Social Studies 9

Understanding by Design Ancient Greece

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| Stage 1 Begins With the End in Mind |
| Big Idea |
| How do civilizations form and grow? |
| Goals |
| **Interactions and Interdependence**\* examine the local, indigenous, andglobal interactions andinterdependence of individuals,societies, cultures, and nations (IN) | **Dynamic Relationships** \* analyse the dynamic relationships of people with land, environments, events, and ideas as they have affected the past, shape the present, and influence the future (DR) | **Power and Authority** \* investigate the processes and structures of power and authority, and the implications for individuals, communities, and nations (PA) | **Resources and Wealth** \* examine various worldviews about the use and distribution of resources and wealth in relation to the needs of individuals, communities, nations, and the natural environment (RW). |
| Outcomes |
| **IN9.3Analyze the ways a worldview is expressed in the daily life of a society.** **DR 9.1** **Examine the challenges involved in obtaining information about societies of the past****IN9.4Determine the influence of worldview on the choices, decisions, and interactions in a society.****DR9.1Examine the challenges involved in obtaining information about societies of the past.****DR9.2Synthesize the significance of key historical events in societies studied.****DR9.3Assess the relationship of the natural environment in the development of a society.** **DR9.4Determine the influence of societies of the past on contemporary life in Canada.****PA9.1Examine concepts of power and authority in the governance of the societies studied.** **PA9.2 Analyze the impact of empire-building and territorial expansion on indigenous populations and other groups in the societies studied.** **PA9.3Investigate the roles and responsibilities of members of the societies studied and those of citizens in contemporary Canada.** **RW9.2Appraise the significance of trade and transportation in the development of the societies studied.** **RW9.3Determine the influence of technologies of past societies studied on contemporary society.** |
| Understandings | Essential Questions |
| \*Ancient Greeks farmed, fished, hunted, gathered and traded, used the environment for shelter, and had simple and practical clothing.\* Spartans avoided change and were very military while Athenians welcomed change and were a Democracy\*They used the environment to their advantage, religion, mythology, and philosophy were very important to them, Spartans only welcomed contact with others when deemed necessary.\* Architecture is influenced by Greeks, Socrates and Aristotle, Theatres | \* How did the ancient Greeks meet their basic needs (food, shelter, and clothing)\* How was life for the ancient Greeks different from life for people living in very early times?\* How was life in ancient Greece affected by (a) the natural environment, (b) religion and mythology, (c) philosophy, and (d) contacts with other peoples?\* How have we been influenced by the ancient Greeks |
| Students need to know | And be able to |
| \* How ancient Greeks met their basic needs\* The ways in which Greek life was different from other cultures\* Ways that Greeks used the natural environment\* How religion and mythology affected them\* The role of Greek philosophers\* How they interacted with other people\* Ways that we are influenced by ancient Greeks today | \* Explain how Greeks met the basic needs required for survival\* Describe how life was different in ancient Greece compared to other civilizations\* Explain (a) how Greeks used the natural environment, (b) the importance of religion, mythology (c) the role of various philosophers (d) importance of contact with other peoples\* Explain how society today has been influenced by ancient Greeks |
| Differentiated Instruction needed to ensure all learners have access to this learning |
| Image result for inclusive teachingCourse on line using Moodle – students will have 24hr access to notes, course content, and discussion boardsFill in the blank notesVideos – for visual representation and used as a different type of teaching strategyOnline resources and activities – such as Padlet to provide various opportunities for students to learnInquiry – students will be able to incorporate their interests and personalize the course content making it more relevant to themselvesModified Assignments (for higher and lower learning levels)Choices in activities – to meet all the diverse interests of the studentsAdditional time for assignments and testsOral exams instead of written, or use of Scribe *Image Retrieved from* <http://3.bp.blogspot.com/-gnXf6BmWah4/UXvzO6KLydI/AAAAAAAAAeU/nZ3-Jw1l9nU/s1600/blended%2Blearning.jpg>  |

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| Stage 2 Critical Evidence of Understanding |
| Formative Assessment | Summative Assessment |
| Pre-testsImage result for Formative AssessmentExit slipsObservationsDiscussionsGraphic OrganizersJournal Entry*Image retrieved from* <http://education-2025.wikispaces.com/file/view/wordle.jpg/278293886/554x298/wordle.jpg>  | Facebook AssignmentVideo AssignmentMagazine AdBumper StickerMap AssignmentImage result for Summative AssessmentQuestionsTravel BrochureFlagResearchExam*Image Retrieved From* <https://image.slidesharecdn.com/summativeassessment-140103223709-phpapp01/95/summative-assessment-3-638.jpg?cb=1388788666>  |

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| Stage 3 Learning Plan |
| Heading | Activity/Content | Outcome | Assessment |
| **Intro****(1)** | **Q -** In which ancient country were chickens first fried?**A -**  Greece |  |  |
| Pre-Test (AFWH) PPT |  |  |
| Trojan Horse Article (Reading Rainbow) | **DR 9.1** **Examine the challenges involved in obtaining information about societies of the past** | Exit slip – how does using a story that has been orally retold affect the accuracy of the original event?Why do historians use this story? – The important information remains the same.  |
|  | Looking at illustrations to find information (WHSP BLM 7-3) |  |  |
| **Timeline****(3)** | Watch Living in Ancient Greece video – [www.youtube.com/watch?v=zsOZujLI4X4Ancient](http://www.youtube.com/watch?v=zsOZujLI4X4Ancient) Hand out Greece timeline dates and graphic organizer to fill out | **DR9.2Synthesize the significance of key historical events in societies studied.** | Answer questions together stopping at designated areasFill in timeline |
| Read information sheet on physical geography and how the natural environment affected the development of the Greek society. \*NOTES | **DR9.3Assess the relationship of the natural environment in the development of a society.**  | Exit slip – Even though it is not an island why do some people say the ancient Greeks are all islanders? – Because the mountains were in the center so majority of the lived along the coast lines since it was more difficult to cross the mountains |
| **Timeline****4** | Map where in the world is Greece.Complete Map Assignment (WHSP BLM7-4) \*Make Transparency master  | **DR9.3Assess the relationship of the natural environment in the development of a society.**  | Map assignment |
| **Early Greece****(5)** | Minoans, Mycenaeans & Dark Ages\*NOTES | **RW9.2Appraise the significance of trade and transportation in the development of the societies studied.**  | Exit Slip – Compare the trading practice of the Minoans to the Mycenaeans. |
| City StatesHandout how Greece was Governed | **PA9.1Examine concepts of power and authority in the governance of the societies studied.** **PA9.3Investigate the roles and responsibilities of members of the societies studied and those of citizens in contemporary Canada.**  | Questions |
| **Greece and Persia** **(6)** | Notes* Persia Becomes an Empire
* Videos
* <https://www.youtube.com/watch?v=Q-mkVSasZIM>
* <https://www.youtube.com/watch?v=1QihY-g20QA>
 | **PA9.2 Analyze the impact of empire-building and territorial expansion on indigenous populations and other groups in the societies studied.**  | Exit Slip – 20– *Power, Resources…* |
| **Spartans and Athenians****(7-9)** | Information booklet \*research about boyCulminating activity – compare role of Spartan teen during that time and an Athenian person to themselves (create journal entry) | **PA9.3Investigate the roles and responsibilities of members of the societies studied and those of citizens in contemporary Canada.** **IN9.4Determine the influence of worldview on the choices, decisions, and interactions in a society.****IN9.3Analyze the ways a worldview is expressed in the daily life of a society.**  | Comparison  |
| **Gods/Goddesses and Mythology****(10 – 12)** | Pgs 136 – 137 (WHSP) Greek Gods and Goddesses(half a class?) | **IN9.3Analyze the ways a worldview is expressed in the daily life of a society.**  | Exit slip – Give 3 scenarios (teacher) Choose the Gods and explain when would they uses these gods in their daily life?How did the Greeks honor their Gods?  |
| Greek Gods in Advertising (WHSP BLM 7-9)Make an Advertisement using a Greek (or Roman) God(1 1/2 - 2 classes) | **DR9.4Determine the influence of societies of the past on contemporary life in Canada.** | Magazine Ad |
| **Gods/Goddesses and Mythology****(13 – 14)** | Give Information sheet on performing artsHand out myths/fables to groups of students and have them retell to the rest of the class via video recordingAt the end explain the moral/lesson of the story(2 classes) | **IN9.4Determine the influence of worldview on the choices, decisions, and interactions in a society.** | Video representation and explaining the lesson taught through the story |
| **Olympics****(15)** | Information sheet on early Olympic gamesGive AFWH PPT based on QuestionsPossible mini Olympics – pentathlon -running, Javelin (toothpicks), Discus (Frisbee), Long jump (standing long), Wrestling (Thumb) - relays | **DR9.4Determine the influence of societies of the past on contemporary life in Canada.** | Exit slip – Name 3 ways in which the Modern Olympic games are similar to Ancient Greece |
| **Architecture** **(15.5)** | Show pictures of Greek architecture and get them to figure out what is common.Show columns, stadiums, (golden rectangle) in modern world | **DR9.4Determine the influence of societies of the past on contemporary life in Canada.** | Exit Slip – Give an example of a modern building and how it relates to Ancient Greece. |
| **Philosophers and their Philosophies** **(16.5)** | Soc, Plat, Ares, Alex Information sheet from History Book and find video (history channel)In groups provide with Philosopher to create a Bumper Sticker that explains their philosophy (1 class) | **RW9.3Determine the influence of technologies of past societies studied on contemporary society.****DR9.4Determine the influence of societies of the past on contemporary life in Canada.**  | Which Philosophers ideas do you like the best and why?Bumper sticker |
| **Philosophers and their Philosophies** **(17.5)** | Alexander the GreatRead handouts 272 – 276 (HC)(1 class) | **PA9.2Analyze the impact of empire-building and territorial expansion on indigenous populations and other groups in the societies studied.**  | Exit Slip – How is Alexander’s amalgamation of culture within his conquered lands different from the Assimilation of First Nations culture by Europeans. |
| **Philosophers and their Philosophies** **(18.5- 21.5)** | Other Famous Greek PeopleGive students list of other Famous Greek people to research their achievements and explain how those achievements are used today.(3)VaseCreate a Facebook page – how achievement affects today | **RW9.3Determine the influence of technologies of past societies studied on contemporary society.****DR9.4Determine the influence of societies of the past on contemporary life in Canada.**  | Facebook |
| **Historian****(21.5)** | Being a Historian (WHSP pgs 144 – 145) | **DR9.1Examine the challenges involved in obtaining information about societies of the past.** | Exit Slip – What is a question you might ask when determining if a source is historically accurate? – where did the source some from, who is the author and how reliable (knowledge, experience, credentials…) are they |
| **Review** **(22)** | Have students come up with a review game to play amongst each otherHave students review with partners/groups/alone | **DR 9.1, 9.2, 9.3,9.4****RW 9.2, 9.3,** **PA 9.1, 9.2, 9.3****In 9.4** | Observation |
| **Final Project****(23 – 25)** | Travel BrochureCreate a FlagResearch something more in depth – Create Greek dress, Design a building, Write a Myth, Recreate an invention, | **IN9.3Analyze the ways a worldview is expressed in the daily life of a society.** | Assignment |
| Culminating Assessment | Unit ExamMCTFShort Answer\*Use Exit Slips | **DR 9.1** Examine the challenges involved in obtaining information about societies of the past**DR9.2** Synthesize the significance of key historical events in societies studied. **DR9.3** Assess the relationship of the natural environment in the development of a society. **DR9.4** Determine the influence of societies of the past on contemporary life in Canada.**RW9.2** Appraise the significance of trade and transportation in the development of the societies studied. **RW9.3** Determine the influence of technologies of past societies studied on contemporary society.**PA9.1** Examine concepts of power and authority in the governance of the societies studied. **PA9.2** Analyze the impact of empire-building and territorial expansion on indigenous populations and other groups in the societies studied. **PA9.3** Investigate the roles and responsibilities of members of the societies studied and those of citizens in contemporary Canada. IN9.3 Analyze the ways a worldview is expressed in the daily life of a society.**IN9.4** Determine the influence of worldview on the choices, decisions, and interactions in a society. | Exam |

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| Reflection |
| How did each student experience the learning through the unit? How did my plan transfer to practice? |
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Reflective Summary

Please use the following link to my e-portfolio to view my weekly reflections and report for my capstone project.

<https://portfolio.elab.athabascau.ca/user/kristin-carlson/reflections>