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Cultural Forum: Classical Societies and Western Dominance [10th grade]

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Unit Cover Page

Unit Title: Cultural Forum: Classical Societies and Western Dominance

Grade Level: 10

Subject/Topic Area: World History

Designed By: Ellie Chernosky

Time Frame: 10 days

School District: KIPP San Antonio

School: KIPP University Prep

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Brief Summary of Unit:

The goal of this unit is for students to understand what a "classical culture" is and why history remembers the West. Students will begin by learning about Greece and Rome, focusing on the modern legacies of these two classical civilizations. They will begin by distinguishing between early river valley civilizations and classical civilizations and analyzing the changes and continuities. Students will compare political systems, and then, they will analyze the influence of Greek democracy on America's political system. Students will review the main legacies of Rome, and learn about the rise and fall of Rome by completing a model. After studying about Greece and Rome, students will be able to make connections between classical civilizations and how they affect us today.

The performance task requires students to research a classical civilization in India, Persia, Mesoamerica, and China. They will represent that civilization and prove why their civilization is both "advanced" and "classical" by participating in a forum. Each group will prove their civilization's importance to a panel of judges. The goal is for students to understand that classical civilizations arose around the world, and Western dominance does not negate the achievements of societies in other regions. Students will reflect on the question, "What would be lost without the existence of this classical society?".

Cultural Forum: Classical Societies and Western Dominance

Stage 1 – Desired Results		
Established Goals (e.g., TEKS)	**Meaning**	
	Understandings *Students will understand that….*	Essential Questions
1B identify major causes and describe the major effects of the following events from 500 BC to AD 600: the development of the classical civilizations of Greece, Rome, Persia, India (Maurya and Gupta), China (Zhou, Qin, and Han), and the development of major world religions **2C** explain how major river valley civilizations influenced the development of the classical civilizations **3A** describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Greece, and Rome, including the development of monotheism, Judaism, and Christianity **16A** locate places and regions of historical significance directly related to major eras and turning points in world history **19B** identify the characteristics of the following political systems: theocracy, democracy, republic, oligarchy **20A**	♦ Innovations and complex societies developed around the world simultaneously. Interactions during the classical age and with future civilizations led to advanced learning and modern societies. ♦ Due to geography, cultural practices, and technology, Western ideals were preserved and spread to the New World. Societies preserved Western ideals, even after their empires fell.	How do societies effect one another? Why does history remember the West?
	Acquisition	
	Knowledge *Students will know…*	Skills *Students will be able to…*
	• The location of Persia, Greece, Athens, Sparta, Alexandria, Rome, Silk Road, Mayan Empire • The development of Greece, Rome, Persia, India (Maurya and Gupta), China (Zhou, Qin, Han), and Mayans • The impact of Greek democracy and philosophy (Socrates, Plato, Aristotle) • Major Greek achievements: Aristarchus, Euclid and Pythagoras, Archimedes • Roman political developments: Republic, branches of government, legal code, jury trials • Roman Achievements: Aqueducts, paved roads, arch, dome, concrete • Indian Achievements: Earth is round, zero, decimals, complex surgeries • Mayan achievements: zero, movement of sun, moon, and stars, pyramids, temples	• Explain changes/continuities between classical and early civilizations • Locate classical civilizations on a map • Define classical civilization and explain why it is classical • Explain how classical civilizations developed by creating a timeline and analyzing patterns • Distinguish between classical democracy, Roman republic, and modern democracy • Identify the strengths and weaknesses of the Greek, Roman, Indian, Chinese, Persian, and Mayan Empires • Justify position using specific evidence • Cite specific textual evidence to support analysis of primary and secondary sources, including the author, date, and origin of the source (CCSS.ELA-Literacy.RH.9-10.1) • Compare the point of view of two or more authors for how they treat the

explain the development of democratic-republican government from its beginnings in the Judeo-Christian legal tradition and classical Greece and Rome		same or similar topics, including which details they include and emphasize in their respective accounts. (CCSS.ELA-Literacy.RH.9-10.6
21B describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history		
22B identify the influence of ideas regarding the right to a "trial by a jury of your peers" and the concepts of "innocent until proven guilty" and "equality before the law" that originated from the Judeo-Christian legal tradition and in Greece and Rome		
25A, summarize the fundamental ideas and institutions of Eastern civilizations that originated in China and India		
25B summarize the fundamental ideas and institutions of Western civilizations that originated in Greece and Rome		
26A identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures		
26B analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are		

produced 27A identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in river valley civilizations, classical Greece and Rome, classical India, 27E, identify the contributions of significant scientists such as Archimedes, Pythagoras		

Stage 2 – Evidence (Transfer)

Performance Task(s)
Students will demonstrate meaning-making and transfer by…

Class Forum Project

Our class will hold a public forum among the many classical civilizations we have studied. The goal of the forum is to determine which society and their achievements should be preserved. Each group will be assigned to play the role of one civilization and prove that your civilization is the most significant classical civilization that should live on.

Some background:
The idea of the forum came from the ancient Romans; citizens would assemble in a place to discuss important public matters. Today, forums continue to be an important place for people to voice their opinion; they include everything from internet forums to school board meetings to national issues forums.

Goal:
Your goal is to prove why your civilization deserves to be the capital of the classical world.

The problem is that history favors Western civilizations (Greece and Rome), so if you have one of the other civilizations, you must think about how the world may be different if history preserved the culture and achievements of your civilization. If you represent Greece or Rome, you will have to track how Greece and Rome are represented today, and why it has a positive effect on society.

Audience:
You need to convince a panel of judges why your civilization should be preserved.

Product:
1. Individual: You will complete a research guide, based on your civilization. You must find at least one major achievement in each of the following areas (but, the more the better!!)

    - Art
    - Architecture

- Technology
- Political
- Intellectual
- Other

2. Group work: Your group will bring in *at least one* visual or artifact that represents the importance of your civilization (ex: A picture of a highway, Olympic rings, a calendar, The Constitution, Great Wall of China, picture of solar system)

3. Presentation: you will prepare a presentation of your society's achievements, your visual/artifact, and why it is important for your civilization to be preserved. This will require the use of evidence! Also, you must remember your point of view—you are a person from that society.

Criteria for Success:
Your grade will be based on your individual research, use of facts/statistics, visual artifact, presentation style, and persuasiveness.

Your work will be judged by the attached rubric.

Other Evidence (e.g., formative)
- Exit Tickets
- Check for Understanding
- Map
- Timeline
- Primary Source Reading Jigsaw
- Point of View Analysis worksheet
- Reflection writing—what would be lost if this civilization was not preserved? How would the world be different?
- Political Achievements Quiz
- Textual support practice

Stage 3 – Learning Plan

Pre-Assessment
How will you check students' prior knowledge, skill levels, and potential misconceptions?

In order to check students' knowledge, students will complete a gallery walk of images/artifacts of Greek/Roman influence in the modern world. The teacher does not tell students what the images represent. Students are instructed to take notes and observe each artifact. Then, students will theorize what all of the images represent. Students will demonstrate making connections between past societies' influence on their lives. They also will display what knowledge they have about Greece/Rome. After all of the images have been identified, students will be given a set time to list everything they know about classical civilization.

Learning Activities

Lesson 1: Gallery Walk/Pre-assessment/ Introduction notes—What is a classical civilization?

Gallery Walk of modern Greek/Roman influences
EQ Introduction: Societies from the past continue to influence us today. We have adapted learning from civilizations that existed thousands of years ago. Can you think of other influences of the Greeks and Romans? (process time and

share out)

EQ Introduction: What classical civilizations do you hear about the most? History favors Greece and Rome as the most influential "classical civilizations". Classical civilizations have direct links to modern day. They are "root civilizations" with achievements that extended beyond the classical era. "Classical civilizations" developed not only in Greece and Rome, but in India, China, other regions on the Mediterranean, and Mesoamerica. Classical civilizations were developing around the world simultaneously. So, why do historian focus on them?
Notes:
1. Map of early river valley civilizations (review)
2. Map of classical civilizations (**Formative:** Create timeline of civilizations)
3. Review defining characteristics of early river valley civ. (complex institutions, job specialization, record-keeping, advanced cities, advanced technology)
4. Introduce characteristics of classical civilizations
5. **Formative:** Explain how a classical civilization is different from an ancient civilization.

Lesson 2: Political Systems
Do Now: Classical civilizations are like _____ because…
1. Government system overview (Review: Monarchy, Theocracy; Define: Oligarchy, Republic, Democracy)
2. Athens/Sparta government systems comparison
3. History Article: "American Democracy Through Ancient Greek Eyes"

Formative: Locate civilizations and geographical features on a map

Lesson 3: Is America a democracy?
Do Now: What is democracy? Where did it develop?
Discussion: History Article (Is America a democracy? What type of government? What are the similarities? What are the differences)
Formative: Students assessed by participation in discussion and supporting answer with evidence from the text)
Formative: Map quiz

Lesson 4: Rome
Do Now: Quicklist—write down everything you know about Rome and share out
Roman Timeline activity
Rome Foldable

Lesson 5: What happens to these classical civilizations?

Notes: What happened to each of the civilizations? (Include Alexander the Great, Hellenism, Fall of Rome)
Students complete a "BIRP" Model (Before, Ideology, Rewards, Problems) about the rise and fall of Greece and Rome
Reflection: What would be lost if Greek and Roman civilizations were not preserved?

Lesson 6: More classical civilizations?
Review for Greece/Rome Quiz
Overview of Classical Civilizations: Mayan, Indian (Mauryan/Gupta), China, and Persia

Lesson 7-8: Introduction of Forum/Research
Introduce research project
Assign groups and topics
Computers are available for students to complete research sheet

Exit Ticket: Justify why one of your civilization's achievements is important to society using 3 pieces of concrete evidence.

Day 9: Public Forum

Students take part in the public forum. In the first round, each group has 5 minutes to present their civilization and major achievements. In the second round, each group argues why their groups achievements deserve to be preserved by explaining their artifact and long term impact.

Teacher uses rubric to grade and times presentations (include other panel members if possible).

CLASSICAL CIVILIZATIONS FORUM

Our class will hold a public forum among the many classical civilizations we have studied. The goal of the forum is to determine which society and their achievements should be preserved. Each group will be assigned to play the role of one civilization and prove that your civilization is the most significant classical civilization that should live on.

Some background: The idea of the forum came from the ancient Romans; citizens would assemble in a place to discuss important public matters. Today, forums continue to be an important place for people to voice their opinion; they include everything from internet forums to school board meetings to national issues forums.

Goal: Your goal is to prove why your civilization's achievements deserve to be preserved. The challenge is to think about how the world may be different without your classical civilization. History oftentimes favors Western influence (Greece and Rome), but how have other civilizations impacted the world? If you represent Greece or Rome, the challenge is to explain why your influence is so important today.

Audience:

You need to convince a panel of judges why your civilization should be preserved. They will choose which civilization has made the best case.

Product:

1. Individual: You will complete a research guide, based on your civilization. You must find at least one major achievement in each of the following areas (but, the more the better!!). You will also choose one achievement and justify why it is important to society.
   - Art
   - Architecture
   - Technology
   - Political
   - Intellectual
2. Group work: Your group will bring in **at least one** visual or artifact that represents the importance of your civilization (ex: A picture of a highway, Olympic rings, a calendar, The Constitution, Great Wall of China, picture of solar system)
3. Presentation: For the forum, you will prepare a presentation of your society's achievements, your visual/artifact, and why it is important for your civilization to be preserved for future generations. How have you affected other civilizations? This will require the use of evidence! Also, you must remember your point of view—you are a person speaking from that society.

Criteria for Success:

Your grade will be based on your individual research, use of evidence, visual artifact, presentation style, and point of view.

Your work will be judged by the attached rubric.

Classical Civilization Public Forum Rubric

	20	16	12	8	4
Use of evidence	Every major point was well supported with concrete evidence (facts, examples, statistics) and was very convincing	Every major point was supported with relevant evidence.	Most of the points were supported with evidence. Some lacked relevance.	Few points were supported with relevant evidence	Inadequate use of concrete evidence to support points
Understanding of topic	The team demonstrated mastery of their topic and presented their information clearly and convincingly	The team understood the topic in-depth and presented clearly	The team understood the main points of the topic	The team understood some parts of their topic but did not cover all parts	The team did not show an adequate understanding of the topic
Visual/Artifact	The visual/artifact demonstrated deep-thinking about the impact of the group's civilization and added depth to their overall presentation	The visual/artifact demonstrated the impact of the group's civilization and added to the overall presentation.	The artifact/visual was relevant to the group's topic, but it did not add to the presentation.	The visual/artifact was relevant to the group's topic, but it could not be explained.	The visual/artifact did not relate to the impact.
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. ALL team members contribute to the presentation.	Team usually used gestures, eye contact, tone of voice, and a level of enthusiasm in a way that kept the attention of the audience. ALL team members contribute to the presentation.	Team sometimes used gestures, eye contact, tone of voice and a level of enthusiasm that kept the attention of the audience. Majority of team members contributed to project.	Team did not use gestures, eye contact, tone of voice and a level of enthusiasm that kept the attention of the audience. Majority of team members contributed to the project.	One or more team members did not participate in the presentation. Team struggled to keep the audience's attention.
Point of View	Team speaks from the point of view of their civilization during the entire forum.	Team speaks from the point of view of their civilization during most of the forum.	Team sometimes speaks from the point of view of their civilization.	Team rarely speaks from the point of view of their civilization	Team never speaks from the point of view of their civilization.

Total: _____/100
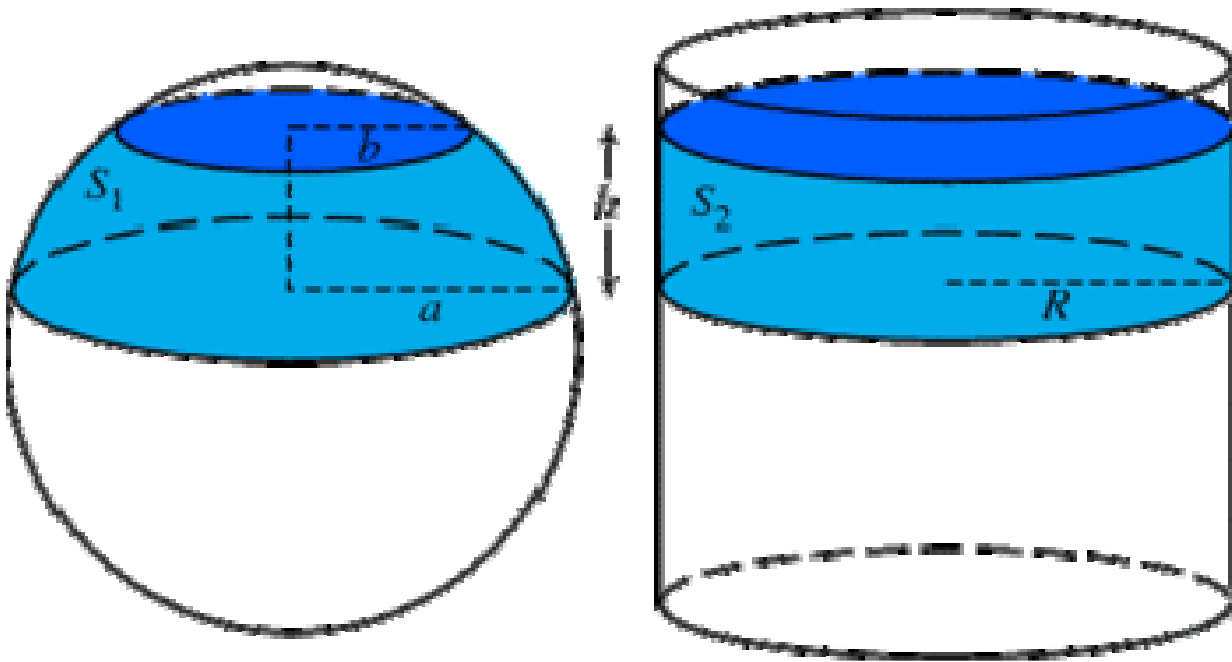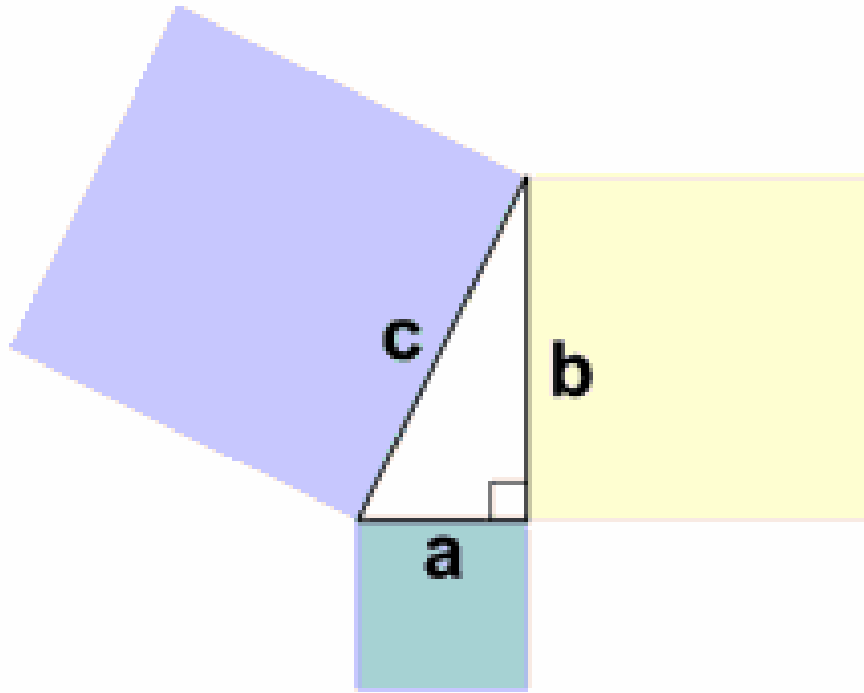
ARCHIMEDES

$$c^2 = a^2 + b^2$$

PYTHAGORUS

VOTE

HOMER
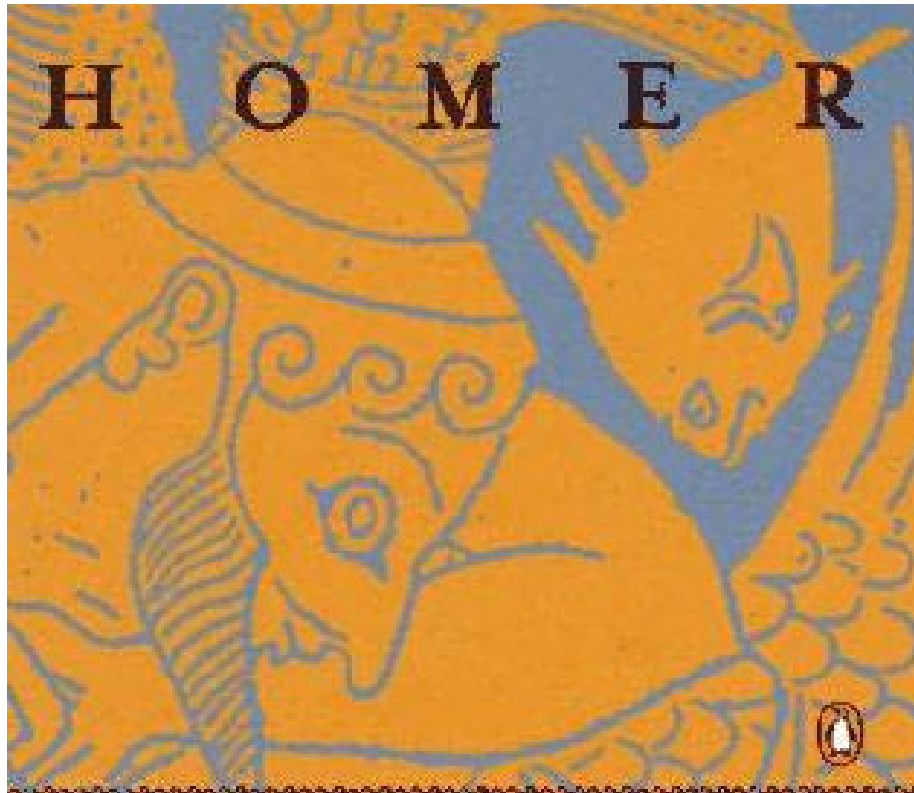
THE ODYSSEY

TRANSLATED BY
ROBERT FAGLES

INTRODUCTION AND NOTES BY BERNARD KNOX

☐ All free people have equal rights before the law.

☐ A person must be considered innocent until he or she is proven guilty.

☐ Accused people should be allowed to face their accusers and defend themselves.

☐ Judges must interpret the law and make decisions fairly.

☐ People have rights that no government can take away.

<u>Before</u>- what has to happen before something else can happen

Preconditions of empire:

- a strong central government

- lots of agricultural production (extra food)

- an area with lots of different environments (mountains, coast, plains, forest, etc.)

- lots of separate groups nearby which do not get along

<u>Ideology</u>- the reason the empire was successful- a central idea or philosophy which is a driving force (ex. militarism, democracy, etc.)

<u>Rewards:</u>

- Economic rewards

- Cultural development and improvements

- Peace and security

- Population increase

<u>Problems</u>

- empire grew too large to control

- empire failed to deliver on promises

- revolutions & rebellions

Rise and fall of Roman Empire factors

- Over-expansion –empire was too big to control

- Rome had great engineering

- Roads were built which led to the whole world—Rome acquired luxury goods along the silk road

- Italy was surrounded by the sea, lots of mountains, variety of regions

- Italy had easy access to northern Africa, Palestine, Greece, and the Spain

- Roman Law was clear about role of a CITIZEN

- Money loses its value

- Roman Laws applied to people in the vast empire when it was all conquered

- Republicanism (form of Democracy—better than the Greeks')

- Empire falls apart

- Invasions from Germanic Tribes (Vikings, Huns, etc.)

- Huge growth of empire

- Alexander the Great Died and left no heirs

- People from conquered territories became slaves

- Political structure was stable and being a citizen was VERY important

- Over-spending and corruption of Roman Emperors

Rise and fall of Greek Empire Factors

- Alexander takes over and conquers HUGE Empire

- Alexander says his empire should go "to the strongest"

- Empire collapses

- Direct Democracy- power to the people

- Lots of Trade in Mediterranean Sea

- Greece had diverse geography—islands and mountains

- Golden Age of Greece = great wealth

- Art, Philosophy, Science

- Alexander dies

- Socrates, Plato, Aristotle are teachers, writers and thinkers with new ideas

- Education highly valued

- History and Philosophy prized above all else

- Huge Expansion

- Not possible to manage all of empire (over-expansion)

- No one knows who to follow—internal chaos