

Unit 4: Ancient Greece (Weeks 24-30)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Weeks 24-30**
Status: **Published**

UNIT RATIONALE

In this unit, students will be learning about the ways in which geography influenced settlement in ancient Greece so that they can explain the effects geography had on ancient Greece society. They will also be analyzing the Ancient Greek city-states of Athens and Sparta so that they can explain how these two city-states were very different in terms of government, economy, education, and their treatment of women and slaves while focusing on the creation of Democracy in Athens. Also, students will examine how Alexander the Great built and ruled his empire so that they can explain how Alexander built his empire and was given the name "great" later by the Romans. This will lead to how Greek culture was spread throughout the ancient world by Alexander the Great. Students will then analyze how that Greek culture still affects our world today in the areas of literature, history, government, medicine, mathematics, astronomy, geography, biology, architecture, theater, and sports.

ESSENTIAL QUESTIONS

1. How did geography influence settlement and way of life in ancient Greece?
2. What were the major differences between Athens and Sparta?
3. How did Alexander build his empire?
4. How did ancient Greece contribute to the modern world?

STANDARDS

21st Century Standards

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.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSLs) - Grades 6-8 - Social Studies (2020)

6.2.8.CivicsDP.3.a:

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 (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).

6.2.8.CivicsDP.3.b:

Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.

6.2.8.CivicsHR.3.a:

Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

6.2.8.GeoPP.3.a:

Use geographic models to describe how 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.

6.2.8.GeoPP.3.b:

Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline

6.2.8.EconEM.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.

6.2.8.EconGE.3.a:

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.

6.2.8.HistoryCC.3.a:

Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

6.2.8.HistoryUP.3.a:

Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality

6.2.8.HistoryUP.3.b:

Compare the status 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 (i.e., political, economic, and social).

6.2.8.HistoryCA.3.a:

Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

6.2.8.CivicsPI.4.a:

Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

6.2.8.GeoHE.4.a:

Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

6.3.8.CivicsPI.1:

Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.

6.3.8.CivicsPI.2:

Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

SOC.6.2.8.CivicsDP.3.a	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 (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).
SOC.6.2.8.CivicsDP.3.b	Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.
SOC.6.2.8.CivicsHR.3.a	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.GeoPP.3.a	Use geographic models to describe how 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.GeoPP.3.b	Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.
SOC.6.2.8.EconEM.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.EconGE.3.a	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.HistoryCC.3.a	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
SOC.6.2.8.HistoryUP.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
SOC.6.2.8.HistoryUP.3.b	Compare the status 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 (i.e., political, economic, and social).
SOC.6.2.8.HistoryCA.3.a	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
SOC.6.2.8.CivicsPI.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
SOC.6.2.8.GeoHE.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
SOC.6.3.8.CivicsPI.1	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
SOC.6.3.8.CivicsPI.2	Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

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.
CAEP.9.2.8.B.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
TECH.8.2.8.B.CS1	The cultural, social, economic and political effects of technology.
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.9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.6-8.8.2.8.ITH.2	Compare how technologies have influenced society over time.
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PRE-ASSESSMENTS

[Ancient Greece Pre-Test](#)

INSTRUCTIONAL PLAN

MODULE 1

Lesson 1: Geography of Ancient Greece

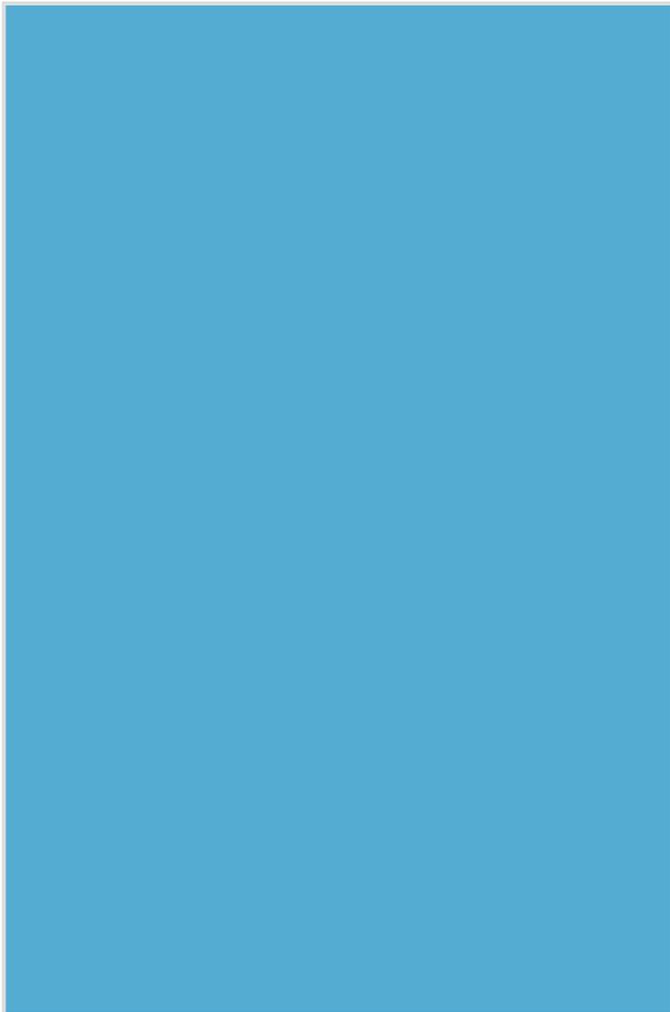
Student Learning Intentions (SLI) WALT: (We are learning to...)	...analyze the ways in which geography influenced settlement in ancient Greece so I can explain the effects geography had on ancient Greece society.
Student Learning Strategies	In a Visual Discovery activity, students analyze two thematic maps of ancient Greece. They use maps to make predictions about where ancient Greeks settled and how they lived. Students then read to discover if their predictions were correct.
Success Criteria	I can explain that ancient Greeks settled in isolated communities and the difficulties of travel. I can explain how farming was influenced by geography in ancient Greece.

	<p>I can explain how ancient Greece started colonies.</p> <p>I can explain the need for trading goods in ancient Greece.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<p>EdPuzzle: Ancient Greece Geography</p> <p>Lesson 25 Mini-Quiz</p>
<p>Activities and Resources</p>	<p>Lesson 25: Geography and the Settlement of Greece Textbook</p> <p>Ancient Greece Map Activity</p> <p>Common Lit. - DESIGN PAR EXCELLENCE (Greece Architecture)</p>
<p>Suggested Modifications</p>	<p>Risk of Failure:</p> <ul style="list-style-type: none"> ~Modify Directions ~Peer Support ~Increase 1-on-1 Instruction ~Contact Home <p>Gifted & Talented:</p> <ul style="list-style-type: none"> ~Extension/Enrichments ~Modify/Change Activities ~Higher Reading Level Material <p>504:</p> <ul style="list-style-type: none"> ~Chunking ~Checking for Understanding ~Extra Time <p>IEP:</p> <ul style="list-style-type: none"> ~Chunking ~Checking for Understanding ~Extra Time ~Oral Reading ~Timers <p>English Language Learners:</p> <ul style="list-style-type: none"> ~Native Language Support ~Adjusted Speech ~Visuals

MODULE 2

Lesson 2: Life in Two City-States: Athens & Sparta

Student Learning Intentions (SLI) WALT: (We are learning to...)	...analyze the Ancient Greek city-states of Athens and Sparta so I can explain how these two city-states were very different in terms of government, economy, education, and their treatment of women and slaves.
Student Learning Strategies	In a Social Studies Skill Builder, students become experts on one of four topics for either Athens or Sparta. In pairs, students will prepare a placard with illustrations, information, and a challenge question for an assigned topic.
Success Criteria	<p>I can compare the city-states of Athens and Sparta.</p> <p>I can explain the governments of both Athens and Sparta.</p> <p>I can explain the economies of both Athens and Sparta.</p> <p>I can explain the different types of education in Athens and Sparta.</p> <p>I can compare the ways Athenians and Spartans treated women and slaves.</p>
Formative Assessment (drives instructional decisions)	<p>EdPuzzle-Day in the Life of Ancient Sparta</p> <p>EdPuzzle-Day in the Life of Ancient Athens</p>
Activities and Resources	<p>Lesson 27: Life in Two City-States: Athens and Sparta Textbook</p> <p>Lesson 27: Life in Two City-States ATHENS Section Questions</p> <p>Lesson 27: Life in Two City-States SPARTA Section Questions</p>
Suggested Modifications	<p>Risk of Failure:</p> <ul style="list-style-type: none">~Modify Directions~Peer Support~Increase 1-on-1 Instruction~Contact Home <p>Gifted & Talented:</p>



- ~Extension/Enrichments
- ~Modify/Change Activities
- ~Higher Reading Level Material
- 504:**
- ~Chunking
- ~Checking for Understanding
- ~Extra Time
- IEP:**
- ~Chunking
- ~Checking for Understanding
- ~Extra Time
- ~Oral Reading
- ~Timers
- English Language Learners:**
- ~Native Language Support
- ~Adjusted Speech
- ~Visuals

MODULE 3

Lesson 3: Alexander the Great & His Empire

<p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p>	<p>...analyze how Alexander the Great built and ruled his empire so that we can explain how Alexander built his empire and was given the name "great" later by the Romans.</p>
<p>Student Learning Strategies</p>	<p>In a Response Group activity, students learn about Alexander the Great's rise to power and his plan to rule and unify his vast empire.</p>
<p>Success Criteria</p>	<p>I can explain the Peloponnesian War and the rise of Macedonia. I can explain how Alexander created and united his empire.</p>

	<p>I can explain how Alexander spread Greek ideas while using religion in his new empire.</p> <p>I can explain how Alexander grew his empire by adopting the ways of conquered cultures.</p> <p>I can explain how Alexander's empire crumbled.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<p>Alexander the Great Part I Google Form Alexander the Great Part II Google Form</p>
<p>Activities and Resources</p>	<p>Lesson 30: Alexander the Great & His Empire Textbook Alexander the Great Documentary</p>
<p>Suggested Modifications</p>	<p>Risk of Failure:</p> <ul style="list-style-type: none"> ~Modify Directions ~Peer Support ~Increase 1-on-1 Instruction ~Contact Home <p>Gifted & Talented:</p> <ul style="list-style-type: none"> ~Extension/Enrichments ~Modify/Change Activities ~Higher Reading Level Material <p>504:</p> <ul style="list-style-type: none"> ~Chunking ~Checking for Understanding ~Extra Time <p>IEP:</p> <ul style="list-style-type: none"> ~Chunking ~Checking for Understanding ~Extra Time ~Oral Reading ~Timers <p>English Language Learners:</p> <ul style="list-style-type: none"> ~Native Language Support ~Adjusted Speech

MODULE 4

Lesson 4: The Legacy of Ancient Greece

Student Learning Intentions (SLI) WALT: (We are learning to...)	...examine the ancient Greek civilization so I can explain how they affected our world today through literature, history, government, medicine, mathematics, astronomy, geography, biology, architecture theater, and sports.
Student Learning Strategies	In a Social Studies Skill Builder, students learn about the legacy of ancient Greece by matching descriptions of modern life to images of ancient Greek achievements.
Success Criteria	<p>I can explain how today's literature, history, and government were influenced by the ancient Greeks.</p> <p>I can explain how today's medicine was influenced by the ancient Greeks.</p> <p>I can explain how today's mathematics was influenced by the ancient Greeks.</p> <p>I can explain how today's astronomy and geography were influenced by the ancient Greeks.</p> <p>I can explain how today's biology was influenced by the ancient Greeks.</p> <p>I can explain how today's architecture, theater, and sports were influenced by the ancient Greeks.</p>
Formative Assessment (drives instructional decisions)	<p>Lesson 31 Group Presentations</p> <p>Lesson 31 RACER</p>
Activities and Resources	<p>Lesson 31: The Legacy of Ancient Greece Google Slides</p> <p>Lesson 31 Textbook</p>

[Lesson 31 PLACARDS](#)

[Legacy of Ancient Greece Rubric](#)

Suggested Modifications

Risk of Failure:

- ~Modify Directions
- ~Peer Support
- ~Increase 1-on-1 Instruction
- ~Contact Home

Gifted & Talented:

- ~Extension/Enrichments
- ~Modify/Change Activities
- ~Higher Reading Level Material

504:

- ~Chunking
- ~Checking for Understanding
- ~Extra Time

IEP:

- ~Chunking
- ~Checking for Understanding
- ~Extra Time
- ~Oral Reading
- ~Timers

English Language Learners:

- ~Native Language Support
- ~Adjusted Speech
- ~Visuals

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

ELA.L.SS.6.1.A

Ensure that pronouns are in the proper case (subjective, objective, possessive).

ELA.L.SS.6.1.B

Use intensive pronouns (e.g., myself, ourselves).

ELA.L.SS.6.1.C	Recognize and correct inappropriate shifts in pronoun number and person.
ELA.L.SS.6.1.D	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
ELA.L.SS.6.1.E	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
ELA.L.SS.6.1.F	Recognize spelling conventions.
ELA.L.KL.6.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
ELA.L.KL.6.2.B	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
ELA.L.KL.6.2.C	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
ELA.L.KL.6.2.D	Maintain consistency in style and tone.
ELA.L.VL.6.3.D	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
ELA.L.VL.6.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
ELA.RI.CI.6.2	Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
ELA.W.NW.6.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
ELA.W.NW.6.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

REFLECTIONS

After completing this unit in full, these lessons exceeded the time given and took about 6 weeks to complete. Overall, each success criteria was met.