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| **Unit: 5 Ancient Greece (25-31)**  **TCI** | |
| **Learning Targets**  **“I can…”**  **Lesson: 25- I can tell how the geography influenced settlement and way of life in ancient Greece.**  **Lesson: 26- I can tell how democracy developed in ancient Greece.**  **Lesson: 27- I can tell the major differences between Athens and Sparta.**  **Lesson: 28- I can tell what factors influenced the outcome of the Persian Wars.**  **Lesson: 29- I can tell what the major cultural achievements of Athens were.**  **Lesson: 30- I can tell how Alexander built his empire.**  **Lesson: 31- I can tell how ancient Greece contributed to the modern world.** | |
| **Content** | **Skills (Learners Will…)** |
| **Lesson:** 25- **Geography and the Settlement of Ancient Greece**   * **Students will examine and analyze thematic maps to learn about the physical geography of ancient Greece and how it influenced the development of Greek civilization.** | * Examine the physical geography of the Greek peninsula. (1) * Analyze thematic maps of ancient Greece-locating colonies and trade routes. (1) * Discuss connections between geography of Greece and the development of the ancient greek city states. (2) * Connect and clarify main ideas by identifying their relationship to other sources. (2) * Write sentences for a specific audience. (2)   (**DOKs in bold print)** |
| **Lesson: 26-The Rise of Democracy**   * **Students will use the principles of monarchy, oligarchy, tyranny, and democracy to examine and experience the various forms of government in ancient Greece that led to the development of democracy.** | * Examine forms of government in ancient Greece. (1) * Identify the advantages and disadvantages of a monarchy, oligarchy, tyranny, and democracy as ways of governing in ancient Greece. (1) * Explain key differences between direct and representative democracy. (2) * State and support a clear position.(2) * Connect and clarify main ideas. (2)   (**DOKs in bold print)** |
| **Lesson: 27-Life in two City-States**   * **Students will examine the major differences between Athens and Sparta by working in pairs to create cards with illustrations and challenge questions about each city-state.** | * Locate ancient Athens and Sparta and explain the connection between geography and the development of these city-states.(1) * Describe Athenian and Spartan Government, economy, education, and treatment of women and slaves.(1) * Compare and contrast life in Athena and Sparta.(2) * Analyze text that is organized by compare and contrast.(2) * Clarify an understanding of text using illustrations and summary notes.(1) * Express complete thoughts using effective coordination and subordination of ideas.(2)   (**DOKs in bold print)** |
| **Lesson: 28- Fighting the Persian Wars.**   * **Students will learn about the wars between the Greek city-states and the Persian Empire by dramatizing key event s and debating which factors contributed to the eventual outcome of the wars.** | * Locate the Persian Empire and describe its founding, expansion, and political organization. (1) * Describe the roles of Athens and Sparta in the Persian Wars.(2) * Summarize the details of key battles of the Persian Wars.(1) * Evaluate the factors that contributed to a Greek victory in the Persian Wars. (2) * Use relevant evidence to support an opinion. (3) * Write an explanatory paragraph with persuasive evidence.(3) |
| **Lesson: 29-The Golden Age of Athens**   * **Students will take a walking tour of Athens visiting the six sites to learn about various aspects of Greek culture.** | * Describe the role of Pericles in leading Athens into its golden age. (1) * Discuss the significance of religion in the everyday life of the ancient Greeks. (2) * Identify ways in which Greek literature permeates modern English language and literature.(2) * Explain how Athenian achievements in architecture, sculpture, drama, philosophy, and sports contributed to the golden age. (1) * Support a clearly stated position using organized and relevant evidence.(3) * Revise writing to improve the organization and clarity of ideas within paragraphs.(3) * Deliver a persuasive presentation that is focused and coherent.(4) |
| **Lesson: 30-Alexander The Great and his Empire**   * **Students will learn about the rise of Macedonia after the Peloponnesian War and debate the degree of success Alexander the Great had in uniting the diverse peoples of his empire.** | * Summarize the roles of Athena and Sparta in the Peloponnesian War. (1) * Describe the rise of Macedonia under the reign of Phillip and Alexander.(1) * Rate the success of Alexander in uniting his empire including his efforts to spread Greek culture eastward.(2) * Evaluate Alexander’s achievements. (2) * Support opinions using detailed and relevant evidence.(3) * Engage listeners by emphasizing main points and using effective speaking skills.(1) |
| **Lesson: 31- The Legacy of Ancient Greece**   * **Students learn about the enduring contributions of the ancient Greeks by matching descriptions of modern life to images of Greek achievements in language, literature, government, the arts, the sciences, and sports.** | * Explain how Greek language, literature, and art influenced the modern world. (1) * Identify Greek roots in American Democracy.(1) * Describe the achievements of important Greek figures in the arts, sciences, and social sciences.(1) * Evaluate the impact of Greek contributions on modern life.(2) * Recognize the origins and meanings of frequently used foreign words in English.(1) * Use facts and supporting details to write evaluative statements.(3) |
| **Core Standards** | |
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