

7-2012

# The Classical World: Greece and Rome [7th-8th grades]

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# UNDERSTANDING BY DESIGN

## Unit Cover Page

Unit Title: The Classical World: Greece and Rome

Grade Level: 7-8th

Subject/Topic Area(s): Social Studies (Classical society)

Designed By: Kari Matthies

Time Frame: 3 weeks

School District: Private school

School: Ambleside School of Fredericksburg

School Address and Phone: 106 S. Edison St, Fredericksburg, TX 78624, 830-990-9059

### **Brief Summary of Unit** (Including curricular context and unit goals):

This unit was written as an in-depth look at classical cultures and their far-reaching impacts. It will specifically consider the impact of classical culture on modern-day American society. The difference between written and unwritten history, along with variances between the two, will also be considered. Students will look at written history, and maps to understand the major political, philosophical, and cultural influences of Ancient Greece and Rome. They will discover the fundamental ideas and institutions of Western civilizations that originated in Greece and Rome with the purpose of understanding their own society better. The unit will culminate with a project that allows for in-depth discussion and analysis of these two important ancient cultures; the project also requires comparing and contrasting ancient culture with modern-day American society.

## The Classical World: Greece and Rome

Stage 1 – Desired Results		
<p>Established Goals (e.g., standards)</p> <p>(B) identify the major effects of the development of the classical civilizations of Greece, Rome, Persia</p> <p>(3) The student is expected to: describe the major political, religious/philosophical, and cultural influences of Persia, Greece, and Rome</p> <p>(15) Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:</p> <p>(A) create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation; and</p> <p>(16) The student is expected to:(A) locate places and regions of historical significance directly related to major eras and turning points in world history;</p> <p>(22) The student is expected to: (A) summarize the development of the rule of law from ancient to</p>	<b>Transfer</b>	
	<i>Students will independently use their learning to...</i>	
	Compare and contrast the politics, religion, and culture of classical societies with each other. Compare and contrast the politics, religion, and culture of classical societies with modern society.	
	<b>Meaning</b>	
	<p><b>Understandings</b> <i>Students will understand that....</i></p> <ul style="list-style-type: none"> <li>• Modern society is influenced by classical societies.</li> <li>• We rely on written and unwritten history (archaeological evidence) to understand the past better.</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How does classical society affect us today?</li> <li>• How does written history affect our perception of the past? Unwritten history?</li> </ul>
<b>Acquisition</b>		
<p><b>Knowledge</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Hellenes took over the land of Greece</li> <li>• Development of Greek society</li> <li>• The functioning of Greek city-states</li> <li>• Development of democracy</li> <li>• The Greeks fended off a Persian invasion into Europe</li> <li>• Rome defeated Carthage</li> <li>• The rise of Rome</li> <li>• The strengths and weaknesses of the Roman Empire</li> </ul>	<p><b>Skills</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Identify the varied aspects of Greek society</li> <li>• Explain how Greece became a familiar classical society</li> <li>• Explain how democracy developed</li> <li>• Compare and contrast classical democracy with modern day democracy</li> <li>• Identify techniques the Romans used to conquer neighboring lands</li> <li>• Identify the strengths and weaknesses of the Roman Empire</li> <li>• Compare modern society with the classical cultures</li> <li>• Identify positive and negative aspects of the varied cultures</li> <li>• Compare and contrast ancient societies with</li> </ul>	

<p>modern times;</p> <p>(25) The student is expected to: (B) summarize the fundamental ideas and institutions of Western civilizations that originated in Greece and Rome;</p>		<p>one another</p>
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**Stage 2 – Evidence**

<b>CODE</b> (M or T)	<b>Evaluative Criteria</b> (for rubric)	
<p>T</p>	<p>Discussion participation, content, comprehension, connections, information, rebuttal, use of facts, presentation style, understanding of topic</p>	<p><b>Performance Task(s)</b> <i>Students will demonstrate meaning-making and transfer by...</i></p> <p>Your class has been chosen by a production company to create an innovative film that will follow the same storyline in two different time eras. The storyline will show a family coping when a son leaves his family to fight as a soldier. It will also follow the son as he is at war. The storyline will open in today’s modern society. The class will be split into two teams and assigned either Ancient Greece or Ancient Rome. Your team will participate in a class debate to decide whether the other half of the film will take place in Ancient Greece or Ancient Rome. Your team should discuss family life, government, military history, and culture of each society in forming your points of debate. The two teams will then present their sides and arguments. Discussion and debate to be evaluated using the attached rubrics.</p> <p>Questions which will be discussed (if not brought up in debate): What are the positive and negative aspects of the storyline taking place in Ancient Greece (or Ancient Rome)? In what ways will the storyline be similar in the two eras (and in what ways different)? Will one be influenced by the other? Why would this production company film the *same* storyline in two different eras?</p> <hr style="border-top: 1px dashed black;"/> <p><b>Other Evidence (e.g., formative)</b></p> <ul style="list-style-type: none"> <li>● Check for Understanding</li> <li>● Essay</li> <li>● Discussion</li> <li>● Picture</li> <li>● Map</li> <li>● Jigsaw</li> </ul>

		<ul style="list-style-type: none"> <li>• Oral or Written Narration (tell back what is remembered)</li> <li>• KWL chart</li> <li>• Venn Diagram</li> </ul>
<b>Stage 3 – Learning Plan</b>		
<b>CODE</b> (A, M, T)	Comprehension	
M, T  A  A M	Connections	Progress Monitoring (e.g., formative data) <ul style="list-style-type: none"> <li>• Check for understanding. Have students tell back what they remember.</li> </ul>
A  M, T  A	<u>Day 2</u> <ul style="list-style-type: none"> <li>• Start by asking the question: What do you know about the Greeks today that you did not know yesterday?</li> <li>• Today we learn about the Greek city-states and the typical government of a Greek city. As we read, let's think about how this culture is different from ours, and why.</li> <li>• Read Ch. 14 "The Greek Cities" and Ch. 15 "Greek Self-Government" from <i>The Story of Mankind</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss how the culture is different from ours.</li> </ul>
T  A  T	<u>Day 3</u> <ul style="list-style-type: none"> <li>• Tell the class: Today imagine that you are really in a Greek city-state. Put yourself in their surroundings and create pictures in your mind as we read.</li> <li>• Read Ch. 16-17 of <i>The Story of Mankind</i> ("Greek Life" and "The Greek Theatre").</li> </ul>	<ul style="list-style-type: none"> <li>• As class is drawing,</li> </ul>

Content

	<ul style="list-style-type: none"> <li>After reading, complete 2 detailed pencil sketches of each chapter.</li> </ul>	<p>circulate to assess amount of accurate detail being depicted. Make corrections as needed.</p>
<p>A</p> <p>A</p> <p>A, M</p>	<p><u>Day 4-5</u></p> <ul style="list-style-type: none"> <li>Start by looking at a map of Greece and Persia (<i>McNally Historical Atlas of World</i>, pp. 10-11). Note the distance between the two; the geographic features between the two; note the land beyond Greece, to the northwest. Look for Lydia, Marathon, Sparta, Plataea, Athens, Thessaly, Salamis, Plataea, Thermopylae on map</li> <li>Form small groups and hand out slips of paper with background information on: Lydia, Marathon, gods of Olympus, Sparta, Plataea, Athens, Miltiades, Piraeus, Thessaly, Themosticles, Xerxes, Thermopylae. (Groups may have more than one topic.) Give 3 minutes for groups to read over information; 5 minutes to decide on how to present. Jigsaw this information with class.</li> <li>Read Ch. 18 (“The Persian Wars”) of <i>The Story of Mankind</i> and then discuss how the geography of the land helped/hindered the Greeks (and the Persians). What would the impact have been if the Persians had won? How would our lives be different?</li> </ul>	<ul style="list-style-type: none"> <li>Create map in copybook with detail, accuracy, beauty. Ensure title and key are present. Check spelling and capitalization.</li> <li>Check for understanding through presentations, questions, and answers. See rubric.</li> </ul>
<p>A</p> <p>A</p> <p>M, T</p> <p>M, T</p>	<p><u>Day 6</u></p> <ul style="list-style-type: none"> <li>Review yesterday’s map. Compare Rand-McNally map with Hammond Atlas of World History (pp. 78-79; “The Hellenistic World”). Discuss similarities and differences; discuss possible reasons for differences.</li> <li>Use the maps to review the Persian invasion of Greece. Take time to review Greek city-states (especially identify Athens and Sparta, since we will be studying those today), life, government, and development of theater.</li> <li>Read <i>The Story of Mankind</i>, Ch. 19 “Athens vs. Sparta.”</li> <li>Students will compose a 5 paragraph essay explaining the conflict between Athens and Sparta. They should include the causes and events leading up to the war, the conflict itself, and the results of the war.</li> </ul>	<ul style="list-style-type: none"> <li>Have students tell back what they remember.</li> <li>Evaluate 5 paragraph essays for historical information as well as writing technique.</li> </ul>
	<u>Day 7</u>	

<p>A</p> <p>A</p> <p>A, M</p> <p>A</p> <p>M</p>	<ul style="list-style-type: none"> <li>• Begin with KWL chart about Alexander the Great. Save the L column to be filled in later.</li> <li>• Look back at map of the Hellenistic World. Locate Macedonia, Danube R., India, Phoenicia, Egypt, Babylon, Himalayan Mountains.</li> <li>• Read Ch. 20 “Alexander the Great” in <i>The Story of Mankind</i>. Discuss the last sentence and its implications: “...we feel its influence in our own lives this very day.”</li> <li>• Read Ch. 21 “A Summary”</li> <li>• Review Essential Questions, and discuss in what ways we can answer them now. What has changed in our understanding?</li> </ul>	<ul style="list-style-type: none"> <li>• Fill in the “L” of the KWL chart.</li> </ul>
<p>A</p> <p>A, M</p>	<p><u>Day 8-9</u></p> <ul style="list-style-type: none"> <li>• Begin with a KKWL chart. The first K is what we know about Ancient Greece—Have students write 1-2 attributes of Greece on a post-it, each shares aloud, and then places on the board in this column. The rest is a “regular” KWL of the Roman Empire.</li> <li>• Inform students that we begin our studies of the Roman Empire today by looking at a conflict between Rome and Carthage for control of the Western Mediterranean. They can probably already answer: who won?</li> <li>• Look at <i>Hammond Historical Atlas of the World</i>, p. 86 (map 3) and identify Carthage and Rome. Discuss proximity and geographical relationships. Read Ch. 22 “Rome and Carthage” in <i>The Story of Mankind</i>. Discuss reading. Which details come from written history? What is from unwritten history, or which parts would have left discoverable archaeological details?</li> <li>• If the passage is read silently, or assigned as homework, have students jot down a summary sentence for each paragraph, each sentence should be numbered and correspond to the paragraph number (i.e. Sentence 1 would summarize the 1<sup>st</sup> paragraph; sentence 23 would summarize the 23<sup>rd</sup> paragraph, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Begin filling in L column. This will be added to as we continue learning about Rome.</li> <li>• Use the sentences to check for understanding of reading.</li> </ul>
<p>M, T</p>	<p><u>Day 10</u></p> <ul style="list-style-type: none"> <li>• Using Think-Pair-Share, discuss Hannibal’s role in the conflict between Carthage and Rome. In partners, create an outline drawing of a soldier and write in characteristics, events, and</li> </ul>	<ul style="list-style-type: none"> <li>• Check for understanding through monitoring partner and class discussions.</li> </ul>

	<p>memorable facts about Hannibal. Use this as a launch board for a class discussion.</p> <ul style="list-style-type: none"> <li>• What Roman leaders or Roman actions were “equal” to Hannibal (helped defeat him? (Quintus Fabius Maximus, destroying Hannibal’s resources, NOT Varro, Publius Scipio, interception of Hasdrubal’s messengers, chasing Hannibal around after army defeated, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Add anything to KWL “L” column that was left out previously.</li> </ul>
<p>M, T</p> <p>A</p> <p>A, M</p>	<p><u>Day 11</u></p> <ul style="list-style-type: none"> <li>• Begin with a brief review of yesterday’s L column. Briefly compare what the class knows about Ancient Greece with what they have learned about Ancient Rome so far.</li> <li>• Continue to Ch. 23 “The Rise of Rome” in <i>The Story of Mankind</i>.</li> <li>• After reading, discuss the opening paragraph: “The Roman Empire was an accident....” Do you agree or disagree? What parts of the text and previous knowledge support this statement or refute it?</li> </ul>	
<p>A</p> <p>A</p> <p>M, T</p> <p>A</p>	<p><u>Day 12-13</u></p> <ul style="list-style-type: none"> <li>• Inform class we will be learning more about Rome after it was an empire and how it maintained its status as a large, powerful force.</li> <li>• Read Ch. 24 “The Roman Empire”</li> <li>• Add newly acquired knowledge to the “L” column of the KWL chart. Discuss similarities and differences between Rome and Greece. Ask, “What changed in this chapter?” “How did the Empire change?”</li> <li>• Each student completes a 3-way Venn diagram of Sulla, Marius, and Pompey.</li> </ul>	<ul style="list-style-type: none"> <li>• Check for understanding.</li> <li>• Grade Venn diagram for accuracy, completeness, comparison.</li> </ul>
	<p><u>Day 14-15</u></p> <ul style="list-style-type: none"> <li>• Give class the requirements for performance task (see attachment). On the first day, let them complete the first part of the performance task: preparing for the next day’s debate over which ancient culture will be the setting for the film. At end of class, talk about expectations for debate: Wait your turn to speak. Be respectful to all class members. Use sentences like: “I agree with (Name) because...” “I disagree with (Name) because...” “Regarding what (Name) said, I think that...”</li> <li>• On the second day, briefly review expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• Use discussion rubric to evaluate team discussions.</li> </ul>

	<p>Next will be the debate. The teacher's role is to observe unless absolutely required to intervene. Class should debrief using the questions on the Teacher's Guide</p>	<ul style="list-style-type: none"><li>• Use debate rubric to evaluate class members.</li></ul>
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## Persian Invasion:

### People and Places

**Lydia** was an [Iron Age](#) kingdom of western [Asia Minor](#) located generally east of ancient [Ionia](#) in the modern [Turkish](#) provinces of [Manisa](#) and inland [İzmir](#). Its population spoke an [Anatolian language](#) known as [Lydian](#).

At its greatest extent, the Kingdom of Lydia covered all of western [Anatolia](#). Lydia was a [satrapy](#) (province) of the [Achaemenid Empire](#), with [Sardis](#)<sup>[1]</sup> as its capital. [Tabalus](#), appointed by [Cyrus the Great](#), was the first satrap (governor).

Lydia was later the name for a [Roman province](#). [Coins](#) are thought to have been invented in Lydia <sup>[2]</sup> around the 7th century BC.

*(<http://en.wikipedia.org/wiki/Lydia>)*

**Marathon** is a town in [Greece](#), the site of the [battle of Marathon](#) in [490 BC](#), in which the heavily outnumbered [Athenian](#) army defeated the [Persians](#). The [tumulus](#) or burial mound for the 192 Athenian dead that was erected near the battlefield remains a feature of the coastal plain.<sup>[4]</sup> The Tymbos is now marked by a marble memorial [stele](#) and surrounded by a small park.

*([http://en.wikipedia.org/wiki/Marathon,\\_Greece](http://en.wikipedia.org/wiki/Marathon,_Greece))*

In [Greek mythology](#) Olympus was regarded as the "home" of the [Twelve Olympian gods](#) of the ancient Greek world.<sup>[4]</sup> It formed itself after the gods defeated the [Titans](#) in the [Titan War](#), and soon the palace was inhabited by the gods. It is the setting of many Greek mythical stories. In the words of [Homer](#):

Olympus was not shaken by winds nor ever wet with rain, nor did snow fall upon it, but the air is outspread clear and cloudless, and over it hovered a radiant whiteness.<sup>[5]</sup>

*([http://en.wikipedia.org/wiki/Mount\\_Olympus](http://en.wikipedia.org/wiki/Mount_Olympus))*

**Sparta**, or **Lacedaemon**, was a prominent [city-state](#) in [ancient Greece](#), situated on the banks of the [River Eurotas](#) in Laconia, in south-eastern [Peloponnese](#).<sup>[1]</sup> It emerged as a political entity around the 10th century BC, when the invading [Dorians](#) subjugated the local, non-Dorian population. From [c.](#) 650 BC it rose to become the dominant military land-power in ancient Greece.

Given its military pre-eminence, Sparta was recognized as the overall leader of the combined Greek forces during the [Greco-Persian Wars](#).<sup>[2]</sup> Between 431 and 404 BC, Sparta was the

principal enemy of [Athens](#) during the [Peloponnesian War](#),<sup>[3]</sup> from which it emerged victorious, though at great cost. Sparta's defeat by [Thebes](#) in the [Battle of Leuctra](#) in 371 BC ended Sparta's prominent role in Greece. However, it maintained its political independence until the [Roman conquest of Greece](#) in [146 BC](#).

(<http://en.wikipedia.org/wiki/Sparta>)

**Plataea** or **Plataea** was an ancient city, located in [Greece](#) in southeastern [Boeotia](#), south of [Thebes](#).<sup>[1]</sup> It was the location of the [Battle of Plataea](#) in [479 BC](#), in which an alliance of Greek [city-states](#) defeated the [Persians](#).

Plataea was destroyed in the [Peloponnesian War](#) by [Thebes](#) and [Sparta](#) in [427 BC](#) and rebuilt in [386 BC](#).

(<http://en.wikipedia.org/wiki/Plataea>)

**Athens:** The oldest known human presence in Athens is the Cave of Schist which has been dated to between the 11th and 7th millennium BC.<sup>[17]</sup> Athens has been continuously inhabited for at least 7000 years.<sup>[18][19]</sup> By 1400 BC the settlement had become an important center of the [Mycenaean](#) civilization and the Acropolis was the site of a major [Mycenaean](#) fortress whose remains can be recognized from sections of the characteristic [Cyclopean](#) walls.<sup>[20]</sup> Unlike other Mycenaean centers, such as [Mycenae](#) and [Pylos](#), it is not known whether Athens suffered destruction in about 1200 BC, an event often attributed to a [Dorian](#) invasion, and the Athenians always maintained that they were "pure" [Ionians](#) with no Dorian element. However, Athens, [like many other Bronze Age settlements](#), went into economic decline for around 150 years following this.

[Iron Age](#) burials, in the [Kerameikos](#) and other locations, are often richly provided for and demonstrate that from 900 BC onwards Athens was one of the leading centers of trade and prosperity in the region.<sup>[21]</sup> The leading position of Athens may well have resulted from its central location in the Greek world, its secure stronghold on the Acropolis and its access to the sea, which gave it a natural advantage over inland rivals such as [Thebes](#) and [Sparta](#).

(<http://en.wikipedia.org/wiki/Athens#History>)

**Miltiades** made himself the [tyrant](#) of the [Greek colonies](#) on the [Thracian Chersonese](#), forcibly seizing it from his rivals and imprisoning them. His step-uncle [Miltiades the Elder](#), and his brother Stesagoras, had been the ruler before him. When Stesagoras had died, Miltiades was sent to rule the Chersonese, around 482 BCE. His brother's reign had been tumultuous, full of [war](#) and revolt. Wishing for a tighter reign than his brother, he feigned [mourning](#) for his brother's death. When men of rank from the Chersonese came to console him, he imprisoned them.

Miltiades is often credited with devising the tactics that defeated the Persians in the [Battle of Marathon](#).<sup>[4]</sup> Miltiades was elected to serve as one of the ten generals ([strategoi](#)) for 490 BCE.<sup>[5]</sup> In

addition to the ten generals, there was one 'war-ruler' (*polemarch*), [Callimachus](#), who had been left with a decision of great importance.<sup>[5]</sup> The ten generals were split, five to five, on whether to attack the Persians at [Marathon](#) now, or later.<sup>[5]</sup> Miltiades was firm in insisting now, and convinced this decisive vote of Callimachus for the necessity of a swift attack.

([http://en.wikipedia.org/wiki/Miltiades\\_the\\_Younger](http://en.wikipedia.org/wiki/Miltiades_the_Younger))

**Piraeus** *s/*; **Greek**: Πειραιάς *Peiraiás* [*pire'as*], **Ancient Greek**: Πειραιεύς, *Peiraieús*, pronounced [*pe:rajě:us*] is a city in the region of [Attica](#), [Greece](#). Piraeus is located within the [Athens Urban Area](#),<sup>[1]</sup> 12 km southwest from its city center (municipality of Athens), and lies along the east coast of the [Saronic Gulf](#).

Piraeus has a long history, which dates back to [ancient Greece](#). The city was largely developed in the early 5th century BC, when it was selected to serve as the port city of [classical Athens](#) and was transformed into a prototype harbour, concentrating all the import and transit trade of Athens. Consequently, it became the chief harbour of ancient Greece but declined gradually.

(<http://en.wikipedia.org/wiki/Piraeus>)

**Ancient Thessaly** or **Thessalia** (**Greek**: Αρχαία Θεσσαλία) was one of the traditional regions of [Ancient Greece](#). During the [Mycenaean period](#), Thessaly was known as [Aeolia](#), a name which continued to be used for one of the major tribes of Greece, the [Aeolians](#), and their dialect of Greek, ([Aeolic](#)).

([http://en.wikipedia.org/wiki/Thessaly\\_%28ancient\\_region%29](http://en.wikipedia.org/wiki/Thessaly_%28ancient_region%29))

**Themistocles** (c. 524–459 BC), was an [Athenian](#) politician and a general. He was one of a new breed of politicians who rose to prominence in the early years of the [Athenian democracy](#), along with his great rival [Aristides](#). As a politician, Themistocles was a populist, having the support of lower class Athenians, and generally being at odds with the Athenian nobility. Elected [archon](#) in 493 BC, he took steps to increase the naval power of Athens, which would be a recurring theme in his political career. During the [first Persian invasion of Greece](#), he fought at the [Battle of Marathon](#),<sup>[2]</sup> and was possibly one of the 10 Athenian *strategoi* (generals) in that battle.

(<http://en.wikipedia.org/wiki/Themistocles>)

**Xerxes I of Persia**, meaning "ruling over heroes", also known as **Xerxes the Great** (519 BC-465 BC), was the fourth [king of the Achaemenid Empire](#).

([http://en.wikipedia.org/wiki/Xerxes\\_I\\_of\\_Persia](http://en.wikipedia.org/wiki/Xerxes_I_of_Persia))

**Thermopylae** (☞ */θər'mɒpɪli:/*; Ancient and [Katharevousa Greek](#) **Θερμοπύλαι**, Demotic **Θερμοπύλες**: "hot gateways") is a location in [Greece](#) where a narrow coastal passage existed in [antiquity](#). It derives its name from its [hot sulphur springs](#).<sup>[1]</sup> "Hot gates" is also "the place of hot springs and cavernous entrances to [Hades](#)".<sup>[2]</sup>

Thermopylae is primarily known for the battle that took place there between the [Greek](#) forces including the 300 [Spartans](#) and the [Persian](#) forces, spawning the famous epitaph beginning with "*Go tell the Spartans*".

*(en.wikipedia.org/wiki/Thermopylae)*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

.....

## KWL Chart

.....

Select a topic you want to research. In the first column, write what you already know about the topic. In the second column, write what you want to know about the topic. After you have completed your research, write what you learned in the third column.

What I Know	What I Want to Know	What I Learned

## Jigsaw Presentation

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most ( 94-85%) of the time. Mispronounces no more than one word.	Often mumbles or cannot be understood OR mispronounces more than one word.
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Uses Complete Sentences	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Collaboration with Peers	Almost always listens to, shares with, and supports the efforts of others in the group.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause	Often listens to, shares with, and supports the efforts of others in the group but sometimes is not	Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a

	Tries to keep people working well together.	"waves" in the group.	a good team member.	good team member.
Listens to Other Presentations	Listens intently. Does not make distracting noises or movements.	Listens intently but has one distracting noise or movement.	Sometimes does not appear to be listening but is not distracting.	Sometimes does not appear to be listening and has distracting noises or movements.
Resources (maps, visual aids, references to other relevant material, etc.)	Student uses several resources that make the content easier to understand.	Student uses 1 resource that makes the content easier to understand.	Student uses 1 resource which improves the presentation.	The student uses no resource OR the resources chosen detract from the presentation.

# Soldier Outline

Coloring picture of Roman Roman Soldier



## Explanatory Essay Evaluation

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Organization	Information is very organized with well-constructed paragraphs.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized. 8)
Paragraph Construction	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical, spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.

## Group Discussion of Ancient Culture v. Modern Culture

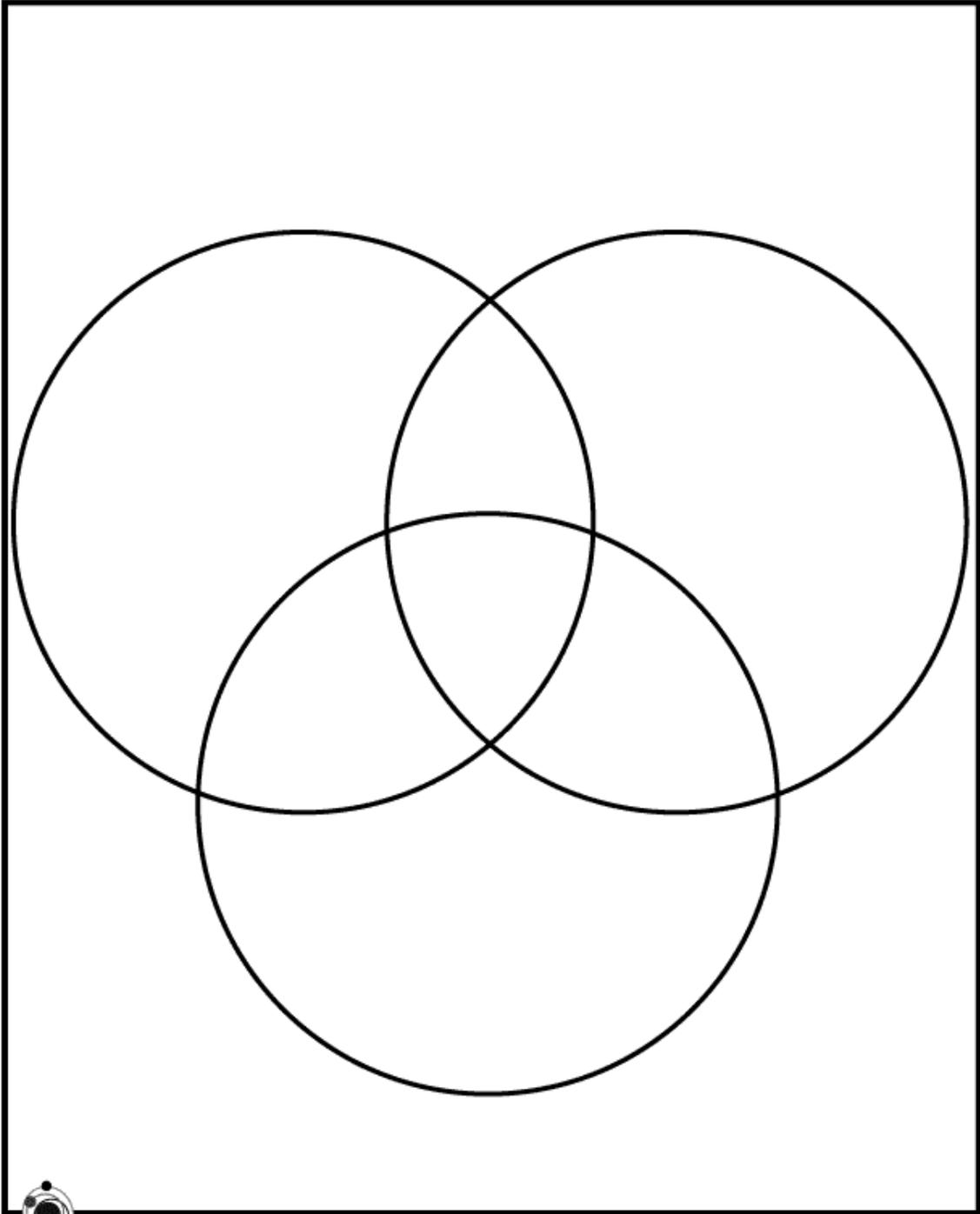
CATEGORY	Excellent - 4	Above average - 3	Average - 2	Below average - 1
Discussion participation	Initiated comments and asked questions about ideas & facts expressed by the group. Did not monopolize the discussion. Contributed significantly to discussion.	Initiated comments and asked questions about ideas & facts expressed by the group. Contributed to discussion.	When prompted, student offered comments and asked questions about ideas & facts expressed by the group. Contributed somewhat to discussion.	When prompted, student offered occasional comments or questions about some ideas & facts expressed by the group. Minimal contribution to the discussion.
Content	All information was clear, accurate, and thorough. Statements were clearly organized in a tight, logical fashion. Comments are relevant, analytical, and always accurate	Information presented was accurate. Most statements were organized in a logical fashion. Comments are relevant, and mostly accurate.	Statements were not always clear or logical. Comments are brief and sometimes accurate.	Statements were rarely clear or logical. Contributes only a little to the discussion; only occasionally accurate.
Comprehension	Demonstrated a complete, detailed understanding of the material covered to date.	Demonstrated a better than adequate understanding of the material covered to date.	Demonstrated an adequate understanding of the material covered to date.	Demonstrated only a fair understanding of some superficial aspects of the material covered to date.
Connections	Student did an excellent job of drawing connections or revealing disparities between modern and historical cultures.	Student did a good job of drawing connections or revealing disparities between modern and historical cultures.	Student drew some connections or revealed some disparities between modern and historical cultures.	Student drew a few connections or revealed a few disparities between modern and historical cultures.

Ancient Greece v. Ancient Rome Debate

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Information	All information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear and accurate, but was not usually thorough.	Information had several inaccuracies OR was usually not clear.
Rebuttal	All counter-arguments were accurate, relevant and strong.	Most counter-arguments were accurate, relevant, and strong.	Most counter-arguments were accurate and relevant, but several were weak.	Counter-arguments were not accurate and/or relevant
Use of Facts/Statistics	Every major point was well supported with several relevant facts, statistics and/or examples.	Every major point was adequately supported with relevant facts, statistics and/or examples.	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.	Every point was not supported.
Presentation Style	Team consistently used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	Team usually used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	Team sometimes used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	One or more members of the team had a presentation style that did not keep the attention of the audience.
Understanding of Topic	The team clearly understood the topic in-depth and presented their information forcefully and convincingly.	The team clearly understood the topic in-depth and presented their information with ease.	The team seemed to understand the main points of the topic and presented those with ease.	The team did not show an adequate understanding of the topic.

Sulla, Marius, and Pompey



## Apples and Oranges? Performance Task

### **The scenario:**

Your class has been chosen by a production company to create an innovative film that will follow the same storyline in two different time eras. The storyline will show a family coping when a son leaves his family to fight as a soldier. It will also follow the son as he is at war. The storyline will open in today's modern society.

The class will be split into two teams and assigned either Ancient Greece or Ancient Rome. Your team will participate in a class debate to decide whether the other half of the film will take place in Ancient Greece or Ancient Rome.

### **Your job:**

Your team should discuss family life, government, military history, and culture of each society in forming your points of debate. Consider what would contribute to or detract from the film's comparison of the two eras. The two teams will then present their sides and arguments.

### **The results:**

The class should come to a consensus regarding which classical culture would provide a better backdrop against which to film the proposed storyline. A proposal should be written to the production company clearly stating the decision and the reasons for the decision.

Your group's discussion will be evaluated using the attached rubric.  
The class debate will be evaluated using the attached rubric.

## Teacher's Guide (post-debate)

Questions which will be discussed (if not brought up in debate):

- What are the positive and negative aspects of the storyline taking place in Ancient Greece (or Ancient Rome)?
- In what ways will the storyline be similar in the two eras (and in what ways different)?
- Will one be influenced by the other?
- Why would this production company film the \*same\* storyline in two different eras?
- What have you learned?
- What new understandings do you have of Ancient Greece?
- How does classical society affect us today?
- How does written history affect our perception of the past? Unwritten history?