**Direct Instruction Lesson**

**Author: Jackson Ray**

**Date Created: 1/30/13**

**Subject(s): World History**

**Topic or Unit of Study (Title): Classical Greece**

**Grade Level:** 9th Grade

***Materials:***  students need pen/pencil and paper, textbook

**Summary (*and Rationale*):** To understand our Western society it is crucial to learn about its foundations in ancient Greece. The politics, social structure, and interactions between Greeks themselves and other cultures established the roots that Western Civilization grows from.

**I. Focus and Review (Establish Prior Knowledge):** Before starting the unit the students will take a brief pretest to broadly assess their knowledge about Ancient Greece and Rome, please find it on the second to last page.

What comes to mind when you think about Greece? Zeus, 300 Spartans, and togas? Well, there is a lot more to the ancient Greeks and they had a larger impact on the world than you probably think. We are going to cover the earliest Greek civilization, the formation of city-states like Sparta and Athens, and some of the wars that the Greeks engaged in to secure their place on the Mediterranean Sea. [10 min]

**II. Statement of Instructional Objective(s) *and Assessments*:**

|  |  |
| --- | --- |
| **Objectives** | **Assessments** |
| Students will be able to identify the city of Mycenae, 5 of its trading colonies, and 5 of its Mediterranean trade routes on a map. | When given a map the students will to identify the city of Mycenae, 5 of its trading colonies, and 5 of its Mediterranean trade routes. |
| Students will be able to identify at least 8 similarities and differences between Athens and Sparta and organize them in a chart. | In groups of 2-3, the students will make a chart of some kind comparing and contrasting Athens and Sparta with respect to government, daily life, warfare, and citizenship, identifying at least 2 of each. |
| Students will understand the importance of Pericles' reforms for the city of Athens and be able to explain at least one of them. | During class discussion each student will be asked to share one reform Pericles enacted that they believe to be the most important. |
| Students will be able to explain how at least 5 of the differences between Athens and Sparta eventually led to the Peloponnesian War. | For homework the students will complete the Choice Board activity explaining at least 5 differences and their effect on the Peloponnesian War.  |

State the objective: [1 min]

Assessment: [45 min]

**III. Teacher Input (Present tasks, information and guidance):**  [45 min total time]

My instruction time will be broken into 3 separate chunks throughout the 90 min class rather than lecturing for 45 minutes breaking it up into sections should help the students stay more focused. Sections as follows.

Part 1) Lecture covering the geography of Greece and the earliest civilization, the Mycenaeans.

[http://mappinghistory.uoregon.edu/english/EU/EU05-02.html](http://mappinghistory.uoregon.edu/english/EU/EU05-02.html%20) [10 min]

Part 2) Lecture on the growth of city-states, differences between Athens & Sparta, and the Persian Wars. [20 min]

Part 3) Lecture on Athens’ rise to power, the Peloponnesian War, and Athens’ decline.

 [http://www.history.com/topics/ancient-history/videos#the-peloponnesian-war](http://www.history.com/topics/ancient-history/videos%23the-peloponnesian-war%20%20)  [15 min]

**IV. Guided Practice (Elicit performance):** [45 min total time]

As with my lecture input the students’ classwork will be broken into sections according to the lecture topic.

Part 1) Students will be given a map of Greece and its neighboring lands and bodies of water which they will identify based on the map in the book. They will then identify Mycenae, 5 other cities established as trading colonies, and draw at least 5 trade routes that they used. I will visually assess each map and students will keep them in their notes for quick references.

<http://rubistar.4teachers.org/index.php?screen=PrintRubric&rubric_id=2280163&> [10 min]

Part 2) In groups of 2-3 students will create a chart, like a Venn Diagram but others are acceptable, that compares Athens and Sparta in terms of government, daily life, warfare, and citizenship with at least 2 examples of each. Though working in groups each student will be required to make their own copy of the chart. [15 min]

Part 3) In their same small groups, students will discuss which of the main actions that Pericles took while the ruler of Athens had the most impact on the city, positive or negative, and why they believe that to be the case. Following the discussion, students will be asked to volunteer their action and reasons for selecting it as well as anything their group mates said that may have changed their minds. [20 min]

***V.* Closure (Plan for maintenance):** To wrap up class we will spend a few minutes asking students if there are any questions about the stuff covered or any of the activities, if no students have questions I will ask several students something that they learned from the lesson. Also, this time will be used to assign the homework/independent practice. [5 min]

***VI.* Independent Practice:** For homework the students will select one option from the Choice Board describing how the differences between Athens and Sparta led to the Peloponnesian War, identifying what these some of the differences were and how they affected the outcome of the war. The students will be expected to use their class notes, group discussions, and at least one website, not Wikipedia, to support their reasoning. <http://rubistar.4teachers.org/index.php?screen=PrintRubric&rubric_id=2314857&>

The Choice Board can be found on the final page.

Also, the students will read the next sections in their textbook to prepare for the next day’s activity. [0 min]

**STANDARDS:**

**WH.H.2.1**

Compare how different geographic issues of the ancient period influenced settlement trading networks and the sustainability of various ancient civilizations (e.g., flooding, fertile crescent, confluence, limited fertile lands, etc.).

**WH.H.2.2**

Analyze the governments of ancient civilizations in terms of their development, structure and function within various societies (e.g., theocracy, democracy, oligarchy, tyranny, aristocracy, etc.).

**WH.H.2.3**

Explain how codifying laws met the needs of ancient societies (e.g., Hammurabi, Draco, Justinian, Theodosius, etc.).

**WH.H.2.4**

Analyze the rise and spread of various empires in terms of influence, achievements and lasting impact (e.g., Mongol, Mughal, Ottoman, Ming, Mesoamerica, Inca, Imperial states in Africa, etc.).

**WH.H.2.7**

Analyze the relationship between trade routes and the development and decline of major empires (e.g. Ghana, Mali, Songhai, Greece, Rome, China, Mughal, Mongol, Mesoamerica, Inca, etc.).

**WH.H.2.8**

Compare the conditions, racial composition, and status of social classes, castes, and slaves in ancient societies and analyze changes in those elements.

**HS.SI.1.1**

Evaluate resources for reliability. (Reliability can be determined by currency, credibility, authority, etc. depending on the curriculum topic).

**HS.SI.1.2**

Evaluate resources for point of view, bias, values, or intent of information.

**HS.SI.1.3**

Evaluate content for relevance to the assigned task.

**HS.TT.1.1**

Use appropriate technology tools and other resources to access information (multi-database search engines, online primary resources, virtual interviews with content experts).

**Plans for Individual Differences:** This lesson provides something for a wide variety of learning styles. The combination of lecture, which I believe is necessary for a history class, individual work, group work, and even class discussion make the information more accessible for most students.

**References (APA style):**

History Channel. “The Peloponnesian War.” *History Channel*. Retrieved April 21, 2013 from

[http://www.history.com/topics/ancient-history/videos#the-peloponnesian-war](http://www.history.com/topics/ancient-history/videos%23the-peloponnesian-war)

Mapping History. “Natural Resources in the Colonial Areas of Mediterranean World.” *Mapping History*. Retrieved April 21, 2013 from <http://mappinghistory.uoregon.edu/english/EU/EU05-02.html>

Ancient Greece & Rome Pretest

1) The terrain of the peninsula of Greece is best described as

A. Fertile and full of rivers B. Lush and forested

C. Cold and rainy D. Mountainous and rocky

2) The earliest Greek civilization, known as the Mycenaeans, came into contact with the Minoans through their seafaring trade around 1500 BCE. What cultural element did the Mycenaeans NOT adopt from the Minoans?

A. Religion B. Warfare C. Language D. Art

3) Which battle of the Persian Wars in 480 BC was the turning point that gave the Greeks enough time to gather their armies and prepare for war?

A. Thermopylae B. Athens C. Salamis D. Thebes

4) Who was the Macedonian prince that greatly expanded Greek influence?

A. Philip II B. Alexander the Great C. Ivan the Terrible D. Socrates

5) Who could be a citizen in the Roman Republic?

A. Any male land owner B. Only people born in the city of Rome

C. Only people who had served in the Senate D. Every resident regardless of gender

6) Who became the first Emperor of the Roman Empire in 31 BC?

A. Julius Caesar B. Virgil C. Maximus Decimus Meridius D. Augustus

7) Constantine made \_\_\_\_\_\_\_\_\_ the official religion of the Roman Empire in 312 AD?

A. Hinduism B. Judaism C. Christianity D. Islam

8) Which was NOT a factor in the decline of the western half of the Roman Empire?

A. Invasion from Germanic tribes B. The Emperor was too powerful

C. Decline in loyalty among soldiers D. Not enough gold and silver in the economy

9) What language did the Romans speak that influenced many languages in Europe?

A. Latin B. Roman C. Greek D. Italian

10) What purpose did the Colosseum serve in the city of Rome?

A. A fort B. A meeting house for the Senate

C. A temple to Mars D. An arena for gladiator fights

Choice Board

Students will select one of the following options to complete for homework. The student will use their class notes, group discussions, and at least one website, not Wikipedia, to describe at least 5 differences between Athens and Sparta and explain why these differences led to the Peloponnesian War and how they contributed to its outcome. Remember to cite any information that you get from the website that you choose.

|  |  |
| --- | --- |
| **Essay**Complete the assignment above in a well written and organized essay of at least 10 sentences. Use proper grammar. | **Video Recording**Complete the assignment above in an organized and thoughtful video recording containing at least 10 sentences. Make sure to plan what you will say ahead of time, no rambling please. Video must be submitted by email by class tomorrow. Use proper grammar. |
| **Poem/Song/Rap**Complete the assignment above in a poem, song or rap. The poem should be at least about as long as a 10 sentence paragraph, but can be written in any poetic style. Use proper grammar.  | **PowerPoint/Glogster/Prezi**Complete the assignment above using one of these presentation tools. Bullet points are allowed, but must be written as complete sentences. Include at least 3 relevant pictures. Use proper grammar. |