

# P.Cert.Ch. 27: Life in Two City-States: Athens and Sparta

Content Area: **Social Studies**  
Course(s):  
Time Period: **February**  
Length: **6-8 Weeks**  
Status: **Published**

## Unit Overview

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This unit is a study of *Life in Two City-States: Athens and Sparta*

## Enduring Understandings

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There were many similarities and differences in life in ancient Athens and Sparta.

## Essential Questions

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**What were major differences between Athens and Sparta?**

## Instructional Strategies & Learning Activities

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Date:	Day 1	Day 2	Day 3	Day 4
	<b>Aim:</b> Locate Athens and Sparta; describe government, economy, education, and treatment of women and slaves	<b>Aim:</b> Locate Athens and Sparta; describe government, economy, education, and treatment of women and slaves	<b>Aim:</b> Describe government, economy, education, and treatment of women and slaves in Athens and Sparta.	<b>Aim:</b> Describe government, economy, education, and treatment of women and slaves in Athens and Sparta

	<p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Distribute C27 Packet. Discuss essential question.</li> <li>2. Project Visual <i>27A: Athens and Sparta</i>. Complete Preview Activity. Pair/share.</li> <li>3. Orally read 27.1</li> <li>4. Introduce vocab. terms. Complete vocab. sheet</li> </ol> <p><b>Assessment:</b> preview activity; C27 vocab. sheet</p> <p><b>Homework:</b> finish C27 vocab. sheet</p>	<p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Collect C27 vocab. sheet.</li> <li>2. Orally read 27.2 and complete 27.2 in packet.</li> <li>3. Introduce placard activity. Display <i>Visual 27B: Details of a Greek Temple</i> and discuss metopes.</li> <li>4. Distribute <i>Student Handout 27: Placard Template</i> and review. Locate metopes on handout.</li> <li>5. Project <i>Information Master 27A: Creating Placards</i> review.</li> <li>6. Pairs complete read and complete a section of 27.3-27.10 in C27 packet and create placards.</li> </ol> <p><b>Assessment:</b> C27 vocab.; placards</p> <p><b>Homework:</b> finish section in packet</p>	<p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Distribute test prep. Pairs complete placards for assigned section.</li> <li>2. Pairs post their placards on walls around the room (see p.343 for diagram in TE)</li> <li>3. Review guidelines for station activity.</li> <li>4. Pairs complete C27 packet visiting student created stations.</li> </ol> <p><b>Assessment:</b> placards; C27 packet</p> <p><b>Homework:</b> review packet</p>	<p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Finish station acti from previous day.</li> <li>2. Review packet fo correct answers.</li> </ol> <p><b>Assessment:</b> C27 packet</p> <p><b>Homework:</b> review packet</p>
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Date:	Day 6	Day 7	Day 8	Day
	<p><b>Aim:</b> To analyze Primary Source Documents from Ancient Greece</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Review the meaning of</li> </ol>	<p><b>Aim:</b> Assess C26</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Pair/Share Processing.</li> </ol>	<p><b>Aim:</b> Assess C27</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Complete C27</li> </ol>	

	<p>primary v. secondary sources.</p> <p>2. Show examples and students identify whether primary or secondary.</p> <p>3. Distribute Using Documents sheet and discuss.</p> <p>4. Analyze primary source by Confucius as guided practice.</p> <p>5. Distribute and read Oration by Pericles as example from Ancient Greece. Complete questions in pairs.</p> <p>6. Review answers.</p> <p>7. Exit Slip</p> <p><b>Assessment:</b> examples; guided practice, Pericles' oration, exit slip</p> <p><b>Homework:</b> study for test</p>	<p>2. Complete Crack the Code Review</p> <p>3. Silently re-read C27 independently.</p> <p><b>Assessment:</b> Processing; Crack the Code</p> <p><b>Homework:</b> study for test</p>	<p>assessment.</p> <p>2. C28 vocabulary sheet</p> <p><b>Assessment:</b> C27 test</p> <p><b>Homework:</b> finish C28 vocabulary sheet</p>	
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## Integration of 21st Century Themes and Career Exploration

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.

## Technology Integration

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Students will create reports using Google Drive.

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.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.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.

## Interdisciplinary Connections

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LA.WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
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.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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.WHST.6-8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
LA.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

## Differentiation

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Learners Reading and Writing Below Grade Level

- **Read One Section at a Time** Break up the reading during the Visual Discovery activity so that students read only one section at a time.
- To break up the reading for *Physical Geography of Greece*:
- Ask all but the last bulleted question in Step 2. Have students read Section 2 and complete the corresponding Reading Notes.
- Ask the last bulleted question in Step 2. Have students read Section 3 and complete the corresponding

### Reading Notes.

- To break up the reading for *Ancient Greek Colonies and Trade Routes*: Ask all but the last two bulleted questions in Step 5. Have students read Section 4 and complete the corresponding Reading Notes.
- Ask the last two bulleted questions in Step 5. Have students read Section 5 and complete the corresponding Reading Notes.
- **Scaffold the Reading Notes** Use the Guide to Reading Notes to scaffold the Reading Notes so that students take steps toward working more independently.
- For Section 2, omit key words that students can fill in.
- For Sections 3 and 4, provide prompts that students can complete.
- For Section 5, have students complete as written.

### Learners with Special Education Needs

- **Divide the Preview Question** Divide the Preview question in the Interactive Student Notebook into two separate questions: *How do you think the physical geography of Greece influenced where people settled?* and *How do you think the physical geography of Greece influenced how people lived?* Students should write a brief response to each question.
- **Offer a Choice for the Processing Activity** Have students complete two of the four storyboard pages for the Processing activity. Allow students the choice of doing Pages 1 and 2 or Pages 3 and 4. Alternatively, consider pairing students to work together to complete all four pages of the storyboard.

### Advanced Learners

- **Add Questions to the Debrief** Add the following questions to Step 8 in the Visual Discovery activity:

### **Modifications & Accommodations**

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IEP and 504 Accommodations will be utilized.

### **Benchmark Assessments**

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sentence construction

paragraph writing

DBQ

## Formative Assessments

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See assessments listed above.

## Summative Assessments

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See assessments listed above.

## Instructional Materials

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History Alive! textbook series

See materials listed in lesson plans above.

## Standards

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SOC.6.2.8.B.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.6.2.8.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.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.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.HistoryUP.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
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.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.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.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.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.

SOC.6.1.8

U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.