Unit 3: It's All Greek to Me! Weeks 23-36

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

UNIT RATIONALE

Ancient Greek art is distinguished by specific motifs, patterns, and design/architectural elements.

ESSENTIAL QUESTIONS

What were the great achievements of the ancient Greeks?

What are the characteristics of ancient Greek art?

How has the culture and artwork of ancient Greece influenced our culture today?

Why is the preservation of world heritage sites important today?

What are the differences between Doric, Ionic, and Corinthian columns?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSLS) - Grades 6-8 - Visual and Performing Arts (2020) - Visual Arts

1.5.8.Cr2a:
Demonstrate persistence and willingness to experiment and take risks during the artistic process.
1.5.8.Cr3a:
Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.
1.5.8.Re7b:
Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
1.5.8.Cn11a:
Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.

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

CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
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.7	Evaluate the impact of online activities and social media on employer decisions.
TECH.8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
TECH.8.1.8.A.4	Graph and calculate data within a spreadsheet and present a summary of the results.
TECH.8.1.8.A.5	Create a database query, sort and create a report and describe the process, and explain the report results.
TECH.9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

| CS.6-8.8.2.8.EC.1 | Explain ethical issues that may arise from the use of new technologies. |

PRE-ASSESSMENTS

Ask students what they know about the artwork and culture of ancient Greece.

INSTRUCTIONAL PLAN

MODULE 1

Student Learning Intentions (SLI) WALT: **(We are learning to…)**	Painting with tempera paints. Creating a mask of an ancient Greek god/goddess. Create designs using scratch foam printmaking techniques. Create artwork using ink batik resist techniques.
Student Learning Strategies	- lecture - class discussion - class critique - visual art project assignments - small group work - teacher demonstrations - EdPuzzle quizzes - student research - teacher feedback during class period - questioning to check for understanding
Success Criteria	Painting with tempera paints. Creating a mask of an ancient Greek god/goddess. Create designs using scratch foam printmaking techniques. Create artwork using ink batik resist techniques. The definitions to the following vocabulary words: Pattern Symmetry Line Black-figure Red-figure Greek order: Doric, Ionic, Corinthian Pediment (base) Capital (top) Students will be able to identify motifs, patterns, and design elements specific to ancient Greek art. Students will distinguish the order of Greek Columns; Doric, Ionic, and Corinthian. Students will draw using scratch foam printmaking techniques. Students will effectively mix colors in tempera paints. Students will demonstrate basic assemblage mask-making techniques.
Formative Assessment (drives instructional decisions)	- Edpuzzle quizzes - Greek Temple Ink Resist Visual Arts Project

| Activities and Resources | Edwards, Roberta. Where is the Parthenon? New York, NY: Grosset and Dunlap, 2016.

Ford, Michael and David Antram. You Wouldn't Want to Be a Greek Athlete! Scholastic.

Green, John and Drew Silver. Greek Gods and Goddesses. Mineola, NY: Dover Publishing, Inc, 2001.

Green, John. Life in Ancient Greece. New York: Dover Publications, Inc, 1993.

Green, John. Sparta! Warriors of the Ancient World. Mineola, NY: Dover Publishing, Inc, 2013.

Harris, John and Calef Brown. Greece! Rome! Monsters! Los Angeles, CA: The J. Paul Getty Museum, 2002.

MacDonald, Fiona. I Wonder Why Greeks Built Temples and Other Questions About Ancient Greece. New York, Kingfisher, 1997.

MacDonald, Fiona and David Antram. You Wouldn't Want to Be a Slave in Ancient Greece! Scholastic.

Medley, Tristan. Gods and Heroes From Greece to Rome. Athens, OH: Mystic Mills, 2017.

Pearson, Anne. DK Eyewitness; Ancient Greece. New York, NY: DK Publishing, 2014.

Reinhart, Matthew and Robert Sabuda. Encyclopedia Mythologica: Gods and Heroes. Somerville, MA: Candlewick Press, 2010.

Roytman, Arkady. Greek and Roman Gods. Mineola, NY: Dover Publishing, Inc, 2009.

Sasek, M. This is Greece. New York, NY: Universe Publishing, 2009. |

Tierney, Tom. Greek and Roman Fashions. Mineola, NY: Dover Publications, Inc, 2001.

Van Vleet, Carmela. Explore Ancient Greece! White River Junction, VT: Nomad Press, 2008.

Waryncia, Lou. If I Were a Kid in Ancient Greece. Peterborough, NH: Cricket Books, 2006.

Suggested Modifications

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front-loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have

accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Classwork such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply

acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in a simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and

give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day writes down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands-On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch, and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near

REFLECTIONS

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

SOC.6.2.8.HistoryCC.1.c	Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
SOC.6.2.8.HistorySE.1.a	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
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.HistoryCA.3.a	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.