Unit Plan

Curriculum Standard or Objective: Utah State 6th grade Social Studies Core.

Standard 1
Students will understand how ancient civilizations developed and how they contributed to the current state of the world.

Enduring Understanding(s):
The greatest lesson we can learn from the past . . . is that freedom is at the core of every successful nation in the world.

In many ways we are all sons and daughters of ancient Greece.

Essential Questions:
How do the ideas, art, inventions and people of ancient Greece continue to affect our world 2,000 years later?
What is Democracy and why is it such an important concept?

At the end of the unit, students should KNOW
Vocabulary: Civic-State, Mythology, Democracy, totalitarianism, Athens, Spartan, Helot, architecture, citizen, Olympics, Continent, Europe, Entablature, Corner, Architrave, Frieze, Abacus, Column, Capital, Democracy, Totalitarianism, Metric, Ecclesia, Helos

As a result of this unit, I want students to UNDERSTAND THAT:
We still use many concepts and ideas that were invented in ancient Greece today.
Democracy is important and worth safeguarding and participating in.
Many governing styles roots can be traced back to ancient Greece.
Our democracy was influenced by the ancient Athenian Democracy but theirs was different than the type of democracy that we live under today.

The skills students will learn to DO are:
Identify and explain different governing styles.
Explain the influence that ancient Greece has had in modern times.
Explain how life was similar or different people that lived in the ancient city states of Greece.
Explain the differences between the Democracy of today and that of ancient Athens.

Describe the unit assessment: (Explain how the assessment is modified, adapted, or differentiated so that not all students have the same assessment).
Students will choose, from a menu, a product to demonstrate one of the following:
2) How life would have been for them if they lived in Sparta and Athens.
3) How the world might be different today without the contributions of the ancient Greeks.
<table>
<thead>
<tr>
<th>Week 1</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Olympic Times Lesson</td>
<td>Olympic Times Lesson</td>
<td>Olympic Times Lesson</td>
<td>Words and their Roots in Myth Lesson</td>
<td>Words and their Roots in Myth Lesson</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Words and their Roots in Myth Lesson</td>
<td>Words and their Roots in Myth Lesson</td>
<td>Architecture Lesson</td>
<td>Architecture Lesson</td>
<td>Architecture Lesson</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Athenian Democracy Lesson</td>
<td>Athenian Democracy Lesson</td>
<td>Athenian and Spartan government Lesson</td>
<td>Athenian and Spartan government Lesson</td>
<td>Students begin work on their final project.</td>
</tr>
</tbody>
</table>
SIOP Lesson Plan with Differentiated lesson components

Date: 3/26/09  Grade/Class/Subject: 5th/Grade/Linguistic/Student Studies

Unit/Theme: Ancient Greece  Standards: Social Studies: Standard One

Content Objective(s): Students will understand how ancient civilizations developed and how they contributed to the current state of the world.

Language Objective(s): The students will be Reading, Writing, Listening, Talking about the ancient Greek city states.

Key Vocabulary
- Students will know:
  - City States
  - Olympics
  - Citizen
  - Continent
  - Europe

Supplementary Materials
- Power Point on the City States
- Blank map of Greece
- Descriptions of the different city states
- Job List

### SIOP Features

<table>
<thead>
<tr>
<th>Preparation</th>
<th>Scaffolding</th>
<th>Grouping Options</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>X</em> Adaptation of Content</td>
<td><em>X</em> Modeling</td>
<td><em>X</em> Whole class</td>
</tr>
<tr>
<td><em>X</em> Links to Background</td>
<td><em>X</em> Guided practice</td>
<td><em>X</em> Small groups</td>
</tr>
<tr>
<td><em>X</em> Strategies Incorporated</td>
<td><em>X</em> Independent practice</td>
<td><em>X</em> Partners</td>
</tr>
<tr>
<td><em>X</em> Comprehensible Input</td>
<td><em>X</em> Independent</td>
<td><em>X</em> Independent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Integration of Processes</th>
<th>Application</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>X</em> Reading</td>
<td><em>X</em> Hands-on</td>
<td><em>X</em> Individual</td>
</tr>
<tr>
<td><em>X</em> Writing</td>
<td><em>X</em> Meaningful</td>
<td><em>X</em> Group</td>
</tr>
<tr>
<td><em>X</em> Speaking</td>
<td><em>X</em> Linked to objectives</td>
<td><em>X</em> Written</td>
</tr>
<tr>
<td><em>X</em> Listening</td>
<td><em>X</em> Promotes engagement</td>
<td><em>X</em> Oral</td>
</tr>
</tbody>
</table>

### Differentiated Components

<table>
<thead>
<tr>
<th>Content</th>
<th>Process</th>
<th>Product</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>X</em> by Readiness</td>
<td><em>X</em> by Readiness</td>
<td><em>X</em> by Readiness</td>
</tr>
<tr>
<td><em>X</em> by Interest</td>
<td><em>X</em> by Interest</td>
<td><em>X</em> by Interest</td>
</tr>
<tr>
<td><em>X</em> by Learning Profile</td>
<td><em>X</em> by Learning Profile</td>
<td><em>X</em> by Learning Profile</td>
</tr>
</tbody>
</table>

### Daily Lesson Plan – Day 1

**General description of the lesson:**

Through a power point, students will be introduced to Greece, its location, terrain and its climate. They will then learn about the general similarities of the people of ancient Greece. The concept of the city state will also be introduced during this power point. Students will learn where the different city states were located and mark them on their own map at this time. Students will also learn that the city states of ancient Greece were often at war with one another.

I will tell the students that wars would be put on hold and truces would be called to allow people to go to the Olympics. The students will then be divided up into groups and each group will be assigned a city state. They will then prepare to be interviewed by a reporter for the Olympic times with a set of guiding questions. Each student will have a job in the group.

Each group will be doing an oral presentation about their city state in front of the class. While the students are listening they will be asked to write or demonstrate 3 things they learned about the other city states.

### This lesson is differentiated by:

- _X_ Learning Profile
  - _X_ Musical/Rhythmic
  - _X_ Verbal/Linguistic
  - _X_ Logical/Mathematical
  - _X_ Naturalist
  - _X_ Visual/Spatial
  - _X_ Bodily/Kinesthetic
  - _X_ Interpersonal
  - _X_ Intrapersonal
  - _X_ Creative
  - _X_ Practical
  - _X_ Analytical
  - _X_ Other

- _X_ Interest
- _X_ Readiness
Grouping

The whole group component: (What parts of the lesson will the whole class do together)
The “interview” presentation.
Listening and watching the PowerPoint and filling in their blank map.

<table>
<thead>
<tr>
<th>The small group or individual component:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of groups <em>5</em></td>
</tr>
</tbody>
</table>

How will group membership be determined?

- pre-assessment
- _X_ teacher observation
- _X_ survey or learning profile information
- ___ copies of the pre-assessment and/or survey is attached. (This is required for both graduate and undergraduate students)

*My students will have completed this learning style inventory at the beginning year:*

http://www.berghuis.co.nz/abiator/bsi/bisitext2.html

---

Description of management routine: (for example, how seating looks, how instructions are given, how materials are distributed.)

This is a two day lesson that consists of two 1 hour lesson blocks. My students will be seated with their predetermined groups at tables at the beginning of the lesson. They will be given pencils and copies of the blank map of Greece. We will begin with a brief discussion aimed at finding out what the students know about ancient Greece. We will then go through the PowerPoint as a group at which time the students will fill out their blank map with the locations of the ancient Greek city states as I point them out on the map on the PowerPoint. At the completion of the PowerPoint, I will then explain the Olympic Time’s interview assignment. After explaining the assignment I will hand out packets to each table that contains a copy of the short text about the city state that the table is representing (one for each student), the job list with descriptions of each job (one for each student), A pre-interview form (one for each group), A blank piece of art paper for the creation of their flag. The students will then be allowed some time to decide on individual jobs, I will offer advice as needed. I will then ask the groups to discuss the texts they just read and identify some the main traits of their city-state. They will then be given 45 minutes to complete their pre-interview forms and flags. I will be roaming the room at this time offering help and encouragement as needed at this time.

At the end of the class I will ask the groups to put their packets back into the envelope that it came in and return them to me. At the beginning of the next lesson block I will return the packets to each of the groups. I will allow for time for the groups to review their packet in order to get ready for the interview. I will then hand out the “what I learned” worksheet and briefly describe what they need to be doing while they are listening to each interview. I will call each group up in front of the class and conduct an interview with each group which will consist of the same questions found on the pre-interview form. At the end of the interviews the student will be asked to return their filled out “what I learned” worksheets to me for review.
Lesson Sequence

Motivation (including information on how students might be given choices based on interest)
I will tell the students that the different city states were at war and how they would cease their wars in order to go to the Olympics. There will be group discussion in which they will be encouraged to identify allied and enemy city-states that are represented by the other groups in class. This is also a fun way to read, write, listen and speak about a new concept.

Whole Group Presentation (Describe activities, interactions, strategies, practice/application or feedback that are delivered in the whole group setting. Describe any modifications such as different graphic organizers etc, that were provided during the whole group presentation.)
Grad students attach copies.

Teacher will present the opening PowerPoint and help students fill in their map. The groups present what they have learned to the class and the students listening make notes of three interesting things that they learned about the city states on a comparison grid.

Whole Group Practice/Application (Describe the meaningful activities, interaction, strategies, practice/application, or feedback done in the whole group setting. Describe any modifications or adaptations that were made for individuals or for a small group of individuals.)
Grad students attach copies.

Students will read independently. Some copies of the text will include versions that have important concepts highlighted for students that may need extra support with summarizing. The guiding questions allow groups to look for specific information and group work allows for student to student scaffolding.

Small Group Practice/Application (Meaningful activities, interaction, strategies, practice/application, and feedback done in small groups or individually)

Students will be grouped according to pre-assessed learning profiles and teacher observations. I will group students with limited English proficiency together with students that will be able to offer scaffolding to them. There are also roles present that allow for students to display knowledge in a non-linguistic manner and offer opportunities for interaction with other student to speak and listen to one another.

Describe the activity for each group:

Students will work together to summarize their learning about what they have learned about their city-states and create a flag for the city state. They will present what they have learned to the class.

Review/Assessment: How objectives and vocabulary will be assessed in either the whole group or small group setting:

We will return to whole group and listen to each presentation and listen to each presentation. Their “what I learned” worksheet will also be reviewed by the teacher. The teacher can also explore the students’ learning during the interview process.
Mark and label the five city states of ancient Greece.
Sparta

You are a Spartan! Be proud! You have gone through unbelievable pain and suffering to become a great Spartan soldier and citizen! Taken away from your parents at age 7, you lived a hard and often brutal life in the soldiers' barracks. You were beaten by older children, who started fights to help make you tough and strong. You were often whipped in front of groups of other Spartans, including your parents, but never cried out in pain. You were given very little food and taught to steal food instead. If caught stealing, you were beaten. To avoid the pain, you learned to be tricky, to lie, to cheat, to steal, and how to get away with it! Some of you are members of the Spartan secret police and enjoy spying on slaves. If you find a slave who is showing signs of leadership, you have orders to kill them at once. You are fierce, skilled, and proud of your strength. You know you are better and are happy to be Spartan!

Spartan Goals and Behavior at the Olympics: To win no matter what! In other words lie, cheat, and do whatever it takes to win. If you can't win, at least beat your enemies, those silly citizens of Athens. You are the proud and fierce Spartans! Dress alike with matching arm bands or buttons. Be loud but polite to your teacher who is your superior officer. Be on time. Be disciplined. Keep records. Make up a chant for Sparta, and chant it, while marching as a group wherever you go. Make up a secret salute, and salute your fellow Spartans. Make plans in secret with other Greek city-states to stop any Athenian chance at victory. Cheer only for your fellow Spartans at each event. Lie, cheat, steal, but do not get caught, because that is the Spartan way. Good luck at the games.

Athens

You are an Athenian! Be courteous. You have been educated in the arts and the sciences, and trained to be very productive and skilled in times of peace or war. You are an achiever. Until age 6 or 7, you were taught at home by your mother, or by a male slave. From age 7-14, you attended a day school in the neighborhood where you memorized poetry and learned to play a musical instrument called the lyre. You learned drama, public speaking, reading, writing, math, and maybe even how to play the flute. You went to four years of higher school, and learned more about math and science and government. At 18, you went to military school for two additional years! You are proud to be an Athenian! Well known for its literature, poetry, drama, theatre, schools, buildings, government, and the intelligence of your people, you have no doubt that your city-state, Athens, is clearly the shining star of all the Greek city-states.

Athenian Goals and Behavior at the Olympics: You know your enemy city state, those horrible Spartans, will do anything to win, even lie and cheat, but you are Athenians - you would never stoop to such rude behavior. Work with your fellow Athenians to defeat those brutish Spartans, and do your personal best! Say witty things to impress representatives from other city-states. Be polite to all Greeks, no matter what lower city they represent. Make up a clever chant for Athens, and sing or say it each time an Athenian wins an event or a makes a witty comment. Shake hands with your fellow Athenians, whenever you greet them. You are Athenians, the clever, creative, polite representatives of that shining example of all that is fine and noble, the city state of Athens. Good luck in the games!
You are an Argive! You have been you have learned about the arts and the sciences in school, and trained to be productive and capable in times of peace or war. You have much of which to be proud. Although your close neighbor, Corinth, is on the coastline, your city state is located on a plain, where the weather tends to be hot and dry in the summer, and cold and wet in the winter. Your soil is not especially fertile, and you must fight the weather to grow food. In spite of this hardship, your magnificent stone sculptures of athletes, rippling with muscle, are the envy of many a Greek city-state. You are famous for your wonderful musicians and poets. Drama reached new heights in your city state. Plays are performed in open-air theatres, drawing crowds of 20,000 or more Argive citizens! Unfortunately, you have a problem. When Athens and Sparta asked your city state to send supplies and troops to fight the Persians, after the battle of Thermopylae in 480 BCE, you said no. For this decision, you are looked at with shame by the other Greek city-states.

Argive Goals and Behavior at the Olympics: Your goal is to change the bad name you have in the ancient Greek world. You will have to work hard to convince other city-states that your athletes, soldiers, scholars, speakers, architects, poets, dancers, and artists are as good, if not better, to the other city-states. You cheer Argive victories and try to win as many events as you can. Your goal is to make sure that Athens and Sparta don't win at all. (Your plan is to throw your support to Corinth or Megara toward the end of the competition if it appears you can not win.) You are Argives, hard-working, honest, loyal, clever, creative, polite representatives of Argos, and of her great past. Good luck in the games!

You are a Corinthian! As a coastal city-state, you have a great history as a cultural and trade center. Although your schools are not as fine, perhaps, as those of Athens, you have learned about the arts and the sciences. As a child, you were taught at home by your mother, or by a male slave. From age 7-14, you attended a day school near your home where you memorized poetry and studied drama, public speaking, reading, writing, math, and the flute. You went to a higher school, if your parents could afford it. You also went to military school for at least two years. Your city state is famous for its bronze statues, pottery, and vase painters. You are creative problem-solvers. To solve the problem of foreign money pouring into your coastal city state, your city-state created its own money. This made traders to convert their money at your banks. (But not for free!) To solve your problem of unemployment, you created a huge and successful government works program. Literature, culture, art, and businesses do well in your city-state. You are proud to be a practical, productive Corinthian!

Corinthian Goals and Behavior at the Olympics: If you can't win, help Argos and Megara to defeat the Athenians and those animals the Spartans. Do what it takes, but be honest about it. You cheer the winner of each event, whoever that might be, and greet your fellow Corinthians with warmth and good sportsmanship whenever you see them. You do not need the nonsense of secret handshakes or salutes. You roll your eyes each time you see one. You are Corinthians! You are proud of your abilities, your achievements, your honesty, and your clearly better city-state. Good luck in the games!
Megara

You are a Megarian! Be proud that you are a Greek and come from such a respected city-state as Megara. As a coastal city-state, your history is similar to Corinth's, your neighbor. You believe your schools are as fine as those of Athens, even though you have no doubt that any Athenian would disagree. You have been taught about the arts and the sciences. As a child, you were taught at home by your mother, or by a male slave. From age 7-14, you attended a day school near your home where you memorized poetry and studied drama, public speaking, reading, writing, science, poetry, the flute, the lyre, and a great deal of mathematics. Like most Megarians, you love money and have been trained to be an excellent accountant. You attended a higher school, and went to military school. Your city state is famous for its beautiful fabrics, which are the envy of other Greek city-states. You have, of course, your own money, an idea you copied from Corinth. Writing, culture, art, and businesses are very important in your city-state. You believe you offer your citizens even more freedom than Athens. You are proud of your city-state's past and present achievements, and proud to be a Megarian!

Megarian Goals and Behavior at the Olympics: If you can't win, help Argos and Corinth to defeat those bragging Athenians and those war crazy Spartans. If it comes down to Athens or Sparta, cheer for Sparta, loudly. (They might be war crazy, but those are good friends to have in time of war! Besides, you are tired of hearing about wonderful Athens.) You are Megarians, proud of your history, your flourishing businesses, your world famous fabrics, your freedoms, your schools, your coastal advantage - your rich and alive city-state, Megara. Good luck in the games!
Listen to the interviews that are done with the city states that are competing in the ancient Greek Olympics. Write down three things about each City state that you learned. (You do not need to fill out the section for your city state.)

<table>
<thead>
<tr>
<th>City/State</th>
<th>What do they learn in school?</th>
<th>What are they most known for?</th>
<th>Who are their enemy and/or friend city-states?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athens</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sparta</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corinth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Argos</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Megara</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Pre-Interview Form

Team members' names:

______________________________________

Get ready to be interviewed by the ancient Greek Olympic Times. Use the text about your city state to answer these questions in order to be ready for your interview!

We are the __________________ team from the city state of ____________

1. Tell us what the people of your city state are like. What's important to them? What do they learn in school? How do they act? How do they see themselves?

2. What is your city state most known for? What do they do? (and/or) What do they make? (and/or) What have they done?
3. What are the goals of your city state during the Olympics?

4. Is there another city state that you really want beat or see lose the Olympics this year? Who are they? Why do you want them to lose?

5. Is there a city state you might team up with or help? Is there one you might cheer on besides your own city state? Why?