



Unit Planner: 2013 Gibson - Classical Civilizations Global 2

Tuesday, November 6, 2018, 12:21PM

High School > 2018-2019 > Grade 9 > Social Studies > Global
2 (C) > Week 1

Last Updated: [Wednesday, February 8, 2017](#) by
Andrew Gibson

2013 Gibson - Classical Civilizations

Gibson, Andrew; Marchello, Veronica

- [Unit Planner](#)
- [Lesson Planner](#)

Big Ideas / Enduring Understandings

- Civilizations rise and fall in cycles over time and this is a result of various interactions of politics, social issues, and geography.
- The technological advancements (and ideological innovations) of the classical era can be seen in our world today.

Essential Questions

- Why do civilizations rise and fall?
- How have classical civilizations influenced the way we live today?
- Are conflicts between nations and/or people inevitable?

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.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

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.
- 1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
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

Persian Empire

- Features of Persian government
- Satraps
- Cyrus
- Darius
- Royal Road
- Zoroastrianism

Maurya Empire

- Asoka and the spread of Buddhism
- Hinduism
- Patiliputra

Gupta Empire

- Achievements
- Influence of religion
- Collapse

Qin Dynasty

- Legalism
- Shi Huangdi
- Great Wall of China

Han Dynasty

- Achievements
- Silk Roads
- Confucianism
- Civil Service System

Ancient Greece

- Geography
- polis (city-state)
- Athens
- Golden Age during Pericles
- Direct democracy
- Parthenon and Greek architecture
- Homer
- Peloponnesian War
- Persian War
- Acropolis
- Polytheistic
- Philosophers
- Greek plays and playwrights
- Greek sculpture
- Olympics

Ancient Rome

- Republic
- Senate
- Roman empire
- geography

Skills / Strategies

- Students will be skilled at identifying the main argument and supporting arguments of a piece of informational texts.
- Students will be skilled at constructing an argument based on the principles of sound persuasive writing techniques.
- Students will be skilled at using the writing process to produce a clear and cohesive written persuasive essay.
- Students will be skilled at performing inquiries into various civilizations and comparing and contrasting their key features/accomplishments.
- Students will be skilled at connecting past achievements with present society.

- Pax Romana
- Roads
- Roman architecture
- Twelve Tables
- Patrician
- Plebeian
- Diocletian
- Judaism
- Christianity
- Edict of Milan
- Constantine
- Causes of the fall of the Roman Empire

Byzantine Empire

- Split of Roman Empire
- Constantinople
- Eastern Orthodox Religion
- Influence on Russia
- Justinian's Code
- Impact on preservation of Roman/Greek Culture

Key Terms / Vocabulary

Golden Age
Classical Civilization
Polytheism
Monotheism
Classical Culture
Roman architecture
Cultural Diffusion

Learning Plan & Activities

Please include Theatre Modalities when appropriate

- Document stations that target individual learning modalities (auditory, visual, kinesthetic) where students analyze documents and identify main ideas.
- Use of graphic organizers and continued emphasis on comparing/contrasting different classical civilizations.
- Formative homework assignments that include DBQ questions based on classical civilizations to promote document analysis and synthesis.
- Use of google earth to reinforce geographic skills and map reading ability.
- Graphic organizers to continue our theme of comparing/contrasting. Compare/contrast different classical civilizations.

Assessments

Depth of Knowledge (DOK) Levels

Classical Civilization DBQ

Formative: DOK 3 Strategic Thinking: Written: Persuasive Essay

- Students will craft an Essay based on several diverse documents regarding the classical age.
- Students will determine which advancements made during the classical age have had the greatest impact on our society today.
- Students will incorporate various documents to back-up/support their claim with evidence from said documents.
- This document based essay will be part of the unit final exam which also includes several multiple choice questions.

Document Stations

Formative: DOK 2 Basic Application: Written: Informative

Students rotate around the room working in small, heterogeneous groups and analyze documents that

target individual learning modalities (auditory, visual, kinesthetic), students analyze these documents and identify main ideas.

Fall of Roman Empire Tableau/Skit

Summative: DOK 2 Basic Application: Performance: Dramatization

Students be assigned one of six factors contributing to the fall of the Roman Empire. With a group of no more than five partners, students will research their assigned "cause for the fall of the Roman Empire." Students will then craft a performance (in the form of a poem, skit, rap, play, tableau, or any other performance with teacher approval) to display how their assigned factor led to the fall of the Roman Empire. While students are performing, those who are observing will be completing a note graphic organizer on other group performances.

Resources

Websites and Web-tools used

Google Earth
Focus

- Whole class

Materials Used

Smartboard
Focus

- Whole class

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

Classical Civilization Documents
Text Features

- Informational

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

Primary Source Documents
Analyzing Movies
Focus

- Whole class
- Small group

