

# 07 Unit 7: Ancient Greece

Content Area: **Social Studies**  
Course(s):  
Time Period: **Full Year**  
Length: **6 weeks/ 20-30 lessons**  
Status: **Published**

## General Overview, Course Description or Course Philosophy

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### Social Studies 6

Social studies will provide students with the knowledge and skills necessary to become active informed members of society. It will facilitate thinking about their community and the world around them so that they can become responsible civic-minded individuals. During the sixth grade students will focus on "The Beginnings of Human Society", Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations" and "The Classical Civilizations of the Mediterrean World, India, and China".

## OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

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Students will understand that

- the principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.
- governments have protected and abused human rights (to varying degree)s at different times throughout history.
- relationships between humans and environments impact spatial patterns of settlement and movement.
- people voluntarily exchange goods and services when all parties expect to gain as a result of the trade.
- economic interdependence is impacted by increased specialization and trade.
- historical events and developments are shaped by social, political, cultural, technological, and economic factors.
- an individual's perspective is impacted by their background and experiences.
- perspectives change over time.

## CONTENT AREA STANDARDS

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SOC.6.2.8.CivicsDP.3.a	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 (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).
SOC.6.2.8.CivicsDP.3.b	Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.
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.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.
SOC.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.
SOC.6.2.8.EconEM.3.a	Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
SOC.6.2.8.EconGE.3.a	Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
SOC.6.2.8.HistoryCC.3.a	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
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.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.HistoryCA.3.a	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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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.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.W.8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP11	Use technology to enhance productivity.
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.B.CS2	Create original works as a means of personal or group expression.

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand that:

- 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.
- the Athenian democracy had an impact on the development of the United State Constitution.

- the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of ancient Greece differed
- land and sea trade impacted the Mediterranean world and Asia and led to a uniform exchange system
- technology and innovation enhanced agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
- the availability of natural resources influenced the development of the political, economic, and cultural systems of ancient Greece and provided motivation for expansion.
- social hierarchies determined status as it relates to power, wealth, and equality.
- the geography and availability of natural resources led to both the development and decline of the empire.
- religion, economic issues, and conflict shaped the values and decisions of ancient Greece.
- a comparison can be made between 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).
- the major achievements of the ancient Greeks left an enduring legacy on the modern world.

## **Procedural Knowledge**

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Students will be able to

- compare and contrast the American legal system with the legal systems of the Greeks and determine the extent to which these early systems influenced our current legal system
- use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.
- compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
- analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
- explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
- describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of ancient Greece and provided motivation for expansion through the use of geographic models.

- explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.
- determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the ancient Greeks.
- compare and contrast social hierarchies in ancient Greece as they relate to power, wealth, and equality.
- 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).
- evaluate the importance and enduring legacy of the major achievements of ancient Greece

## **EVIDENCE OF LEARNING**

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- Rubric graded assignment/alternative assessment
- Quiz/Test
- Open ended/Response writing

Alternative:

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

Benchmark:

Standards based through Pear Assessment

## **Benchmark Assessments**

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- Benchmark Assessments using Pear Assessments three times per year

## **Formative Assessments**

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- Teacher observation
- One-on-one
- Questioning
- Graphic organizers
- Participatory discussions
- Anecdotal notes
- Student charts

Alternative:

- Exit tickets
- Google forms
- Quizizz game

## **Summative Assessments**

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- Graphic organizers
- Homework
- Culminating activity
- Quiz
- Open- ended responses

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Core:

Teachers' Curriculum Institute

Supplemental:

History Alive: The Ancient World

[teachtci.com](http://teachci.com)

## **INTERDISCIPLINARY CONNECTIONS**

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English/Language Arts - implementation of conventions of Standard English, information writing

Technology/Multi-Media - audio/visual media analysis; applicational tech applications ( google, quizizz, flipgrid) , creating projects using technology

Visual and Performing Arts - presentations (flipgrid), conveying meaning through art

Science - environment, geography, engineering

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.

<https://drive.google.com/file/d/1aQxCjazgKMTaAcotQS8NbOP84SwKB9W6/view>