Civics Dec./Jan Ch. 31: The Legacy of Ancient Greece

Content Area: **Social Studies**
Course(s):
Time Period: **December**
Length: **3 weeks**
Status: **Published**

Unit Overview

This unit is a study of

Chapter 31: The Legacy of Ancient Greece

Enduring Understandings

Greece made substantial contributions to today's modern society.

Essential Questions

How did ancient Greece contribute to the modern world?

Instructional Strategies & Learning Activities

Date:	Day 1	Day 2	Day 3	Day 4
	Aim:Explain how Greek literature, language, art, democracy, and sciences have impacted America and the modern world. Procedure: 3. Pairs will complete the remainder of the activity together. ACTIVITY: a. Pick a Legacy Card and	**Aim:** Explain how Greek literature, language, art, democracy, and sciences have impacted America and the modern world. **Procedure:** 3. Pairs will complete the remainder of the activity together.	**Aim:** Explain how Greek literature, language, art, democracy, and sciences have impacted America and the modern world. **Procedure:** . Ancient Greek Contributions (will be counted as test grade)	**Aim**: Analyze prim source documents t understand aspects history **Procedure:** 1. Pair/share DBQ paragraphs and revi 2. . Analyze Primar Source Documents

	read about modern examples of Greek influence. b. Match the Legacy Card to a Placard posted around the classroom depicting images of ancient Greek achievements. Assessment: C31 chart	**Assessment:** C31 chart	a. Read DBQ Question b. Read Historical Background and write any Previous Learning Info. in paragraph in Google. . **Assessment:** C31 Processing/C31 WS	pairs or independen **Assessment:** Docu Analysis
Date:	Day 7	Day 8	**Day 9	Day 10
	Aim: Use primary source documents to support viewpoints. Write an explanatory essay. **Procedure:** 1.Pair/share intro paragraph and revise. 2. Demonstrate citation format and use of Documents in essay. Format= " …" (Document 1). 3. Show model body paragraph with citations. **Assessment:** graphic organizer	**Aim**: Use primary source documents to support viewpoints. Write an explanatory essay. **Procedure:** 1. Pair/share body paragraph 1 and revise. **Assessment:** graphic organizer	**Aim**: Use primary source documents to support viewpoints. Write an explanatory essay. **Procedure:** 1. Distribute DBQ Rubric and review. 2. Pair/share body paragraphs and revise. **Assessment:** DBQ graphic organizer	**Aim**: Use primary s documents to suppo viewpoints. **Procedure:** 1. Check rough dra completion. . 4. Start typing final Final draft should b stapled at start of cl this order: a. final draft b. rough draft(s) c. graphic organize d. peer revision che e. rubric **Assessment:** peer r

Integration of Career Readiness, Life Literacies and Key Skills

9.2.8.CAP	Career Awareness and Planning
9.4.8.CI	Creativity and Innovation
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
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).
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT	Critical Thinking and Problem-solving
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.DC	Digital Citizenship
	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.GCA	Global and Cultural Awareness
	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML	Information and Media Literacy
	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

9.4.8.IML.8	Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).

Technology and Design Integration

Students will create reports using Google Drive.

Interdisciplinary Connections

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.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.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.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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.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.
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.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Differentiation/Modifications:

Learners Below Grade Level Reading/Writing

Annotate the Legacy Cards Annotate each legacy card from the Student Handout. Underline words that students may have difficulty with. On the bottom or back of the legacy cards, provide a brief definition for those words. For example, on the legacy card for biology, you might underline the words *nurseries, bulbs,* and *pollinated*. Consider making a simple sketch of a flowering plant and label it to help define these terms.

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- **Provide Sentence Starters** For the Processing activity, provide some or all of these sentence starters to help students explain their placements along the spectrum. Students might use these starters as a resource:
- • *[Name of contribution] has the least significant impact on modern life because . . .*
- • *[Name of contribution] has some significant impact on modern life because . . .*
- • *[Name of contribution] has the most significant impact on modern life because . . .*
- • *[Name of contribution] has more/less significant impact on modern life than [Name of other contribution] because . . .*

Learners with Special Education Needs

- **Support the Reading Notes** For the last column on the matrix in the Reading Notes, use the Guide to Reading Notes to provide two examples of contributions. Tell students that they have to find one additional example as they read. Students should then choose and draw the one example they think is the most important. You might also consider using the Guide to Reading Notes to provide some of the matches for the placards, if necessary.
- **Reduce the Processing Activity Requirements** Rather than have students choose and draw five items to place on the spectrum, have students select two. Students should select the contributions that they think had the least and the most significant impact on modern life. Students should label the spectrum, draw an illustration, and write a sentence for each of the two contributions.

Advanced Learners

- **Design Commemorative Stamps** Tell students that the U.S. Postal Service has decided to issue a series of stamps celebrating the contributions of the ancient Greeks. Students have been asked to use pictures and/or words to design four stamps that represent their choices of ancient Greek contributions. They must also write a speech explaining why they have selected these contributions from all the ones they learned about in this lesson. If time permits, have students present their stamps and speeches in small groups. Alternatively, have students post their designs, conduct a gallery walk, and hold a class vote to determine which stamps to use in the postal series.
- **Create a Gallery of Greek Figures** Have students work in pairs or in small groups to research one or more of the ancient Greeks discussed in the lesson. Students should then create a “bust” for a gallery of Greek figures. Each bust should include the following: an image of the figure’s head; a nameplate with the figure’s name, his or her title, and some biographical information; and a plaque that describes the

figure's most important achievements.

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

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.
Modifications and Accommodations used in this unit:

IEP and 504 Accommodations will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.
Schoolwide Benchmark assessments:
Aimsweb benchmarks 3X a year
Linkit Benchmarks 3X a year
Additional Benchmarks used in this unit:

sentence construction

paragraph writing

DBQ

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).
Formative Assessments used in this unit:

See assessments listed above.

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.
Summative assessments for this unit:

See assessments listed above.

Instructional Materials

History Alive! textbook series

See materials listed in lesson plans above.

DBQ packet

Standards

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.HistoryCC.4.g	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.
6.3	Active Citizenship in the 21st Century
	Civics, Government, and Human Rights: Civic and Political Institutions
	Political and civil institutions impact all aspects of people's lives.
6.3.8.CivicsPI.1	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
	Governments have different structures which impact development (expansion) and civic participation.
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).
	Civic participation and deliberation are the responsibility of every member of society.
6.3.8.CivicsDP.3	Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.
6.3.8.CivicsPR.1	Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.
6.3.8.CivicsHR.1	Construct an argument as to the source of human rights and how they are best protected.