



Unit Planner: Rise of classical civilization

Global 1

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Rise of classical civilization

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Big Ideas / Enduring Understandings

The classical Greek and Roman civilizations had a profound impact on the world not only during their time, but also continue to have an enduring impact on western civilization to this day.

Essential Questions

- How did geography impact the development of Greek and Roman civilizations?
- What impact did Greece & Rome have on the development of later civilizations?
- What impact did early civilizations have on the development of Greece & Rome?
- What effects did war & conquest have on Greek & Roman civilization?
- What natural and human forces caused the rise and fall of the Greek and Roman Civilizations?

Common Core Standards and Indicators

NYS: CCLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

NYS: Grades 9-10

Reading: History/Social Studies

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
1. Write arguments focused on discipline-specific content.

- 1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- 2a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- 2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- 2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
9. Draw evidence from informational texts to support analysis, reflection, and research.

New York State P-12 Learning Standards (New York State Education Department, used with permission)

Content

- Greece
- Geography
- Features and effects
- Early Aegean Civilizations
- Development of City-states
- Evolution of Government
- Athens
- Sparta
- Greek Wars
- Persian Wars
- Peleponessian Wars
- Contributions in art, philosophy, architecture, literature and drama
- Age of Alexander
- Decline of Greek city-states
- Conquest
- Hellenistic culture

Skills / Strategies

CRITICAL THINKING SKILLS

- Classify and categorize information (i.e. chronological, political, social and economic, similarities and differences) Identify cause and effect
- Differentiate fact from opinion
- Draw inferences and make conclusions using a variety of primary and secondary sources including graphs, charts, time lines, documents, political cartoons, and photographs
- Recognize different points of view
- Identify basic assumptions
- Make judgments based on evidence
- Form generalizations based on evidence
- Employ different features of a map to interpret

- Cultural diffusion
- Decline
- Rome
- Geography
- Formation of Republic
- Contributions in law, architecture and literature
- Infrastructure
- Roman Empire
- Factors leading to growth
- Contributions
- Pax Romana
- Causes of decline

and analyze events

INTERPERSONAL AND GROUP RELATION SKILLS

- Participate in group planning and discussion
- Cooperate to accomplish goals
- Assume responsibility for carrying out tasks

INFORMATION GATHERING SKILLS

- Identify and use a variety of sources of information including reference works, periodicals, tables, graphs, and maps
- Evaluate sources for reliability and bias
- Determine relevant sources
- Organize collected information including categorizing and determining relevant details
- Create a broad thesis statement which encompasses findings
- Observe and listen for relevant information
- Cite sources using appropriate format

PRESENTING INFORMATION

- Integrate the use of a variety of media sources to communicate ideas
- Generate an expository essay that expresses ideas in a coherent and logical manner

Key Terms / Vocabulary

Pax Romana
 Democracy
 Oligarchy
 Aristocracy
 Monarchy
 Tyranny
 Phalanx
 Empire

Learning Plan & Activities

Please include Theatre Modalities when appropriate
 Students will engage in a wide variety of activities including but not limited to:

- Small and whole group activities
- Learning stations that target various learning modalities (auditory, kinesthetic, visual)
- Gallery Walks
- Skits (where students perhaps create short dialogue and act out various events in ancient history)

Assessments

[Depth of Knowledge \(DOK\) Levels](#)

Resources

Texts Used (fiction, non-fiction, on-line, media, etc...)

Glencoe Textbook
 Text Features

- Informational

- Meaning / Purpose
- Content Knowledge Demands

Materials Used

SMARTBoard; Powerpoint; Online Encyclopedias (Wikipedia; Britannica; etc)

Focus

- Whole class
- Small group
- Group
- Research



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