

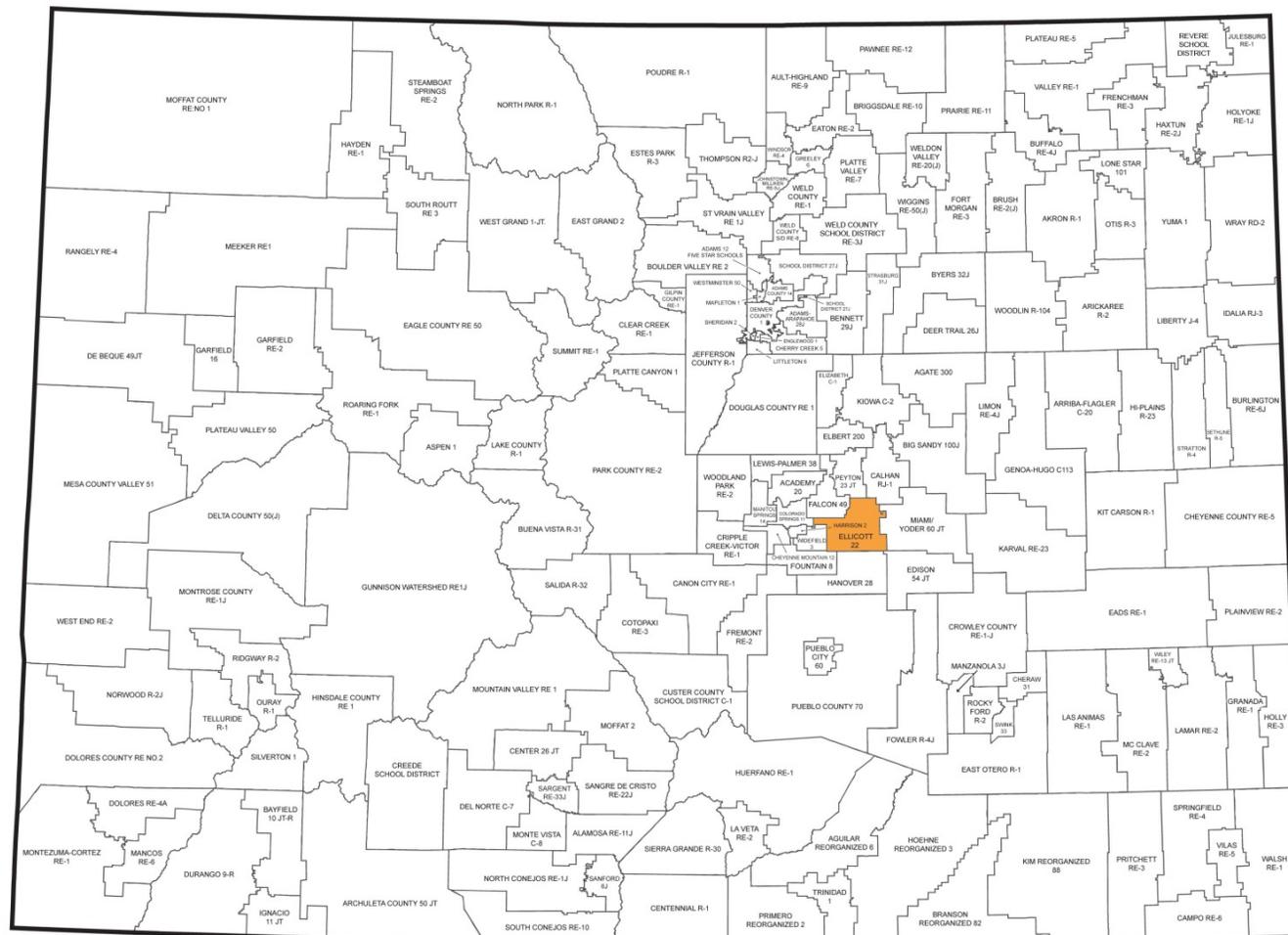
# UNIT TITLE: ALL ROADS LEAD TO FROM ROME ... AND GREECE

## INSTRUCTIONAL UNIT AUTHORS

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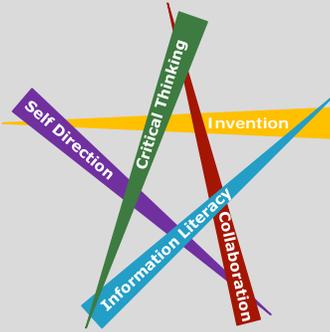
## BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

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Kelli Cabrera  
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*This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.*

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Content Area</b>	Social Studies	<b>Grade Level</b>	7 <sup>th</sup> Grade
<b>Course Name/Course Code</b>	7 <sup>th</sup> Grade Social Studies		
<b>Standard</b>	<b>Grade Level Expectations (GLE)</b>	<b>GLE Code</b>	
1. History	1. Seek and evaluate multiple historical sources with different points of view to investigate a historical question and to formulate and defend a thesis with evidence	SS09-GR.7-S.1-GLE.1	
	2. The historical eras, individuals, groups, ideas and themes within regions of the Eastern Hemisphere and their relationships with one another	SS09-GR.7-S.1-GLE.2	
2. Geography	1. Use geographic tools to gather data and make geographic inferences and predictions	SS09-GR.7-S.2-GLE.1	
	2. Regions have different issues and perspectives	SS09-GR.7-S.2-GLE.2	
3. Economics	1. Supply and demand influence price and profit in a market economy	SS09-GR.7-S.3-GLE.1	
	2. Manage personal credit and debt (PFL)	SS09-GR.7-S.3-GLE.2	
4. Civics	1. The different forms of government and international organizations and their influence in the world community	SS09-GR.7-S.4-GLE.1	
	2. Compare how various nations define the rights, responsibilities and roles of citizens	SS09-GR.7-S.4-GLE.2	
<p align="center"><b>Colorado 21<sup>st</sup> Century Skills</b></p>  <p><b>Critical Thinking and Reasoning:</b> <i>Thinking Deeply, Thinking Differently</i></p> <p><b>Information Literacy:</b> <i>Untangling the Web</i></p> <p><b>Collaboration:</b> <i>Working Together, Learning Together</i></p> <p><b>Self-Direction:</b> <i>Own Your Learning</i></p> <p><b>Invention:</b> <i>Creating Solutions</i></p>		<p align="center"><b>Reading &amp; Writing Standards for Literacy in History/Social Studies 6 - 12</b></p> <p><b>Reading Standards</b></p> <ul style="list-style-type: none"> <li>• Key Ideas &amp; Details</li> <li>• Craft And Structure</li> <li>• Integration of Knowledge and Ideas</li> <li>• Range of Reading and Levels of Text Complexity</li> </ul> <p><b>Writing Standards</b></p> <ul style="list-style-type: none"> <li>• Text Types &amp; Purposes</li> <li>• Production and Distribution of Writing</li> <li>• Research to Construct and Present Knowledge</li> <li>• Range of Writing</li> </ul>	
<b>Unit Titles</b>		<b>Length of Unit/Contact Hours</b>	<b>Unit Number/Sequence</b>
All Roads Lead to from Rome... And Greece		4-6 weeks	2

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<b>Unit Title</b>	All Roads Lead to From Rome... And Greece		<b>Length of Unit</b>	4 - 6 weeks
<b>Focusing Lens(es)</b>	Cultural Legacy	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	SS09-GR.7-S.1-GLE.1 SS09-GR.7-S.1-GLE.2 SS09-GR.7-S.2-GLE.1	SS09-GR.7-S.2-GLE.2 SS09-GR.7-S.4-GLE.1 SS09-GR.7-S.4-GLE.2
<a href="#">CCSS Reading Standards for Literacy in History/Social Studies 6-8</a>	CCSS.RH.6-8.1 CCSS.RH.6-8.5	CCSS.RH.6-8.7 CCSS.RH.6-8.9	<a href="#">CCSS Writing Standards for Literacy in History/Social Studies 6-8</a>	CCSS.WHST.6-8.1 CCSS.WHST.6-8.6 CCSS.WHST.6-8.10
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• What can an artifact tell or not tell about a time period or event? (SS09-GR.7-S.1-GLE.1-IQ.4)</li> <li>• How does the rise or collapse of a government affect surrounding societies over time? (SS09-GR.7-S.1-GLE.2-IQ.1)</li> <li>• What leads to cooperation, competition, or aggression between and among nations? (SS09-GR.7-S.4-GLE.2-IQ.3)</li> <li>• How does geography influence the political and social structures of a civilization? (SS09-GR.7-S.2-GLE.2)</li> </ul>			
<b>Unit Strands</b>	History, Geography, Civics, Economics			
<b>Concepts</b>	Cultural diffusion, legacy, classical, polytheism, monotheism, tradition, scarcity, philosophy, architecture, empire, temple			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Contemporary social traditions often reflect the legacy of and interactions among diverse cultural groups (SS09-GR.7-S.1-GLE.2-EO.a,b,c)	What were the elements of the culture that developed in ancient Greece? What elements of modern culture are results of the legacy of the ancient Greeks? What forms of literature did the Greeks create and how are those forms reflected in today's culture?	How do civilizations influence one another? How do legacies influence the future of civilization?
Physical geography of a region influences the political, cultural, economic, and social processes of a civilization which often leads to interdependence, cooperation and conflict (SS09-GR.7-S.2-GLE.1-EO.b) and (SS09-GR.7-S.2-GLE.2)	How did Greece's geography influence the development of the <i>polis</i> ? How did Greece's geography influence both the separation and interconnectedness of the city-states? How did Greece's geography influence the availability of resources?	How do regional issues affect larger areas? Do regions with similar issues around the world have similar geographic characteristics? How can the physical environment influence an economy?
Changing ideas about justice and equality transform societal rules and social/individual consequences (SS09-GR.7-S.1-GLE.2-EO.e)	How did Rome maintain an empire? How did Jesus' teachings alter ideas of right and wrong? (SS09-GR.7-S.1-GLE.2-EO.b) What are the characteristics of "good governance?" (SS09-GR.7-S.4-GLE.2-EO.e)	How do different forms of government provide different rights to their citizens? What roles of citizens are the most important? Why should responsible community members understand that rights, responsibilities, and roles of

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		citizens are different over time and in various nations?
Rulers derive their power from the consent of the governed (SS09-GR.7-S.4-GLE.1-EO.a,b,c) and (SS09-GR.7-S.4-GLE.2-EO.a,e)	How is the notion “derives its power from the consent of the governed” a key principle of good governance? (SS09-GR.7-S.4-GLE.2-EO.e) How did Julius Caesar gain power in Rome?	Why do civilizations decline? What is the purpose of government?

<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>Roles and responsibilities of governments and the governed (SS09-GR.7-S.4-GLE.2-EO.b,c,e)</li> <li>Different forms of government and how they derive their authority (SS09-GR.7-S.4-GLE.2-EO.a)</li> <li>Methods and routes of diffusion of ideas (e.g. Hellenization) (SS09-GR.7-S.1-GLE.1-EO.a) and (SS09-GR.7-S.1-GLE.2-EO.a,e) and (SS09-GR.7-S.2-GLE.2-EO.d)</li> <li>Foundations, development and tenets of Christianity (SS09-GR.7-S.1-GLE.2-EO.c,e)</li> <li>The cultural influences of classical civilizations on the Mediterranean cultures through assimilation, conquest, migration and trade</li> <li>The structure of Athenian society and how it influenced American government.</li> <li>The social and political characteristics of Greek city-states, specifically Sparta and Athens</li> <li>How Romans formed a republic and identify the reasons that the Roman Republic went into decline.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast similarities and differences within systems of religion, and codes of law</li> <li>Identify the characteristics of different forms of government</li> <li>Explain ways in which authority systems exert control</li> <li>Analyze historical sources for accuracy and point of view (SS09-GR.7-S.1-GLE.1-EO.b)</li> <li>Locate key places and geographical features on a variety maps</li> <li>Compare the golden ages of Greece and Rome justify major achievements that represent world legacies</li> </ul>

<b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i>	
<b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b>	<i>Individuals interact with institutions of authority and power (both religious and civil) to engage within the larger society.</i>
<b>Academic Vocabulary:</b>	Compare, contrast, authority, culture, identity, individual, responsibility, institution, legacy, classical, migration, philosophy
<b>Technical Vocabulary:</b>	Republic, governed, city-state, assimilation, conquest, diffusion, consent of the governed, polis, peninsula, oligarchy, agora, epic poem, empire

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<b>Unit Description:</b>	This unit focuses on the classical civilizations, Greece and Rome. The unit begins with an introductory look at the legacy of Greece and Rome to engage students’ prior knowledge. Students will then discover the geography of Greece and analyze its impact on the development of their political and social structures by studying the Minoans, Mycenaeans, Athenians and Spartans. To transition to Rome, the students will investigate the cultural diffusion of Greece in order to explain the establishment of the Roman Republic and Empire. Next, students discover the political structures and culture of Rome. The culminating assessment has students creating a travel blog that takes travelers around the world to sites influenced by the Greeks and Romans.
<b>Considerations:</b>	This unit was added after reviewing the scope and sequence of the 7th grade unit overviews. It was evident that there was a gap in the sequence; therefore, we developed a new unit overview and instructional unit that focuses on the history, politics, and legacies of the ancient Greeks and Romans.
<b>Unit Generalizations</b>	
<b>Key Generalization:</b>	Contemporary social traditions often reflect the legacy of and interactions among diverse cultural groups
<b>Supporting Generalizations:</b>	Physical geography dictates the scarcity of a resource, which often has a corresponding influence on its value
	Changing ideas about justice and equality transform societal rules and social/individual consequences
	Rulers derive their power from the consent of the governed

<b>Performance Assessment: <i>The capstone/summative assessment for this unit.</i></b>	
<b>Claims:</b> (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Contemporary social traditions often reflect the legacy of and interactions among diverse cultural groups
<b>Stimulus Material:</b> (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You are traveling around the world with a student travel group to seek out the lasting influence of ancient Greek and Roman civilizations. In order to keep in touch with friends and family at home, you all have decided to keep a travel blog illustrating the roots of Greek and Roman civilizations and the evidence of their lasting influence on architecture, cultural traditions, government, art, literature, sports, etc. As part of your student travel assignment, the blog should include images (as evidence of the Greek/Roman influence), as well as narratives describing the historical roots of the artifact (e.g., a Roman aqueduct - why were they built? How were they built?), where the artifact is located, and how Greek/Roman influence came to that area (e.g., was the location part of the Roman Empire?).
<b>Product/Evidence:</b> (Expected product from students)	Students may work in small groups to create and develop the blog. Blogs should include 8 - 10 pieces of evidence of Greek and Roman influence around the world (including 1 - 2 pieces of evidence from the United States). NOTE: Consider having students complete entries in their blogs during the unit. <a href="https://edublogs.org/">https://edublogs.org/</a> (Edublogs - free education blogs)
<b>Differentiation:</b> (Multiple modes for student expression)	Teacher may create teams based on ability. Teacher may also assign specific roles within teams based on ability. Teacher may provide specific sources for groups to draw from. Teacher may have students focus on a specific area of the world (e.g. United States only etc.). Teacher may allow for narrative to be recorded.

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<b>Texts for independent reading or for class read aloud to support the content</b>	
<b>Informational/Non-Fiction</b>	<b>Fiction</b>
<p>Bordessa, K. <i>Tools of the Ancient Greeks: A Kid’s Guide to the History &amp; Science of Life in Ancient Greece</i>. Lexile: 1170</p> <p>Hodge, S. <i>Ancient Greek Art (Art in History)</i>. Lexile: 890</p> <p>Levine, M. (2009). <i>The Greeks: Life in Ancient Greece</i>. (Lexile: 650L)</p> <p>Medina, N. &amp; Foley, T. <i>Who Was Julius Caesar?</i> Lexile: 810</p> <p>Newman, S. <i>Ancient Greece (True Books: Ancient Civilization)</i>. Lexile: 850</p> <p>Pearson, A. <i>Ancient Greece (DK Eyewitness Books)</i>. Lexile: 1050</p> <p>Pope Osborne, M. <i>Ancient Greece and the Olympics: A Nonfiction Companion to Magic Tree House (Magic Tree House Fact Tracker)</i>. Lexile: 590</p>	<p>Aliki. <i>The Gods and Goddesses of Olympus (Trophy Picture Books)</i>. Lexile: Ages 4-8</p> <p>D’Aulaire, I. <i>D’Aulaires’ Book of Greek Myths</i> Audio CD – Audiobook, Unabridged. Ages: 8-12</p> <p>Ford, M. <i>You Wouldn’t Want to Be a Greek Athlete!</i> Lexile: 930</p> <p>Ford, M. <i>A Greek Athlete!: Races You’d Rather Not Run</i>. Lexile: 920</p> <p>Honan, L. <i>Spend the Day in Ancient Greece: Projects and Activities that Bring the Past to Life</i>. Ages: 7-9</p> <p>Little, E. <i>The Trojan Horse: How the Greeks Won the War (Step into Reading)</i>. Lexile: 450</p> <p>Pope Osborne, M. <i>Hour of the Olympics (Magic Tree House #16)</i>. Lexile: 380</p> <p>Powell, A. <i>History News: The Greek News</i>. Lexile: 960</p> <p>Pugliano-Martin, C. <i>Greek Myth Plays: 10 Theater Scripts Based on Favorite Greek Myths That Students Can Read and Reread to Develop Their Fluency (Best Practices in Action)</i>. Ages: 9-up</p> <p>Saenz, B. <i>Aristotle and Dante Discover the Secrets of the Universe</i>. Lexile: 380</p> <p>Van Vleet, C. <i>Explore Ancient Greece!: 25 Great Projects, Activities, Experiments (Explore Your World)</i>. Lexile: 750</p> <p>Worth-Baker, M. <i>Greek Mythology Activities: Activities to Help Students Build Background Knowledge About Ancient Greece, Explore the Genre of Myths, and Learn Important Vocabulary (Teaching Resource)</i>. Ages: 10 &amp; up</p>

<b>Ongoing Discipline-Specific Learning Experiences</b>			
1.	Description:	Read, analyze and support understanding of text	<p>Teacher Resources: <a href="https://www.teachingchannel.org/videos/analyzing-text-lesson">https://www.teachingchannel.org/videos/analyzing-text-lesson</a> (A short video on the Teaching Channel showing how to analyze texts)</p> <p><a href="http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/reading.pdf">http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/reading.pdf</a> (Reading Strategies)</p> <p><a href="http://www.wisconsinhistory.org/turningpoints/primarysources.asp#read">http://www.wisconsinhistory.org/turningpoints/primarysources.asp#read</a> (Using Primary Sources in the Classrooms)</p>
			<p>Student Resources: <a href="http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Books_and_Other_Printed_Texts.pdf">http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Books_and_Other_Printed_Texts.pdf</a> (Library of Congress: Analyzing Books and Other Printed Texts Worksheet)</p> <p><a href="http://www.wisconsinhistory.org/turningpoints/pdfs/documentanalysisworksheet.pdf">http://www.wisconsinhistory.org/turningpoints/pdfs/documentanalysisworksheet.pdf</a> (Document Analysis Worksheet)</p>
	Skills:	Cite specific textual evidence to support analysis of primary and secondary sources. ( <a href="#">CCSS RH. 6-8.1</a> )	<p>Assessment: Students will answer (oral or written) document-based questions clarifying their learning and understanding of the reading.</p> <p>Students will use graphic organizers to keep track of specific evidence of the reading.</p>

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2.	Description:	Determine the meaning of words and phrases as they are used, including conversation and academic vocabulary related to history / social studies	Teacher Resources:	<a href="http://olc.spsd.sk.ca/de/pd/instr/strats/wordwall/">http://olc.spsd.sk.ca/de/pd/instr/strats/wordwall/</a> (Word Walls) <a href="http://www.readingrockets.org/strategies/word_walls/">http://www.readingrockets.org/strategies/word_walls/</a> (Word Walls)
			Student Resources:	<a href="http://www.realclassroomideas.com/resources/graphic+organizers-wordbank.pdf">http://www.realclassroomideas.com/resources/graphic+organizers-wordbank.pdf</a> (Word Bank Graphic Organizer) <a href="http://www.eslpages.com/samplesheets/samplewordbanksheets.htm">http://www.eslpages.com/samplesheets/samplewordbanksheets.htm</a> (Word Bank Worksheet) <a href="http://www.realclassroomideas.com/resources/graphic+organizers-vocabcards.pdf">http://www.realclassroomideas.com/resources/graphic+organizers-vocabcards.pdf</a> (Vocabulary Graphic Organizer)
	Skills:	Collect vocabulary words and create an on-going word wall using context clues, definitions and visual support	Assessment:	Students will create a word wall to visualize important vocabulary throughout the unit.
3.	Description:	Think and work like a historian by examining and analyzing primary and secondary sources to extract historical information	Teacher Resources:	<a href="http://www.scholastic.com/teachers/top-teaching/2013/01/reading-response-forms-and-graphic-organizers">http://www.scholastic.com/teachers/top-teaching/2013/01/reading-response-forms-and-graphic-organizers</a> (Scholastic: Reading Response Forms and Graphic Organizers) <a href="http://www.mcrc-online.ca/documents/buehl/goread.pdf">http://www.mcrc-online.ca/documents/buehl/goread.pdf</a> (Graphic Organizers for Reading Comprehension) <a href="http://www.readwritethink.org/professional-development/strategy-guides/making-connections-30659.html?tab=2">http://www.readwritethink.org/professional-development/strategy-guides/making-connections-30659.html?tab=2</a> (Read, Write, Think: Making Connections)
			Student Resources:	<a href="http://www.mcrc-online.ca/documents/buehl/goread.pdf">http://www.mcrc-online.ca/documents/buehl/goread.pdf</a> (Graphic Organizers for Reading Comprehension)
	Skills:	Use context and content from the past to make connections, predictions and inferences to the present	Assessment:	Students will construct short arguments connecting their learning across time.

**Prior Knowledge and Experiences**

Students should have a working knowledge of how to identify, read, analyze, and make inferences from primary sources. Students should also have basic map reading skills.

**Learning Experience # 1**

The teacher may engage students in gallery walk (e.g. images of Greek and Roman architecture, early Olympics, excerpts from writings of Thucydides) so that students can begin to understand the foundations of classical civilizations and begin to consider the legacy of those cultures.

**Generalization Connection(s):**

Contemporary social traditions often reflect the legacy of and interactions among diverse cultural groups  
Physical geography dictates the scarcity of a resource, which often has a corresponding influence on its value

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<b>Teacher Resources:</b>	<a href="http://w-ww.penn.museum/sites/olympics/olympicintro.shtml">http://w-ww.penn.museum/sites/olympics/olympicintro.shtml</a> (History of the Olympics) <a href="http://library.mtsu.edu/tps/sets/Primary_Source_Set--Greece_and_Rome.pdf">http://library.mtsu.edu/tps/sets/Primary_Source_Set--Greece_and_Rome.pdf</a> (Primary source set: Legacy of the Greeks and Romans)	
<b>Student Resources:</b>	<a href="http://www.history.com/topics/olympic-games">http://www.history.com/topics/olympic-games</a> (History Channel - History of The Olympics) <a href="http://www.bbc.co.uk/schools/primaryhistory/ancient_greeks/the_olympic_games/">http://www.bbc.co.uk/schools/primaryhistory/ancient_greeks/the_olympic_games/</a> (BBC - History of The Olympics) <a href="http://teacher.scholastic.com/activities/athens_games/history.htm">http://teacher.scholastic.com/activities/athens_games/history.htm</a> (History of The Olympics - Scholastic) <a href="https://www.eduplace.com/graphicorganizer/pdf/kwl.pdf">https://www.eduplace.com/graphicorganizer/pdf/kwl.pdf</a> (KWL Chart)	
<b>Assessment:</b>	Students will complete a KWL chart.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may be provided guiding questions/word-bank for filling out the KWL chart	N/A
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The Olympics as the coming together of city-state</li> <li>• Greek architectural accomplishments (e.g., Ionian, Corinthian, Doric columns, the Parthenon)</li> <li>• Roman architectural accomplishments (e.g. Roman Coliseum, Pantheon)</li> <li>• The significant Greek and Roman philosophers (e.g., Aristotle, Ptolemy)</li> <li>• The significant contributions of the Greeks and Romans (e.g., aqueduct, roads, calendar, etc.)</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Make predictions about Greek and Roman legacies in the United States</li> <li>• Identify artifacts</li> </ul>	
<b>Critical Language:</b>	Aqueduct, concrete, roads, calendar, legacy, classical civilization, Olympics, Greeks, Romans	

**Learning Experience # 2**

The teacher may provide maps and images (e.g., Minoan art, digital era maps, Mycenaean artifacts) so that students can explain how the physical geography of Greece influenced the development of early Greek culture and economy.

<b>Generalization Connection(s):</b>	Contemporary social traditions often reflect the legacy of and interactions among diverse cultural groups Physical geography dictates the scarcity of a resource, which often has a corresponding influence on its value
<b>Teacher Resources:</b>	<a href="http://ancient-greece.org/art/minoan-art.html">http://ancient-greece.org/art/minoan-art.html</a> (Minoan Art-links to museums, art collections, archaeological sites) <a href="http://www.greecetaxi.gr/index/mycena.html">http://www.greecetaxi.gr/index/mycena.html</a> (Mycenae Tour with information and images) <a href="https://www.seal-pa.org/ms/staff/dhicks/blog/Lists/Photos/Geography%20and%20the%20Early%20Greeks.pdf">https://www.seal-pa.org/ms/staff/dhicks/blog/Lists/Photos/Geography%20and%20the%20Early%20Greeks.pdf</a> (Geography and trade with early Greek civilizations) <a href="http://digital.library.louisville.edu/cdm/ref/collection/vrc/id/482">http://digital.library.louisville.edu/cdm/ref/collection/vrc/id/482</a> (Digital maps - Ancient Greece) <a href="http://www.ancient.eu/Mycenaean_Civilization/">http://www.ancient.eu/Mycenaean_Civilization/</a> (Mycenaean Civilization)
<b>Student Resources:</b>	<a href="http://www.timemaps.com/civilization/Minoan-civilization">http://www.timemaps.com/civilization/Minoan-civilization</a> (Minoan, article w/ map - World History Timeline) <a href="http://www.ancient.eu/Minoan_Civilization/">http://www.ancient.eu/Minoan_Civilization/</a> (Minoan Civilization) <a href="http://ancient-greece.org/history/minoan.html">http://ancient-greece.org/history/minoan.html</a> (History of Minoan Crete) <a href="http://www.ancient.eu/Mycenaean_Civilization/">http://www.ancient.eu/Mycenaean_Civilization/</a> (Mycenaean Civilization)

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	<a href="http://www.metmuseum.org/toah/hd/myce/hd_myce.htm">http://www.metmuseum.org/toah/hd/myce/hd_myce.htm</a> (Mycenaean Civilization) <a href="http://www.ancientgreece.com/s/Mycenaean/">http://www.ancientgreece.com/s/Mycenaean/</a> (Mycenaean Civilization)	
<b>Assessment:</b>	Students will create an informational brochure about the Minoan or Mycenaean civilization illustrating the influence of geography on their culture and economy. This brochure should include artifacts that historians and archaeologists may have used explain the culture of the Minoans and Mycenaeans. ( <a href="http://www.readwritethink.org/classroom-resources/student-interactives/printing-press-30036.html">http://www.readwritethink.org/classroom-resources/student-interactives/printing-press-30036.html</a> )	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may work in groups Students may be provided pictures of artifacts for students to use in their brochures	Students may create a poster
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="https://www.canva.com/create/brochures/">https://www.canva.com/create/brochures/</a> (Free digital brochure creator)	Students may create a digital brochure
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The economies of the Minoan and Mycenaean civilization (trade, shipping)</li> <li>• The significance of the Trojan War</li> <li>• The impact of geography on the strengths of the Mycenaeans (e.g. their navy)</li> <li>• The significance of the wealth of the Mycenaean civilization</li> <li>• The geographic location of the Minoan and Mycenaean civilization</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Summarize information</li> <li>• Select artifacts and explain their significance</li> </ul>	
<b>Critical Language:</b>	Trojan war, Minoan, Mycenaean, trade, shipping, wealth, navy, city-state, monarchy, archaeologist	

**Learning Experience # 3**

The teacher may provide primary and secondary sources (e.g., digital era maps, *Athenian Constitution*, Herodotus' *Histories*, Spartan and Athenian artifacts) so that students can explain how the physical geography of Greece influenced the development of its political and social structures.

<b>Generalization Connection(s):</b>	Physical geography dictates the scarcity of a resource, which often has a corresponding influence on its value Changing ideas about justice and equality transform societal rules and social/individual consequences Rulers derive their power from the consent of the governed
<b>Teacher Resources:</b>	<a href="http://www.greeka.com/greece-geography/">http://www.greeka.com/greece-geography/</a> (Article on the physical geography of Greece) <a href="http://history-world.org/Greece%20Creativity.htm">http://history-world.org/Greece%20Creativity.htm</a> (Article: A History of Ancient Greece) <a href="http://plato.stanford.edu/entries/ancient-political/">http://plato.stanford.edu/entries/ancient-political/</a> (Article: Ancient Greek political philosophy) <a href="http://www.ancientgreece.com/s/Culture/">http://www.ancientgreece.com/s/Culture/</a> (Article: Ancient Greek social structure) <a href="http://www.ushistory.org/civ/5a.asp">http://www.ushistory.org/civ/5a.asp</a> (Article: The Rise of City-States, Athens and Sparta) <a href="http://www.eduplace.com/ss/socsci/ca/books/bkf3/reviews/pdfs/LS_6_11_01.pdf">http://www.eduplace.com/ss/socsci/ca/books/bkf3/reviews/pdfs/LS_6_11_01.pdf</a> (Greek geography and trade)
<b>Student Resources:</b>	<a href="http://www.greeka.com/greece-geography/">http://www.greeka.com/greece-geography/</a> (Physical Geography of Greece) <a href="http://geography.howstuffworks.com/europe/geography-of-greece1.htm">http://geography.howstuffworks.com/europe/geography-of-greece1.htm</a> (Physical Geography of Greece) <a href="http://www.history.com/topics/ancient-history/ancient-greece-democracy">http://www.history.com/topics/ancient-history/ancient-greece-democracy</a> (Origins of Greek democracy)

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	<a href="http://www.ancient.eu/Greek_Government/">http://www.ancient.eu/Greek_Government/</a> (Article: Greek government and democracy) <a href="http://www.ducksters.com/history/ancient_greece/greek_city_state.php">http://www.ducksters.com/history/ancient_greece/greek_city_state.php</a> (Article: Ancient Greek city-states)	
<b>Assessment:</b>	Students will create a compare/contrast foldable illustrating the political and social structures of Athens and Sparta.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may be assigned either political or social structures  <a href="http://www.readwritethink.org/files/resources/interactives/comparecontrast/map.html">http://www.readwritethink.org/files/resources/interactives/comparecontrast/map.html</a> (Compare and contrast map)	Students may write a paragraph about the political and social structures of Athens and a paragraph about those structures in Sparta  Students may complete a compare/contrast map to help organize their writing
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may create an annotated map
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The origins of democratic ideology</li> <li>• How geography influenced the design of political systems in the Greek world (polis)</li> <li>• How the availability of resources influenced differences of Greek culture</li> <li>• Different forms of government and how they derive their authority</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Compare and contrast Athenian and Spartan political structures</li> <li>• Define city-state</li> <li>• Identify the characteristics of different forms of government</li> </ul>	
<b>Critical Language:</b>	Athens, Sparta, democracy, monarchy, military, Helot, navy, Pericles, Hoplite, city-state, Peloponnesian War, The Assembly, the Council of 500, Cleisthenes, polis, agora	

**Learning Experience # 4**

The teacher may provide images, documents, and artifacts so that students can explore the cultural developments (e.g., art, architecture) of the classical Greeks which had a lasting impact beyond their time.

<b>Generalization Connection(s):</b>	Contemporary social traditions often reflect the legacy of and interactions among diverse cultural groups
<b>Teacher Resources:</b>	<a href="http://www.ancientgreece.com/s/Art/">http://www.ancientgreece.com/s/Art/</a> (Ancient Greek art and architectural design) <a href="http://www.metmuseum.org/toah/hd/tacg/hd_tacg.htm">http://www.metmuseum.org/toah/hd/tacg/hd_tacg.htm</a> (Metropolitan Museum of Art: The Art of Classical Greece) <a href="https://www.khanacademy.org/humanities/ancient-art-civilizations/greek-art/beginners-guide-greece/a/introduction-to-greek-architecture">https://www.khanacademy.org/humanities/ancient-art-civilizations/greek-art/beginners-guide-greece/a/introduction-to-greek-architecture</a> (Ancient Greek architecture) <a href="https://www.khanacademy.org/humanities/ancient-art-civilizations/greek-art">https://www.khanacademy.org/humanities/ancient-art-civilizations/greek-art</a> (Ancient Greek Art) <a href="http://www.visual-arts-cork.com/antiquity/greek-sculpture-hellenistic-period.htm">http://www.visual-arts-cork.com/antiquity/greek-sculpture-hellenistic-period.htm</a> (Greek sculpture during the Hellenistic period)
<b>Student Resources:</b>	<a href="http://www.ushistory.org/civ/5e.asp">http://www.ushistory.org/civ/5e.asp</a> (Art and architecture in Ancient Greece) <a href="http://www.ancientgreece.com/s/Art/">http://www.ancientgreece.com/s/Art/</a> (Ancient art and architectural design) <a href="http://www.historyforkids.net/ancient-greek-architecture.html">http://www.historyforkids.net/ancient-greek-architecture.html</a> (Ancient Greek architecture) <a href="https://www.khanacademy.org/humanities/ancient-art-civilizations/greek-art/beginners-guide-greece/a/introduction-to-greek-architecture">https://www.khanacademy.org/humanities/ancient-art-civilizations/greek-art/beginners-guide-greece/a/introduction-to-greek-architecture</a> (Ancient Greek architecture) <a href="http://www.metmuseum.org/toah/hd/tacg/hd_tacg.htm">http://www.metmuseum.org/toah/hd/tacg/hd_tacg.htm</a> (The art of Classical Greece) <a href="https://www.khanacademy.org/humanities/ancient-art-civilizations/greek-art">https://www.khanacademy.org/humanities/ancient-art-civilizations/greek-art</a> (Ancient Greek Art)

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<b>Assessment:</b>	Students will create a piece of art or 3-D architecture that reflects classical Greek style. The piece of art/architecture will include a paragraph description of the how the artwork reflects Greek style and where it can be found today.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may be provided with several pictures of art and architecture for the student to choose from	Student may locate a picture of a piece of art or architecture reflecting Greek style in a magazine and write a short constructed response identifying Greek influence Students may locate a picture of a piece of contemporary art or architecture influenced by Greek style and annotate the picture identifying Greek characteristics
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Student may create a digital piece of art reflecting Greek style and include the paragraph description or annotations digitally
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The impact of the invention of concrete on architectural design</li> <li>• How geography influenced the availability of materials in Greece</li> <li>• The significance of religion on artistic design</li> <li>• The focus of Greek art on the human form</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Create a piece of artwork based on classical art/architecture</li> </ul>	
<b>Critical Language:</b>	Column, mosaic, concrete, temple, Ionic, Doric, Corinthian, architecture, sculpture, classical	

<b>Learning Experience # 5</b>	
The teacher may provide images, documents, and artifacts so that students can explore the cultural developments (e.g., epics, mythology) of the classical Greeks which had a lasting impact beyond their time.	
<b>Generalization Connection(s):</b>	Contemporary social traditions often reflect the legacy of and interactions among diverse cultural groups
<b>Teacher Resources:</b>	<a href="http://www.greekmythology.com/">http://www.greekmythology.com/</a> (Archive of Greek mythologies) <a href="http://www.mythweb.com/teachers/tips/tips.html">http://www.mythweb.com/teachers/tips/tips.html</a> (Teaching tips for writing myths) <a href="http://www.pbs.org/empires/thegreeks/background/24c.html">http://www.pbs.org/empires/thegreeks/background/24c.html</a> (Article: The Different Types of Greek Drama) <a href="http://projects.cbe.ab.ca/senatorpatrickburns/myth_outline.htm">http://projects.cbe.ab.ca/senatorpatrickburns/myth_outline.htm</a> (Outline for creating a myth) <a href="http://www.bachelorsdegreeonline.com/blog/2011/10-greek-plays-that-are-essential-to-any-education/">http://www.bachelorsdegreeonline.com/blog/2011/10-greek-plays-that-are-essential-to-any-education/</a> (Synopses of 10 great Greek plays) <a href="http://www.iep.utm.edu/greekphi/">http://www.iep.utm.edu/greekphi/</a> (Ancient Greek philosophy) <a href="http://www.enkivillage.com/famous-greek-philosophers.html">http://www.enkivillage.com/famous-greek-philosophers.html</a> (Greek philosophers and quotes)
<b>Student Resources:</b>	<a href="http://www.pbs.org/empires/thegreeks/background/24c.html">http://www.pbs.org/empires/thegreeks/background/24c.html</a> (Article: The Different Types of Greek Drama) <a href="https://www.youtube.com/watch?v=aSRLK7SogvE">https://www.youtube.com/watch?v=aSRLK7SogvE</a> (Video: An introduction to Greek theater) <a href="http://www.ancient-literature.com/greece.html">http://www.ancient-literature.com/greece.html</a> (Greek literary style) <a href="http://projects.cbe.ab.ca/senatorpatrickburns/myth_outline.htm">http://projects.cbe.ab.ca/senatorpatrickburns/myth_outline.htm</a> (Outline for creating a myth) <a href="http://questgarden.com/101/82/6/100420145252/process.htm">http://questgarden.com/101/82/6/100420145252/process.htm</a> (A WebQuest on creating a myth)
<b>Assessment:</b>	Students will write a Greek myth by selecting a natural phenomenon and explaining how it came to be.

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<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may be provided an outline for their myth <a href="http://projects.cbe.ab.ca/senatorpatrickburns/myth_outline.htm">http://projects.cbe.ab.ca/senatorpatrickburns/myth_outline.htm</a> Students may be provided the beginning of a myth to finish <a href="http://projects.cbe.ab.ca/senatorpatrickburns/sequential%20creation%20activities_.htm">http://projects.cbe.ab.ca/senatorpatrickburns/sequential%20creation%20activities_.htm</a>	N/A
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may create a digital comic strip to tell their myth
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The structure of the Greek myth and the epic cycle</li> <li>• The religious beliefs and practices of the Greeks</li> <li>• The significance of Greek theatre and the Olympics</li> <li>• The impact the key philosophers (Socrates, Plato, Aristotle)</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Write a creative piece with historical context</li> </ul>	
<b>Critical Language:</b>	Greek drama, Greek tragedy, myth, epic, religion, epic cycle, Homer, Odyssey, the Iliad, the Philosophers, the Olympics	

<b>Learning Experience # 6</b>	
The teacher may provide students with a primary source set (to be developed by teacher) on Hellenistic Greece so that students can explore how the diffusion of Greek culture influenced subsequent civilizations.	
<b>Generalization Connection(s):</b>	Contemporary social traditions often reflect the legacy of and interactions among diverse cultural groups
<b>Teacher Resources:</b>	<a href="http://www.fordham.edu/halsall/hellenistic">http://www.fordham.edu/halsall/hellenistic</a> (Primary source documents - Hellenistic Greek Culture) <a href="http://www.metmuseum.org/TOAH/hd/haht/hd_haht.htm">http://www.metmuseum.org/TOAH/hd/haht/hd_haht.htm</a> (Metropolitan Museum of Art: Art of the Hellenistic Age and the Hellenistic Tradition) <a href="http://www.ushistory.org/civ/5g.asp">http://www.ushistory.org/civ/5g.asp</a> (Article: Alexander the Great) <a href="http://college.cengage.com/humanities/perry/humanities/1e/students/summaries/ch05.html">http://college.cengage.com/humanities/perry/humanities/1e/students/summaries/ch05.html</a> (Article: The Hellenistic Age - Cultural Diffusion) <a href="http://fileserv.net-texts.com/asset.aspx?dl=no&amp;id=73293">http://fileserv.net-texts.com/asset.aspx?dl=no&amp;id=73293</a> (PowerPoint: Alexander the Great and cultural diffusion) <a href="http://www.unionacademy.net/UserFiles/Servers/Server_6455978/File/SBlair%202014/5.6.pdf">http://www.unionacademy.net/UserFiles/Servers/Server_6455978/File/SBlair%202014/5.6.pdf</a> (The Etruscans and cultural diffusion)
<b>Student Resources:</b>	<a href="https://www.khanacademy.org/humanities/ancient-art-civilizations/etruscan/a/the-etruscans-an-introduction">https://www.khanacademy.org/humanities/ancient-art-civilizations/etruscan/a/the-etruscans-an-introduction</a> (An introduction to the Etruscans) <a href="http://www.ushistory.org/civ/5g.asp">http://www.ushistory.org/civ/5g.asp</a> (Article: Alexander the Great) <a href="http://www.timemaps.com/civilization/Etruscans">http://www.timemaps.com/civilization/Etruscans</a> (Time maps - The Etruscans) <a href="http://www.scribblemaps.com/">http://www.scribblemaps.com/</a> (Digital annotated map creator)
<b>Assessment:</b>	Students will create an annotated, illustrated map to illustrate the spread of Greek culture during the Hellenistic period. <a href="http://archive.teachfind.com/qcda/curriculum.qcda.gov.uk/uploads/Geo%20level%204%205.1_medium_tcm8-17245.jpg">http://archive.teachfind.com/qcda/curriculum.qcda.gov.uk/uploads/Geo%20level%204%205.1_medium_tcm8-17245.jpg</a> (Example of an annotated map)

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<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may be provided a map template Students may be provided an outline detailing information that needs to be included on the map	N/A
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.scribblemaps.com/">http://www.scribblemaps.com/</a> (Free digital map creator)	Students may create a digital version of the annotated map
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• How the rise or collapse of a government affects surrounding societies</li> <li>• The significance of the conquests of Alexander the Great</li> <li>• The geographic results of the Alexander the Great' conquests</li> <li>• The reasoning behind the Etruscan civilization "copying" Greek culture</li> <li>• Methods and routes of diffusion of ideas (e.g. Hellenization)</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Define Hellenism</li> <li>• Use maps to illustrate conquest and cultural diffusion</li> </ul>	
<b>Critical Language:</b>	Hellenism, Hellenistic Era, Alexander the Great, Philip of Macedonia, Alexandria, conquest, cultural diffusion, Etruscan, empire, assimilation	

**Learning Experience # 7**

The teacher may provide primary and secondary sources (e.g., the 12 Tables, structure of the Roman Republic) so that students can analyze the political and economic foundations of classical Roman civilization.

<b>Generalization Connection(s):</b>	Contemporary social traditions often reflect the legacy of and interactions among diverse cultural groups Changing ideas about justice and equality transform societal rules and social/individual consequences Rulers derive their power from the consent of the governed	
<b>Teacher Resources:</b>	<a href="http://www.csun.edu/~hcf11004/12tables.html">http://www.csun.edu/~hcf11004/12tables.html</a> (Primary source: the 12 Tables of Law) <a href="http://www.historyguide.org/ancient/12tables.html">http://www.historyguide.org/ancient/12tables.html</a> (Explanation of The 12 Tables) <a href="http://www.ushistory.org/civ/6a.asp">http://www.ushistory.org/civ/6a.asp</a> (Article: The Roman Republic) <a href="https://www.eduplace.com/ss/socsci/ca/books/bkf3/reviews/pdfs/LS_6_13_02.pdf">https://www.eduplace.com/ss/socsci/ca/books/bkf3/reviews/pdfs/LS_6_13_02.pdf</a> (Lesson Plan: Roman Republic) <a href="http://ghsgiglio.weebly.com/lesson-3-govt-of-roman-republic-2-days.html">http://ghsgiglio.weebly.com/lesson-3-govt-of-roman-republic-2-days.html</a> (Lesson Plan: The Roman Republic) <a href="http://www.pbs.org/empires/romans/empire/">http://www.pbs.org/empires/romans/empire/</a> (PBS website: The Roman Empire - structure, emperors, etc.) <a href="http://www.ushistory.org/civ/6b.asp">http://www.ushistory.org/civ/6b.asp</a> (Article: Caesar and the fall of the Republic)	
<b>Student Resources:</b>	<a href="https://www.youtube.com/watch?v=eQJwFiEOLsw">https://www.youtube.com/watch?v=eQJwFiEOLsw</a> (Video: Roman Republic) <a href="http://www.ushistory.org/civ/6a.asp">http://www.ushistory.org/civ/6a.asp</a> (Article: The Roman Republic) <a href="http://www.ushistory.org/civ/6b.asp">http://www.ushistory.org/civ/6b.asp</a> (Article: Caesar and the fall of the Republic)	
<b>Assessment:</b>	The students will create a Prezi explaining the political and economic structures of Rome.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may be provided an outline for the Prezi Students may focus on either political or economic structures	Students may create a poster identifying political and/or economic structures of Rome

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<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process) N/A	<b>Expression</b> (Products and/or Performance) N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The development of political structures in the Roman Republic (e.g. the 12 Tables of Law)</li> <li>• The democratic foundations of the Roman Republic</li> <li>• The dictatorial nature of the Roman Empire</li> <li>• The impact of roads on trade</li> <li>• The geographic significance of the economy (e.g., items traded like olive oil, grapes, grains)</li> <li>• The significance of Rome as a part of the Silk Road</li> <li>• Different forms of government and how they derive their authority</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Summarize key information about the Roman Republic</li> </ul>	
<b>Critical Language:</b>	The 12 Tables, republic, empire, emperor, trade, dictator, Julius Caesar, the Five Good Emperors, agrarian, slave, Silk Road, The Forum, The Senate	

<b>Learning Experience # 8</b>		
The teacher may provide documents (e.g., Julian calendar) so that students can discover the cultural and social characteristics of the Roman civilization.		
<b>Generalization Connection(s):</b>	Contemporary social traditions often reflect the legacy of and interactions among diverse cultural groups	
<b>Teacher Resources:</b>	<a href="http://www.pbs.org/empires/romans/empire/life.html">http://www.pbs.org/empires/romans/empire/life.html</a> (PBS website: Life in Roman Times) <a href="http://www.bbc.co.uk/schools/primaryhistory/romans/family_and_children/">http://www.bbc.co.uk/schools/primaryhistory/romans/family_and_children/</a> (BBC interactive website on life in Rome) <a href="http://www.historyonthenet.com/romans/society.htm">http://www.historyonthenet.com/romans/society.htm</a> (Article: Roman society)	
<b>Student Resources:</b>	<a href="http://www.historyonthenet.com/romans/society.htm">http://www.historyonthenet.com/romans/society.htm</a> (Article: Roman society) <a href="http://www.pbs.org/empires/romans/empire/life.html">http://www.pbs.org/empires/romans/empire/life.html</a> (PBS website: Life in Roman Times) <a href="http://www.bbc.co.uk/schools/primaryhistory/romans/family_and_children/">http://www.bbc.co.uk/schools/primaryhistory/romans/family_and_children/</a> (BBC interactive website on life in Rome)	
<b>Assessment:</b>	The students will create a scrapbook that has artifacts (e.g., images of the Roman Coliseum, housing, art) that reflects what cultural and social life was like in the Roman Empire.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The student may be provided specific resources to use in the scrapbook	N/A
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may include annotations in their scrapbook
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The social structure of the Roman Empire (e.g. plebeian, patrician, slave)</li> <li>• identify similarities and differences in religious entities Greek and Roman</li> <li>• The reasoning for and impact of the Gladiator Games in the Coliseum</li> <li>• The classical foundations of Roman architecture</li> <li>• The structure of the family in Rome</li> </ul>	

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	<ul style="list-style-type: none"> <li>• The significance of the qualifications of Roman citizenship</li> <li>• The extravagant nature of the wealthy class</li> </ul>
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• identify similarities and differences between Greek and Roman religion</li> <li>• identify similarities between Greek and Roman architecture</li> </ul>
<b>Critical Language:</b>	Plebeian, patrician, social structure, Coliseum, gladiator, slave, polytheism, <i>suburba</i> , <i>paterfamilias</i> , citizen

<b>Learning Experience # 9</b>		
The teacher may provide primary and secondary sources (e.g., Edict of Milan, Letters of Pliny, writings of Tacitus) so that students can study the development and evaluate the impact of Christianity on the polytheistic Roman society.		
<b>Generalization Connection(s):</b>	Contemporary social traditions often reflect the legacy of and interactions among diverse cultural groups Changing ideas about justice and equality transform societal rules and social/individual consequences	
<b>Teacher Resources:</b>	<a href="http://www.bbc.co.uk/history/ancient/romans/christianityromanempire_article_01.shtml">http://www.bbc.co.uk/history/ancient/romans/christianityromanempire_article_01.shtml</a> (Article: Christianity in the Roman Empire) <a href="http://www.saylor.org/site/wp-content/uploads/2012/10/HIST101-6.4.2-ChristianityAndTheRomanEmpire-FINAL1.pdf">http://www.saylor.org/site/wp-content/uploads/2012/10/HIST101-6.4.2-ChristianityAndTheRomanEmpire-FINAL1.pdf</a> (Reading: Christianity and the Roman Empire) <a href="http://www.beaconschool.org/~bfaithfu/Christianityandrome.pdf">http://www.beaconschool.org/~bfaithfu/Christianityandrome.pdf</a> (Christianity and Rome primary source set and questions) <a href="http://legacy.fordham.edu/halsall/source/edict-milan.asp">http://legacy.fordham.edu/halsall/source/edict-milan.asp</a> (Primary source: the Edict of Milan) <a href="http://www.nationalgeographic.com/lostgospel/timeline_10.html">http://www.nationalgeographic.com/lostgospel/timeline_10.html</a> (Article: Constantine the Great and Christianity) <a href="http://study.com/academy/lesson/judaism-and-christianity-in-western-civilization.html">http://study.com/academy/lesson/judaism-and-christianity-in-western-civilization.html</a> (Video: Judaism and Christianity in the Roman Empire) <a href="http://classroom.synonym.com/describe-importance-religion-society-during-middle-ages-23725.html">http://classroom.synonym.com/describe-importance-religion-society-during-middle-ages-23725.html</a> (Article: The importance of Religion in Society During the Middle Ages)	
<b>Student Resources:</b>	<a href="http://www.pbs.org/empires/romans/empire/christians.html">http://www.pbs.org/empires/romans/empire/christians.html</a> (Article: the Early Christians) <a href="http://study.com/academy/lesson/the-conversion-of-constantine-and-the-ascent-of-christianity.html">http://study.com/academy/lesson/the-conversion-of-constantine-and-the-ascent-of-christianity.html</a> (Video: Constantine and the Ascent of Christianity) <a href="http://study.com/academy/lesson/judaism-and-christianity-in-western-civilization.html">http://study.com/academy/lesson/judaism-and-christianity-in-western-civilization.html</a> (Video: Judaism and Christianity in the Roman Empire) <a href="http://classroom.synonym.com/describe-importance-religion-society-during-middle-ages-23725.html">http://classroom.synonym.com/describe-importance-religion-society-during-middle-ages-23725.html</a> (Article: The importance of Religion in Society During the Middle Ages)	
<b>Assessment:</b>	The students will write an investigative report about the impact of Christianity on the people and the Roman Empire (should include varying perspectives such as Christian, pagan, Roman official, etc.)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access</b> (Resources and/or Process) Students may include only one or two perspectives in the report Students may be provided specific resources for to draw from	<b>Expression</b> (Products and/or Performance) N/A
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process) N/A	<b>Expression</b> (Products and/or Performance) The student may include a persuasive paragraph elaborating and justifying a specific perspective

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<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>the significance of Nero and Constantine’s reign</li> <li>the significant policies put in place concerning Christianity (e.g. the Edict of Milan)</li> <li>the ways in which Christianity contributed to the weakening of the Roman Empire</li> <li>the power of the Christian Church in politics</li> <li>the geographic spread of Christianity</li> <li>the reasoning behind religious conversion</li> </ul>
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>define monotheism</li> <li>write an informative piece with multiple perspectives</li> </ul>
<b>Critical Language:</b>	Pagan, Christian, persecute, Christianity, crucify, monotheism, Constantine, Nero, conversion, the Edict of Milan

Learning Experience # 10		
The teacher may provide primary and secondary sources so that students can evaluate the lasting legacy of the classical Greek and Roman civilizations.		
<b>Generalization Connection(s):</b>	Contemporary social traditions often reflect the legacy of and interactions among diverse cultural groups Changing ideas about justice and equality transform societal rules and social/individual consequences Rulers derive their power from the consent of the governed	
<b>Teacher Resources:</b>	<a href="http://library.mtsu.edu/tps/sets/Primary_Source_Set--Greece_and_Rome.pdf">http://library.mtsu.edu/tps/sets/Primary_Source_Set--Greece_and_Rome.pdf</a> (Primary source set: Ancient Greece and Rome) <a href="http://teachersites.schoolworld.com/webpages/TBurke1/files/15.4%20The%20Legacy%20of%20Rome.pdf">http://teachersites.schoolworld.com/webpages/TBurke1/files/15.4%20The%20Legacy%20of%20Rome.pdf</a> (Reading: Roman Legacies) <a href="https://www.eduplace.com/ss/socsci/ca/books/bkf3/reviews/pdfs/LS_6_15_04.pdf">https://www.eduplace.com/ss/socsci/ca/books/bkf3/reviews/pdfs/LS_6_15_04.pdf</a> (Legacy of Rome teacher notes) <a href="http://classroom.synonym.com/five-legacies-ancient-greece-23079.html">http://classroom.synonym.com/five-legacies-ancient-greece-23079.html</a> (Article: 5 Legacies of Ancient Greece) <a href="http://study.com/academy/lesson/legacy-of-ancient-greece-art-government-science-sports.html">http://study.com/academy/lesson/legacy-of-ancient-greece-art-government-science-sports.html</a> (Video: Legacies of the Ancient Greeks)	
<b>Student Resources:</b>	<a href="http://study.com/academy/lesson/legacies-of-roman-art-architecture.html">http://study.com/academy/lesson/legacies-of-roman-art-architecture.html</a> (Video: Legacies of Roman art & architecture) <a href="http://study.com/academy/lesson/legacy-of-ancient-greece-art-government-science-sports.html">http://study.com/academy/lesson/legacy-of-ancient-greece-art-government-science-sports.html</a> (Video: Legacies of the Ancient Greeks) <a href="http://teachersites.schoolworld.com/webpages/TBurke1/files/15.4%20The%20Legacy%20of%20Rome.pdf">http://teachersites.schoolworld.com/webpages/TBurke1/files/15.4%20The%20Legacy%20of%20Rome.pdf</a> (Reading: Roman Legacies)	
<b>Assessment:</b>	Students will complete a collage from magazines, images from the internet, etc. incorporating pictures illustrating influences from Greek and Roman civilizations.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may work in groups	N/A

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<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The significance of contributions such as government, roads, the calendar and architecture</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Compare the golden ages of Greece and Rome justify major achievements that represent world legacies</li> </ul>	
<b>Critical Language:</b>	Democracy, architecture, theatre, citizenship, written law, language, calendar, roads	