

Ancient Greece Unit Plan

Janika Lambeck

Title of Unit	Ancient Greece	Grade Level	Grade 7 Curriculum
Subject	Social Studies	Time Frame	April 1 – June 5 (10 weeks)
Developed By	Janika Lambeck		

Stage 1 - Identify Desired Results

IRP Prescribed Learning Outcomes

The main focus of the unit will be: **A1** - Apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues. This will be reflected in all the SRL style worksheets that the unit will be largely based upon. (Since it would be too repetitive to enter in PLO A1, it can be assumed all lessons containing the “SRL worksheet” contribute to this PLO.

Other PLOs used in the unit: **A2, A3, A5, B2, B3, C1, C2, D1, D2, D3, E1, and E2.**

KNOW	UNDERSTAND	DO
<ul style="list-style-type: none"> • Facts, names, definitions, rules, people, places, vocabulary, information,... 	<ul style="list-style-type: none"> • Big ideas, principles, generalizations, the “point” of the topic, theories, the “moral of the story” 	<ul style="list-style-type: none"> • Skills related to literacy, numeracy, communication, thinking, and planning, etc. • Start with a verb such as <i>describe, explain, compare, synthesize, analyze, solve,...</i>
<ol style="list-style-type: none"> 1. The physical and political geography of Greece. 2. How Ancient Greeks practiced their religion. 3. The music, art, architecture, scientific discoveries, and other achievements developed by the Ancient Greeks. 4. Types of Political systems used by the Ancient Greeks. 5. The economy and trading culture the Ancient Greeks benefited from. 6. Family and social roles of the Ancient Greeks. 7. How to properly use a timeline with B.C.E and A.D. 8. How to use technology to extract information from a map. 	<ol style="list-style-type: none"> 1. How Geography affects the way societies function. 2. The Ancient Greeks were divided between city states. These city states were autonomous and unique. 3. Much of our understanding of the world and values come from the Ancient Greeks. 4. We can learn about a society’s values and lifestyle through examining their art and literature. 5. The importance of Democracy to the Ancient Greeks and modern Canadian society. 6. The ways in which social and family roles can affect a person’s life. 	<ol style="list-style-type: none"> 1. Research independently and collaboratively. 2. Analyze research using critical thinking strategies. 3. Compare Ancient Greek societies with each other and with our modern society. 4. Explain and describe how Ancient Greeks lived and what they valued. 5. Debate a position using well researched information. 6. Recreate a common Greek pattern. 7. Identify inventions and discoveries from Ancient Greece commonly used in modern society.

Stage 2 – Assessment Evidence

Evidence

Through what other evidence – student work samples, observations, quizzes, tests, self-assessment or other means – will students demonstrate achievement of the desired results?

Summative Assessments:

SRL worksheets (30% of unit evaluation):

An assessment of reading and listening comprehension. Students will complete a mapping, labelling, cloze style, or short-answer assignment after reading an assigned text, and watching/listening to a lecture or video. Most worksheets will be discussed at the end of class to ensure everyone is on the right page and allow for students to share something they found surprising or interesting.

Olympics Newspaper Article (10% of unit evaluation):

An assessment of students' independent research skills. Students will use text and online resources to write a newspaper style review of an ancient Olympic event and explain the significance of the Olympic games. Expectations: 50-100 words with minimum 5 facts about the sport or the Olympics mentioned within the article.

Greek Art Project (5% of unit evaluation):

An assessment of students' demonstration of common styles in Greek art. Students will use glue to create a relief on a plastic goblet which will later be spray-painted gold. Evaluation will be based on the students' ability to research an appropriate design and attempt to recreate it.

Advertisement Activity (10% of unit evaluation):

An assessment of students' ability to describe how a chosen discovery or invention from Ancient Greece was important. Students decide what their favorite discovery or invention from Ancient Greece is, either from what we have discussed in class or from independent research and demonstrate their knowledge through an advertisement. Students may draw or use an image of the discovery or invention and write a blurb about what it is, how it works, and why it is important for an Ancient Greek to own (selling it).

Debate (15% of unit evaluation):

An assessment of students' research and critical thinking skills. Students will have two days to compile research supporting the political system their team is supporting, and arguments against other teams' political systems. There will be 4 groups (democracy vs. oligarchy & Tyranny vs. Monarchy) of 7 or 8 students, each with a role (2 will be in charge of researching the other groups' weaknesses, 2 to compile information on the debate worksheet, and the rest to research their political system.) On the third day, teams will debate one another and students will decide at the end what political system is the best. Students on each team will have an opportunity in the debate to speak. Each set of teams will have 20 minute to debate. Teams who are not debating will watch the other debate, record minimum 3 interesting facts from each side, and vote for which side they prefer. Students will self-evaluate and evaluate the members of their team.

Jigsaw Activity (20% of unit evaluation):

An assessment of students' ability to collaborate, research, and share information. Using provided text, students will record what they learn in independent research and in their common groups on a worksheet. The next day, they will share their findings with their mixed group, then work with the mixed group to complete a shared open book test, which along with the personal worksheet, will be evaluated at the end.

Social Structure Skit (20% of unit evaluation)

An assessment of collaboration, oral skills, and knowledge of the social structures within Ancient Greek society. Students will work in groups of 2 to 4 to demonstrate a common social interaction specific members of ancient Greek society would be involved in. The skit is to be presented in class, memorization is encouraged, but not necessary, and students must share minimum 5 facts about that social class through the dialogue.

Formative Assessments:

Class discussions, Graffiti Activity, Know-Wonder-Learn, Time-line Activity, Think-Pair-Share, Round Robin, Placemat Activity.

Stage 3 – Learning Plan

What teaching and learning experiences will you use to:

- achieve the desired results identified in Stage 1?
- equip students to complete the assessment tasks identified in Stage 2?

#	Lesson Title	Objective(s) Related to PLOs & KUD?	Lesson Activities	Assessment	Resources
1	Political Geography of Ancient Greece: <i>What are City States?</i>	A2 - Use various types of graphs, tables, timelines, and maps to obtain or communicate information A3 - Compile a body of information from a range of sources	<ul style="list-style-type: none"> • Students watch a video discussing the city states (Athens, Sparta, Corinth, and Thebes). • With aid of text and technology, students will locate major city states on a map for future reference. • Students complete city states worksheet. 	<ul style="list-style-type: none"> • Map activity – Are students able to locate the major ancient Greek cities on a map with the aid of a textbook or technology? • Worksheet – Are students able to describe the concept of city states in contrast to the modern unified country of Greece? 	<ol style="list-style-type: none"> 1. Video about Greek city states. 2. Map Activity 3. Worksheet
2	Physical Geography of Ancient Greece: <i>Why did the City States Form where they did?</i>	A2 - Use various types of graphs, tables, timelines, and maps to obtain or communicate information E1 - Assess how physical environments affected ancient civilizations	<ul style="list-style-type: none"> • As a class, review the necessities we have previously learnt about what a city needs to survive. • Class instruction on how to use National Geographic’s Interactive Map Maker. • In small groups, students find the climate zones, land cover, topography, and water sources for each city state, and record it on worksheet. • On a worksheet, discuss how physical geography plays a role in where the city states were formed. Discuss with class after. 	<ul style="list-style-type: none"> • Map activity – Are students able to use online mapping to find and research a specified place? • Worksheet – Are students able to describe the physical Geography of the city states and make inferences about how the physical geography affected those living in the city states? 	<ol style="list-style-type: none"> 1. National Geographic Map Maker 2. Worksheet
3	Human-Environment Interactions: <i>What Natural Resources were Available to Ancient Greeks?</i>	E1 - Assess how physical environments affected ancient civilizations	<ul style="list-style-type: none"> • Students complete SRL-GRAPES style reading and worksheet. • As a class, in Think-Pair-Share format, students take turns discussing what they had learnt from the worksheet and teacher clarifies questions and checks for comprehension. 	<ul style="list-style-type: none"> • Worksheet – Were students able to self-regulate and complete worksheet before class sharing time? Were the students able to extract useful information from the reading and understand natural resources of Ancient Greece? 	<ol style="list-style-type: none"> 1. SRL Worksheet

4	Human-Environment Interactions: <i>What Agriculture was Available to the Ancient Greeks?</i>	E1 - Assess how physical environments affected ancient civilizations	<ul style="list-style-type: none"> • Graffiti Activity: What Greek Foods do the students already know about? • Taste-test a few of the foods Ancient Greeks would have eaten (olives, pita, tzatziki, figs, pomegranate) • Students complete SRL-GRAPES style reading and worksheet. • As a class, students take turns discussing what they had learnt from the worksheet and teacher clarifies questions and checks for comprehension. 	<ul style="list-style-type: none"> • Worksheet – Were students able to self-regulate and complete worksheet before class sharing time? Were the students able to extract useful information from the reading and understand natural resources of Ancient Greece? 	<ol style="list-style-type: none"> 1. Smart Board for Graffiti Activity 2. Ancient Greek food samples 3. SRL Worksheet
5	Human-Environment Interactions: <i>How did the Ancient Greeks Modify their Environment?</i>	E2 - Identify the impact of human activity on physical environments in ancient civilizations D2 - Assess ways technological innovations enabled ancient peoples to <i>adapt to and modify their environments</i> , satisfy their needs, increase exploration and trade, and develop their cultures	<ul style="list-style-type: none"> • Students complete SRL-GRAPES style reading and worksheet. • As a class, in Think-Pair-Share format, students take turns discussing what they had learnt from the worksheet and teacher clarifies questions and checks for comprehension. 	<ul style="list-style-type: none"> • Worksheet – Were students able to self-regulate and complete worksheet before class sharing time? Were the students able to extract useful information from the reading and understand how the Ancient Greeks modified their environments? 	<ol style="list-style-type: none"> 1. SRL Worksheet
6	Religion in Ancient Greece: <i>What is Polytheism?</i>		<ul style="list-style-type: none"> • Students fill out the “Know” and “Wonder” section on the Smart Board. • Students watch a video on Polytheism and complete a cloze worksheet. • Students fill out the “Wonder” and “Learn” sections on the Smart Board. 	<ul style="list-style-type: none"> • Know, Wonder, Learn – Students participate and identify what they know and want to know about religion in Ancient Greece. • Cloze Worksheet – Students demonstrate what they learnt from the video. 	<ol style="list-style-type: none"> 1. Smart Board for Know, Wonder, Learn 2. Polytheism video 3. Cloze worksheet
7	Religion in Ancient Greece: <i>How did the Ancient Greeks Build their Temples?</i>		<ul style="list-style-type: none"> • Students listen to a lecture and label important parts of a typical Greek temple. • Students look and Parthenon Frieze and infer what information the frieze is trying to convey to its audience. 	<ul style="list-style-type: none"> • Temple Worksheet - Students properly labeled the temple diagram and made a logical inference about the Parthenon Frieze. 	<ol style="list-style-type: none"> 1. Smart Board Presentation of Temple Architecture 2. Temple Worksheet

8	Religion in Ancient Greece: <i>What did the Ancient Greeks Believe about Afterlife?</i>		<ul style="list-style-type: none"> Students watch hook video. Students complete SRL-GRAPES style reading and worksheet. As a class, in Think-Pair-Share format, students take turns discussing what they had learnt from the worksheet and teacher clarifies questions and checks for comprehension. 	<ul style="list-style-type: none"> Worksheet – Were students able to self-regulate and complete worksheet before class sharing time? Were the students able to extract useful information from the reading and understand the Ancient Greeks’ ideas on afterlife? 	<ol style="list-style-type: none"> Video about Ancient Greeks’ ideas on Afterlife SRL Worksheet
9	Religion in Ancient Greece: <i>How did the Ancient Greeks Express their Religion?</i>		<ul style="list-style-type: none"> Students complete SRL-GRAPES style reading and worksheet. As a class, in Round-Robin format, students take turns discussing what they had learnt from the worksheet and teacher clarifies questions and checks for comprehension. 	<ul style="list-style-type: none"> Worksheet – Were students able to self-regulate and complete worksheet before class sharing time? Were the students able to extract useful information from the reading and understand how the Ancient Greeks expressed their religion. 	<ol style="list-style-type: none"> SRL worksheet
10	Religion in Ancient Greece: <i>What was the Purpose of the Olympics?</i>	A3 - Compile a body of information from a range of sources B3 - Identify influences and contributions of ancient societies to present-day cultures D3 - Compare ancient and modern communications media	Day 1: <ul style="list-style-type: none"> Students begin a researching Olympic sports and choose a sport they would like to write about. Day 2: <ul style="list-style-type: none"> Students have class time to work on their Olympic newspaper project 	<ul style="list-style-type: none"> Olympics Newspaper Project – Did the students demonstrate a knowledge of their chosen sport and the purpose of the Olympics? 	<ol style="list-style-type: none"> Newspaper worksheet Olympic resources
11	Music in Ancient Greece: <i>What did Music from Ancient Greece Sound like?</i>	D2 - Assess ways technological innovations enabled ancient peoples to adapt to and modify their environments, satisfy their needs, increase exploration and trade, and <i>develop their cultures</i>	<ul style="list-style-type: none"> Students watch hook video Students complete SRL-GRAPES style reading and worksheet. As a class, in Round-Robin format, students take turns discussing what they had learnt from the worksheet and teacher clarifies questions and checks for comprehension. <p>***Greek music playing in the background</p>	<ul style="list-style-type: none"> Worksheet – Were students able to self-regulate and complete worksheet before class sharing time? Were the students able to extract useful information from the reading and understand how the Ancient Greeks expressed their religion. 	<ol style="list-style-type: none"> video about Ancient Greek music SRL worksheets

12	Art and Architecture in Ancient Greece: <i>How did the Greeks Express themselves?</i>	A2 - Use various types of graphs, tables, timelines, and maps to obtain or communicate information D2 - Assess ways technological innovations enabled ancient peoples to adapt to and modify their environments, satisfy their needs, increase exploration and trade, and <i>develop their cultures</i>	Day 1: <ul style="list-style-type: none"> Students participate in timeline activity. Placemat activity discussing the major trends in how art and architecture developed throughout the Ancient Greece timeline. Day 2: <ul style="list-style-type: none"> Class overview on common artistic styles from Ancient Greece Students work on art project 	<ul style="list-style-type: none"> Timeline Activity – Were students able to properly use a timeline and notice major trends in artistic expression. Art Project – Were students able to create a design that resembles motifs found in Ancient Greek art? 	<ol style="list-style-type: none"> Timeline activity Placemat sheets Cups Glue Gold spray paint
13	Inventions in Ancient Greece: <i>What did the Ancient Greeks Create?</i>	B3 - Identify influences and contributions of ancient societies to present-day cultures D2 - Assess ways technological innovations enabled ancient peoples to adapt to and modify their environments, satisfy their needs, increase exploration and trade, and develop their cultures	<ul style="list-style-type: none"> Students watch hook video Students complete SRL-GRAPES style reading and worksheet. As a class, students take turns discussing what they had learnt from the worksheet and teacher clarifies questions and checks for comprehension. 	<ul style="list-style-type: none"> Worksheet – Were students able to self-regulate and complete worksheet before class sharing time? Were the students able to extract useful information from the reading and understand the importance of Ancient Greek inventions? 	<ol style="list-style-type: none"> Video for hook SRL worksheet
14	Math and Science in Ancient Greece: <i>What did the Ancient Greeks Discover?</i>	A3 - Compile a body of information from a range of sources B3 - Identify influences and contributions of ancient societies to present-day cultures D2 - Assess ways technological innovations enabled ancient peoples to adapt to and modify their environments, satisfy their needs, increase exploration and trade, and develop their cultures D3 - Compare ancient and modern communications media	Day 1: <ul style="list-style-type: none"> Students complete SRL-GRAPES style reading. Students choose a discovery or invention from Ancient Greece to create a poster style advertisement. Day 2: <ul style="list-style-type: none"> Students work on their advertisement project. 	<ul style="list-style-type: none"> Advertisement Project – Were students able to choose an appropriate invention or discovery from ancient Greece and describe what it is, how it works, and why it is important for an Ancient Greek to own? 	<ol style="list-style-type: none"> SRL worksheet Nice paper for poster

15	Politics in Ancient Greece: <i>What was the Best System of Government?</i>	A5 - Defend a position on a contemporary or historical issue C1 - Describe the evolution and purpose of rules, laws, and government in ancient civilizations C2 - Assess how ancient systems of laws and government have contributed to current Canadian political and legal systems	Day 1 -3: <ul style="list-style-type: none"> Lecture on Ancient Greek politics, compare to Canadian politics. Students are divided into 2 sets of groups, each representing a political system. Groups compile debate info. Day 4: <ul style="list-style-type: none"> Sets of groups debate one another. Those not debating, record information and vote for the best political system. 	<ul style="list-style-type: none"> Debate – Were students able to collaborate and complete the debate worksheet and use the information they collected to form a convincing argument? Spectators – Were students able to extract useful information from the debates and participate in the voting? 	<ol style="list-style-type: none"> Lecture PowerPoint Resources on Ancient Greek political systems Debate organization worksheets
16	Trading in Ancient Greece: <i>Who did the Ancient Greeks Trade with?</i>	D1 - Describe various ways ancient peoples exchanged goods and services D2 - Assess ways technological innovations enabled ancient peoples to adapt to and modify their environments, satisfy their needs, <i>increase exploration and trade</i> , and develop their cultures	Day 1: <ul style="list-style-type: none"> Students complete SRL-GRAPES style reading and worksheet. As a class, students take turns discussing what they had learnt from the worksheet and teacher clarifies questions and checks for comprehension. Day 2: <ul style="list-style-type: none"> Students play Greek economy game 	<ul style="list-style-type: none"> Worksheet – Were students able to self-regulate and complete worksheet before class sharing time? Were the students able to extract useful information from the reading, identify important imports and exports, and understand the importance of trade in Ancient Greece? 	<ol style="list-style-type: none"> SRL worksheet Greek Import/Export Card Game (12 decks of cards sorted into 6 piles) *instructions at end of unit plan
17	Family Structures in Ancient Greece: <i>What was an Ancient Greek Family like?</i>	B2 - Analyze social roles within one or more ancient civilizations	<ul style="list-style-type: none"> Skit hook (an example for skit assignment) Students complete SRL-GRAPES style reading and worksheet. As a class, students take turns discussing what they had learnt from the worksheet and teacher clarifies questions and checks for comprehension. 	<ul style="list-style-type: none"> Worksheet – Were students able to self-regulate and complete worksheet before class sharing time? Were the students able to extract useful information from the reading and define the roles of the family? 	<ol style="list-style-type: none"> Skit script SRL worksheet

18	Social Structures in Ancient Greece: <i>What Jobs and Social Roles did the Ancient Greeks have?</i>	B2 - Analyze social roles within one or more ancient civilizations	Day 1: <ul style="list-style-type: none"> Students independently research an assigned social role from Ancient Greece and complete portion 1 of jigsaw worksheet. Students meet with other students researching the same role and fill any information they learnt at that time in portion 2 of jigsaw worksheet. Day 2: <ul style="list-style-type: none"> Students meet with their mixed groups and work together to complete an open book test. 	<ul style="list-style-type: none"> Jigsaw – Were students able to use what they learnt from their independent research and same group research to collaborate with their mixed group and successfully demonstrate their knowledge on the open book text? 	<ol style="list-style-type: none"> Jigsaw texts (1 per student) Jigsaw worksheet (1 per student) Jigsaw test (1 per mixed group)
19	Lifestyle in Ancient Greece: <i>What was and Average Day for the Ancient Greeks?</i>	B2 - Analyze social roles within one or more ancient civilizations	<ul style="list-style-type: none"> Skit hook (an example for skit assignment). Students complete SRL-GRAPES style reading and worksheet. Students work on skit with partners. 	<ul style="list-style-type: none"> Worksheet – Were students able to self-regulate and complete worksheet before class sharing time? Were the students able to extract useful information from the reading and compare the lifestyles of Athenians and Spartans? 	<ol style="list-style-type: none"> Skit Script SRL worksheet
20	Education in Ancient Greece: <i>How did the Ancient Greeks get Educated?</i>		<ul style="list-style-type: none"> Skit hook (an example for skit assignment). Students complete SRL-GRAPES style reading and worksheet. Students work on skits with partners. 	<ul style="list-style-type: none"> Worksheet – Were students able to self-regulate and complete worksheet before class sharing time? Were the students able to extract useful information from the reading and compare the education of Athenians and Spartans? 	<ol style="list-style-type: none"> Skit Script SRL worksheet
21	Ancient Greece Skit: <i>What did you Learn about Ancient Greek Society?</i>	A3 - Compile a body of information from a range of sources B2 - Analyze social roles within one or more ancient civilizations	<ul style="list-style-type: none"> Students perform skits in front of class. Wrap up to review unit 	<ul style="list-style-type: none"> Skit – Did students work together to write a skit to demonstrate a common social interaction between Ancient Greeks which shares minimum 5 facts about the social group? 	<ol style="list-style-type: none"> Students have appropriate skit materials

From: Wiggins, Grant and J. McTighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development, ISBN # 0-87120-313-8 (pbk)

Ancient Greece Import & Export card game:

Ideally 3-5 players

The object of the game is to collect all four imports: cheese, perfume, barley, Ivory

2 decks of cards sorted into a pile of "exports" 2 -7 and a pile of "imports" 8-K, The Aces will be divided evenly between the two piles.

Export cards represent an import or export and at the beginning of each player's turn, they will receive "profits" (little laminated images of each profit). There will be a player in charge of distributing the profits.

Players begin with 5 cards, each round they 1) collect the profits of existing cards, 2) make a trade with another player (optional) if the other player agrees, and 3) pick up a card from the export card pile.

EXPORT CARDS

2&3 – ax	profit = 1 lumber per turn, per card > 6 lumber = 1 ship
4&5 – clay	profit = 1 clay pot per turn, per card
6 – grapes	profit = 1 liter of wine per turn, per card
7 – olive tree	profit = 1 liter of olive oil per turn, per card
8 – bronze	profit = 1 coin per turn, per card

Once the player has enough lumber to build a ship, they may choose to pick up a card from the import pile or the export pile.

In order to keep a card picked from the import pile, they must trade the profits named below. If they do not have the necessary profits, the import card will be placed at the bottom of the deck. After a profit is exchanged for an import, it must be put back in the bag.

IMPORT CARDS

9 – cheese from Sicily	trade 3 coins
10 – Perfume from Arabia	trade 1 liter of wine & 1 clay pot
J – Barley from Egypt	trade 1 liter of olive oil & 1 clay pot
Q – Ivory from Ethiopia	trade 5 coins

To keep you on your feet, there are two "chance" cards:

K – storm	loose a boat
A – Army	Use one time to capture any import or export card from another player