

# P.Cert. Ch. 31: The Legacy of Ancient Greece

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

## Unit Overview

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This unit is a study of

*Chapter 31: The Legacy of Ancient Greece*

## Enduring Understandings

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Greece made substantial contributions to today's modern society.

## Essential Questions

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**How did ancient Greece contribute to the modern world?**

## Instructional Strategies & Learning Activities

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

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

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**Integration of 21st Century Themes and Career Exploration**

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- 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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### 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:

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## Modifications & Accommodations

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.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.HistoryCA.3.b	Determine common factors that contributed to the decline and fall of the Roman Empire,

Gupta India, and Han China.

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.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.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.