

Unit 03: Social Studies: Understanding Ancient Greece

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

Standards Alignment

New Jersey Student Learning Standards

LA.RH.6-8	Reading History and Social Studies Craft and Structure
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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.K-12.NJSLSA.W	Writing
LA.K-12.NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Integration of Career Readiness, Life Literacies and Key Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Technology / Integration of Computer Science and Design Thinking

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.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math Section

LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.K-12.NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
LA.RI.6	Reading Informational Text
LA.K-12.NJSLSA.W	Writing
LA.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LA.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
LA.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LA.K-12.NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
LA.W.6.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
SOC.6.2.8.3	The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE)
SOC.6.2.8.D	History, Culture, and Perspectives
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.e	Determine the extent to which religion, economic issues, and conflict shaped the values

and decisions of the classical civilizations.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

see Crosswalks

21st Century Life and Careers

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit...

Students will improve their understanding of social studies concepts by engaging in activities related to ancient Greek art and history.

Meaning

Essential Questions

Essential Questions

How did the ancient Greeks live?

How do artifacts tell us the story about ancient Greek culture, religion, and government?

Why is it important to preserve the sites constructed by the ancient Greeks?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

Students will use themes, setting, and culture of ancient Greece to inform their writing.

Students will understand how the artifacts left by the ancient Greeks tell us a story about their lives.

Students will study the monuments and World heritage sites in ancient Greece.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

Artifacts tell a story of the people to which they belong. What can we learn about ancient Greece from the artifacts they left behind.

How to identify ancient Greek artworks.

The landscape and archaeological sites of ancient Greece.

Skills

Skills

Student will be skilled at ...

Students will learn archaeological techniques.

Students will identify Greek artworks.

Students will become familiar with virtual reality technology.

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

Bordessa, Kris. [The Tools of the Ancient Greeks](#). White River Junction, VT: Nomad Press, 2006.

Burstein, Stanley Mayer and Richard Hon-Chun Shek. [Holt World History](#). Austin, TX: Holt, Rhinehart, and Winston, 2006.

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. 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.

Formative Assessment Strategies

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Online artwork search

Virtual Reality participation

Archaeology pre-test

Archaeology exit ticket

Greek God and Goddesses prequiz

Class discussion and critique

Questioning students to check for understanding

Teacher feedback during class period

Teacher/student interviews

Learning Activities/Unit of Study

Learning Activities/Unit of Study

Students will participate in a virtual reality tour of ancient Greece to understand how these locations influenced Greek storytelling. Students will use the time to choose a setting for their own stories based on student "travel logs".

Students will also engage in a hands on archaeological dig of a Greek urn replica. Students will understand how the layers of the earth and artifacts tell a story about ancient Greece.

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

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. Class work 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 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 write 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 the front.

