Blank Paper, Textbook

21st Century Themes and Skills: see below

Differentiation/Modifications: Differentiation includes creating a visual representation of each of the battles through a comic strip over two days.

Integration of Technology: Student will use templates accessed online to create a comic strip of the events of the Persian Wars.

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.