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| **Lesson Grade 5 Social Studies** (Created by Craig Beckett) | | |
| **Overall Expectations:** | **Student Friendly Translation:** | **Specific Expectations:** |
| ***Heritage and Citizenship: Grade 5 – Early Civilizations***  Students will identify and compare the ways in which people in various early civilizations met their physical and social needs, including how they interacted with and used the natural environment. | You will know the way the ancient Greeks lived and organized their way of life. | identify and compare the distinguishing features of two or more early civilizations. |
| ***Language: Reading***  Reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading. | I will know some moves that will improve my understanding before, during, and after reading | explain, in conversations with peers and/or the teacher or in a reader’s notebook, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read (e.g., viewing a television program or video about a topic before reading a text on the same topic builds background knowledge, introduces content-specific vocabulary, and offers a different perspective on the topic |
| **Big Idea(s):**  People in ancient times lived in ways that are similar to today  Expert readers use strategies to help them comprehend and understand what they have read | | |
| **Misconceptions:** *What do students commonly misunderstand about the big ideas in this unit?*  As I have never taught this topic before I would use KWS chart to attain some pre-assessment data to probe for common misconceptions that students have about this topic. | **Procedural Knowledge**  Students be able to complete a KWS chart  Students will participate in a shared reading with the teacher modeling expert reading  The students will complete tiered questions based on their readiness | **Conceptual Knowledge**  Students will understand the basic structure of Greek society and Greek life  Students will understand that expert readers use strategies while reading to improve comprehension |

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| **Suggested Sequence of Instructional and Assessment Strategies** | |
| **Ideal location:** Classroom with LCD projector and smart board (or low-cost alternative wii white board)  (Maximum time 2 100 minute language/social science blocks) | 1. **Frontloading / Pre assessment Activity:** *KWS Chart*   **Resource: KWS chart:**   |  |  |  | | --- | --- | --- | | **K** | **W** | **S** | | What do I know about ancient Greece? | What do I want to know about the Greeks and their ways of life? | What is a strategy I can use to learn more about ancient Greece? |   **Assessment:** The teacher can assess the students’ prior knowledge using this KWS document. Through small group and class discussion the teacher should be able to ascertain gaps in student learning.   1. **Shared reading:** The teacher will do a shared reading of the article Ancient Greece from the Britannica Elementary Encyclopedia. The teacher will model expert reading by using think aloud strategies to highlight:    * Textual features (what an online encyclopedia contains—how its layout is meaningful)    * Personal connections (how a person uses prior knowledge to create knew learning)    * Coding the text      + ! = important point      + ? = I don’t understand or I’m confused      + ● = this is interesting   **Resource: Online encyclopedia article at elementary reading level:**  Greece, Ancient . (2011). In Britannica Elementary Encyclopedia. Retrieved February 28, 2011, from Encyclopædia Britannica Online School Edition: <http://school.eb.com/elementary/article?articleId=353213>   1. **QAR (Question Answer Relationships T. Raphael)**   After the shared reading the students will be given a question sheet that explicitly goes from factual, to interpretive, to critical applicative.  Things to consider for students is whether or not they are able to do the critical applicative questions the teacher may wish to withhold certain questions or have students work in groups—above all use sensitivity and knowledge of students to ensure respectful learning is taking place. |
| **DI strategies:**   * Providevisual cues * Provide auditory cues * Open ended questioning KWS * Looks to a range of intellectual skills * Access to Kurzweil or WordQ/Speak Q | |

**Mr. Beckett’s “It’s all Greek to me” Question Extravaganza**

**In the text**

**Right There**

*You can find the answers to these questions right in the article*

1. What was Greece the home to?
2. According to the encyclopedia which Greek city states were the most important?
3. Where did the Greek Gods live?

**Think and search question:**

*You can find the answers to these question connecting two details in the text*

1. What are some of the traditions that the Greeks started?
2. What two things did Alexander the Great do to Greece?

**C:\Documents and Settings\uc22929\Local Settings\Temporary Internet Files\Content.IE5\XBVWVNBS\MC900057258[1].wmfIn my head**

**Author and me question:**

*Bring your own opinion and match it with facts from the article*

1. Explain why (or why not) you would have liked to have lived in Ancient Greece? Why?

**On my own question:**

*Answer this question with thoughts from your own brain!*

1. What makes a great civilization great?

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| http://school.eb.com/bcom/images/dot.gif | http://school.eb.com/bcom/images/dot.gif | |  | | --- | | **Greece, Ancient**  http://school.eb.com/bcom/images/thistle.gif Britannica Elementary Encyclopedia |  |  | | --- | | http://school.eb.com/bcom/images/dot.gif |     **Ancient Greece**   |  | | --- | | http://school.eb.com/bolse/bolse2_art_bel_picbox_tcap.gif | | Photograph:Many remains from ancient Greece are still standing today. Three columns remain from a temple …   |  | | --- | | Many remains from ancient Greece are still standing today. Three columns remain from a temple …  *© Spectrum Colour Library/Heritage-Images* | | http://school.eb.com/bcom/images/dot.gif | | http://school.eb.com/bolse/bolse2_art_bel_picbox_bcap.gif |  |   The area that is now Greece was home to the first civilizations in Europe. Ancient Greece had powerful cities, great thinkers called philosophers, and fine art. The idea of democracy—rule by the people—also came from ancient Greece.  **Aegean Civilizations**  Greek civilization began sometime after 3000 BC on the island of Crete. Crete lies south of Greece, on the southern border of the Aegean Sea. This first civilization is called the Minoan civilization.  In the 1500s BC Greek-speaking people developed another civilization on the Greek mainland. This civilization was called the Mycenaean civilization. The Mycenaeans conquered the Minoan capital between 1500 and 1400 BC. In about 1200 BC they probably fought a war against Troy, a city in Asia Minor (modern Turkey). Many Greek legends tell of this war, called the Trojan War. Two great poems from ancient Greece tell of Mycenaean times. The poems, the *Iliad* and the *Odyssey*, were said to be the works of a man named Homer.  In about 1100 BC the Dorians, a people from the north, invaded. Mycenaean civilization came to an end. Many Mycenaeans moved across the Aegean Sea. They settled in Ionia in Asia Minor.  **Greek Cities**  The Dorians settled mostly in the western sections of Greece. The people in the eastern parts became known as Ionians. Together, the Dorians and the Ionians formed the civilization known as classical, or ancient, Greece. They built cities in most of what is now Greece.  By 800 BC the Greeks were building cities in new lands, too. Some went east to the Black Sea. Others settled in the west, on the island of Sicily and the mainland of Italy.  Most of the classical Greek cities, called city-states, were independent of each other. Athens and Sparta grew to be the most important city-states. Athens spread its influence by uniting all the surrounding villages. By contrast, Sparta sent armies to make slaves of its neighbors. By the 500s BC Sparta had the strongest army in Greece.  **The Hellenes**  Despite their differences, the Greeks came to think of themselves as one people. They called themselves the Hellenes.  The Hellenes shared a similar culture and spoke forms of the Greek language. They even invented the word barbarian to describe anyone who did not speak Greek.   |  | | --- | | http://school.eb.com/bolse/bolse2_art_bel_picbox_tcap.gif | | Photograph:An ancient Greek mosaic shows the sea god Poseidon riding two dolphins. The mosaic was made from …   |  | | --- | | An ancient Greek mosaic shows the sea god Poseidon riding two dolphins. The mosaic was made from …  *Erich Lessing/Art Resource, New York* | | http://school.eb.com/bcom/images/dot.gif | | http://school.eb.com/bolse/bolse2_art_bel_picbox_bcap.gif |  |   The ancient Greeks believed in many gods. They pictured their gods as larger, more beautiful, and more powerful humans. These gods were said to live on Mount Olympus in northern Greece.  People often gathered together for festivals in ancient Greece. The most famous festival was the original Olympic Games, which began in about 776 BC.  **Democracy and Culture in Athens**  Powerful leaders ruled most of the city-states. Eventually, Athens took the first steps toward democracy. In 621 BC a ruler named Draco drew up a written code of laws. Then, in the last years of the 500s BC, another leader set up a democratic government. All free men with Athenian parents were members of the city's lawmaking group. However, women, foreigners, and slaves were not included.  Athens also became the Greek center of literature and the arts. The philosophers Socrates, Plato, and Aristotle were great teachers there. Poets and playwrights wrote works that are still read and performed today. Painted pottery became a fine art and a great industry. Athenians built beautiful buildings and sculptures out of marble.  **The Persian Wars**  In the 500s BC the empire of Persia (modern Iran) took over the Greek cities in Ionia. In about 499 BC the city of Miletus started a rebellion against the Persians. Athens sent 20 ships to aid the Ionian Greeks, but the Persians crushed the revolt.  Beginning in 490 BC, the Persians attacked the Greek mainland several times. The Greeks fought back and finally defeated the Persians in 479 BC. After the Greek victory, Athens grew stronger.  **The Peloponnesian War**  By the 400s BC, Athens controlled most of eastern Greece, many of the Aegean islands, and the Ionian coast in Asia Minor. The Spartans thought that Athens was too powerful. They began the Peloponnesian War against Athens in 431 BC.  At first, the Athenians avoided battle on land. They stayed within the walls of their city. Their navy attacked Sparta from the sea. The Athenians stayed safe until 430 BC, when plague (a deadly disease) broke out in the city. The disease killed one quarter of the people, including Pericles, their leader.  Sparta won the war in 404 BC. Sparta kept a leading position for only 30 years, however. In 371 BC another Greek city, called Thebes, defeated Sparta.  **Rise of Macedonia**  In the 300s BC Macedonia, a kingdom to the north, gained strength. The Macedonians were distantly related to the Greeks. The Macedonian king Philip II conquered the Greek city-states by 338 BC. When he died in 336, his son Alexander came to power.  Alexander, called Alexander the Great, was a military genius. First he defeated the Persian king Darius III in 333 BC. Then he spent a decade conquering lands from Egypt to India. He took Greek civilization to much of the ancient world.  **The Hellenistic Age**  Alexander died in 323 BC. The period following his death is called the Hellenistic Age. “Hellenistic” means “Greek-like.”  Alexander's empire broke into three main kingdoms in Macedonia, Egypt, and the Middle East. In these kingdoms, Greek culture mixed with local cultures. In Greece itself, some of the cities regained their independence or joined together in leagues.  Ancient Rome conquered all of Greece and the three Hellenistic kingdoms by 30 BC. Greece remained under the Roman Empire until AD 395. Then it became a part of the Byzantine Empire.  Greece, Ancient . (2011). In *Britannica Elementary Encyclopedia*. Retrieved February 28, 2011, from Encyclopædia Britannica Online School Edition: http://school.eb.com/elementary/article?articleId=353213 | http://school.eb.com/bcom/images/dot.gif | http://school.eb.com/bcom/images/dot.gif |
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