Unit 2a-Ancient Greek Civilization

Content Area: **Social Studies**
Course(s): **Social Studies 6**
Time Period: **Marking Period 2**
Length: **Marking Period 2**
Status: **Published**

Essential Questions

- How has Greek thought influenced our world today?
- Why did Greek city-states develop?
- Who were the Greek gods and goddesses?
- How did democracy differ from oligarchy, aristocracy, monarchy, and other forms of government?
- Where did the Greeks establish city-states?
- Who was Alexander the Great?
- How did Greek writers influence literature and theater?
- What elements of Greek culture are still alive today?

Big Ideas

- Classic 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

African American History Studies

Sports

Black History Month

Article from *African American History-The Untold Stories*

Ancient Greece created the Olympics we know of today. We will learn the sports the Ancient Greeks used for their Olympic games. This article discusses how sports grew in the colonies and the impact the African American community has on sports in the American colonies. It also discusses how they succeeded in games

that began in Ancient Greece.

Cross-Curricular Integration

Integration Area: Visual and Performing Arts

1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.

1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.

Activity:

Students will view Ancient Greek pottery. They will identify the various myths and mythical beings on the pottery. Students will notice that the topic of Greek pottery teaches us more about Ancient Greek mythology and their culture. Students will then make an amphora. Amphorae were used to story water and olive oil. On the vases, students will pick an Ancient Greek myth to draw and depict. They will use the colors red and black to design their vases, since these were the colors used by the Ancient Greeks. Students will see how culture influenced the art. Students will also understand how natural resources in Greece influenced the materials used for their art.

Language Arts Companion Standards:

W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.

B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.

C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.

D. Establish and maintain a formal/academic style, approach, and form.

E. Provide a concluding statement or section that follows from the argument presented.

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and

information through the selection, organization, and analysis of relevant content.

A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.

B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

C. Use appropriate transitions to clarify the relationships among ideas and concepts.

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

E. Acknowledge and attempt a formal/academic style, approach, and form.

F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

B.Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

Activity:

Greece: Athens and Sparta are considered classic ancient rivals. Using your research of ancient Athens and Sparta, compare and contrast the two city-states. Based on your analysis, decide which city state was superior. Compose an argument that clearly states your opinion with convincing facts, details and evidence in the form of a persuasive presentation. Defend your claim using evidence from multiple credible sources.

Social and Emotional Learning

Greece

- PLAN Problem Solving
- Audience-Focused Communication

Students work in cooperative groups to take on the role as the teacher. They work together to teach a topic of the lesson and present it to their classmates using google slides. After teaching their classmates the lesson and providing them with notes, they assess their classmates. All decisions on how to teach the lesson are made by the students. One assessment is an SEL interactive question that has no wrong answer to involve all classmates

- Responsible Listening

Students will discuss the advantages/disadvantages women/men had in Ancient Greece. Through the presentations, they will compare the rights of women/men in Athens and Sparta. They will discuss which city-state they would prefer to live in based on their rights and lifestyle.

- Respectful Empathic Debate
- Collaborative Creativity

They will use empathy while listening to classmates' opinions as they divide into the two city-states.

Students will compare the gains of people in our country today, and how some countries still struggle to give citizens rights.

- Audience-Focused Communication

Students will connect this lesson to Women's History Month and use a google slide template to display the accomplishments women made in society for others and an inspirational quote they are known for. This will be displayed on bulletin board honoring Women's History Month

STAT: Athens is a more superior city-state than Sparta

Social Studies Skills

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.

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.

Presentational Skills

Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format

Activity:
Using research of ancient Athens and Sparta, students will compare and contrast the two city-states. Based on the analysis, students will decide which city-state is more superior. Students will compose a persuasive presentation using google slides to state their opinions with convincing facts. They will gather their research on a google document that supports their position.

Presentational Skills
Present information in a logical manner using evidence and reasoning while demonstrating presentation skills.

Activity:
Using research of ancient Athens and Sparta, students will compare and contrast the two city-states. Based on the analysis, students will decide which city-state is more superior. Students will compose a persuasive presentation using google slides to state their opinions with convincing facts. They will gather their research on a google document that supports their position. They will then present their findings to their classmates using presentation skills such as eye contact, volume, and clear explanations.

CSDT Technology Integration

8.1.8.D.2 Analyze the resource citations in online materials for proper use.

Activity:

Students will work in cooperative groups to learn about life in Sparta and Athens. Students will complete a graphic organizer on google docs cooperatively and learn about life in their city-state. (Athens or Sparta) Next, they will create a persuasive google slide presentation. Their presentation will try to convince the audience to move to their city-state. They will cite digital content in their presentation to prove their argument.

Enduring Understandings

6.2 World History/Global Studies

A. Civics, Government, and Human Rights

6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.

6.1.2.EconET.2: Cite examples of choices people make when resources are scarce. 6.1.2.EconET.1: Explain the difference between needs and wants.

B. Geography, People, and the Environment

6.2.8.GeoPP.3.a: Use geographic models to describe how 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.

6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.

D. History, Culture, and Perspectives

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

6.2.8.GeoPP.3.a: Use geographic models to describe how 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.

Focus Areas

● Describe how location contributed to the type of civilization that developed. ● Compare and contrast beliefs of the Spartans and the Athenians.

● Connect Greece’s ancient athletic contests to modern Olympics.

● Identify how various Greek achievements in art, drama, science, medicine, architecture, and government influence and enrich our lives today.

● Define Alexander the Great’s role in Greek history.

● Create a map of Greece and Asia minor.

Activities and Assessments

Sparta vs. Athens Persuasive Presentation

Readers Theater

Timeline

Graphic Organizers / Notes

Tests – multiple choice / open-ended

Tools 4-5 How Does a Historian Work?

Quizzes

Worksheets: multiple choice, short answer, open-ended, vocabulary activities

Do-Now activities

Greek Literature p. 164

Greek Mythology project

Video clips debate

Primary Sources

Students will use three primary sources to explain how Athens influenced the U.S. government. The three sources include: Pericles "Funeral Oration" speech, the introduction to the Declaration of Independence, and a chart displaying the branches of the U.S. government compared to the three branches in Athens.

Geography

Kids create maps for each civilization

DBQ using map to explain how geography affects civilization

Compare/contrast geography of civilizations

Idling modern countries that were once part of an ancient civilization

Chapter 7

- Pg. 172-173 Ancient Greece – make map
- Pg. 183-189 Sparta & Athens-debate topic-geography
- Pg. 191 Persian Empire
- Pg. 202 Peloponnesian War

Chapter 8: Macedonia & Relation to Greece

- Pg. 230 Alexander's Empire
- Pg. 236 Hellenistic World

Civil Discourse

Athens vs. Sparta Persuasive Presentation

Athens and Sparta are considered classic ancient rivals. Using research of ancient Athens and Sparta, students will compare and contrast the two city-states. Based on the analysis, students will decide which city-state is more superior. Students will compose a persuasive presentation using google slides to state their

opinions with convincing facts.

* See Appendix E for Cross Content Integration

Document Based Activity

6.2.8.GeoPP.1.a: Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies

6.2.8.HistoryCC.1.a: Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming)

6.2.8.HistoryCC.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies.

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

6.2.8.HistoryCC.1.d: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time

DBQ Activity

Based on the pattern in the chart, what would the number 30 look like?

Based on the chart, in what way is cuneiform's number system similar to the system we use today?

According to the patterns in the chart, how do the cuneiform symbols change as the numbers increase from 1 to 10?

According to this passage, who was Kashtililash?

According to this passage, which lands did Tukulti-Ninurta bring under his power in this battle?

For the complete DBQ plan, please refer to the DBQ 1st Trial PDF.