

Quarter Three: Classical Civilizations, 700 BC – 500 AD

Third Quarter: Essential Understandings

Essential Understandings reflect outcomes for student learning based on the Grade 9 Social Studies and English Language Arts Standards. Essential Understandings are the “big ideas” which bridge time and space and which comprise expected deep understandings derived from study. The Essential Understandings are clustered into themes which are studied throughout the course. Students who successfully complete Honors 9 World History and Literature will have demonstrated on performance assessments a firm grasp of the Essential Understandings by providing specific examples and analyzing just how these concepts have occurred through world history and how they are reflected in world literature.

Theme: Space and Place

1. Geography influences the development of a civilization.

- How does a civilization’s growth of population and expansion of territory drive the development of technology?

2. Forces of nature create economic and cultural changes in a civilization.

- How did ancient people’s religious beliefs affect their responses to forces of nature?
- How did the volcanic eruptions of Thera and Vesuvius alter the course of Mediterranean history?
- How might history have developed differently had the Minoan civilization on Crete not been destroyed?

3. Humans shape and adapt to their environment.

- How did the idea that “might makes right” characterize the dispersion of cultures?

4. A civilization’s geographical location affects its global interaction and economic and political power.

- How did military dominance impact a civilization’s economy, culture, and social structures?
- Identify the multiple causes of the rise and fall of the Roman Empire.
- How does a civilization’s growth of population and expansion of territory drive the development of technology?

Theme: Culture

5. Movement of goods, people, and ideas are conduits for cultural change.

- What were the long-reaching social, political, and economic effects of the Persian and Peloponnesian Wars?
- Why did the spread of Hellenistic ideas promote cultural assimilation and impact the role of governments in the Mediterranean basin?
- How did the cultural expansion of classical civilizations impact the development of modern languages?

- How does a civilization's growth of population and expansion of territory drive the development of technology?

6. Language, literature, and the arts reflect the values and beliefs of a civilization and transmit culture.

- How did mythology and religious writings impact the development of civilizations?
- Why do the ideas of the hero and the journey, prevalent in ancient literatures, continue to be a theme of modern literature?
- How did the cultural expansion of classical civilizations impact the development of modern languages?
- What are the common threads woven through different religious beliefs that are apparent in religious artifacts and writings?

7. Culture disperses through assimilation or domination.

- What were the long-reaching social, political, and economic effects of the Persian and Peloponnesian Wars?
- Why did the spread of Hellenistic ideas promote cultural assimilation and impact the role of governments in the Mediterranean basin?
- How did military dominance impact a civilization's economy, culture, and social structures?
- How did organized religion change political, economic, and social structures within a civilization?
- Identify the multiple causes of the rise and fall of the Roman Empire.

8. Civilizations share common characteristics.

- How did organized religion change political, economic, and social structures within a civilization?
- How does a civilization's growth of population and expansion of territory drive the development of technology?
- How were the Greek city-states similar and yet distinct?

Theme: Time, Continuity, and Change

9. Power and authority shape the rights and responsibilities of individuals and societies; individuals assume and shape power and authority.

- What were the long-reaching social, political, and economic effects of the Persian and Peloponnesian Wars?
- Why did the spread of Hellenistic ideas promote cultural assimilation and impact the role of governments in the Mediterranean basin?
- How did military dominance impact a civilization's economy, culture, and social structures?
- How did organized religion change political, economic, and social structures within a civilization?
- How did the idea that "might makes right" characterize the dispersion of cultures?

10. The chronology of global events and patterns of historical change contribute to the rise and fall of civilizations.

- What were the long-reaching social, political, and economic effects of the Persian and Peloponnesian Wars?
- What social factors contribute to a civilization's rise and fall?

- Identify the multiple causes of the rise and fall of the Roman Empire.

Theme: Science, Technology, and Society

11. Science and technology affect and are affected by political, economic, and societal changes.

- What were the long-reaching social, political, and economic effects of the Persian and Peloponnesian Wars?
- How did military dominance impact a civilization's economy, culture, and social structures?
- Why did a culture's science and technology frequently operate on the periphery of the society?
- How does a civilization's growth of population and expansion of territory drive the development of technology?

12. Scientific and technological discoveries challenge existing cultural norms and change global perspectives.

- Why did a culture's science and technology frequently operate on the periphery of the society?
- How did the idea that "might makes right" characterize the dispersion of cultures?

Theme: Communication

13. Communication includes all human attempts to convey a message.

- How did mythology and religious writings impact the development of civilizations?
- What are the common threads woven through different religious beliefs that are apparent in religious artifacts and writings?

14. The ideas of effective communicators influence and are influenced by their society.

- How did mythology and religious writings impact the development of civilizations?
- How did the cultural expansion of classical civilization impact the development of modern languages?
- Why did the spread of Hellenistic ideas promote cultural assimilation and impact the role of governments in the Mediterranean basin?
- How did the idea that "might makes right" characterize the dispersion of cultures?

15. Communicators reflect the bias of their time.

- How did the works of the Greek philosophers reflect the values of their time?
- How did the works of the Greek philosophers influence other civilizations?

16. Informed readers, listeners, and viewers construct meaning through the lens of personal knowledge and experience.

Why do the ideas of the hero and the journey, prevalent in ancient literatures, continue to be a theme of modern literature?

Legend for Materials

LOL 9: <i>The Language of Literature-TE</i> ; Ninth Grade	WH: <i>Human Journey: World History-TE</i>
LOL EL: The Language of Literature Electronic Library	WHD <i>World History in Documents</i>
WL: World Literature-TE	GWP: Granger’s World of Poetry
LC: Literature Connections— <i>The Language of Literature novels</i>	Bb: Blackboard Online Resource

I. Greek Civilization (3 weeks)

Social Studies Standards: 9SK1a, 10SK1f, 10SK1g, 6SS1b, 10SS1a, 6SS2a, 6SS2c, 9SS2a, 9SS2b, 9SS2c, 10SS5a, 9SS6c, 10SS6a, 6SS8c, 6SS8d, 9SS8a, 10SS8d, 10SS2c, 10SS2e, 6SS3a, 6SS3b, 9SS3b, 9SS3c, 10SS3a, 6SS4b, 9SS4b, 9SS4c, 10SS4a, 6SS5b, 10SS5a, 9SS6c, 10SS6a, 6SS7a, 6SS8c, 6SS8d, 6SS8a, 10SS8d, 9SS9a, 9SS9b, 9SS10c

English Language Arts Strands: E-1 Reading, E-1 Writing, E-3 Speaking, Listening, and Viewing, E-4 Conventions, Grammar, and Usage of the English Language, E-5 Literature, E-6 Public Documents, E-7 Functional Documents

Social Studies	ELA	Suggested Instructional Strategies	Suggested Assessment Strategies
1. Ancient Greece – Early Civilizations <ul style="list-style-type: none"> a. Geography of Greece <ul style="list-style-type: none"> 1. Mountains and valleys 2. Seas 3. Expansion b. Minoan civilization (Crete) <ul style="list-style-type: none"> 1. Trade 	<i>The Greeks: Crucible of Civilization, An Empire Special-DVD</i> by PBS Optional: <i>Mythology</i> by Edith Hamilton or on line sources <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> Focus on Epic Poetry from the <i>Iliad</i>; Books 1, 22, </div>	Pre- and Post- Viewing Questions Web quest on Greek gods (See Bb Folder: <i>Greek Mythology</i>) Read Aloud Identification of Literary Devices (epithets, Homeric	Reflection paper (See Bb Folder in Resources: <i>Rubrics-6 Traits</i>) Student developed Epithets

<ul style="list-style-type: none"> 2. Palace at Knossos 3. Disappearance c. Mycenaean civilization <ul style="list-style-type: none"> 1. Trade 2. Trojan war 3. Dorian invasion d. The Age of Homer 2. Government <ul style="list-style-type: none"> a. City-States (Athens and Sparta) b. Monarchy, aristocracy, oligarchy c. Warfare (phalanx) 3. The Persian Wars <ul style="list-style-type: none"> a. Darius I and Xerxes b. Marathon c. Thermopylae d. Delian League 	<p>and 24 by Homer, translated by Robert Fitzgerald (WL-page 224)</p> <p>and/or</p> <p>from the <i>Odyssey</i>; Books 9, 10, 12, 21, 22, 23 by Homer translated by Robert Fitzgerald (LOL 9-page 481)</p> <p><i>Lyric Poems</i> by Sappho translated by Mary Barnard (WL-280)</p>	<p>similes)</p> <p>Talk Show: Assume Persona of Character and Prepare for Interview by Host</p> <p>Vocabulary Word Wall</p> <p>Panel Discussion: Comparing the Epic Hero with a Modern Day Hero</p> <p>Personal essay describing their own journey through life including literary allusions to the <i>Odyssey</i></p> <p>Illustrated Timeline on Persian Wars (WH-page122)</p> <p>Teacher Created Lesson Plans (See Bb Folder in Lesson Plans-<i>Classical Civilizations</i>)</p> <p>Group Analysis for City States of Athens and Sparta: Categorize Cultural, Economic, Political, and Military</p>	<p>News Broadcast folder (See Bb Folder in Resources: <i>Rubrics- News Broadcast</i>)</p> <p>Unit Test on <i>Odyssey</i></p> <p>Rubric for Panel Discussion (See Bb Folder in Resources: <i>Rubrics-Panel Discussion</i>)</p> <p>Personal Essay-Rubric (See Bb Folder in Resources: <i>Rubrics-6 Traits</i>)</p> <p>Gallery Walk</p>
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<p>4. The Age of Pericles</p> <ul style="list-style-type: none"> a. Direct democracy b. Stipend c. Jury d. Ostracism e. Pericles' Funeral Oration f. The Peloponnesian War <p>5. The Greek Achievement</p> <ul style="list-style-type: none"> a. Philosophy (Plato and Aristotle) b. Architecture and Art c. Poetry and Drama (tragedy and comedy) 	<p>“Funeral Speech of Pericles” from <i>History of the Peloponnesian War</i> (WL-page 284)</p> <p style="text-align: center;">Focus on Drama</p> <div style="border: 1px solid black; padding: 5px;"> <p><i>Oedipus Rex</i> by Sophocles translated by Dudley Fitts and Robert Fitzgerald (WL-page 302)</p> <p style="text-align: center;">and/or</p> <p><i>Antigone</i> by Sophocles translated by Dudley Fitts and Robert Fitzgerald (LOL 10-page 936 or See Bb Folder-<i>Focus on Drama</i>)</p> </div>	<p>Information; Record on Easel Paper</p> <p>Collaborative Groups: Jigsaw <i>Readings in World History</i> #18, “The Making of Spartan Soldiers,” and #19, “A Plea for Eunomy.”</p> <p>Response Group (See <i>A Link to the Past</i>-page 18-on Athenian Democracy and WH-page 116 for Focus Question Suggestions)</p> <p>WH Teaching Transparency: Art and History 3: Dipylonvase</p> <p>Student performances</p> <p>Double Entry Note Taking (see <i>A Link to the Past</i> resource, page 32). One column listing Greek philosophers and scientists (WH text, page 137). Second column to detail significance of each. A summary box at the bottom to</p>	<p>Small group discussion</p> <p>Ticket to Leave – One Sentence Summary</p> <p>Role Play Rubric (See Bb Folder in Resources: <i>Rubric-Role Playing</i>)</p> <p>Think, Pair, and Share</p>
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<p>d. Written History</p> <p>6. The Hellenistic Age</p> <p>a. Alexander the Great</p> <ol style="list-style-type: none"> 1. Philip II of Macedonia 2. Conquest of Persia 3. The Campaign for India 4. Death of Alexander <p>b. The Legacy of Alexander</p> <ol style="list-style-type: none"> 1. Blended Cultures 2. Alexandria 3. Opportunities for Women <p>c. Hellenistic civilization</p> <ol style="list-style-type: none"> 1. Philosophy 2. Learning 3. Medicine 	<p>Optional: from the “Apology” from the <i>Dialogues</i> by Plato and translated by Benjamin Jowett (WL-page 295)</p> <p>Optional: Excerpt from <i>An Account of Egypt</i> by Herodotus (See Bb Folder- <i>Herodotus</i>)</p>	<p>describe how Greek ideas of good government and citizenship developed and changed during the golden age.</p> <p>Simulation of the trial of Socrates</p>	<p>Role Play Rubric (See Bb Folder in Resources: <i>Rubric-Role Playing</i>)</p>
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<p>II. Roman Civilization (2 weeks)</p>
<p>Social Studies Standards: 9SK1a, 10SK1f, 10SK1g, 6SS1b, 10SS1a, 6SS2a, 6SS2c, 9SS2a, 9SS2b 9SS2c, 10SS5a, 9SS6c, 10SS6a, 6SS8c, 6SS8d, 9SS8a, 10SS8d, 10SS2c, 10SS2e, 6SS3a, 6SS3b, 9SS3b, 9SS3c, 10SS3a, 6SS4b, 9SS4b, 9SS4c, 10SS4a, 6SS5b, 10SS5a, 9SS6c, 10SS6a, 6SS7a, 6SS8c, 6SS8d, 6SS8a, 10SS8d, 9SS9a, 9SS9b, 9SS10c</p> <p>English Language Arts Strands: E-1 Reading, E-1 Writing, E-3 Speaking, Listening, and Viewing, E-4 Conventions,</p>

**Grammar, and Usage of the English Language, E-5 Literature, E-6 Public Documents,
E-7 Functional Documents**

Social Studies	ELA	Suggested Instructional Strategies	Suggested Assessment Strategies
<ol style="list-style-type: none"> 1. Geography of Italy 2. People of Italy <ol style="list-style-type: none"> a. Latins b. Etruscans c. Greek colonists 3. The Roman Republic: Government <ol style="list-style-type: none"> a. Patricians b. Consuls c. Dictator d. Plebeians e. Tribunes (veto) 4. Roman Society and Expansion <ol style="list-style-type: none"> a. Status of women b. Education c. Religion d. Citizen-Soldiers (legion) e. Conquered lands f. Protection and Unification 	<p>Optional: from the “Aeneid” from <i>Book 2: The Fall of Troy</i> by Virgil (WL-page 382)</p> <p>Optional: <i>Cleopatra VII</i> by Kristiana Gregory (omit if used with Egypt unit) (Class Set of Texts)</p> <p>Optional: Romans, DVD: <i>The Roman Empire in the First Century AD</i></p> <p><i>The Golden Mean and Carpe</i></p>	<p>R.A.F.T. activity (<i>A Link to the Past</i>-page 26) Role – Plebian Audience – Roman Senate Format – Letter Topic – Demands for Political Rights</p> <p>Graphic Organizer: Causes and Results of Punic Wars (WH-page 156)</p> <p>Examine Concept of Civic</p>	<p>Rubric Detailing Criteria for Success</p> <p>Write Compare/Contrast Essay</p>

<ul style="list-style-type: none"> b. Satire c. History d. Philosophy e. Art and Architecture f. Science and Technology g. Law <p>7. Religious Diversity</p> <ul style="list-style-type: none"> a. Roman Beliefs b. Religious Diversity and Tolerance c. Jewish Revolt 			Unit Test
III. Christianity (1 week)			
<p><u>Social Studies Standards:</u> 9SK1a, 10SK1f, 10SK1g, 6SS1b, 10SS1a, 6SS2a, 6SS2c, 9SS2a, 9SS2b, 9SS2c, 10SS5a, 9SS6c, 10SS6a, 6SS8c, 6SS8d, 9SS8a, 10SS8d, 10SS2c, 10SS2e, 6SS3a, 6SS3b, 9SS3b, 9SS3c, 10SS3a, 6SS4b, 9SS4b, 9SS4c, 10SS4a, 6SS5b, 10SS5a, 9SS6c, 10SS6a, 6SS7a, 6SS8c, 6SS8d, 6SS8a, 10SS8d, 9SS9a, 9SS9b, 9SS10c</p> <p><u>English Language Arts Strands:</u> E1-Reading; E2-Writing; E3-Speaking, Listening, and Viewing; E4-Conventions, Grammar, and Usage of the English Language; E5-Literature; E6-Public Documents; and E7-Functional Documents</p>			
Social Studies	ELA	Suggested Instructional Strategies	Suggested Assessment Strategies
<p>1. Jesus and His Message</p> <ul style="list-style-type: none"> a. Christianity, A New Religion 	<p>“The Sower” from <i>New English Bible</i> (WL-page 200)</p>		

IV. Roman Civilization (1 week)

Social Studies Standards: 9SK1a, 10SK1f, 10SK1g, 6SS1b, 10SS1a, 6SS2a, 6SS2c, 9SS2a, 9SS2b, 9SS2c, 10SS5a, 9SS6c, 10SS6a, 6SS8c, 6SS8d, 9SS8a, 10SS8d, 10SS2c, 10SS2e, 6SS3a, 6SS3b, 9SS3b, 9SS3c, 10SS3a, 6SS4b, 9SS4b, 9SS4c, 10SS4a, 6SS5b, 10SS5a, 9SS6c, 10SS6a, 6SS7a, 6SS8c, 6SS8d, 6SS8a, 10SS8d, 9SS9a, 9SS9b, 9SS10c

English Language Arts Strands: E1-Reading, E2-Writing, E3-Speaking, Listening, and Viewing, E4-Conventions, Grammar, and Usage of the English Language, E5-Literature, E6-Public Documents, and E7-Functional Documents

Social Studies	ELA	Suggested Instructional Strategies	Suggested Assessment Strategies
1. Crisis and Reforms <ul style="list-style-type: none"> a. Struggles for Power b. Economic and Social Problems c. Emperors Diocletian and Constantine 2. Foreign Invasions and the Fall of Rome <ul style="list-style-type: none"> a. Military Causes b. Political Causes c. Economic Causes d. Social Causes 		Graphic Organizer – WH text, page 175 Debate the Fall of The Western Roman Empire: Was It Inevitable or Preventable? (See Bb Folder in Resources- <i>Instructional Strategies: Debates</i>)	Debate Rubric Unit Test

MODERN DAY CONNECTION

Create Collage Highlighting the Roman Legacies in the Modern World including the Arts and Sciences

V. Original Production, Research, and Assessment (Two Weeks)

See Bb Folder in Resources-*Honors Assessment and Original Productions*

