The following 8 lessons will address areas of Ancient Civilization and more specifically how to incorporate aspects of The Big Six in your lesson planning. Focusing specifically on the grade 11 University World History Curriculum, these lessons are designed to engage the students both independently and within groups. Each lesson is ready to be put to use. All the primary sources, blank line masters, and assessments are attached. Please use these lessons as you see fit.

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Lesson #1: Introduction.

Overview

This lesson will give the students a broad overview of Civilization in Ancient Greece. They will explore through the course of the activity (Refer to appendices 1.1) the major achievements, station findings and modern application of the Ancient Greeks by filling out a chart of what they perceive to be efficient and important. They will be engaged with each other as everyone will have a different opinion therefore at the end of class they will make one large mind map of their perception of Ancient Greece, collectively.

Learning goal

Students will be able to identify three areas that we will be discussing as a class. Students will be able to understand the historical significance of the time period and the first introduction to its relationship to Western Civilization.

Curriculum expectation

1. Access the criteria by which historians judge societies to have become “civilizations” (e.g. lasting influence or cultural contribution, longevity, significance of role in events of the period)

Materials:

i. Primary Source Documents
   - Primary Photo of Ancient Greece 1.0

ii. Instructions for teacher
   - Set up the sections around the classrooms with the information posted – can do two copies of the same topic (more effective for students to read at the same time) (See appendices 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8)
   - Print out assignment sheet and hand it out to each individual student (1.2)
   - Students can work independently or in groups of TWO.

iii. Prompts for students
   - Hand out. (See appendices 1.2)
Plan of instruction:

Warm up (8min)
By using the projector display this image and text and have the student silently read through it and contemplate its content.

Look at the picture below and read the following text.

The ancient Greeks made important contributions in many fields of learning, including astronomy, mathematics, and medicine. Greek scholars were extraordinarily successful in scientific fields for several reasons. First, Greek culture encouraged the pursuit of knowledge. Secondly, many citizens in the Greek city-states were wealthy. They had money to support academies and other centers of learning, and free time to pursue academic interests. In addition, Greeks who lived along the Aegean Sea traveled to and traded with other countries, such as Egypt and Babylonia. Through contact with other ancient cultures, they discovered and then built upon the scientific works of scholars from

other parts of the ancient world. Discoveries made by the ancient Greeks have influenced many aspects of modern life. Due to the work of ancient Greek astronomers, we have knowledge of the universe that enables us to explore distant planets. Several of the concepts we learn in mathematics rest upon their discoveries. Many of our everyday items employ scientific principles that Greek scholars first explained. For example, the cord mechanism we use to open and close curtains applies principles that Greeks discovered about the operation of a pulley. Seesaws, scissors, and fishing rods are just a few of many common objects that employ principles of the lever, also first explained by the Greeks. Indeed, the world has benefited greatly from the scientific discoveries made by the ancient Greeks.

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**Discussion (8min)**
Lead the students in a discussion of what did they first notice about the two photo? In the first photo; what is similar and different then statues or temples being built today? How did they carve such detail in the statues?

In the second photo have them silently evaluate the picture and its content and keep their thoughts to themselves, as they will be using their ideas for the next activity.

**Modeling (5min)**
Give each student the hand out and go through the categories and give MODERN Day examples of how you would fill each section out.

**Independent activity (25)**

Recognizing Ancient Greek Achievements in the Modern World

Carefully read the information on 1.0 posted at each station and list three major achievements by the ancient Greeks in the academic fields. Next complete the task at the station and record your findings. Then, examine the secondary image on the projector and record notes about the modern application of Greek achievement it depicts.³

**Sharing/Discussing/ Teaching (25)**
Once all students have visited each station they will be asked to share their ideas and findings amongst their peers for approx. 3 minutes. Afterwards, collectively as a class, you will make a mind map of their findings and in each category rank which achievement was most important, which station finding and which modern application.

**Assessment.**
Students will be assessed on their individual or paired work that is handed in at the end of class (Appendices 1.2). They will be assessed on whether or not they have correctly completed the activity and if they have a firm but brief knowledge base of Ancient Greece.

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³ Idea for this lesson taken from:  
http://mitchellteachers.org/WorldHistory/AncientGreece/RecognizingAncientGreekAchievementsintheModernWorld.htm
1.2

**Directions** Carefully read the information on 1.0 posted at each station and list three major achievements by the ancient Greeks in the academic field. Next complete the task at the station and record your findings. Then, examine the image on the Place card and record notes about the modern application of Greek achievement it depicts.

<table>
<thead>
<tr>
<th>Academic Field</th>
<th>Major Achievements</th>
<th>Station findings</th>
<th>Modern Application</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Station A</strong></td>
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<tr>
<td>Architecture</td>
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<td><strong>Station B</strong></td>
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<tr>
<td>Geography</td>
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<td>Station C</td>
<td>Medicine</td>
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<td>Station D</td>
<td>Engineering</td>
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</tbody>
</table>
1.3
Station A: Architecture

1. Read the information about architecture and list major achievements. Carefully read and discuss the information below about the ancient Greeks’ achievements in the field of architecture. Then, list three major ancient Greek achievements in the field of architecture in the Station A section of Student Handout 4.1A.

The ancient Greeks created some of the world’s most beautiful structures—from religious temples and statues to large outdoor arenas and government buildings. Greek builders used a variety of construction materials, including wood, sun-dried bricks, and limestone. However, the Greeks built their most sacred buildings, like the temples on the Athenian Acropolis, with a hardened type of limestone called marble. They used both white marble and marble containing streaks of bright colors such as red, green, and blue in their structures.

Ancient Greek architects developed three styles of architecture called orders. Each order has a different type of stone columns, which were used to support a building’s solid upper structure. The columns in all three orders have vertical grooves, or flutes, which extend from the top of the column to the bottom. However, the three types of columns have different bases and tops, or capitals, which distinguish one order from another.

The earliest architectural style, developed by the mainland Greeks, was the Doric (pronounced DOR-ik) order, named after the Doriens, who conquered the Mycenaeans (pronounced my-sih-NEE-inz) around 1000 B.C.E. The Doric column has no base and rises straight from a platform. A rectangular stone decorates the capital of this type of column.

The next style developed was the Ionic (pronounced eye-ON-ik) order, which was named after its place of origin—Ilion, the Greek territories in the eastern Aegean Sea. An Ionic column rises from a circular, stacked base. Carved scrolls that look like two rolls of paper decorate its capital.

The last style developed was the Corinthian order, named for the city-state of Corinth. Originating in northwestern Greece, the Corinthian order was first used in the early fifth century B.C.E. The Corinthian column also rises from a circular, stacked base, and has a capital adorned with carvings of spiky leaves from the Mediterranean herb acanthus (pronounced ah-CAN-thuss). One legend says that an artist designed the Corinthian column after he saw dark green, oddly shaped acanthus leaves growing in a basket that hung from a column decorating a grave.
Station A: Architecture
Greek Columns

(1)  (2)  (3)
Station B: Geography

1. Read the information about geography and list major achievements. Carefully read and discuss the information below about the ancient Greeks' achievements in the field of geography. Then, list three major ancient Greek achievements in the field of geography in the Station B section of Student Handout 4.1A.

The Greeks studied and wrote about the earth’s surface, developing a science that they called geography. Geography comes from the Greek word for earth (geo) and the Greek term for “process of recording” (graphy). At first geographers simply wrote about and mapped the earth’s physical features, crops, and natural resources. Geographers prepared this information based upon reports from travelers. However, as Greek trade increased, military campaigns began, and settlers sailed to distant colonies, a need arose for more accurate maps.

Several important theories in the field of astronomy, or the study of planets and stars, helped geographers. First, the astronomers correctly believed that the earth is a sphere. Second, they identified the location of the equator, an imaginary line that divides the earth into two halves, the Northern and Southern Hemispheres. Finally, they identified two imaginary lines—the Tropic of Cancer and the Tropic of Capricorn—that marked the tropic regions north and south of the equator, where it stays hot all year.

One of the greatest Greek geographers was Eratosthenes (pronounced eh-rah-TOSS-then-eez), who earned the title “father of geodesy,” the science of earth measurement. He calculated the length of the equator, or the circumference of the Earth, to be 25,200 miles, remarkably close to today’s measurement of 24,805 miles. With this figure, Eratosthenes constructed a map of Europe, Asia, and Africa that included imaginary horizontal lines, called parallels of latitude, and imaginary vertical lines, called meridians (pronounced muh-RIH-dee-inz) of longitude. Parallels of latitude show how far north or south of the equator a place is located. Meridians of longitude show how far a place is east or west of the prime meridian, which is located in modern-day Greenwich, England. Any place on the earth can be located on a map by noting where its line of latitude and its line of longitude cross, or intersect. For example, the city of Santa Fe, New Mexico, is located at approximately 35°N latitude and 105°W longitude.

Maps have become much more specialized since the time of ancient Greece. For example, among the many types of maps used today are those that show political boundaries, geological formations, ocean currents and depths, crops, population, and rainfall.
Station C: Medicine

1. Read the information about medicine and list major achievements. Carefully read and discuss the information below about the ancient Greeks’ achievements in the field of medicine. Then, list three major ancient Greek achievements in the field of medicine in the Station C section of Student Handout 4.1A.

Initially, the Greeks had little knowledge of medicine. They believed that the Gods caused diseases. To cure patients, doctors chanted verses to the Gods, and used charms and magical ointments. Sometimes they advised a sick person to make sacrifices to the Gods.

In the fifth century B.C.E., a physician named Hippocrates (pronounced hih-PAH-krahteez) began a medical school. He and his followers introduced new teachings and practices that changed the entire field of medicine. Hippocrates and his associates argued that it was disrespectful to the Gods to claim they would deliberately cause diseases and harm the human body. Instead, they argued, physicians should examine the effects of water, food, and climate upon a person’s health. Furthermore, Hippocrates taught his students to observe and record the stages of an illness. He believed that after repeatedly observing a disease, a doctor could make an accurate prediction about the course that the disease would take.

The most famous contribution the Greeks made to modern medicine is the Hippocratic (pronounced hih-poh-KRA-tik) Oath. Doctors taking this oath promise to honor their teachers, do their best for the sick, never give anyone poison, and keep the secrets of their patients. Hippocrates probably did not write the oath, but students at his school most likely took a similar pledge before they were allowed to study there. The Greeks thought an ethical code for doctors was necessary because the practice of medicine was not regulated by the government—making it easy for dishonest individuals to take advantage of the sick. Over time, the medical profession has changed the original Hippocratic Oath to fit the modern practice of medicine. Nevertheless, the oath doctors take today still emphasizes patients’ dignity and confidentiality, and the doctor’s responsibility to use knowledge appropriately.
Station C: Medicine

An Excerpt from the Hippocratic Oath

I ▲ by Apollo the ⏩, by Asclepius…and all the gods and goddesses, making them my witnesses, that I will ☠ out, according to my ability and ☳, this oath…. I will help the sick according to my ability and judgment, but never with a view to injury and wrongdoing. I will not give ☠ to anybody when asked to do so, nor will I suggest such a course…. I will keep pure and ☢ both my life and my art…. In whatever ☟ I enter, I will enter to help the sick, and I will abstain [stay away] from all intentional wrongdoing and harm, especially from the pleasures of ❤️ with ♀ or men, slave or free. And whatever I shall 👀 or hear in the course of my profession, … if it be what should not be published ☔, I will never divulge [tell], keeping them to be secrets. Now if I carry out this oath, may I enjoy life forever and practice my skill, respected always among all men; if I break this oath or violate it, may the reverse be my lot.
Station F: Engineering

1. Read the information about engineering and list major achievements. Carefully read and discuss the information below about the ancient Greeks’ achievements in the field of engineering. Then, list three major ancient Greek achievements in the field of engineering in the Station F section of Student Handout 4.1A.

In an effort to better understand the world around them, the Greeks developed scientific theories and applied them in various ways. Today, many ancient Greek discoveries and theories are put to practical use in the field of engineering. Engineers apply scientific and mathematical knowledge to operate machines and build structures.

One Greek scientist, Archimedes (pronounced ark-ih-MEE-deez), made important contributions to the engineering field. He used science and math to invent several war machines that enabled his city-state, Syracuse, to withstand an attack by a powerful Roman army. Among his weapons were carefully positioned reflective types of metals that could act like mirrors and lenses. These metals used the sun’s heat to raise the temperature of the Roman ships and cause them to burn up. He also designed catapults that threw arrows and stones with amazing accuracy.

Archimedes also explained the principle of the lever. He explained that a lever is a bar that rests on a point, called a fulcrum. The weight that rests on the lever is called the load. A person or a machine’s pushing and pulling on the lever is called the force. In the most common type of lever, the force is at one end, the load is at the other, and the fulcrum is between the two. The amount the load can be raised, or the leverage, depends on the length of the lever, the position of the fulcrum, the location of the load, and where the force is applied. When the force and the load are balanced, the lever will be horizontal. If the fulcrum is moved closer to the load, then less force will be needed to raise the load. That means that the leverage increases, making it easier for a person to lift the load. A crowbar and a seesaw are examples of levers.
Lecture # 2: 800 Greek’s Colonize Italy (Historical Significance)

Overview

For today’s lesson, you will focus on when the Greeks colonize the southern tip of Italy, spreading Greek culture northward, contributing to the development of an advanced Roman Republic. This will connect to the overall expectation of the unit as it shows a lasting influence on cultural contribution. In today’s class the students will have the opportunity to explore the beginning of the 800s and look at the start of our fuller lesson. Students will work both in groups and independently. It being the first lesson of higher learning, it is very important to incorporate a great level of scaffolding. The level of instruction is highly important, as you will be showing the development of the colonization and its connection to the idea of citizenship.

Learning goal:

(Put these up on the board so the students know what they are working towards)

Students should be able to identify that the colonization of Italy is revealing of Ancient Greece. In that it sheds light on emerging issues in Ancient Civilization. Students should be able to relate this to events, people, or developments of historical significance of what they are revealing.4

Curriculum Expectations

1. Access the criteria by which historians judge societies to have become “civilizations” (e.g lasting influence or cultural contribution, longevity, significance of role in events of the period)

2. Historical thinking concept: Historical Significance Students will be looking at the development of this historical event and how its significance resulted in change as it had deep consequences for many people throughout a period of time.

Materials

i. Primary Source Documents (Appendices)

Refer to Appendix 2.1 & 2.2

ii. Instructions for teachers

- Before the students arrive, have chart paper ready for student use

- On the screen ensure that your Prezi is loaded and ready for use

4 Taken from The Big Six- Historical Thinking Concepts- Seixas & Morton
Set up your classroom into four groups so that students get into groups

iii. Prompts for students

-You will need 4 large chart papers

-4 sets of 8 cards with the names of important people and places during the colonization

-Markers

**Plan of Instruction**

This first lesson after the introduction is used to get students recognizing the significance of the colonization and how it connects to western civilization.

**Warm up (10 minutes)**

Give each student a piece of paper as they come in. Each paper will be one of two colours. (Red or Blue- You can change this) Have all the students with Red paper take a seat in the classroom, have the students with blue paper go in the hall.

Tell the students in the classroom to create a country name and a list of rules that the country must abide by. Tell the students in the hall to do the same thing. As the students in the class are working, make the students in the hall come in and take over an area of the classroom.

Now tell the two groups that together they need to bring their two countries together and agree on certain rules, as they will now be sharing a space.

**Discussion (10 minutes)**

Using the Prezi provided (Appendix 2.0), show the students on a mind map that what they just reenacted is a reenactment of what colonization looks like. You should do this by going through a definition of Colonization and explain to them the most important characteristics that make up these events.

To go into a further understanding, using chart paper has students list out more recent Colonization’s that they know of.

* Teacher can provide their own list if they feel their class will need assistance with this*

**Modeling (10 minutes)**

Continuing with The Prezi, it should cover that by 800 BC, Greeks colonized the southern tip of Italy and Sicily, being called Magna Graecia by the Romans later in
history, since it was so densely populated by Greeks. As a result, Southern Italians still retain a strong Greek genetic imprint to this day.

The connection here should be the presence of the Greek Genetic still in Italy today, highlighting a lasting influence of cultural contribution and longevity.

Guided Practice (20 minutes)

- Floating on a boat: Who survives?  

This activity gives the students the opportunity to review the information they have just learned and work with their peers to get a closer look and representation. The class will have the opportunity to engage with the work under your supervision and look at the significance of certain people’s roles in the colonization of that period. With Historical significance being a focal point of this class, the students at this point will have the opportunity to look at the most significant aspects of this event.

- Have the students choose a selection of important aspects, people and developments that were featured in this specific lesson. (These will be the “Passengers” on the boat that students must rate for historical significance)

- Divide the class into small groups. The number of groups should be the same as the number of “passengers” the class agrees on.

- The debate begins when you make an announcement, as follows:

  You are on a boat that is quickly letting in a leak and will soon sink to the bottom of the water! Your task is to choose three (or more) passengers to get rid of so the others can survive. Who will you choose to save? The passengers are...

  …and then list off your selection of “passengers”. Explain that the class will take the following steps to decide on the relative historical significance of each passenger. The most historically significant passengers get to stay in the balloon.

  • Assign each group a passenger and direct group members to work together to find reasons why their assigned passenger is historically significant to the colonization enough to deserve to be saved from the sinking boat

  • One representative from each group presents the group’s arguments to the class. The class then votes to decide which of the passengers are more significant than the others

Students are encouraged to use the Primary Resources

5 This activity is adapted from The Big Six Historical Thinking Concepts- Seixas & Morton
Independent Activity (5 Minutes)

Students independently write if they agree with whom the groups choose and what they feel is the most relevant part of the colonization. They should debrief on the reasons why students chose to save some passengers but not others.

Sharing/ Discussing and Debriefing (5 Minutes)

For the last 5 minutes of class, you should begin to wrap up the students ideas and clarify any miscommunication.

They students having had the opportunity to debrief on their own on the group activity, should all have thoughts on paper, meaning all student has something to share. The purpose here is to give students an opportunity to demonstrate their understanding of criteria for determining historical significance of the Colonization.

Assessment

To evaluate each students understanding of today’s lesson, ask each student to hand in their independent activity. This will give the teacher the opportunity to assess what the student has learned and what knowledge they have identified in the learning goals of the specific lesson.
Lecture # 3: Evidence – Field Trip to the ROM

** THIS FIELD TRIP IS BUILT FOR SCHOOLS THAT CAN ACCESS THE ROM. IF THIS IS NOT POSSIBLE YOU CAN TAKE YOUR STUDENTS ON A VIRTUAL TOUR OR TO A MUSEUM THAT IS IN YOUR AREA**

Attached is an online source that was found that can be utilized for an in class scavenger hunt for teachers that are unable to bring their class on a trip. (Appendix 3.0)

Overview:

Early into the unit, it is important to take students outside the classroom and give them a first hand experience with primary resources. This will allow the following lessons to resonate with the students. The idea for this trip is to create a custom program, specific to artifacts such as pottery during The Dark Late Ages. The Rom will provide students with a program that fits the subject area and they will build a program that is tailored to your specific learning needs

Learning goal

Students should be able to identify the significance of certain artifacts and objects in the museum.

They will be able to relate a source to the context of its historical setting, the conditions and the worldviews prevalent at the time in question. 6

Curriculum Expectations

1. Access the criteria by which historians judge societies to have become “civilizations” (e.g lasting influence or cultural contribution, longevity, significance of role in events of the period)

Assess the contributions of various civilizations to the development of Western idea of citizenship and the rights of Individuals

2. Historical Thinking Concept: Evidence → Students during this lesson will have the opportunity to look at ancient artifacts and make interpretations and inferences from these primary sources. Students are encouraged to ask strong questions about the sources they work with and how it turned into evidence.

Materials

i. Primary Source Documents: Appendix 3.1, 3.2

6 This activity is adapted from The Big Six Historical Thinking Concepts- Seixas & Morton
*Attached are additional images of Primary Sources that can be found at the ROM in the Ancient Civilization area. It is the teacher’s choice if they would like to use these to introduce the students to types of pottery and art they will see at the ROM before they arrive. This can also be used to debrief at the end of the field trip*

ii. Instructions for teachers

- Make sure to have all your handouts ready with photocopies (Appendix 3.3, 3.4)
- Create groups for your students so they know who to join during group work
- Create a timeline specific to your time allotted at the museum

iii. Prompts for students (BLMs)

3.3 & 3.4 from The Big Six

3.3- Inquiry Question, Source, Description, Inferences about the perspective of the creator, inferences to answer inquire question (The groups are suggested to fill this chart out for at least 5 artifacts)

3.4 Self Assessment for the end of the trip (Research questions, research, analysis of Sources, conclusions, context and organization, writing, presentation)

**Plan of Instruction**

-While planning for this field trip, it is important to take into consideration that the students will still be looking at educational resources. Before attending the museum, it is important to make sure the museum is ready for your group to attend

-You should encourage your students to explore the museum on their own. This will allow the students to opportunity to really feel comfortable and do things at their pace. To ensure that all the students are accomplishing the same tasks, you should create a handout with guided instruction with what they should be looking for.

-When the trip has come to an end, it is important to collect the sheets to review what your students have learned on their trip.

**Warm up**

When the students first arrive they will have a 10-minute introduction that will explain what the ROM has to offer and what to expect during their visit.

**Discussion**

As part of the trip, the students will begin the first part of the trip by listening to a worker from the ROM who will explain the importance of evidence in Ancient Civilization. They will cover how to access the criteria by which historians judge societies to have become “civilizations”.

Modeling

The students will then move onto a workshop hosted by the museum. The workshop will give them hands on experience with evidence with ancient artifacts. The students will work with ancient pottery and analyze its significance. The students will be answering questions such as who created it and when it was created. They will make inferences regarding the creator’s purposes, values and look at contributions of various civilizations.

Guided Practice

The class at this point of the trip will have the opportunity to engage with the work in small groups around the museum. The students will under guided supervision go around the museum in their groups to try and find the facts on the handout during a scavenger hunt.

Independent Activity

With the students having explored the museum, specifically the ancient civilization area, they are to choose one primary resource and explain how this artifact in some way altered the society to have become “civilizations”.

Sharing/ Discussing

Once all groups have returned and the students have finished their independent activity, the resource worker from the museum will go over the answers and review evidence and how it connects to the idea of Western Civilization.

Assessment

When the students have returned from the trip, get them to fill out the Self Assessment (Appendix 3.7) and hand it in. This will give you a bigger picture of what they got from the trip.

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7 This Self Assessment comes from The Big Six- Seixas and Morton
Lecture # 4: Continuity and Change – The Olympic Games

Overview

In today’s class the students will be focusing on The Olympic games and their change throughout time. While looking at how the original meaning and use of the games during the ancient time period, student will be able to evaluate how it has been altered. Further this lesson will be looking at not only significant role of the games in that time period but also the lasting influence they continue to have in the Western world and time.

Learning Goal

By the end of this lesson students should be able to identify the continuity and change of the Olympic games. The students should be able to assess the relevance of the game then and now and the direction they saw the games take.

Students will be able to understand progress and decline are broad evaluations of change over time. Understanding that progress for one person may be decline for another.

Curriculum Expectations

1. Assess the contributions of various civilizations to the development of Western idea of citizenship and the rights of Individuals

2. Historical Thinking Concept: Continuity and Change→ the student will work closely with pictures and videos looking at the Olympics through time and try to understand why and where they have changed. They will look at it chronologically and try to understand the sequencing of events and where the turning point moments occurred.

Materials

i. Primary Sources: (Appendix 4.0, 4.1, 4.2)

ii. Instructions for teacher

   - Have video loaded on the screen
   - Have computer lab booked for this class
   - Have pages ready for Primary resources
   - Have website for teaching loaded (Appendix 4.3)

iii. Prompts for students (BLMs)

   a. Plan of Instruction

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8 This activity is adapted from *The Big Six Historical Thinking Concepts* - Seixas & Morton
Warm up (5 minutes)

When the students enter the classroom, and you have their attention, show them the attached YouTube video clip (4.4). Tell the students to pay close attention to the changes they see in the clips. They should be focusing on trends and characteristics they see.

Discussion (10 minutes)

Using the Graffiti wall concept, have different aspects of the Olympics on chart paper around the room. Encourage the students to walk around the room and right down what they know about the given topic. You should include 4 topics: Medals, women in the Olympics, Zeus King of the Gods, and events.

Once the students have finished going around the room, this will give you a good look at where he students are.

Modeling (15 minutes)

To give students and opportunity to learn from a new resource, we suggest using the BBC website that will highlight the Olympic games during ancient Greece. Using the seven tabs on the left side of the page, you should take your students through the site having them get a closer understanding to what happened when the Olympics first started. Following this description you should then move into the timeline on the top of the page to demonstrate the continuity and change during the early years of the Olympics.

Guided Practice (This part of the class should be done in the computer lab) (20 minutes)

Adapted from Ian Dawson’s Time for Chronology, students will work in groups on different time periods of the games. The purpose of this activity is to identify patterns of progress and decline. At this point you should put up the primary sources and students should refer to them in their research.

- Put the students into groups of 2-3 and assign each group a certain era of the Olympics history
- Ask the students to conduct additional research on the same 4 aspects covered during the graffiti wall
- Once students have completed their time period ask them to come and place their information under their date on the timeline you will create across a wall.

(Students should also create a similar timeline in their notebooks where they can take notes)

Independent Study (10 minutes)

Ask the students to describe the nature of change they see from the beginning of the Olympics to now. Ask these three questions: What has changed the most and least? What were the turning points? What connection does it make to Western Civilization?
Sharing/ Discussing (10 minutes)

Looking at the pictures provided to the class during their group work, ask the students to explain the importance of Olympics to Ancient Greece. List some of the sports that started in Ancient Greek times that still exist today in the Olympic games, many years later. Also, pick one of the sports that they played in Ancient Greece that is not in the Olympics anymore, and explain why you think that is.

Assessment

To evaluate each student’s understanding of today’s lesson, ask each student to hand in their independent activity. This will give the teacher the opportunity to assess what the student has learned and what knowledge they have identified in the learning goals of the specific lesson.
Lesson # 5: Cause and Consequence

Overview
In this lesson students will learn about the First Mess war in Ancient Greece, 492 BCE. After going through the handout of an overview of the War, how it started, why it started, it’s important people, outcome and impact on history, students will be doing two activities to demonstrate how this topic correlates to the historical thinking theory of Cause and Consequence.

Learning goal
The learning goal in this lesson is to have the students realize how Cause and Consequence can apply to not just one but various events in history. It is to teach them not to limit their thinking of the causes of historical events to the immediate causes, but to consider the interplay of casual factors ranging from the focused influence of the choices made by historical actors and the influence of broad factors such as social, political, cultural and economic conditions.⁹

Curriculum expectation
1. Access the criteria by which historians judge societies to have become “civilizations” (e.g. lasting influence or cultural contribution, longevity, significance of role in events of the period)

2. Historical thinking concept: Historical Significance Students will be looking at the development of this historical event and how its significance resulted un change as it had deep consequences for many people throughout a period of time.

Materials:
i. Primary sources (Appendices)
   • Refer appendix 1.2
   • Refer appendix 1.5

ii. Instruction for teachers
   • Audio Visual player—YouTube link: either load it from I Pad to projector or computer –appendix 1.0, 1.1

   • Hand out 1.3 with appendices 1.4

iii. Prompts for students
   • Hand out (*Cue cards*) -BLM 1.6

   • Blank sheet paper

⁹ The Big Six: Historical Thinking Concepts
Audio Visual player—YouTube link: either loads it from I Pad to projector or computer – appendix 1.0, 1.1

Plan of instruction:

Warm up (14min)
Show the YouTube clip (appendix 1.0) as in introduction to the Athenian Greeks vs. the Persians in 490BC

Your choice of which one to view—History channel account of the battle
Appendix 1.0
http://www.youtube.com/watch?v=BuaRbiNN01k

Appendix 1.1
Historian’s account—
http://www.youtube.com/watch?v=ot4PusEalnA

Discussion (20min)
Give the handout to the students and go through the history of the First Mess War 490BCE. Discuss as a class what are the strongest points that stand out, why did this war happen, what was its outcome? What were its Causes and Consequences? Was it a positive consequence for Ancient Greece, or was it negative? How has warfare development overtime?

Analyze the Picture (Primary source appendix 1.3) Ask the students if they feel if this an accurate representation of what they think of when reflecting on the First Mess War

Modeling (5min)
To lead the class into activity one, use your person experience of what events contributed to you being there in the current situation and reflect as a class on the consequences of being there. Use sheet paper at the front of the class and create a mind map so that there is a visual time line of the events. Then instruct the class to do the same individually and to self-reflection.

Independent activity (10min)
In this activity, students consider events in their lives that have contributed to their arrival
at the current situation in this exact moment. Further, they reflect on the consequences of being in this current place and time.

- Explain the task is to create a personal timeline to explore why things happen in life.
- Ask students to make an X in the center of a blank piece of paper, and label it “present”
- Encourage students to suggest various decision or actions that they took to arrive at this present place and time. They may need prompting to consider immediate causes, for example, the causes that triggered them to come to class, such as the bell ringing; short-term causes, such as their timetables; the long term causes or conditions, such as them passing last years history class or moving to the neighborhood. Have students record these in their notebook, to the left of the X.
- Ask students for some underlying causes or influences that shaped their decisions or actions along the way. For example, Canadian laws require all school-aged children to attend school. They should record these on their timelines.
- Now ask students to imagine the consequences of being in class. If they need prompting, “you are here in class today, and what might that lead to? Are you likely to be sent to the principal’s officer for skipping class? No? So making the decision to be here has consequences.” Ask students to complete a few short-term and long-term possibilities and record these on their timelines to right of the X.
- Prompt students to reflect on how causes and consequences interact with history, using specific examples from their own timelines. Encourage students to expand the discussion to include examples from the world around the. Depending on the level of the class your learning goals, introduce key terms such as underlying and immediate causes, conditions, triggers, agency, consequences and human choice.

**Purpose:** The purpose of this activity is to demonstrate to the your students the implications of short-term and long-term causes and consequences of events.

**Guided practice (15min)**
For the second activity, you will divide the class in groups of 4-5 and the students will be asked to demonstrate the understanding the varying importance of causes. Students will analyze the causes of the First Mess War and rank them according to their influence by using a “relevance square”\(^\text{10}\) to rank the relative importance and then asked to justify their ranking.

Possible questions they can ask themselves:

- Why was it so shocking?
- Why did it happen in 490BC
- How long did it last for and why?

Possible questions for the relative weights of causes and consequences

\(^{10}\) Thanks to John Myers, Curriculum instructor, OISE, University of Toronto, for the “Relevance Square” format. *The Big Six: Historical Thinking Concepts*
Did X make Y happen or did X just make Y more likely?
What was the real cause of X?
Was it only X to blame for Y?

After the Battle was over who had a large impact?
Did Herotodus have a strong voice on the accounts of the Battle of Marathon.

Weighing causes of the First Mess War 490BC

Any number of graphic representations can be used to show casual webs and the relative importance of causes. In this activity, students use a “relevance square” to rank the relative importance of causes and then justify their rankings and ratings.

• Distribute 1.6 First Mess War Casual Factors and a large sheet of paper to each small group of students. The black-line master provides 12 causes of the First Mess War. Ask students to cut these out to create 12 cards and then distribute the cards equally within the group * you may already have these 12 causes on cue cards already made, up to your discretion*
• Ask students to draw a square in the center of the large sheet or paper, writing the words First Mess War.
• Students consider the question, what caused the First Mess War? The review the causes noted on their cards and decide which are the most important and which are the least relevant. They take turns lacing a card on the paper, =. If the cause is important, they place it IN the square. The greater the importance of the cause, the closer to the center they place the card. If the students determine a card is not relevant at all they place it OUTSIDE the square. As students place a card, they explain the reasoning being their choice to their group. The group discusses the placement until it reaches a consensus.
• When the groups are finished, they defend the placement of their cards to other groups.

Purpose: The purpose of this activity is to have the students understand and assess the importance of causes and the correlation they have to their consequences.

Sharing/Discussing/ Teaching (15 min)
Once the groups have finished making their “relevance square” they will come up to the front of their class and asked to present their ideas and to justify why they put them in such order.

Assessment
A way that you are able to asses if your students have learned the knowledge and skills you this lesson as sought out to teach by their presentation of their understanding that
causes and consequences are made up of multiple events and one cannot go without the other. As well have them fill out and hand in appendix 1.7

1.2

PICTURE THEY ARE TO ANALYZE

Hoplite armour exhibit from the Archaeological Museum of Corfu. Note the gold inserts around the chest area of the bronze breastplate at the centre of the exhibit. The helmet on the upper left is a restored version of the oxidized helmet on the right.11 (Museum is closed for renovation 2013-2015.)

1.3 Handout

First Mess War 490 BC - Brief overview

The first Persian invasion of Greece, during the Persian Wars, began in 492 BCE, and ended with the decisive Athenian victory at the Battle of Marathon in 490 BCE. The invasion, consisting of two distinct campaigns, was ordered by the Persian king Darius I primarily in order to punish the city-states of Athens and Eretria. These cities had supported the cities of Ionia during their revolt against Persian rule, thus incurring the wrath of Darius. Darius also saw the opportunity to extend his empire into Europe, and to secure its western frontier.

The first campaign in 492 BCE, led by Mardonius, re-subjugated Thrace and forced Macedon to become a client kingdom of Persia. However, further progress was prevented when Mardonius's fleet was wrecked in a storm off the coast of Mount Athos. The following year, having demonstrated his intentions, Darius sent ambassadors to all parts of Greece, demanding their submission. He received it from almost all of them, except Athens and Sparta, both of who executed the ambassadors. With Athens still defiant, and Sparta now effectively at war with him, Darius ordered a further military campaign for the following year.

The second campaign, in 490 BCE, was under the command of Datis and Artaphernes. The expedition headed first to the island Naxos, which it captured and burnt. It then island-hopped between the rest of the Cycladic Islands, annexing each into the Persian Empire. Reaching Greece, the expedition landed at Eretria, which it besieged, and after a brief time, captured. Eretria was razed and its citizens enslaved. Finally, the task force headed to Attica, landing at Marathon, en route for Athens. There, it was met by a smaller Athenian army, which nevertheless proceeded to win a remarkable victory at the Battle of Marathon.

This defeat prevented the successful conclusion of the campaign, and the task force returned to Asia. Nevertheless, the expedition had fulfilled most of its aims, punishing Naxos and Eretria, and bringing much of the Aegean under Persian rule. The unfinished business from this campaign led Darius to prepare for a much larger invasion of Greece, to firmly subjugate it, and to punish Athens and Sparta. However, internal strife within the empire delayed this expedition, and Darius then died of old age. It was thus left to his son Xerxes I to lead the second Persian invasion of Greece, beginning in 480 BCE.

The Battle of Marathon

The Persian fleet next headed south down the coast of Attica, landing at the bay of Marathon, roughly 25 miles (40 km) from Athens, on the advice of Hippias, son of the former tyrant of Athens Peisistratus. The Athenians, joined by a small force from Plataea, marched to Marathon, and succeeded in blocking the two exits from the plain of Marathon. At the same time, Athens' greatest runner, Pheidippides (or Philippides) was sent to Sparta to request that the Spartan army march to Athens' aid. Pheidippides arrived during the festival of Carneia, a sacrosanct period of peace, and was informed that the
Spartan army could not march to war until the full moon rose; Athens could not expect reinforcement for at least ten days. They decided to hold out at Marathon for the time being, and they were reinforced by a contingent of hoplites from Plataea.\textsuperscript{12}

Stalemate ensued for five days, before the Athenians (for reasons that are not completely clear) decided to attack the Persians. Despite the numerical advantage of the Persians, the hoplites proved devastatingly effective, routing the Persians wings before turning in on the centre of the Persian line; the remnants of the Persian army left the battle and fled to their ships. Herodotus records that 6,400 Persian bodies were counted on the battlefield; the Athenians lost just 192 men and the Plataeans 11.

In the immediate aftermath of the battle, Herodotus says that the Persian fleet sailed around Cape Sunium to attack Athens directly, although some modern historians place this attempt just before the battle. Either way, the Athenians evidently realized that their city was still under threat, and marched as quickly as possible back to Athens. The Athenians arrived in time to prevent the Persians from securing a landing, and seeing that the opportunity was lost, the Persians turned about and returned to Asia. On the next day, the Spartan army arrived, having covered the 220 kilometers (140 mi) in only three days. The Spartans toured the battlefield at Marathon, and agreed that the Athenians had won a great victory.\textsuperscript{13}

\textsuperscript{12} Holland, pp187–190
\textsuperscript{13} Herodotus, The Histories
Background information on Herodotus

1.4

Herodotus (c.484 – 425/413 BCE) was a writer who invented the field of study known today as ‘history’. He was called ‘The Father of History’ by the Roman writer and orator Cicero for his famous work *The Histories* but has also been called “The Father of Lies” by critics who claim these ‘histories’ are little more than tall tales. Criticism of Herodotus’ work seems to have originated among Athenians who took exception to his account of the Battle of Marathon (490 BCE) and, specifically, which families were due the most honor for the victory over the Persians. More serious criticism of his work has to do with the credibility of the accounts of his travels.

1.5

Picture- an example of what one of Herodotus' scriptures looked life in Ancient Greece.14

14 Humanities: Greek and Roman|HUM 2220, http://greekandroman.wordpress.com/
The aftermath of the battle

The defeat at Marathon ended for the time being the Persian invasion of Greece. However, Thrace and the Cycladic islands had been absorbed into the Persian Empire, and Macedon reduced to a Persian vassal. Darius was still fully intent on conquering Greece, to secure the western part of his empire. Moreover, Athens remained unpunished for its role in the Ionian Revolt, and both Athens and Sparta were unpunished for their treatment of the Persian ambassadors.

Darius therefore began raising a huge new army with which he meant to completely subjugate Greece; however, in 486 BCE, his Egyptian subjects revolted, indefinitely postponing any Greek expedition. Darius then died whilst preparing to march on Egypt, and the throne of Persia passed to his son Xerxes I. Xerxes crushed the Egyptian revolt, and very quickly restarted the preparations for the invasion of Greece. This expedition was finally ready by 480 BCE, and the second Persian invasion of Greece thereby began, under the command of Xerxes himself.

What is the historical significance of this Battle?

For the Persians, the two expeditions to Greece had been largely successful; new territories had been added to their empire and Eretria had been punished. It was only a minor setback that the invasion had met defeat at Marathon; that defeat barely dented the enormous resources of the Persian Empire. Yet, for the Greeks, it was an enormously significant victory. It was the first time that Greeks had beaten the Persians, and showed them that the Persians were not invincible, and that resistance, rather than subjugation, was possible.

The victory at Marathon was a defining moment for the young Athenian democracy, showing what might be achieved through unity and self-belief; indeed, the battle effectively marks the start of a 'golden age' for Athens. This was also applicable to Greece as a whole; "their victory endowed the Greeks with a faith in their destiny that was to endure for three centuries, during which western culture was born". John Stuart Mill's famous opinion was that "the Battle of Marathon, even as an event in British history, is more important than the Battle of Hastings".

Militarily, a major lesson for the Greeks was the potential of the hoplite phalanx. This style had developed during internecine warfare amongst the Greeks; since each city-state fought in the same way, the advantages and disadvantages of the hoplite phalanx had not been obvious. Marathon was the first time a phalanx faced more lightly armed troops, and revealed how devastating the hoplites could be in battle. The phalanx formation was still vulnerable to cavalry (the cause of much caution by the Greek forces at the Battle of Plataea), but used in the right circumstances, it was now shown to be a potentially devastating weapon. The Persians seem to have more-or-less disregarded the military lessons of Marathon. The composition of infantry for the second invasion seems to have been the same as during the first, despite the availability of hoplites and other heavy infantry in Persian-rulled lands. Having won battles against hoplites previously, the Persians may simply have regarded Marathon as an aberratio
### BLM 4.2 Oka Crisis Causal Factors

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## 1.7 Assessment  
### Cause and Consequence

Name:______________________________ Date:______________________________

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<thead>
<tr>
<th>Criteria for Historical Thinking</th>
<th>Very well</th>
<th>To some extent</th>
<th>To a limited degree</th>
<th>Not at all</th>
<th>Not applicable</th>
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<tr>
<td>Student identifies <strong>multiple short- and long-term causes</strong> of an historical event.</td>
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<td>Student describes the <strong>interrelationship among the various causes</strong> of an historical event.</td>
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<td>Student identifies <strong>multiple short- and long-term consequences</strong> of an historical event.</td>
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<td>Student describes the <strong>complex interrelationship among the consequences</strong> of an historical event.</td>
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<td>Student <strong>ranks the causes</strong> of a particular historical event according to their influence.</td>
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<td>Student describes the interplay between the <strong>actions of historical actors and the conditions</strong> at the time.</td>
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<td>Student differentiates between an <strong>intended</strong> and <strong>unintended consequence</strong>.</td>
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<td>Student demonstrates that an event of history was <strong>not inevitable</strong>.</td>
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**Historical Perspective  Lesson # 6– Ancient Greece at War**

**Overview**
Students will be reflecting on Ancient Greek Warfare starting with a brief overview of the power point. They will be discussing the similarities and differences between Athenian warfare and their common knowledge to warfare as a whole.*See appendices 1.2

**Learning goal**
Students will be able to compare the different perspectives of historical actors/event by understanding and considering their historical context.

**Curriculum expectations**

1. Access the criteria by which historians judge societies to have become “civilizations” (e.g. lasting influence or cultural contribution, longevity, significance of role in events of the period)

2. Historical thinking concept: Historical Significance→ Students will be looking at the development of this historical event and how its significance resulted un change as it had deep consequences for many people throughout a period of time.

**Materials:**

Blank sheet paper

i. Primary sources (Appendices)
   - Refer appendix 1.0

ii. Instruction for teachers
   - Projector for web links—see appendix 1.1
   - *Potential power point. 1.2
   - Handout 1.4
iii. Prompts for student

- Brief Power point so students can see the different weapons and armour. 1.3 http://www.docstoc.com/docs/99257630/Greek-warfare
- Blank sheet paper.

Plan of instruction:

Warm up (10)
Brainstorm ideas on the board of what the students think Athenian Warfare was like. Jot down in point form their perspectives on armour, weaponry, battle plans etc. Show power points (see appendices 1.2, 1.3—you may choose one or the other) and go through them briefly as a class and touch upon whether or not the students were accurate.

Discussion (10)

A relief carving on a tomb shows Greek soldiers attacking a walled city, using a ladder

Look at this picture (put it on a projector/big screen). “What armour did the Greeks wear”? Discuss the certain types of armour the Greeks wore, the type of weapons they used and whether or not they feel it was effective in war, why or why not? What type of battle is depicted in this photo?

15 BBC-Primary History- Ancient Greeks- Greeks at War, http://www.bbc.co.uk/schools/primaryhistory/ancient_greeks/greeks_at_war/
**Modeling (15)**
Take a very well known Battle for example D-DAY. Discuss the points of attacks that the Americans took from an internal perspective and external perspective. Discuss what how they could have prevented so many causalities or things that you feel they should have done differently.

**Guided practice (15)**
Imagine you are a Greek general, facing a much bigger Persian army. Draw a battle plan to show the two sides.

Then get into small groups 2-3 and compare each battle plan. Why did you choose that one? What do you do to defend each side? (Call for help? Run away? ) Pick a position to fight for and write a few reasons down as to why you chose that side to defend that side and be ready to present to the rest of the class your groups idea.

**Independent activity (20)**
Draw a picture of a Greek soldier. How do you think his armour might have been better? Compare the shape of his shield with say, a Roman shield or the shields used by medieval knights. Then compare the quality and different structures of those used by the Greeks compared to today’s soldiers in Canadian and U.S.A Armies.

**Sharing/Discussing/ Teaching (5)**
For the last 5 minutes of class, you should begin to wrap up the students ideas and clarify any miscommunication.

They students having had the opportunity to debrief on their own on the group activity, should all have thoughts on paper, meaning all student has something to share. The purpose here is to give students an opportunity to demonstrate their understanding of and share with each other.

**Assessment.**
To evaluate each students understanding of todays lesson ask each student to hand in their work on their independent activity. This will give the teacher the opportunity to assess what the student has learned and what knowledge they have identified in the learning goals of this specific lesson.
What armour did Greek soldiers wear?
A hoplite* had to pay for his armour, unless his father was killed in battle. Then he was
given his father's weapons and armour. Rich men had metal armour, shaped to the chest,
but others wore cheap armour made of linen cloth. Layers of cloth were glued together, to
make a tough, bendy jacket, which could be covered with metal plates.

A Greek soldier carried a big round shield*, made of wood and metal. On his legs
he wore metal guards, called greaves. On his head he wore a metal helmet, often with a
crest* on top. The crest was usually made of horsehair, and stuck up to make the soldier
look taller and fiercer.16

*Hoplite: A Greek foot soldier. Hoplites carried round shields and long spears and had
bronze helmets and leg guards.
* Shield: large piece of wood, leather and metal held in front of a soldier body to protect
him in battle. Most Greek shields were round.
*Crest: raised decoration on a soldier’s helmet, like a ridge. On Greek helmets, the crest
was made of stiff horsehair.

16 [http://www.bbc.co.uk/schools/primaryhistory/ancient_greeks/greeks_at_war/](http://www.bbc.co.uk/schools/primaryhistory/ancient_greeks/greeks_at_war/)
**Lesson # 7: Ethical Dimension**

**Overview**

This lesson will cover the First Democracy in Athens, Greece 500BC. It will cover the definition of “Democracy” at the time in Athens, Direct democracy and how voters decided actual legislation (referendum) as opposed to voting for elected leader (as well who had the right to vote and who was restricted) along with its political system. We will discuss how this has evolved over time throughout civilization.

They should try and make connections between concepts by studying the events, people, and developments that either resulted in change or revealed something significant.

**Learning goal**

Students are able to recognize both implicit and explicit ethical stances in historical narratives in a variety of media. Also students should be able to use historical accounts to make informed judgments on contemporary issues, while recognizing the limitations of “lessons” from the past.

**Curriculum expectation**

1. Access the criteria by which historians judge societies to have become “civilizations” (e.g. lasting influence or cultural contribution, longevity, significance of role in events of the period)

2. Historical thinking concept: Historical Significance  

   Students will be looking at the development of this historical event and how its significance resulted in change as it had deep consequences for many people throughout a period of time.

**Materials:**

i. Primary sources (Appendices)
   - Image 1.0
   - Image 1.1

ii. Instruction for teachers
   - Mind map of Ancient Greek politics
   - Grade 11 Textbook: passages from that textbook involving Athenian Democracy
   - Projector to show the 3 photos appendices 1.0, 1.1, 1.2, 1.3

iii. Prompts for student
• Grade 11 Textbook: passages from that text book involving Athenian Democracy
• Photos off the projector

Plan of instruction:

Warm up (10min)
Show primary images 1.0, 1.1 and secondary images, 1.2, 1.3 and ask how the students feel about each photo. What aspects of the primary images are they attracted to the most? What difference do we see in building structures today? What kind of speeches/activities were held in these areas? Ask their current perspective of what they think a democracy is and what they think the First Athenian Democracy is after seeing these images.

The Parthenon is an enduring symbol of Ancient Greece and of Athenian democracy. It is regarded as one of the world's greatest cultural monuments.

Its construction began in 447 BC when the Athenian Empire was at the height of its power. It was completed in 438 BC, although decoration of the building continued until 432 BC. It is the most important surviving building of Classical Greece, generally considered the culmination of the development of the Doric order. Its decorative sculptures are considered some of the high points of Greek art. The Parthenon is regarded as an enduring symbol of Ancient Greece, Athenian democracy, western civilization [3] and one of the world's greatest cultural monuments. The Greek Ministry of Culture is currently carrying out a program of selective restoration and reconstruction to ensure the stability of the partially ruined structure.

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1.1 The Pnyx with the speaker's platform, the meeting place of the people of Athens. The Pnyx was the official meeting place of the Athenian democratic assembly (ekklesia). In the earliest days of Athenian democracy (after the reforms of Kleisthenes in 508 B.C.), the ekklesia met in the Agora. Sometime in the early 5th century, the meeting place was moved to a hill south and west of the Acropolis. This new meeting place came to be called "Pnyx" (from the Greek word meaning "tightly packed together").

Athens, one of the most advanced city-states to arise in ancient Greece, was the first society in the world to develop a democracy, and even today it is an example and a basis for governments around the world. However, Athens had a lengthy struggle to achieve democracy. From the 9th to 6th centuries BCE, the well-known city-state went through the cycle of monarchy, aristocracy, democracy, and tyranny. Only in the end did the city complete the cycle by evolving into the democracy now associate with Athens.
1.3
Venn diagram comparing the Athenian democracy and the US democracy

Discussion (25)
Give the students time to read through the handout and underline the things that stand out to them the most. What they agree with what they don’t agree with. Do they feel as though then Athenian Democracy was effective during that time period? Why did it change so soon after being implemented? Would it work in today’s society, why or why not?

Modeling (10)
Choose a movie, potentially one with a strong background in historical significance that the students would know, discuss who you think the hero’s and villains are, what traits gave them that title, what are some of their characteristics? Ask the class to make an ethical judgment on a few characters. After relate how this is done subconsciously when reading articles, journals, newspapers, manuscripts etc. of historical events.

http://www.mrmedico.info/greecepowerpoint.htm
You may give an example of someone reading about the Holocaust how they pass an ethical judgment without realizing it.

**Guided practice AND Sharing/Discussing/ Teaching (10min)**

Give the students about 3 minutes to think of a movie of their own and examine the ethics in their movie. Have them answer these questions about their movie choice and briefly jot them down:

- Did the movie have hero’s and villains? Where they clearly good and bad or did the hero have some flaws and the villain have a “good side”?
- Did you care more about some characters then other right from the start? Why was that? Was there an imbalance of power among the characters? How did it affect your perception of the characters? Was the movie trying to share a message, a lesson or even a moral? If so what as it?
- Was there a democracy? Or was there another form of politics?21

Have them share their examples with the rest of the class.

**Independent activity ()**

**Activity: When is a Textbook like a Movie?22**

- After students have finished the guided activity of their movie choice and shared their perspective and examples, explain that when a film director portrays characters and actions as good or bad, powerful or weak, sympathetic or disagreeable, the film is communicating ideas about ethics—ideas about what is right and wrong. The director can communicate to us that a character is “good” through the characters appearance (E.g., pleasing, attractive.) A slovenly character that scowls is “bad”. Likewise, a character that steals a car seems bad if ominous music is playing in the background. But if a bumbling but attractive character steals a car while perky music plays in the background, he or she may be doing a bad” thing but is probably “good”. Often “bad” actions are not rewarded, but “good” actions are. Many movie plots revolve around ethical dilemmas that are resolved in a way that satisfies the audience, reinforcing our beliefs and values. The value judgments inherent in a movie may be obvious and clearly delineated or merely suggested and complicated, but they are usually there.

- Ask students “does a textbook also have an ethical dimension or is it factual and neutral, just telling what happened?” Explain that they will investigate this question by examining several textbook accounts on Ancient Greece. Provide a contemporary account of Ancient Greece from a current textbook in your classroom, if one is available, so that students do not get the impression that ethical position are only characteristics of older textbooks, or textbooks used in other places. Display the current account, or pass out the textbook along with 1.5 **Spotting Ethical Positions**.

---

21 Chapter 6: The Ethical Dimension, The Big Six, Historical Thinking pg 185
22 Chapter 6: The Ethical Dimension, The Big Six, Historical Thinking
• After students have finished considering the three historical accounts, discuss your original question again with the class; does a textbook have an ethical dimension, or is it factual and neutral, just telling what happened? Ask, “If it does have an ethical dimension, is this position always clear? Why is it important to be aware of the ethical dimensions in a textbook?”

Refer to appendix 1.4 for handout

**Assessment**
To evaluate each students understanding of todays lesson ask each student to hand in their work on their independent activity. This will give the teacher the opportunity to assess what the student has learned and what knowledge they have identified in the learning goals of this specific lesson.

Refer to appendix for handout.
BLM 6.1b Spotting Ethical Positions

Name:_________________________________________
Date:___________________

After reading the textbook passages *Ancient Greece*, respond to these questions.

1. How are these passages similar? How are they different?

2. What specific words or phrases create the differences?

3. Who is taking action in these passages? Who is being acted upon?

4. In each passage, what are the ethical messages conveyed about the following?

   a)

   b)

   c)

5. Explain whether or not you think textbooks have ethical positions, and why.
Lecture # 8: Concluding lesson

Overview

Having gone through all the lessons necessary for this unit, this class is focused around concluding the ideas learned and assessing your students learning. Using the historical perspectives learned through the development of Ancient Greece, this lesson will look at the student’s level of understanding.

Learning Goals

After this lesson students should be able to assess the contributions of various civilizations to the development of Western idea of citizenship and the rights of Individuals

Curriculum Expectations

1. Access the criteria by which historians judge societies to have become “civilizations” (e.g. lasting influence or cultural contribution, longevity, significance of role in events of the period)

Assess the contributions of various civilizations to the development of Western idea of citizenship and the rights of Individuals

Materials

i. Primary Source Documents

ii. Instructions for teacher

- Print out the script for each student (Appendix 8.0)

- Print out assignment sheet and rubric (Appendix 8.1 & 8.2)

- Get students into two groups (one for each assignment option)

iii. Prompts for students (BLMs)

Plan for Instruction

Warm Up & Discussion

Using this time to sum up what the students have learned in the past 7 lessons, use the
attached script to read and fill in with students. Refer to appendix 8.0.

This will help to activate background knowledge that they have learned and create a strong summary of Ancient Greece Civilization.

Guided Practice: Culminating Activity

Coming to the end of the unit, providing your students with the opportunity to show their work is very important.

For the remainder of the period the class will work towards their assignment.

In this assignment the students have the option between two choices, both of which will be marked similarly.

Assignment:

-Describe the Ancient Greece social structure. How does it differ from that of today’s society and how would you liked to have lived in such a situation?

-Write a "Dear Abby" letter that one of the historical characters might have written.

-Encourage students to use the primary resources from, [http://www.metmuseum.org/toah/hd/angk/hd_angk.htm](http://www.metmuseum.org/toah/hd/angk/hd_angk.htm) in their assignment to further understand the culture and significance of this time period

Discussion

Students at the end of the period should have the opportunity to ask any outstanding questions

Assessment

Exit card:

Describe something in the Ancient Greece lessons that made you change your mind about something that you thought differently about at one point. Tell why.
Appendices

2.0
http://prezi.com/x1eg4qyf8n70/present/?auth_key=k28o4r2&follow=wgnlrow6yxii&kw=present-x1eg4qyf8n70&rc=ref-1714623 - Amanda Luongo & Ashley Urbanowicz

2.1: Antefix in the shape of a female head, ca. 625–600 B.C. - South Italian; From Matauros - http://www.metmuseum.org/toah/works-of-art/22.139.56

2.2 ("Agamemnon", "Hom. Od. 9.1", "denarius")-

In Sicily a war broke out between the Syracusans and Acragantini for the following reasons. The Syracusans had overcome Ducetius, the ruler of the Siceli, cleared him of all charges when he became a suppliant, and specified that he should make his home in the city of the Corinthians.¹ [2] But after Ducetius had spent a short time in Corinth he broke
the agreement, and on the plea that the gods had given him an oracular reply that he
should found a city on the Fair Shore (Cale Acte) of Sicily, he sailed to the island with a
number of colonists; some Siceli were also included, among whom was Archonides, the
ruler of Herbita. He, then, was busied with the colonization of Cale Acte. 3 [3] But the
Acragantini, partly because they were envious of the Syracusans and partly because they
were accusing them of letting Ducetius, who was their common enemy, go free without
consulting them, declared war upon the Syracusans. [4] The cities of Sicily were divided,
some of them taking the field with the Acragantini and others with the Syracusans, and so
large armaments were mustered on both sides. Great emulation was shown by the cities
as they pitched opposing camps at the Himera River, and in the conflict, which followed
the Syracusans, were victorious and slew more than a thousand Acragantini. After the
battle the Acragantini sent ambassadors to discuss terms and the Syracusans concluded a
peace.

1 Cp. Book 11.92. 2 The northern shore. 3 The city.

http://bluebullets.net/html/Published%20Plans/Social%20Studies%206-
8/Mar232009/Ancient%20Greece%20Scavenger%20Hunt.pdf
3.1 (The ROM) - http://www.rom.on.ca/en/exhibitions-galleries/galleries/world-cultures/gallery-greece

3.2 (The ROM) http://www.rom.on.ca/en/blog/live-the-rom-ancient-greece-rome-weekend
### 3.3 Data Organizer

<table>
<thead>
<tr>
<th>Inquiry Question</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sample question:</strong> What is the story of X?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sample questions:</strong> What type of source is this? Who created it? When and where was it produced?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Context</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sample questions:</strong> What other events or developments were happening at the time the source was created? How might they have influenced this source?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sample questions:</strong> What do you notice that’s important about this source? What do you notice that’s interesting? What can’t you explain?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Inferences about the perspective of the creator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sample questions:</strong> To what groups might the creator have belonged? Why do you think he or she made this source? Who do you think was the audience for this? What do you think the audience wanted to hear or see? How might the background of the creator and the audience have influenced this source?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Inferences to answer inquiry question</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sample questions:</strong> What can you learn from examining this source? How does this source help you answer your inquiry question? Does it confirm, extend, or contradict what you know? What does it not tell you? What further questions do you have?</td>
</tr>
</tbody>
</table>

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\(^{23}\) Credited to *The Big Six Historical Thinking Concepts*-Seixas & Morton
# 3.4 Self-Assessment

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Always</th>
<th>Mostly</th>
<th>Sometimes</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research Questions</strong></td>
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<tr>
<td>I understood my inquiry question before beginning my project, and tried to answer it as I did my research.</td>
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<tr>
<td><strong>Research</strong></td>
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<tr>
<td>I identified sources that helped answer my inquiry.</td>
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<tr>
<td>I recognized where I needed more information and looked for sources to find it.</td>
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<tr>
<td>I recorded the sources of my information.</td>
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<tr>
<td><strong>Analysis of Sources</strong></td>
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<tr>
<td>I described all of the key details from my sources.</td>
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<tr>
<td>I analyzed the possible purpose and values of the creator(s) of the sources (author, photographer, etc.).</td>
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<tr>
<td>I drew conclusions about how the sources answered my questions and what they did not tell me.</td>
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<tr>
<td>I wrote notes in my own words and did not copy directly unless I quoted the source.</td>
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<tr>
<td><strong>Conclusions</strong></td>
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<tr>
<td>I drew thoughtful conclusions about my inquiry based on a review of my research findings.</td>
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<tr>
<td><strong>Content and Organization</strong></td>
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<tr>
<td>My exhibit title communicates the big ideas of my exhibit and captures attention.</td>
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<tr>
<td>My interpretation of the primary sources is written in short paragraphs organized around a topic sentence.</td>
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<tr>
<td>Each of my paragraphs draws the attention of viewers to key elements of the source and helps them understand the big ideas of my exhibit.</td>
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<tr>
<td><strong>Writing</strong></td>
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<tr>
<td>My text engages viewers because it relates to their personal experience, asks a provocative question, or includes a quotation that draws them into the content.</td>
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<tr>
<td>The writing is grammatically correct.</td>
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<tr>
<td><strong>Presentation</strong></td>
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<td></td>
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<tr>
<td>The exhibit attracts viewers, holds their attention, and helps them understand big ideas.</td>
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</tbody>
</table>

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This Greek amphora (jar) shows long jumping. The jumper holds lead or stone weights, to help him jump further. Pegs in the ground mark previous jumps.

This picture shows a winner at the games receiving his prize of palm branches. He is also given wine.
4.4

http://www.youtube.com/watch?v=p_PpauNCUms

4.5

http://www.bbc.co.uk/schools/primaryhistory/ancient_greeks/the_olympic_games/
Narrator 1: Welcome to our Assembly.

Narrator 2: We have been looking at Ancient Greece.

Narrator 3: First of all we looked at the history of Greece.

Narrator 1: There were 2 mighty city-states in Greece.

Narrator 2: One was Athens.

(Athenian 1, Athenian 2, Athenian 3, Athenian 4, Athenian 5, Athenian 6 and Athenian 7 enter)

Athenian 1: We're Athenians. We like art.

Athenian 5: And poetry.

Athenian 4: and plays.

Athenian 3: And music.

Athenian 7: We also believe in democracy.

Teacher: What's democracy?

Narrator 3: Democracy is a fancy word for a government that people get to vote for.

Teacher: well, that sounds nice.

Athenian 1: So put your hands up if you would like a democracy.

(Everyone puts their hands up.)

Athenian 4: Well, I think that worked.

Narrator 1: And democracy is the form of government we have today.

Narrator 2: Almost.

Narrator 3: And the other mighty city-state in Greece was Sparta.

(Spartan 1, Spartan 2, Spartan 3, Spartan 4, Spartan 5 and Spartan 6 enter).
Spartan 1: We're Spartans. We like killing people.

(There is a pause)

Narrator 1: And what else?

(Spartans think about it for a bit).

Spartan 1: Well, that's about it really. We only like killing.

Spartan 2: Oh, we also like going abroad and meeting people.

Narrator 2: That's nice. What do you do when you meet other people?

Spartan 1: We kill them.

Athenian 7: But what about art and music?

Spartans: Oh yuck.

Athenian 1: And democracy? Do you have democracy?

Spartan 3: Democracy! Oh course not. We have a king, in fact we have two kings! Our most famous king was King Leonidas!

Spartans: Hooray for King Leonidas!

Narrator 3: The Spartans and the Athenians did not like each other.

(The Spartans and Athenians put their thumbs to their noses and blow raspberries at each other).

Narrator 1: And there would probably have been a war if the Persians hadn't invaded.

(Darius and Persians enter).

Darius: Hi. I'm King Darius and I've decided to invade your country. It'll look nice in my Empire.

Persian: Darius collects countries and yours looks really pretty.

Narrator 2: So the Athenians and the Spartans forgot their differences and joined together to fight the invaders.

Athenian 1: Come on, Athenians, let’s get them!!!

Narrator 3: The Athenians defeated the Persians at the battle of Marathon.
Athenians: (chanting) one-nil, one-nil, one-nil, and one-nil.

Darius: I'll be back.

Narrator 1: And the next year he was.

Narrator 2: With an even bigger army.

Narrator 3: The Spartans rushed to fight the Persians.

Spartan 1: Yippie. A fight.

Spartan 2: Let's get them before the Athenians this time.

Narrator 1: They meet at a place called Thermopylae.

Spartan 3: Okay so there are 300 of us and thousands of them. The odds don't look too good.

(Priestess 1 and Priestess 2 enter).

Priestess 2: We are the Priestesses of Sparta. We can foresee the future.

Priestess 1: There can be no greater glory for a Spartan then to die in battle. Go and get them boys.

Priestess 2 and Priestess 1: You can beat them!

(The Spartans cheer)

Narrator 1: All 300 were killed.

(The Spartans fall to the ground going argghh).

Priestess 1: Then again, we could be wrong.

(Priestess 1 and Priestess 2 exit)

Narrator 2: But the Spartans had not died in vain.

Narrator 3: They had delayed the Persians long enough for the Athenians to get their army together.

Narrator 1: They defeated the Persians at the battle of Salamis.

Narrator 2: The Athenians and the Spartans celebrated.

(The Spartans stand up and join the Athenians cheering)
Darius: I said I’d be back!! I didn't say I'd win.

Athenian 1: Now where were we before the Persians invaded?

Spartan 1: Oh yes.

(The Athenians and the Spartans put their thumbs to their noses again and blow raspberries).

Narrator 3: It wasn't long before the two great cities were at war.

(Referee enters and blows a whistle.)

Narrator 1: Evening and welcome to Match of the Day. Today’s big fixture is the big Greek derby between the two big cities: Athens and Sparta.

Narrator 2: Thanks Gary. And here's the referee to get the big match off to a flying start.

(Spartan 1 and Athenian 1 stand with Referee in the middle. They talk, and then Referee lets a coin drop to the floor. He points at Athenian 2).

Narrator 3: And it looks like The Athenians have had good luck at the beginning.

(Referee blows whistle and steps back. Spartan 1 kills him with a sword).

Narrator 1: And the ref's been killed! That's the first time I've seen that happen in a long time.

Narrator 2: Although it almost happened at the Man u v Arsenal match a few weeks ago if someone hadn’t held the managers back.

Narrator 3: And the match has begun.

(As the commentary goes on the Athenians and Spartans "fight").

Narrator 1; And Athens score.

Narrator 2: Then Sparta.

Narrator 3: Then Athens

(Only Athenian 1 and Spartan 1 are left).

Narrator 1: The two teams are evenly matched.

(Spartan 1 puts his hand up).
Narrator 2: But Sparta is bringing on their substitutes to help them.

Narrator 3: Who are the Spartan subs?

Persians: It's us. The Persians!!!

Narrator 1: Well that's a turn up for the books! The Spartans have asked the Persians back to defeat the Athenians.

(Athenian 1 falls to the floor.)

Narrator 2: And it looks like it's worked because the Spartans have won.

(Everybody exits).

Narrator 3: But the truth is neither side really won.

Narrator 1: Athens was in ruins.

Narrator 2: And Sparta spent so much on the war and paying to get rid of the Persians, that they were now poor.

Narrator 3: And the Golden Age of Greece was now over.

Narrator 1: But they left behind lots of stories for us to enjoy.

Narrator 2: And one story is the story of the Trojan Horse.

(Homer Simpson enters.)

Narrator 3: It was written by a man called Homer.

Homer Simpson: Bart! Get me some more Duff beer.

Narrator 1: No. Not Homer Simpson. (Homer Simpson exits.) He lived thousands of years ago and his name was just Homer.

(Real Homer enters.)

Narrator 2: He was a slave who was blind.

Homer: How am I supposed to write this down if I'm blind?

Narrator 3: You didn't write it down. You learnt it all by heart.

Homer: I must have a good memory then.

Narrator 1: People did in those days.
(Homer exits).

Narrator 2: The Greeks had been fighting the Trojans for ten years.

(Two Greeks enter).

Greek 1: We're Greeks and we're bored of fighting. We want to go home.

Greek 2: I know but we can't get into the city of Troy and until we do we're stuck here.

Greek 1: Hang about. That gives me an idea.

(They exit.)

Narrator 3: One morning the Trojans woke up to find all the Greeks had gone.

(Three Trojans enter)

Trojan 1: Hey. Where did the Greeks go?

Trojan 2: They just left without saying goodbye? That's a bit rude.

(They all look up)

Trojan 1: Hello what's this then?

Trojan 2: It's a huge Wooden Horse.

Trojan 3: What's it doing here?

Trojan 1: I think the Greeks left it.

Trojan 2: Well, that's kind. Still could have said goodbye though.

Trojan 3: Well, it was nice of them to leave a prezzie.

Trojan 2: Yes but its huge. Not exactly going to fit on the mantelpiece, is it?

Trojan 1: True. We could put it in the centre of the city. It would look nice there.

Trojan 3: Oh yeah. It's on wheels so that'll help.

Narrator 1: So they dragged the horse into the city centre.

Narrator 2: But that night while everyone was asleep.

Narrator 3: A door opened in the bottom of the Wooden Horse.
Narrator 1: And out came the Greek soldiers who attacked the city.

Trojan 2: Talk about a load of cheats.

(The 2 Greeks enter)

Greek 2: Well done. That Wooden Horse was a great idea.

Greek 1: Yes. I still think my original idea of a Wooden Chicken would have looked nicer though.

Narrator 2: The Greeks burnt all the houses to the ground.

Trojan 2: Blast! I'd just redecorated the bathroom. That was a waste of time.

Narrator 3: And that was the end of the Trojans.
8.1 Grade 11 Ancient Civilization Culminating

For the final assignment to wrap up our unit, you will be showing your understanding of the given time period through one to two of the “Big Six”

You have two options to choose from, both of which will be graded the same. See rubric for expectations.

1. Social Structure:
   • Describe the Social Structure of Ancient Greece
   • How does it differ from that of today’s society?
   • How would you have liked to live in such a situation?

   **Remember!!**
   - MLA Format
   - Looking for creativity and originality.
   - 3 pages double-spaced
   - Needs to include one-two of the big six

2. Dear Ancient Civilization:
   • You will pick one historical person from the time period and write a letter they would have written about a significant event they took part in
   • How did this individual and event change the time they were in?

   **Remember!!**
   - MLA Format.
   - Looking for creativity and originality.
   - 3 pages double-spaced - Needs to include one-two of the big six
# Grade 11U Essay Writing Rubric

*Adapted from the DPCDSB Grade 12 Final Exam Essay Rubric*

<table>
<thead>
<tr>
<th>Categories</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge/Understanding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction:</td>
<td>• Opening paragraph has an uninspiring lead and a vague thesis statement.</td>
<td>• Opening paragraph has an adequate lead and thesis statement.</td>
<td>• Opening paragraph has an interesting lead and good thesis statement.</td>
<td>• Opening paragraph has an excellent lead and clear thesis statement.</td>
<td></td>
</tr>
<tr>
<td>Body:</td>
<td></td>
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</tr>
<tr>
<td>Conclusion:</td>
<td>• Unspecific arguments to thesis; lack separate ideas and analysis.</td>
<td>• 3 arguments unspecific to the thesis. Each argument has only 1 separate idea with limited analysis.</td>
<td>• 3 arguments specific to the thesis. Each argument has 2 separate ideas adequately linked and analyzed.</td>
<td>• Summarizes arguments and brings closure to essay.</td>
<td></td>
</tr>
<tr>
<td>Thinking/Inquiry</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Evidence:</td>
<td>• Insufficient examples are used from the primary text.</td>
<td>• At least 2 examples are used from the primary text to prove all arguments.</td>
<td>• At least 3 examples are used from the primary text to prove all arguments.</td>
<td>• At least 4-5 examples are used from the primary text to prove all arguments.</td>
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</tr>
<tr>
<td>Communication</td>
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<tr>
<td></td>
<td>• There are frequent errors in diction, syntax, spelling, grammar and punctuation</td>
<td>• There are some errors in diction, syntax, spelling, grammar and punctuation</td>
<td>• There are few errors in diction, syntax, spelling, grammar and punctuation</td>
<td>• There are no errors in diction, syntax, spelling, grammar and punctuation</td>
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<tr>
<td>Application</td>
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<tr>
<td></td>
<td>• Student applies knowledge and skills in familiar contexts with limited effectiveness.</td>
<td>• Student applies knowledge and skills in familiar contexts with considerable effectiveness.</td>
<td>• Student applies knowledge and skills in familiar contexts with excellent effectiveness.</td>
<td>• Student applies knowledge and skills in familiar contexts with excellent effectiveness.</td>
<td></td>
</tr>
</tbody>
</table>

*Adapted from the DPCDSB Grade 12 Final Exam Essay Rubric*