

Unit Topic: Ancient Greece	Content: Social Studies	Grade: 7	Duration: 3-4 weeks
<p>Big Idea: Knowledge</p> <ul style="list-style-type: none"> • The study of government and civics equips students to understand the nature of government and the unique characteristics of American democracy, including its fundamental principles, structure, and the role of citizens. Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. • Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals (e.g., food, clothing, shelter, communication) connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them. • Economics includes the study of production, distribution and consumption of goods and services. Students need to understand how their economic decisions affect them, others, the nation and the world. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies, and governments. • Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population, and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future. • History is an account of events, people, ideas, and their interaction over time that can be interpreted through multiple perspectives. In order for students to understand the present and plan for the future, they must understand the past. Studying history engages students in the lives, aspirations, struggles, accomplishments and failures of real people. Students need to think in an historical context in order to understand significant ideas, beliefs, themes, patterns and events, and how individuals and societies have changed over time in Kentucky, the United States and the World 			
<p>Program of Studies: Enduring Knowledge – Understandings Students will understand that</p> <ul style="list-style-type: none"> • forms of government in world civilizations prior to 1500 A.D./C.E. had similarities and differences in their purposes and sources of power. 		<p>Core Content for Assessment:</p> <p>SS-07-1.1.1 Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy,</p>	

<ul style="list-style-type: none"> • the key ideals (e.g., citizenship, justice, equality, and rule of law) of a democratic form of government were practiced in some world civilizations prior to 1500 A.D./C.E. • individual rights in world civilizations prior to 1500 A.D./C.E. varied under different forms of government. • culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group of people. Through a society's culture, individuals learn the relationships, structures, patterns and processes to be members of the society. • cultures develop social institutions (e.g., government, economy, education, religion, family) to structure society, influence behavior and respond to human needs. • interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competition) and are influenced by culture. • culture affects how people in a society behave in relation to groups and their environment. • the basic economic problem confronting individuals, societies and governments in world civilizations prior to 1500 A.D./C.E. was scarcity: as a result of scarcity, economic choices and decisions had to be made. • individuals, groups and governments in world civilizations prior to 1500 A.D./C.E. made economic decisions about the use of resources in the production, distribution and consumption of goods and services. • the use of geographic tools (e.g., maps, globes, photographs, models, charts, graphs) and mental maps helps interpret information, analyze patterns and spatial data, and better understand geographic issues in world civilizations prior to 1500 A.D./C.E. • patterns emerge as humans move, settle, and interact on Earth's surface, and can be identified by examining the location of physical and human characteristics, how they are arranged, and why they are in particular locations. Economic, political, cultural and social processes interacted to shape patterns of human populations, interdependence, cooperation and conflict in world civilizations prior to 1500 A.D./C.E. • regions help us to see Earth as an integrated system of places and features organized by such principles as landform types, political units, economic patterns and cultural groups. • people depended on, adapted to, or modified the environment to meet basic needs. Human actions modified the physical environment and in turn, the physical environment limited or promoted human activities in world civilizations prior to 1500 A.D./C.E. • history is an account of human activities that is interpretive in nature, and a variety of tools (e.g., primary and secondary sources, timelines, Internet, maps) are needed to analyze historical events in world civilizations prior to 1500 A.D./C.E. • world civilizations prior to 1500 A.D./C.E. can be examined in order to develop chronological understanding, recognize cause-effect relationships, and interpret historical events. • geography and natural resources had a significant impact on world historical perspectives and events prior to 1500 A.D./C.E. • advances in science and technology had a significant impact on historical events in world 	<p>republic, dictatorship) in early civilizations prior to 1500 A.D. DOK 2</p> <p>SS-07-1.1.2 Students will describe and give examples of how some early civilizations (Greece, Rome) demonstrated the use of democratic principles (e.g., justice, equality, responsibility, and freedom). DOK 2</p> <p><i>SS-07-2.2.1 Students will compare how cultures (early civilizations prior to 1500 A.D.) developed social institutions (family, religion, education, government, economy) to respond to human needs, structure society, and influence behavior.</i></p> <p>SS-07-2.3.1 Students will explain how social interactions led to conflict and competition (e.g., political, economic, religious, ethnic) among individuals and groups in early civilizations prior to 1500 A.D. DOK 2</p> <p>SS-07-2.3.2 Students will explain how compromise and cooperation are possible choices to resolve conflict among individuals and groups in early civilizations prior to 1500 A.D. DOK 2</p> <p>SS-07-3.1.1 Students will explain and give examples of how scarcity required individuals, groups, and governments in early civilizations prior to 1500 A.D. to make decisions about how productive resources (natural resources, human resources</p>
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civilizations prior to 1500 A.D./C.E.

- each era (e.g., Beginnings to Human Society, Early Civilizations, Classical Civilizations, Major Civilizations, States and Empires, Medieval Europe and the Rise of Western Civilizations, and Exploration as it relates to world civilizations prior to 1500 A.D./C.E.) in the history of world civilizations had social, political, economic and/or cultural characteristics.

Grade 7 Skills and Concepts

- demonstrate an understanding (e.g., speak, draw, write, projects, present) of the nature of government:
 - explain the role of government (e.g., establishing order, providing security, achieving common goals) in world civilizations prior to 1500 A.D./C.E. and make connections to how government influences culture, society and the economy
 - compare different forms of government, and the purposes and sources of power in the most common forms of government (e.g., monarchy, democracy, republic, dictatorship) in world civilizations prior to 1500 A.D./C.E.
 - analyze how some world civilizations prior to 1500 A.D./C.E. (e.g. Greece, Rome) demonstrated the use of democratic principles (e.g., justice, equality, responsibility, freedom)
- compare rights and responsibilities of individuals in world civilizations prior to 1500 A.D./C.E. to the rights and responsibilities of U.S. citizens today
- analyze information from a variety of print and non-print sources (e.g., books, documents, articles, observations, interviews, Internet sources) to research, explain and answer questions about governments and people of world civilizations prior to 1500 A.D./C.E.
- demonstrate an understanding (e.g., speak, draw, write, sing, create) of the complexity of culture by exploring cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups and explaining how culture served to define groups in world civilizations prior to 1500 A.D./C.E. and resulted in unique perspectives
- investigate social institutions (e.g., family, religion, education, government, economy) in relation to how they responded to human needs, structured society and influenced behavior in world civilizations prior to 1500 A.D./C.E.
- explain how communications between groups can be influenced by cultural differences; explain how interactions lead to conflict and competition (e.g., political, economic, religious, ethnic) among individuals and groups in world civilizations prior to 1500 A.D./C.E.

and capital goods) were used. DOK 2

SS-07-3.4.1 Students will explain ways in which societies in early civilizations prior to 1500 A.D. addressed basic economic questions about the production, distribution, and consumption of goods and services. DOK 2

SS-07-3.4.2 Students will describe how new knowledge, technology/tools, and specialization increased productivity in early civilizations prior to 1500 A.D. DOK 2

SS-07-4.1.1 Students will use a variety of geographic tools (maps, globes, photographs, models, charts, graphs, and databases) to interpret patterns and locations on Earth's surface in early civilizations prior to 1500 A.D. DOK 3

SS-07-4.1.2 Students will describe how different factors (e.g., rivers, mountains, plains) affected where human activities were located in early civilizations prior to 1500 A.D.

SS-07-4.2.1 Students will describe how regions in early civilizations prior to 1500 A.D. were made distinctive by human characteristics (e.g., dams, irrigation, roads) and physical characteristics (e.g., mountains, bodies of water, valleys) that create advantages and

<ul style="list-style-type: none"> • describe conflicts between individuals or groups and explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in world civilizations prior to 1500 A.D./C.E. • compare examples of cultural elements (e.g., beliefs, customs/traditions, language, skills, the arts, literature) using information from a variety of print and non-print sources (e.g., media, literature, interviews, observations, documentaries, artifacts) to analyze how cultures in world civilizations prior to 1500 C.E have influenced cultures of today • demonstrate an understanding of the nature of limited resources and scarcity, using information from a variety of print and non-print sources (e.g., textbook, Internet, resource materials) to investigate world civilizations prior to 1500 A.D./C.E.: <ul style="list-style-type: none"> ○ explain how scarcity requires individuals, groups and governments to make decisions about use of productive resources (e.g., natural resources, human resources and capital goods) ○ describe how goods and services were exchanged in world civilizations prior to 1500 A.D./C.E. • investigate the production and distribution of goods and services in world civilizations prior to 1500 A.D./C.E. explaining ways in which societies addressed basic economic questions (e.g., how resources were used to produce goods and services; how new knowledge, technology/tools, and specialization increased productivity) about the production, distribution and consumption of goods and services • demonstrate an understanding of patterns on the Earth’s surface, using a variety of geographic tools (e.g., maps, globes, charts, graphs): <ul style="list-style-type: none"> ○ locate, in absolute or relative terms, landforms and bodies of water ○ locate and interpret patterns on Earth’s surface, explaining how different factors (e.g., rivers, mountains, seacoasts, deserts) impacted where human activities were located in world civilizations prior to 1500 A.D./C.E. • investigate regions of the Earth’s surface in world civilizations prior to 1500 A.D./C.E. using information from print and non-print sources (e.g., books, films, magazines, Internet, geographic tools): <ul style="list-style-type: none"> ○ explain relationships between and among physical characteristics of regions during the time of world civilizations prior to 1500 A.D./C.E., and explain how regions were made distinctive (e.g., dams, irrigation, roads) by human characteristics; describe advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement) that resulted ○ describe patterns of human settlement in world civilizations prior to 1500 A.D./C.E.; explain relationships between these patterns and human needs; analyze how factors (e.g., war, famine, disease, economic opportunity and technology) impacted human migration ○ evaluate how availability of technology, resources and knowledge caused places and 	<p>disadvantages for human activities (e.g., exploration, migration, trade, settlement). DOK 2</p> <p>SS-07-4.2.2 Students will describe and give examples of how places and regions in early civilizations prior to 1500 A.D changed over time as technologies, resources, and knowledge became available. DOK 2</p> <p>SS-07-4.3.2 Students will explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity, and technology in early civilizations prior to 1500 A.D. DOK 3</p> <p>SS-07-4.4.2 Students will describe ways in which the physical environment (e.g., natural resources, natural disasters, natural barriers) both promoted and limited human activities (e.g., exploration, migration, trade, settlement, development) in early civilizations prior to 1500 A.D. DOK 2</p> <p><i>SS-07-4.4.3 Students will explain how the natural resources of a place or region impact its political, social, and economic development in early civilizations prior to 1500 A.D.</i></p> <p>SS-07-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts,</p>
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<ul style="list-style-type: none"> ○ regions to evolve and change ○ analyze current events to compare geographic perspectives of today with those of world civilizations prior to 1500 A.D./C.E. ● investigate interactions among human activities and the physical environment: <ul style="list-style-type: none"> ○ explain how people of world civilizations prior to 1500 A.D./C.E. used technology (e.g., dams, roads, bridges) to modify the physical environment to meet their needs ○ describe how the physical environment promoted or restricted human activities (e.g., exploration, migration, trade, settlement, development) of world civilizations prior to 1500 A.D./C.E. ○ analyze cause and effect relationships between the natural resources of world civilizations prior to 1500 A.D./C.E. and their political, social and economic development ● demonstrate an understanding of the interpretative nature of history using a variety of tools and resources (e.g., primary and secondary sources, Internet, timelines, maps): <ul style="list-style-type: none"> ○ investigate and chronologically describe (e.g., using timelines, charts, fictional and report writing, role playing) significant events in world civilizations prior to 1500 A.D./C.E. and draw inferences about their importance ○ examine multiple cause and effect relationships that have shaped history throughout world civilizations prior to 1500 A.D./C.E. ○ analyze historical events, conditions and perspectives of different individuals and groups (e.g., by gender, race, region, ethnic group, age, economic status, religion, political group) in world civilizations prior to 1500 A.D./C.E. ● investigate, using primary and secondary sources (e.g., biographies, films, magazines, Internet resources, textbooks, artifacts), to answer questions about, locate examples of, or interpret factual and fictional accounts of major historical events and people: <ul style="list-style-type: none"> ○ examine the rise of classical civilizations and empires (e.g., Greece and Rome) and analyze their lasting impacts on the world in the areas of government, philosophy, architecture, art, drama and literature ○ explain how the movement of goods affected settlement patterns in and relations between early civilizations, empires, nations and states (e.g., Asia, Africa, and the Americas) 	<p>timelines) to describe and explain historical events and conditions, and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in early civilizations prior to 1500 A.D. DOK 3</p> <p>SS-07-5.1.2 Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships. DOK 3</p> <p>SS-07-5.3.2 Students will describe the rise of classical civilizations and empires (Greece and Rome) and explain how these civilizations had lasting impacts on the world in government, philosophy, architecture, art, drama, and literature. DOK 3</p>
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<i>What students will Know</i>	<i>What students will Do</i>	<i>What students will Understand</i>	Essential Questions	Assessments

<p>Democracy developed in Ancient Greece</p> <p>The physical environment and resources had significant impacts on human activity</p> <p>Conflicts among city-states influenced their culture</p> <p>Conflict enabled expansion</p> <p>Alexander the Great played a major role in expanding the Greek culture</p> <p>Critical Vocabulary Aristocracy/aristocrat Oligarchy/oligarch Tyranny/tyrant Democracy Constitutional government Voting Human rights Responsibilities Citizen</p>	<p>Power point presentation about a topic of interest in Ancient Greece</p> <p>Read, discuss, answer questions about Ancient Greece</p> <p>Map project about Greek colonies and trade routes</p> <p>Evaluate Alexander the Great as hero or villain.</p> <p>Create models of important landmarks</p> <p>Investigate contributions, daily life, government, wars, etc. from Ancient Greece</p> <p>Write feature articles about something scarce today (link to scarcity in Ancient Greece)</p>	<p>How democracy developed in Ancient Greece.</p> <p>How the physical environment and scarcity of resources promoted and limited human activity.</p> <p>How conflicts among the city-states influenced their culture.</p> <p>How external conflicts helped Greece expand.</p> <p>How the spoils of war fueled the Greek economy.</p> <p>How Alexander the Great created the largest empire to date and spread Greek culture throughout it.</p>	<p>How did the physical environment promote and limit human activities in Ancient Greece?</p> <p>How did democracy develop in Ancient Greece?</p> <p>How did elements of Greek culture develop and pass on to us today?</p> <p>What factors allowed Greece to expand its empire?</p>	<p>KCCT-like assessments</p> <p>Entry/exit slips</p> <p>Would you rather have lived in Athens or Sparta? Defend your answer.</p> <p>Explain the importance and impact of the Persian Wars.</p> <p>Was Alexander the Great a hero or villain? Defend your answer.</p> <p>Identify and explain the significance of contributions of the Ancient Greeks to our world today.</p> <p>Compare and contrast how the physical environment of _____ County has promoted and limited human activity (use your own county – link to this same idea studied in the unit on Ancient Greece.).</p>
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<p>Laws Architecture Drama Physical environment</p> <p>Important to Know</p> <p>Assembly Alphabet (Phoenicians) Parthenon Acropolis Polis Peloponnesian Olympian gods Olympics Minoan Mycenaean Odyssey Iliad Homer Crete Troy Sparta Athens Labyrinth Agora Mercenaries Darius Xerxes Pericles Socrates Cleisthenes</p>	<p>Work in mixed ability teams to learn vocabulary – play a competitive game to quiz each other</p> <p>Survey classmates about beliefs in afterlife and create products to display and share results</p> <p>Write poems, songs, skits, etc. about what they have learned about Greece</p> <p>Take notes on critical information</p> <p>View videos, photographs of artifacts, and art</p> <p>Listen to Greek music</p> <p>Draw and label Greek columns and/or elements of a Greek temple</p>			
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<p>Persia Tragedy/comedy Defensive League Delian League Aristotle Plato Euclid Pythagorus Aristophanes Socratic method Hypothesis Thales of Miletus Sophocles Hippocrates Alexander the Great Trojan War Achilles Gods/goddesses (i.e. from Greek mythogical stories) Ionic Doric Corinthian Seven Wonders of the Ancient World</p>	<p>Compare/contrast Athens and Sparta</p> <p>Investigate how democracy developed in Ancient Greece.</p>			
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Resources: