

Teacher	Laurel Farley	Subject group and discipline	Individuals and Societies Social Studies		
Unit title	Ancient Greek Civilization	MYP year	1	Unit duration (hrs)	15 hrs

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Systems	Human nature Culture	Orientation in space and time - The students will lead an inquiry on homes and journeys of the ancient Greeks.

Statement of inquiry

Differences in culture and human nature can shape the human experience.

Inquiry questions

Factual

- What are key elements of culture?
- How do we learn our culture?

Conceptual

- How does culture shape the individual?
- How does culture shape conflict and cooperation among people and societies?
- How do systems of culture change?

Debatable

- Can one person change the world (i.e. Alexander the Great - Hellenistic culture through conquest)?
- To what extent do culture and human nature shape our actions?

Objectives	Summative assessment	
<p>A. Knowing and Understanding</p> <p>ii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations, and examples</p> <p>D. Thinking Critically</p> <p>iv. interpret different perspectives and their implications</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Postcards travelogue</p> <p>The students assume the role of a historical or fictional character, ruler, soldier, philosopher, or a Greek God. The students will embark on a “journey” through the world known as ancient Greece. The students will make a series of postcards explaining the people and places they encounter and will interpret the culture and human nature of those people and places.</p> <p>The drawings or images (printed from internet, clipped from magazines or other sources, etc.) on one side of the postcard must be tied to the concepts seen in class through the text on the back of the postcard. The text must</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>Students will understand that human nature and culture can differ or change through an inquiry into historical and mythical histories about homes and journeys.</p> <p>This will give students the chance to demonstrate their understandings of the different social, political, economic, and cultural systems that were found in the ancient Mediterranean known to the ancient Greeks. They should also demonstrate the opinion and original thought of their chosen character about human nature by comparing or contrasting themselves with a society that they encounter at this time.</p>

	<p>explain what their character saw and experienced as they interacted with new peoples and cultures in their home places. Together, the postcards should represent the student's analysis of the different concepts related to cultures of people they encounter during their "travels". The point is <u>not</u> to detail the clothes, food, dress, language, etc. of these cultures but rather to look deeper into how the student thinks they view the world.</p>	
Approaches to learning (ATL)		
<p>1. Communication.</p> <ul style="list-style-type: none"> ● Negotiate ideas and knowledge with peers and teachers. ● Take effective notes in class. <p>2. Thinking</p> <ul style="list-style-type: none"> ● Consider ideas from multiple perspectives 		

Action: Teaching and learning through inquiry

Content	Learning process
<p>Ancient Greece, c. 800-300 BC/BCE Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Greece.</p> <p>6.46 On a historical map of the ancient Mediterranean area, locate Greece and trace the boundaries of its influence to 300 BC/BCE. On a contemporary map trace the current boundaries of Greece. Compare and contrast the sphere of influence of Greece in those two different eras. (G, H)</p> <p>6.47 Explain how the geographical location of ancient Athens and other city-states contributed to their role in maritime trade, their colonies in the Mediterranean, and the expansion of their cultural influence. (C, E, G, H)</p> <p>6.48 Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the development of the idea of citizenship. (C, H, P)</p>	<p>Learning experiences and teaching strategies</p> <ul style="list-style-type: none"> ● Activity: Groups will work on group brainstorming for a flipchart paper. 1) Elements of culture. 2) Cultural groups. 3) Importance of culture. 4) ● Activity: Map making of your daily life. Now consider, what would your life look like if we had none of today's cars, transport, or technology? This is to make the students explore how geography, terrain and space may influence individual actions and decisions, even more so in ancient times. ● Activity: Opinion survey and open ended questions on human nature. ● Activity: Find a quote about human nature that resonates with you. Illustrate it on the blank side of an index card. On the text side, explain in a paragraph [5-8 sentences] why you chose it, what you think about it, etc. Give examples of how you have seen it to be true in your life or explain why you wish it were true. ● Activity: Exploring cultural artifacts.
	<p>Formative assessment</p> <ol style="list-style-type: none"> 1. Flipchart brainstorming 2. Maps of journeys 3. Human nature survey and questions handout

<p>6.49 Explain how the development of democratic political concepts in ancient Greece lead to the origins of direct Democracy and representative Democracy , including: (C, H, P) · the “polis” or city-state · civic participation and voting rights · legislative bodies · constitution writing · rule of law</p> <p>6.50 Compare and contrast life in Athens and Sparta. (C, H)</p> <p>6.51 Compare and contrast the status of women and slaves between Athens and Sparta . (C, H)</p> <p>6.52 Analyze the causes, course, and consequences of the Persian Wars. (C, H, G)</p> <p>6.53 Analyze the causes, course, and consequences of the Peloponnesian Wars between Athens and Sparta. (H, P)</p> <p>6.54 Explain the rise of Alexander the Great and the spread of Greek culture. (C, G, H, P)</p> <p>6. 55 Analyze the causes and effects of the Hellenistic culture of Greece. (C, E, G, H, P)</p> <p>6.56 Describe the myths and stories of classical Greece; give examples of Greek gods, goddesses, and heroes (Zeus, Hermes, Aphrodite, Athena, Poseidon, Artemis, Hades, Apollo), and events, and where and how we see their names used today. (C, H)</p> <p>6.57 Compare and contrast the Titans with</p>	<p>4. Quote writing assignment</p> <p>Differentiation</p> <p>Language will be somewhat of an issue, particularly with the student’s lack of English vocabulary or broad vocabulary in general. This means having to take more time and create more activities to really work on building a vocabulary around the conceptual understandings of this unit. We will also work on creating activities that allow working groups to break up tasks - this will allow students to be more ready for a challenge to take on more difficult tasks and others to challenge themselves taking on a big task that was challenging for them.</p>
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the Olympian gods and explain the surrounding Greek mythology. (C, H)
 6.58 Explain why the city-states of Greece instituted a tradition of athletic competitions and describe the sports they featured. (C, H)
 6.59 Describe the purposes and functions of the lyceum, the gymnasium, and the Library of Alexandria, and identify the major accomplishments of the ancient Greeks. (C, H) · Thales (science) · Pythagoras and Euclid (mathematics) · Hippocrates (medicine) · Socrates, Plato, and Aristotle (philosophy) · Herodotus, Thucydides, Homer, Aeschylus, Sophocles, Aristophanes, and Euripides (history, poetry, and drama) · the Parthenon, the Acropolis, and the Temple of Apollo (architecture) · the development of the first complete alphabet, with symbols representing both consonants and vowels

Resources

- **Culture worksheet.** Found at: <http://www.adl.org/assets/pdf/education-outreach/ABSG-Secondary-Sample-Lesson.pdf>
- **Human nature opinion survey and questions worksheet** [Personal file]. Found at: <https://docs.google.com/document/d/1LOX22-jxAOQHHsEO5COBMImScSaQTEH64YuUKWy5T0M/edit?usp=sharing>

Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit