Teacher Work Sample

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Major: Social Studies Composite
Minor (optional)
Date: January 23, 2018

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1. Learning Context:

School district: Cache County School District
Name of school: Sky View High School
Title 1 school? Yes

Demographics of school (2016-2017 School Year):

Number of Students: 1718
Number of Teachers: 75
American Indian: 3
Asian: 14
Black: 18
Caucasian: 1,527
Hispanic: 132
Multi Race: 22
Pacific Islander: 2
Female: 844
Male: 874
Economically Disadvantaged: 23.3%
ELL: 2%
Ethnic Minority: 11.1%
**Special Education:** 9.6%

**Free Lunch Program:** 17% (Based on 2014-2015 school year)

**Reduced-Price Lunch Program:** 10% (Based on 2014-2015 school year)

**Chronic Absenteeism:** <10%

**Mobility:** 12%

**Concurrent Enrollment:** 57%

**Advanced Placement:** 20%

**CTE Courses:** 96%

**International Baccalaureate:** 0%

**SAGE Results for Sky View High:** Language Arts 48% proficient; Mathematics 48% proficient; Science 61% proficient


**Description of school climate:** Sky View High School is a 9-12 high school located in Smithfield, Utah. Up until this year the high school was 10-12, but a new high school (Green Canyon) was just opened and half of the students that were previously going to Sky View are now attending Green Canyon. This allowed more room so that the freshmen were able to move up into the high school. Sky View serves students from many remote communities in Northern Utah such as Cove, Lewiston, Benson, Clarkston, Richmond, and Smithfield. Smithfield is the furthest south community (on the eastern edge of Cache Valley) that sends their students to Sky View. Students from Hyde Park and North Logan that used to attend Sky View now attend Green Canyon.

The school’s leadership style is geared towards creating a positive learning environment and good student character. It is a coaching approach rather than an authoritative approach. The leaders’ role is to encourage the students and teacher and to create a friendly learning environment rather than to be demanding and demeaning when things do not happen exactly as planned. The leaders coach the students and provide good examples of what it means to build strong relationships, to build a solid character, and to increase one’s knowledge.

There is a very strong parent and community involvement here. They have a school community council. This includes 5 parents, an administrator, and a teacher from the school. It is driven by the parents with the administrator there to represent the school. They have a big booster club as well that does a lot of fundraising. They also run the concession stands during games. They are involved with sporting events and extracurricular activities. They have a PTA that provides lunches during parent teacher conferences also. The community strongly supports this school, and the parents are very involved with their children’s lives.

I asked my cooperating teacher, and he is not aware of the school having any school-wide disciplinary plan. Each case is handled according to the situation.
Sky View was built in 1964, so the building is quite old. They have, however, added some new additions since then. It is in a rural community surrounded by a small residential area and farmland. The school is lacking somewhat in the technology department. They are not a one-to-one school, and I have not seen any SmartBoards. The academic environment is safe and oriented towards building character, relationships, and knowledge (this is discussed more below in the mission statement). The administration at Sky View focuses on encouraging the students and creating a friendly environment to learn in. There are several AP and concurrent enrollment options available so that students can begin to pursue their higher education while in high school. They also have a life skills class for those students who are not able to participate in a regular classroom.

Sky View’s mission statement is based on the acronym RCK or RoCK. The R stands for Relationships. The school strives to build relationships through communication, participation, personalization, safety, trust, and loyalty. The C stands for Character. The school builds character through making sure students attend their classes, practicing courtesy, having respect for others, creating civil behavior and a strong work ethic, and making sure the students are accountable. The K stands for Knowledge. They build knowledge through curriculum, instruction, motivation, engagement, assessment, and literacy.

Grade level: 9th Grade

Learning environment: There is anywhere from 90-93% attendance in my focus class. For the most part it seems like the same students are the ones who are gone most of the time. The majority of the class regularly attends. Some of the absences are school-related, so they are excused.

The class is managed by consistently monitoring the classroom by walking around and going up and down the rows periodically. By monitoring what each student is doing, I will be able to redirect the attention of those students who are distracted to the subject matter at hand. If students are talking, I will ask for everyone’s attention or I will use proximity. I will not allow students to use their phones or listen to their music during lecture or discussion.

The students do sit in assigned seats. There are 12 tables in the classroom that sit three students each. They are set up in three rows of four. It’s hard to rearrange the desks for group work or discussion because they are long tables, but on the other hand it is easy to group students for short-term group work because I can just say work with your table group. Because this is a very broad class taught in a very short amount of time (all of world history is taught in a trimester), there are some days where I have the students take a lot of notes. On those days the students are engaged in taking notes; however, they sometimes disengage when questions are asked. There are several group projects that do require the students to participate and to engage at a high level. For example, right now the students are making a Greek newspaper in groups of two or three. This requires students to put themselves in the position of someone who lived in ancient Greece and write several small articles as if they were that Greek reporter or citizen. This requires the students to analyze and apply what they have learned about life in ancient Greece.

There is a high level of safety for learning in this classroom. I do not tolerate bullying or name calling. Everyone is encouraged to share their thoughts and to listen respectfully when others are talking. There seems to be a friendly environment in the classroom. The students talk to each other before and after class and are good at working with each other when asked to do so.
As far as I have seen this classroom is a safe place for the students to learn, and I will continue to make sure that they feel safe when they are in my class.

Subject matter of lessons: Ancient Greece Unit (9th Grade World History)

Total number of students in focus class: 35. Demographics of students in the class: There are 3 minority students in the class. One of them is in the ELL program. There are 2 IEP students.

Students with special needs and short explanation of the needs:

- With IEPs: 2. Student D needs to have more time on tests and to have tests given orally. Student N, who has ADD, needs to have breaks, to sit in front, to have tests given orally, to have tests given in alternate locations, and to have extended time on tests.
- Students who receive speech/language services: The only student who is in any speech and language service is the ELL student. She is in the ELL class.
- English language learners: 1 English Language Learner. Student R. She is in the advanced ELL program. Guided notes may help her. From what work that she has turned in already she seems to know English pretty well. She understands the content so far, and she uses proper grammar.
- Gifted and talented: Sky View does not track gifted or talented students. There are quite a few students who get A’s and do very well in class, but they are not technically labeled “gifted and talented.”
- Other (e.g., 504 plans--please specify): There are no students that have a 504 plan in my focus class.

Students’ prior knowledge for these lessons: Prior to this unit the students have learned about the ancient civilizations of Mesopotamia, Sumer, Babylonia, Egypt, and Assyria. They have also learned about Judaism. They focused on the transfer of ideas and the similarities and differences between the different civilizations. Prior to taking World History the students had taken Utah History, American History through the Civil War, and some of them may have already taken Geography. Generally, the students have not had much experience in the World History subject area. This is a required class, so there are students of all academic levels in this class. Knowing this, I need to be aware of the students who are struggling and offer them accommodations. I also need to be aware that there are students who may be bored because they are at a higher level than the other students.

Students’ background and interest for these lessons: Most of the students in this class really like it. Mr. Phillips has instilled in them an interest for world history. They were very excited to learn about this Greek unit because it contains a lot of exciting wars and battles. They were also excited to learn about this unit because it dealt with Greek mythology. Before I started teaching this unit I had the students fill out a personal information and an interest sheet. I asked questions that were specific to the upcoming unit so that I could ascertain what the students already know and what they were interested in learning. Eight out of the 31 students that took the survey knew something about Sparta and Athens already. The majority of them knew that Sparta was a military state and knew that they had great warriors. A few of them knew that Athens was named for Athena. Only six of the students answered the question that asked them what they wanted to learn. They mentioned that they wanted to learn more about topics such as the Greek gods and goddesses, major battles, the Spartans, and myths about famous Greeks.
How did your knowledge of these students and assessment of their prior knowledge inform your lesson planning?: My knowledge of these students’ prior knowledge helped me to plan my lessons. It gave me a good idea of what they wanted to learn and what they already knew. For example, before I read the students’ answers to the survey I had not planned on teaching about the myth of the marathon and Phidippides. A student mentioned that they wanted to learn about that myth, so I put it into the lesson plan. I also saw that a couple of the students wanted to go deeper into the battles, so I spent more time on the battles and found a short clip that portrayed the battle of Thermopylae. My knowledge of this class’s academic abilities also shaped how I planned my lesson. This class only has two students on IEP’s and only one student who is an ELL. They are a very capable group of students, so I planned my activity (the T-Chart comparing Sparta and Athens) accordingly. I also made fill-in-the-blank note taking sheets for those students who had IEP’s so that I would be prepared if there were too many notes to take and they were not able to keep up.

2. Focus Students:
Pick two focus students from whom you will collect artifacts and whose learning you will analyze in greater detail. One student should be one who needs strong support and the other should be one who needs less support. Provide a short description of the students you have chosen in terms of what you know about each student’s prior learning, academic ability, and personal background. Discuss how your knowledge of the students informed your approach to teaching the students. (Note: it would be best not to choose students from an AP or honors class.)

Description of student 1

Prior learning: Student 1 is a freshman, so she has had very little prior learning when it comes to history. She was required to take Utah History and American History in middle school, but this is her first World History course. In Utah History she got a B-. I am not sure if she is in Geography this semester or if she will be next semester, but all freshmen are required to take Geography. Her GPA for trimester one was 2.25. I did not have access to her report card for her 8th grade year or for last trimester.
Academic ability: This student struggles academically. She is missing a couple of assignments and has scored well below average on her other assignments (unless it is a group project or a participation grade such as the bell ringer check). She does have an IEP that says she needs directions/instructions explained or reread to her, extra time on assignments and tests, a seat close to the front by the teacher, alternate locations for testing, and the tests read to her. She seems to be trying since she has completed most of the required assignments, but she just does not score very high on the majority of those assignments. She is present for the majority of the time, but she is tardy most days. This trimester her GPA is a 2.73. She has a couple of B’s, an A, a C, and a D in her classes this trimester.
Personal background: She was either not present on the day that we did the personal background questionnaire or she failed to turn her questionnaire in. I do not know much about her personal background. She is from Lewiston, which is a rural area.
Other relevant characteristics: She is a very quiet student who does not volunteer to answer questions in class. When the class is doing seatwork, I will occasionally ask if she has questions or needs help, and she always says that she is fine. She seems to be a very sweet girl, but she is not engaged in class. If I fail to give her guided notes, I have noticed that she sometimes does not try to take notes. This tells me that it is hard for her to keep up without those guided notes.
Influence of all of these characteristics on your teaching: I have noticed that this student has stopped trying to keep up with note-taking if I fail to provide her with a guided note sheet. I have provided her with guided notes in the past, but on some lessons I have not done so. Now that I have realized that she disengages from the lesson when she does not have them, I will do better to either have guided notes or to have the slides printed out for her. My knowledge of her academic abilities and her IEP plan has also influenced how I have graded some of her assignments. I have also provided an alternate test answer sheet for her (and the other IEP students) that gives fewer options on multiple choice questions and a word bank for matching questions. She is only required to answer one essay question rather than the normal two. She also takes her tests in an alternate location under the supervision of a resource aid.

Description of student 2

Prior learning: This student is at the top of her class. She is a freshman, and she has a cumulative GPA of 4.0. She does well in all her classes. She has taken Utah History and American History in middle school, but I am not sure if she has taken Geography yet or not. This is her first experience with World History. She attended a year of middle school at a military base. She also had all A’s her 8th grade year.

Academic ability: She does well on every assignment that she has been given. She often puts in lots of extra work and goes above and beyond the requirements on her assignments. For example, when she turned in her study guide it was 11 pages long. Most students turned in one to two pages of information. It worked for her though because she did extremely well on the test. She is rarely absent, and she has never been tardy. She has an A in all her classes at the moment.

Personal background: This student lives in Smithfield. She seems to be a very well-rounded person. She likes to participate in the Spanish/Interact clubs, and she lived abroad in Germany for six years. In her free-time she likes to design houses, read, watch TV, ride her bike, and play with her dog.

Other relevant characteristics: Student 2 is usually very quiet in class. She never volunteers to answer a question, but if she is on a team answering questions (e.g., if they are playing a team trivia game), her teammates will all turn to her for the answers. She knows the information, but she is hesitant to share it out loud in front of everybody. She has a shy personality as far as I can tell. If we are playing an individual review game (such as Kahoot), she will often come in the top three places at the end of the quiz.

Influence of all of these characteristics on your teaching: She does so well on her assignments and performs so well on her tests that I have not had to provide any extra support for her. I know that I can rely on her to help people that may be grouped with her for group projects, and I know she can help explain directions to her peers if they do not understand. In a pre-unit survey she requested to learn more about the myth of the Greek runner Phidippides, and so I put him into my lesson. It’s not often that people have a particular topic they want to discuss, so I was happy to have a suggestion.

3. Lesson Plans. Provide 3-5 lesson plans that represent a unit of study that is based on the Utah standards for the subject(s). Each lesson should include the following:
Lesson Title: The Greek Polis and Rival City States

Subject and Grade Level: 9th Grade World History

Approximate Time: One 55-minute class period

Rationale for methods:
I have chosen to use cooperative learning and direct instruction in this lesson. I have chosen to use cooperative learning because “cooperative learning places students in groups to maximize their learning. . . . [and] learn to use critical social skills” (Larson and Keiper, 2011). If I were to stand in front of the class and give them the definitions to the vocabulary words, the chances of them retaining that information is slim. If I have them work together, Larson and Keiper (2011) say that they will learn more information in a shorter amount of time. Because I don’t want the vocabulary words to take up too much of the lesson, having the students be able to understand the vocabulary words in a shorter amount of time is crucial. I have chosen direct instruction for the other portion of the lesson because lecturing can allow the teacher to share his or her enthusiasm and passion for a certain subject, and pass that enthusiasm down to the students (Larson and Keiper, 2011). Because I love talking about the differences between Sparta and Athens, I feel that lecture would pass that enthusiasm on to my students. To keep the students engaged I will have them fill out a graphic organizer following the direct instruction. In Larson and Keiper (2011), Rosenshine (1987) provides a list of principles to follow when using direct instruction. That list includes presenting information in small chunks and providing opportunities for the students to practice with the new skill or knowledge. I will do that by breaking up my instruction with group discussion and the graphic organizer.

Content Standards:
- **WH Standard 2.2:** Students will use primary sources to identify patterns in the stratification of social and gender structures across classical civilizations.
- **WH Standard 2.3:** Students will make evidence-based inferences about the cultural values of classical civilizations, using artistic expressions of various genres as primary sources.

Academic Language/Vocabulary Objectives:
1. Language Skill: The students will need to know what the word “analyze” means. We will discuss this word briefly at the beginning of class so that I can make sure that the students know what is expected of them.
2. Content Specific Vocabulary: The students will need to know what the terms citizen, aristocrats, phalanx, oligarchy, rhetoric, and democracy mean. These words will be taught through a group “Think, Pair Share” after the warm-up question. More details about the “Think, Pair, Share” are given in the “Instructional Procedures” below.

Required Materials, Resources, and Technology
- **Notebook Paper:** This will be for the students to take notes on and for them to create their Sparta vs. Athens chart on.
- **Textbooks:** The textbooks will be where the students find the definitions of their assigned vocabulary words. I am having the students find the definitions out of the textbooks on their own and share the definitions with their group so that they will remember the definitions better than they would if I had just told them the definitions. It is also a great way to engage the students in the learning process.
• Powerpoint on the Greek Polis and on Sparta vs. Athens: This will be a presentation that teaches the students the main features of the Greek city-state as well as the differences between Sparta and Athens. I will be using this to teach the students the main characteristics of these ancient Greek city-states.

• Fill in the blank note sheet for students who may need that accommodation. I will offer this sheet to students who struggle with taking a lot of notes. This way they will be able to listen closer instead of focusing on writing everything down word for word.

• Instructions for chart as well as the differentiated version of the chart: This will be a sheet of paper with the prompt on it or a blank chart with guiding topics for the kids who need differentiation. I am using these instructions to guide them when they make their Sparta Vs. Athens comparison chart. This chart will help the students to identify and analyze the differences between the two city-states.

**Lesson Objectives:**

1. Students will be able to understand and discuss key social, political, and economic features and ideas of the Greek City States. (WH Standard 2.2)
2. Students will be able to determine and analyze the differences in the culture, the economy, the values, and the politics between the Greek City states of Sparta and Athens. (WH Standard 2.3)

**Instructional Procedures:**

1. Begin with a warm up/bell ringer activity. The question will prompt the students to write down a couple of their core values and something that is very important to them. (The important “thing” can be an idea, an activity, an object, a person, etc.)
2. After the students have answered the question we will discuss it as a class. I will then link the bell ringer and the lesson by discussing how our core values and how the things that are most important to us end up determining how we live and how our society works. (10 minutes)
3. I will then introduce the term “analyze” and give a brief definition of the word so that they know what it means.
4. After this I will group the students into 7 groups of 5. Each person in the group will be responsible for a vocabulary word (citizen, aristocrats, phalanx, oligarchy, and democracy). Using their textbooks, they will find the definition of that word and share it with their group. (5-7 minutes)
5. I will check for comprehension by picking a few students to share their definitions.
6. Then I will give the students some notes via a Powerpoint presentation. It will highlight the differences between Sparta and Athens, as well as the four Athenian reformers (Draco, Solon, Peisistratus, and Cleisthenes). (30 minutes)
7. After the notes, I will have the students make a chart make a that shows how Sparta and Athens differed from each other in 5 ways. They may discuss military, education, family, economic, or social factors. They will fill out the chart without using their notes.
8. We will discuss their answers as a class when they have finished and will fill in any missing information. We will also group the differences into the categories listed above (military, education, family, economic, social). This will be used as a formative assessment. (15 minutes)

**Adaptations/Accommodations:**

• English Language Learners (Student R): Student R is in the advanced ELL Class. For the vocabulary “Think, Pair, Share” I will have her sit next to someone that can help her understand the definition if she should need that help. For the note-taking portion of the lesson I may use a
fill in the blank note-taking sheet. For the Sparta Vs. Athens chart I will provide a pre-made grid that gives several topics/ideas for her to utilize when making her chart.

- Students with Disabilities or Behavioral Challenges (Students B and C have IEP’s): Students D and N need accommodations mostly for testing (such as taking it in an alternate location, having the test read to them, or receiving more time to take it). However, I will offer a fill in the blank note-taking sheet for the note-taking portion of the class if they would like to use it. I will also provide them with the pre-made Sparta Vs. Athens chart to help them to focus and to generate multiple ways that Sparta and Athens differed from one another. Student N has ADD, so only remaining on an activity for 15 minutes at the longest will help keep her engaged.

Assessment:
I will assess my students’ beginning level of understanding by giving them a background knowledge survey. On this survey, my students will briefly list anything they already know about Sparta, Athens, the Persian, and the Peloponnesian Wars. I will also have them list anything that they would like to learn about these different topics. Because I am also using this survey to get to know my students, the first portion will consist of questions regarding their personal interests. My cooperating teacher also recently gave a Greek Pre-test, so I will use the information I got from that to assess prior knowledge as well. I will formatively assess whether the class met objective 1 by calling on a couple of groups to explain their vocabulary terms. This way I will be able to see if a good majority of the class understands the social, political, and economic features of the Greek city-states. I will also use the Sparta Vs. Athens chart as a formative assessment. If the students were able to list at least five differences between Sparta and Athens, then I will know that they have met objective 2. We will discuss their lists as a class. By doing that I will be able to determine what percent of the students comprehend the differences between these two rival city-states.
Student Information and Background Knowledge

Name:

1. How many siblings do you have, and where do you fall in your family? (Ex. Oldest, youngest, etc.)

2. What are some of your hobbies/interests?

3. Are you involved in any extracurricular activities? If so, what?

4. Do you have an after school job? If so, what do you do?

5. What is your favorite subject in school?

6. Is there anything else you would like me to know about you?

7. Briefly list anything you already know about Sparta and Athens and the Persian/Peloponnesian Wars:

8. Briefly list anything you already know about Ancient Rome:

9. Do you have any stories or aspects of the Persian/Peloponnesian Wars or Rome that you really want to learn about? If so, what?
The Greek Polis/Rivals
Ch. 4 sections 2&3

ATHENS vs SPARTA

Αθήνα vs. Σπάρτη

The “Polis”-Key Terms
1. Citizen
2. Aristocrats
3. Phalanx
4. Oligarchy
5. Democracy

Sparta!!!!!!!!!!! Or Σπάρτη!!!

• Based economy on agriculture
• Free foreigners called “perioikoi”
• Had slaves (helots)
• Military society (boys sent off to train at age 7)
• No walls
• Women had more personal freedom than in other city-states
  • Own property
  • Express their opinions
  • However, could NOT participate in government

Sparta!!!!!!!

• Two kings ruled jointly with an Assembly.
• Suspicious of new ideas
• Used iron bars for currency
• Shunned philosophy, science, and arts
• Exceptional olympic athletes.

This is Sparta.
Athenian Reformers

- Draco (621 BC)-issued improved code of laws, but the penalties were extremely harsh (Draconian)
- Solon (594 BC)-Canceled all land debts and freed debtors of slavery.
  - Allowed citizens of all classes to participate in the assembly.

Athenian Reformers Continued

- Pericles (546 BC)-Divided large estates among landless farmers. Extended citizenship to non-landholding men.
  - Provided poor with loans.
- Cleisthenes (508 BC)-Introduced laws that established democracy. Took away power from the aristocracy.
  - Created a constitution that gave the Assembly increased powers (Assembly members chosen by lottery).

Athens or Αθήνα

- Free, non-enslaved foreigners called “metics”
- Democracy (every man a citizen)
- Training based on social and economic status
- Only educated sons (girls were taught household duties)
- Boys entered school at age 7 and graduated at 18
- Studied the Iliad, Odyssey, arithmetic, geometry, drawing, music, gymnastics, and public speaking
- Boys left for two years of military service at age 18
Bell Ringer Question:
List some of your core values or something that is really important to you. How do these values or how does this important thing affect how you live?

Athens vs. Sparta

Instructions: Without using your notes, make a chart on a separate piece of paper that shows how they differed from each other in 5 ways. You may discuss military, education, family, economic, or social factors. When you are finished we will discuss your lists as a class.
Differentiated Version: Take notes on the differences between Athens and Sparta. Using your notes and this chart, list at least three ways that they differed from each other.

<table>
<thead>
<tr>
<th></th>
<th>Sparta</th>
<th>Athens</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Military</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Society</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Guided Notes for Those who Need Accommodations

Sparta:
- Based economy on ____________
- Free foreigners called “__________”
- Had slaves (__________).
- _______society. Boys sent to train at age ________.
- Women had more freedoms. For example ________ and __________________. Could ________participate in government.
- _______kings ruled jointly with an assembly.
- __________ of new ideas.
- __________for currency.

Athenian Reformers:
- Draco (621BC) issued __________ with extremely ________ penalties.
- Solon (549BC) __________all land debts. He __________the amount of land people could own and he allowed citizens of all ________to participate in assembly.
- Peisistratus (546BC) divided large estates among __________farmers. Extended __________to non landholding men.
- Cleisthenes (508BC)-Introduced laws that established _______________. Took power away from ________. Created a _________that increased the Assembly’s powers.

Athens:
- Free foreigners called __________.
- Only educated __________. __________were taught household duties.
- Boys entered school at age ________ and graduated at age ________.
- Studied the Iliad, the ________, arithmetic, ________, drawing, ________, gymnastics, and public speaking (__________).
- Boys left for ______years of military service at age________.
Focus Student #2 Personal Survey (Student #1 did not turn a Personal Survey in)

Focus Student #2

Survey

1. I have two siblings and I am the middle child.

2. I like to design houses, watch HGTV, ride my bike, read, and play with my dog.

3. I am in a Spanish and an Interact club.

4. No.

5. Spanish

6. I lived in Germany from the time I was eight until I was almost 14.

7. - Athens was a center for learning
   - Sparta was a military city-state
   - Hannibal brought elephants across mountains to fight Greece

8. - I am familiar with the names of Plato, Aristotle, and Socrates

9. I want to learn about famous Greek people like Phidippides.
<table>
<thead>
<tr>
<th>Sparta</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>They had different social factors like they rarely saw their family.</td>
<td>They had different social factors like they didn't have families</td>
</tr>
<tr>
<td>They had family and others didn't have family.</td>
<td>Sparta did, others didn't</td>
</tr>
<tr>
<td>They focused on military.</td>
<td>Education</td>
</tr>
<tr>
<td>They were 7 years old.</td>
<td>They went to school at age 7</td>
</tr>
<tr>
<td>Women had more rights.</td>
<td>Women went to school</td>
</tr>
<tr>
<td>Women went to school.</td>
<td>Women went to school</td>
</tr>
</tbody>
</table>
Focus Student #2 Sparta Vs. Athens Chart

<table>
<thead>
<tr>
<th>Sparta</th>
<th>Athens</th>
</tr>
</thead>
<tbody>
<tr>
<td>women could express</td>
<td>boys went to school at age 7</td>
</tr>
<tr>
<td>opinions in public square</td>
<td>boys went to military at age 18 for 2 yrs</td>
</tr>
<tr>
<td>boys went to military at age 7</td>
<td>only boys were educated</td>
</tr>
<tr>
<td></td>
<td>citizens ruled</td>
</tr>
<tr>
<td>two kings ruled with</td>
<td>free foreigners = periokiki</td>
</tr>
<tr>
<td>an assembly</td>
<td>free foreigners = metics</td>
</tr>
<tr>
<td></td>
<td>no walls</td>
</tr>
<tr>
<td></td>
<td>focused on education</td>
</tr>
<tr>
<td>focused on military &amp; athletics</td>
<td>loved new ideas</td>
</tr>
<tr>
<td>didn't like new ideas</td>
<td></td>
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</tbody>
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Lesson Title
Persian and Peloponnesian Wars

Subject and grade Level
9th Grade World History

Approximate time
One 55-minute class

Rationale for methods
For this lesson I will be using direct instruction, questioning, and the Gradual Release of Responsibility Model (more specifically Guided Instruction). I have chosen direct instruction for a portion of this lesson because there is a lot of background information that I need to get through in a short period of time. Facts about the Battle of Marathon, the Golden Age of Greece, and the Peloponnesian Wars will be presented using direct instruction. As I have mentioned in my Lesson 1, direct instruction “Allows the teacher to present a specific amount of information quickly and efficiently” (Larson and Keiper, 2011). I will use questioning and gradual release of responsibility when I go through the Battle of Thermopylae using the primary source “The Histories” by Herodotus. Questioning is a good strategy to use to encourage the students to think more deeply about a concept. By using effective questioning, a teacher can lead the class towards the lesson objectives and can help students develop a variety of critical thinking skills (Larson and Keiper, 2011). I will use the Gradual Release of Responsibility model while we are reading the primary source as well. I will begin by reading the paragraphs as a class and discussing them. On the last paragraph I may have the students read it as a table group and discuss it amongst themselves, after which we will discuss it as a class. Buehl (2005) says that gradual release of responsibility “...emphasizes instruction that mentors students into becoming capable thinkers and learners when handling the tasks with which they have not yet developed expertise” (Fisher, 2008). By using the Gradual Release of Responsibility model, I can help the students develop the skill of analyzing and evaluating primary source documents.

Content standards
WH Standard 2.4: Students will explain the impact of early trans-regional trade on the diffusion of religion, ideas, technology, and other aspects of culture.

Academic language/vocabulary objectives
List the academic language students must know or learn in order to engage with the content and meet the learning objective. There are two types of academic language you should describe:

1. The language skill vocabulary words that the students will need to know are “evaluate” and “analyze”. We will have discussed the word “analyze” in the lesson previous to this one. We will briefly go over the word “evaluate” at the beginning of this lesson.
2. The discipline specific vocabulary words that the students will need to know are mostly going to be places or people. They will need to know the definitions of symposium and mercenary, and they will need to be able to identify the following people/places: Ionia, Darius I, Marathon, Phidippides, Xerxes, Themistocles, Thermopylae, Salamis, Leonidas, Salamis, Pericles, and Aspasia. We will be going over these words/people/places in the PowerPoint presentation.
BE SURE TO ADDRESS THE ACADEMIC LANGUAGE AND VOCABULARY OBJECTIVES IN YOUR INSTRUCTIONAL PROCEDURES.

**Required materials, resources, and technology**

- Powerpoint presentation on the battles of Marathon and Thermopylae, the Golden Age, and the Peloponnesian Wars. This will be a presentation that teaches about the main events that took place during the Persian Wars, the Golden Age, and the Peloponnesian Wars. I will use it to help students identify the main events and the effects that these events had on Ancient Greek Civilization.
- A copy of the primary source “The Histories” for each student. This will be a one-page compilation of quotes from Herodotus’ “The Histories”. The quotes I have selected talk about the decision to fight at the pass of Thermopylae as well as the decision that Leonidas made to send all but 300 men back to their homes. We will read one paragraph at a time as a class and will talk about and dissect each paragraph.
- Notebook paper. The students will write their own summary of the battle of Thermopylae on this sheet of paper. I will be collecting it to formatively assess their understanding of the battle of Thermopylae according the Herodotus’ writings.

**Lesson objectives**

1. Students will be able to evaluate the main causes and effects of the Persian and Peloponnesian Wars. (WH Standard 2.4)
2. Students will be able to analyze the impacts that the battles of the Persian and Peloponnesian wars had on the Greek city-states. (WH Standard 2.4)

**Instructional Procedures**

1. Begin with a bell ringer. The question will be: name two of the kings who led their people in the Persian Wars. We will discuss the answer as a class. We will also briefly discuss what the word “evaluate” means. (5 minutes)
2. Teach about Persia, and the battle of Marathon using a Powerpoint presentation while the students take notes. I will begin by giving the students background information about Cyrus II taking over Ionia, and the subsequent Ionian Revolts. The terms Marathon, Darius I, and Persia will be taught during this presentation. The students will write them down in their notes. We will also talk about the myth of Phidippides. (10 minutes)
3. Talk about the Battle of Thermopylae using a primary source (“The Histories”). We will read the first two paragraphs at a time as a class and will discuss each paragraph in detail so that the majority of the class understands the main points. While we are reading we will pick out the terms Xerxes, Salamis, Themistocles, Thermopylae, and Leonidas and identify them as a class. (10 minutes)
4. I will have the students read the third paragraph in their table groups and discuss what it means with each other. (5 minutes)
5. We will come back together as a class and make sure that everyone got the right interpretation of that paragraph. (5 minutes)
6. We will read the final paragraph as a class and analyze it by looking at each sentence individually. It is a longer paragraph, and I want to make sure that everyone comprehends it. (10 minutes)
7. Teach about the Golden Age and the Peloponnesian Wars using PowerPoint while the students take notes. The terms Pericles, Aspasia, symposium, and mercenaries will be
taught during this presentation. I will use maps to visually portray the Delian and Peloponnesian Leagues. (10 minutes)

8. Close by having the students write a brief 3-5 sentence summary of the primary source “The Histories” in their own words. I will collect this as a formative assessment (5 minutes)

Adaptations/accommodations

- English Language Learners (Student R): Student R is in the advanced ELL Class. Because she is in the advanced class she is capable of taking notes regularly. For the primary source reading I will make sure she is sitting next to someone who is able to help her if she needs it. Because we will be going over it really slowly as a whole class, I anticipate she will be able to understand as well as the other students in the class. For the summary at the end I will offer her the opportunity to tell me orally, but like I said she is doing pretty well. If she needs to tell me orally she can; especially because she is the only ELL in the class. It wouldn’t take up too much time.

- Students with Disabilities or Behavioral Challenges (Students D and N have IEP’s): Students D and N need accommodations mostly for testing (such as taking it in an alternate location, having the test read to them, or receiving more time to take it). I will provide a fill in the blank note taking sheet for them to use while taking notes. Once again, because we are reading the primary source slowly as a class I anticipate being able to help them understand the source through that process. If they were reading it alone I would either try to provide an easier version of the text or I would partner them up with students who are understanding it. If the student partners can’t help then I will assist them (since there are only two of them I would be able to provide assistance).

Assessment

The pre-test I mentioned in my Lesson Plan 1 will also provide me with the students’ previous knowledge of this subject. I have placed questions about the Persian and Peloponnesian Wars on that survey. To assess students’ knowledge throughout I will continually ask questions about what we are going over on the slides and reading in the primary source. I will gage students’ understanding by listening to their answers. If they answer the questions correctly I will know they have met objective 2. I will formatively assess them at the end of class by having them write their 3-5 sentence summary of the battle of Thermopylae based on what we read in Herodotus’ “The Histories”. I will collect those as they go out. If the students have given a correct summary, then I will know that they have met objective 1. By comparing the students’ answers to questions throughout the lesson and at the end of the lesson to the answers they put on the pre-test survey I can assess my students’ growth from the beginning of the lesson to the end.
Bell Ringer

Name two of the kings that lead their people in the Persian Wars.
The Histories—Herodotus

Mortality Rates at Marathon
[117] There fell in this battle of Marathon, on the side of the barbarians, about six thousand and four hundred men; on that of the Athenians, one hundred and ninety-two. Such was the number of the slain on the one side and the other.

Planning for Battle of Thermopylae
[175] The Greeks, on their return to the Isthmus, took counsel together, . . . and considered where they should fix the war, and what places they should occupy. The opinion which prevailed was that they should guard the pass of Thermopylae; since it was narrower, . . . and at the same time nearer to them. . . This pass then it was determined that they should guard, in order to prevent the barbarians from penetrating into Greece through it; and at the same time it was resolved that the fleet should proceed to Artemisium, in the region of Histiaeotis, for, as those places are near to one another, it would be easy for the fleet and army to hold communication.

Geography of the Battle of Thermopylae
[176] . . . As for the entrance into Greece by Trachis, it is, at its narrowest point, about fifty feet wide. This however is not the place where the passage is most contracted; for it is still narrower a little above and a little below Thermopylae. At Alpini, which is lower down than that place, it is only wide enough for a single carriage; and up above, at the river Phoenix, near the town called Anthela, it is the same. West of Thermopylae rises a lofty and precipitous hill, impossible to climb, which runs up into the chain of Oeta; while to the east the road is shut in by the sea and by marshes. . .

The Decision for the 300 to Stay
[219] The Greeks at Thermopylae received the first warning of the destruction which the dawn would bring on them from the seer Megistias, who read their fate in the victims as he was sacrificing. After this deserters came in, and brought the news that the Persians were marching round by the hills: it was still night when these men arrived. Last of all, the scouts came running down from the heights, and brought in the same accounts, when the day was just beginning to break. Then the Greeks held a council to consider what they should do, and here opinions were divided: some were strong against quitting their post, while others contended to the contrary. So when the council had broken up, part of the troops departed and went their ways homeward to their several states; part however resolved to remain, and to stand by Leonidas to the last. [220] It is said that Leonidas himself sent away the troops who departed, because he tendered their safety, but thought it unseemly that either he or his Spartans should quit the post which they had been especially sent to guard. For my own part, I incline to think that Leonidas gave the order, because he perceived the allies to be out of heart and unwilling to encounter the danger to which his own mind was made up. He therefore commanded them to retreat, but said that he himself could not draw back with honour; knowing that, if he stayed, glory awaited him, and that Sparta in that case would not lose her prosperity. For when the Spartans, at the very beginning of the war, sent to consult the oracle concerning it, the answer which they received from the Pythoness was "that either Sparta must be overthrown by the barbarians, or one of her kings must perish."
Fill in the Blank Note-Taking Guide (War, Glory, and Decline)

Background Information
- 546 BC-_________ conquered the Greek city-state of ___________.
- 499BC-_________ revolted, but were defeated by ___________.
- __________ wanted to punish ___________.

Persian Wars
- Battle at _________. 490BC Darius I sent his fleet across__________to ___________. _______ miles north of Athens.
- _______ outnumbered 20,000 to 10,000.

Myth of Phidippides
- Ran _______ miles back to Athens from ___________ to give news of the victory!
- Had already run _______ miles in 4 days, so he dropped _______ from exhaustion when he got there.
- What famous race today? ___________

Salamis
- 10 yrs later. 480 BC _________ (Darius’s son) invaded from the north.
- _________ says to challenge them at sea. Needed to delay on land
- ________: Mountain Pass

Golden Age
- ______BC
- _______-Athenian general that ruled during Golden Age. Built the ________.
- ______stood for the ________ of Greek Civilization.
- _______ buildings, but _______ homes.
- ___________. Drinking session after a banquet._________ allowed.

Peloponnesian Wars
- _______ threat remains. Athens creates _______ to free Ionia from Persian rule.
- _______ begins to dominate. Their influence grows.
- Alliance opposed to Athens called the ________ led by Sparta.
- Athens tried to outlast, but _______ returned Ionia in return for gold to build a better_______.
- 430BC- _______ killed 1/3 of Athens’ population (including______).
- Some of Athens’ allies switch sides, and after a long deadlock _______ destroys _________.

Effects of the Wars
- Greek city-states became ________.
- _______ had destroyed the ________.
- Greeks lost their _______ to govern themselves.
- ___________ was able to invade in the 350s BC.
Background Information

- 546 BC: Cyrus II conquers Greek city-state of Ionia.
- 499 BC: Persians invaded Delphi by Cyrus I.

Mortality Rates at Marathon

[117] "There fell in this battle of Marathon, on the side of the barbarians, about six thousand and four hundred men; on that of the Athenians, one hundred and ninety-two. Such was the number of the slain on the one side and the other." (Herodotus: The Histories)

Golden Age

- 491-429 BC
- Persians: Athenian generals that raided during Golden Age, built the Parthenon.
- Athens came under the best of Greek colonists.

Primary Source

"We are called a democracy (because power is in the hands of the many and not few, ... When it is a question of putting one person before another in positions of public responsibility, what counts is not membership of a particular class, but the actual ability which the man possesses. ... We are prevented from doing wrong by respect ... for the laws ... We are losers of the beautiful, yet simple, in our taxes, and we cultivate the mind without loss of materialistic ... to avoid pride with us is no disgrace; the glib disguise is in doing nothing to avoid it. ... Athens is the school of Hellenic (Shewan)" - Pericles
Peloponnesian Wars 431-404BC

- Persian threat remains. Athens chooses Delian League to face Persia from Persian rule.
- Athens begins to dominate. Their influence grows.

Peloponnesian Wars

- Alliance opposed to Athens formed the Peloponnesian League led by Sparta.
- Athens tried to outlast but Sparta returned home in triumph.
- 430BC - A plague killed 1/3 of Athens' population (including Perikles).
- Some of Athens' allies switched sides, leaving Sparta to destroy Athens.

Effects of the War

- Greek city-states became weak.
- Fighting had destroyed the land.
- Greeks lost their ability to govern themselves.
- Macedon was able to invade in the 350s BC.

Myth of Phidippides

- Ran 25 miles back to Athens from Marathon to give news of the victory!
- Had already run 280 miles in 4 days, so he dropped from exhaustion when he got there.
- What race do we have today that came from this myth?
Focus Students #1 and #2 Summaries of the Battle of Thermopylae

Focus Student #1

Battle of Thermopylae

Battled at Marathon and were loading these ships to conceal war. They sailed across again, ran to Marathon. Fighting has destroyed both Greek cities. Become weak and they combined. 26,000 to 19,000 miles they walked. They ran 25 miles back to Athens from Marathon.

*This is describing the battle of Marathon not the battle of Thermopylae.

Focus Student #2

Summary of Battle of Thermopylae

The Greeks go to Thermopylae so they can cut off the Persians, but they find out that the Persians are coming from behind. A lot of Greeks go home, but Leonidas and 300 Spartans stay. They hold off the Persians for 3 days and Thermostocles and his navy come and defeat the Persians.
Lesson Title
Life in Ancient Greece

Subject and grade Level
9th Grade World History

Approximate time
One 65-minute class period (plus four class periods to work on the project)

Rationale for methods
For this lesson I will be using cooperative learning and student directed investigation. The students will be participating in student directed investigation while they are in groups; therefore, they will be participating in cooperative learning at the same time. I have decided to use cooperative learning as a method in this lesson because cooperative learning, according to Larson and Keiper (2011), it helps students to “maximize their learning”. Using cooperative learning in a social studies classroom is especially useful because the social skills that the students develop while working in their cooperative learning groups will “translate into democratic citizenship skills.” (Larson and Keiper, 2011). My decision to use student directed investigation is rooted in my belief of the constructivist learning theory. Constructivists believe that “knowledge is constructed by people through their personal prism of experiences.” (Larson and Keiper, 2011). By having the students research ancient Greece by creating a newspaper, I can help them to construct their own knowledge of ancient Greece through their experiences. Research by Boekaerts, 1997 and Wiscer & Brown, 1996, shows that “independent inquiry and self-regulation [is an] advantageous [approach] for developing understanding and application of knowledge” (Larson and Keiper, 2011). By using cooperative learning and student directed investigation, I can help the students develop important social skills and understand and apply their knowledge of ancient Greece.

Content standards
WH Standard 2.2:
Students will use primary sources to identify patterns in the stratification of social and gender structures across classical civilizations.

WH Standard 2.3:
Students will make evidence-based inferences about the cultural values of classical civilizations, using artistic expressions of various genres as primary sources.

Academic language/vocabulary objectives
List the academic language students must know or learn in order to engage with the content and meet the learning objective. There are two types of academic language you should describe:

1. The language skill needed to engage with content in your discipline: The language skills the students need to understand include analyzing, applying, and creating. When I introduce the newspaper project to them I will explain what I am looking for by using these words. I will then check to make sure the students understood what those words meant by asking someone to repeat the directions to me in their own words.

2. The discipline-specific vocabulary : The discipline specific vocabulary the students must know for this lesson and project include: tragedy, Sophocles, comedies, Aristophanes, philosophy, logic, sophists, Herodotus, Thucydides, Hippocrates, Socrates, academy, Aristotle, and Hellenistic. I will address these people, ideas, places, or events in the powerpoints. The students will also end up researching a lot of these words on their own when they do their research for their articles.
BE SURE TO ADDRESS THE ACADEMIC LANGUAGE AND VOCABULARY OBJECTIVES IN YOUR INSTRUCTIONAL PROCEDURES.

Required materials, resources, and technology

- Bell ringer question: “In 3-5 sentences explain what the Golden Age of Greece was”. I am using this as an opening to class as a way to focus the students’ attention on the subject matter. The students will be beginning a project on daily life in ancient Greece, so it will be important for them to know about and to understand the Golden Age of Greece. Most of the articles they will be writing will take place during that time period.

- Powerpoint on the Greek mind, Greek philosophers, and the rise of Alexander the Great.: I am using this as a way to quickly teach the students the information they need to know about Greek art, education, and philosophy. They will need this information as they begin writing their newspaper articles.

- Chrome books for each student or access to a computer lab for 5 days total: The students are making their newspaper on a shared google doc. They will need chrome books or computers in the computer lab in order to do this. The computers will also allow them to do research about life in Ancient Greece so that they can write their articles.

- Newspapers to use for examples: A lot of these students don’t understand the formatting of an actual newspaper, so I want to have some to be able to show them.

- Sample Greek Newspaper: In order for the students to have an understanding of what I am looking for in a finished product, they will need to see an example. I will make an example that will guide them in their work.

- Textbooks: A lot of the information that they will use to write their articles can be found in chapters four and five of their World History textbooks. They will need them for a research source.

- Study Guide (For the test at the end of the unit): I will use the study guide to help guide the students in their studies. The test covers a lot of information, and the study guide will help them know what they need to spend their time on.

- Greek Unit Test (For when they take it in a few days): This test will be the summative assessment. It will tell me if the students understood what was taught in the Greek unit. It will be multiple choice, fill in the blank, matching, and short answer so that it will cover a variety of different levels of thinking.

Lesson objectives

1. Students will be able to analyze aspects of daily life in Ancient Greece. (WH Standard 2.2)

2. Students will be able to apply what they have learned about life in Ancient Greece by writing newspaper articles as if they were living in Ancient Greece. (WH Standard 2.3)
3. Students will be able to create a finished Ancient Greek Newspaper composed of the articles they have written using information they have gathered about life in Ancient Greece. (WH Standard 2.2 and 2.3).

4. Students will be able to discuss the philosophies of Greek philosophers such as Socrates, Plato, and Aristotle. (WH Standard 2.3)

Instructional Procedures

1. Begin with a bell ringer question to focus the students and direct their attention to the lesson. Discuss the students answers when they are finished (5 minutes).

2. Teach about the Greek mind and art as well as philosophers such as Socrates, Plato, and Aristotle using a powerpoint. I will also teach about Alexander the Great using a powerpoint. (Note: These not taking sessions will be split throughout the week. I will take ten minutes at the beginning of each class to teach about the above mentioned subjects, and the rest of the week after the lecture the students will have the class period to work on their Greek newspaper project.) The powerpoints will teach about specific vocabulary words such as tragedy, Sophocles, comedies, Aristophanes, philosophy, logic, sophists, Herodotus, Thucydides, Hippocrates, Socrates, academy, Aristotle, and Hellenistic. (10 minutes at the beginning of each class period)

3. Introduce the Greek newspaper project to the students using the words analyze, apply, and create in my instructions.
   a. The students will get into groups of 2 or 3 with people of their own choosing. Each group will be responsible for producing a Greek Newspaper that portrays daily life in ancient Greece. It needs to be formatted like an actual newspaper would be (it includes columns, pictures, and will be printed front and back).
   b. Each newspaper will include 9 different sections: news and current affairs, editorial section and letters to the editor, entertainment and arts, sports, advertisements, weather, gossip, astrology, and obituaries. The group needs to include 2 separate articles for each section. The newspaper will have a total of 18 articles. Each article should be a good size paragraph with 5 or so sentences.
   c. The articles should include pictures.
   d. The students will have a week to work on this in class.

4. When I am done introducing the project I will show them an example of what I am looking for, and will show them actual newspapers that they can use as references for formatting. I will also ask some of the students to repeat the directions and the expectations back to me in their own words so that I can assess the class’s knowledge of the words analyze, apply, and create. If the majority of the class didn't understand then we will go over the instructions again and make sure they know what those words mean.

5. At the end of the Greek unit, the students will have summative assessment in the form of a matching, fill in the blank, multiple choice, and short answer test. The students will be given a list of ideas, people, places, or events as a study guide. The students will complete the study guide and turn it in before the test.
Adaptations/accommodations

- ELL Student (Student R): Student R is doing very well. She keeps up on note taking, so I probably would not give her a fill in the blank note sheet. If I notice that she is starting to fall behind in note taking I will provide a fill in the blank note sheet for her. When it comes to the project I will still hold her to the same requirements, however, I may allow for some shorter articles and some more grammatical errors than I would on other students' newspapers. For the test at the end of the unit I will use an alternate answer sheet that gives fewer questions and that provides fewer answers to choose from on multiple choice and matching questions. I will also provide for her to go to another room to take it if she needs that.

- IEP Students: For students N and D I will provide either fill in the blank note taking sheets or I will print off the notes for them following the lecture so that they can have anything they may have missed while taking notes. Their IEPs say they either need a copy of the notes or a peer tutor to take notes for them. Neither of them are having anyone take notes for them, so I will most likely provide the notes for them following the lecture to help them catch up. For the project, they are both grouped with hard working and capable team mates. I expect their group to help them with a lot of their needs. I will allow for shorter articles from students N and D when I am grading the final product and I will allow more grammatical errors than I would on other students' articles. I will also be walking around and will help them personally if they are struggling with how to write an article or what to write the article about. For the test at the end of the unit I will provide the same alternate answer sheet that I provided the ELL student. It will have fewer questions, and fewer answers to choose from on multiple choice and matching questions. They will also go to a separate room and will be able to take more time and have their tests read to them out loud if necessary.

Assessment

I measured my students’ beginning level of understanding with the personal information/background knowledge questionnaire in the first attached lesson plan. By using this as a starting point, I will be able to assess my students’ growth throughout the unit. The newspaper project will be a formative assessment. If the students write informative and accurate to the time period news articles then I will know that they have met objectives 1,2,3, & 4. Being able to research the lifestyles of the people in ancient Greece and then write articles and create a newspaper as if they were Greek citizens at that time is a great indicator that the students have been able to analyze the aspects of daily life and apply their knowledge by writing articles and creating a newspaper. It will also help me assess their whether or not they have met the World History standards 2.2 and 2.3. If they do fairly well on the project then they have been able to identify patterns in the stratification of social and gender structures across classical civilizations (WH 2.2) and they can make evidence-based inferences about the cultural values of classical civilizations, using artistic expressions of various genres as primary sources (WH 2.3).

I will assess my students’ overall knowledge of Ancient Greece and the Ancient Greek culture (on Wednesday, January 30) by giving them a summative assessment in the form of a matching,
multiple choice, fill in the blank, and short answer test. If the students pass the test then they have met all the objectives for the unit, and will have met World History standards 2.2, 2.3, 2.4, & 2.5.
Bell Ringer Question: “In 3-5 sentences explain what the Golden Age of Greece was”.

**Greek Mind**
- Philosophy --- “Seeking for wisdom”
  - Logic -- reasoning
  - Sophists --- professional teachers that rejected the gods
- History
  - *Herodotus* -- “father of history” wrote of the Persian Wars
  - *Thucydides* -- 1st Scientific historian that wrote of the Peloponnesian War
- Medicine
  - *Hippocrates* --- “father of medicine”

**Socrates**
- Sculptor by trade
- Think for themselves
- Taught students to clear away mistaken ideas to find “absolute” truth
- Put to death 399 BCE
- “I cannot teach anybody anything, I can only make them think.”

**Greek Art**
- Pottery
  - Many shapes and sizes
  - Contains the remains of Greek painting
- Drama
  - *Tragedy* -- lead character struggles against fate to their doom
  - *Sophocles* --- Great tragedy writer most famous play of Oedipus
  - *Comedies* --- plays w/ humorous themes and happy endings
    - *Aristophanes* --- leading comedy writer.
Plato

- Student of Socrates
- Opened up the “Academy”
- Wrote earliest book on political science *The Republic*
- Believed most intelligent and best-educated citizens should participate in gov’t
- “Be kind, for everyone you meet is fighting a hard battle.”

Aristotle

- Teacher
- Wrote 200 books on many topics
- Scientist, philosopher, mathematician, and politician
- Famous student: — Alexander the Great
  
  “The roots of education are bitter, but the fruit is sweet.”

Phillip II of Macedon

- Had been hostage in Thebes-admired Greek culture
- Unified Greek city states
- Lead war against Persia—but is MURDERED!

Alexander “the Great”

- 356-323 BCE
- King of Macedonia at age 20!
  — Conquers Persian empire
  — In 10 years, establishes the largest empire to date.

Alexander’s Empire

Divided Domain

- Dies at 33, empire splits into three domains
  — Ptolomy
  — Seleucus
  — Antigonus
- Creates Hellenistic culture (mix of Greek and Persian)
  — Exports this culture throughout the empire
Differentiated Fill in the Blank Note Taking Sheet

Greek Art
Pottery
• Many ______ and ______.
• Contains the ______ of ______ painting

Drama
• ______ -- lead character struggles against ______ to their doom
• ______ -- Great ______ writer most famous play of ______.
• ______ -- plays w/ ______ themes and happy endings
• ______ -- leading comedy writer.

Greek Mind
______ -- “Seeking for wisdom”
Logic -- ______
______ -- professional teachers that rejected the gods
History
• ______ -- “father of history” wrote of the ______ Wars
• ______ -- 1st Scientific historian that wrote of the ______ War

Medicine
• ______ -- “father of medicine

Socrates
• ______ by trade
• Think for themselves
• Taught students to clear away mistaken ideas to find “______” truth
• Put to death ______ BCE
• “I cannot teach anybody anything, I can only make them think.”

Plato
• Student of ______
• Opened up the “______”
• Wrote earliest book on political science ________.
• Believed most ______ and best-educated citizens should participate in ______
• “Be kind, for everyone you meet is fighting a hard battle.”

Aristotle
• ______
• Wrote ______ books on many topics
• Scientist, philosopher, ________, and politician
• Famous student:
• __________ the Great
• “The roots of education are bitter, but the fruit is sweet.”

**Phillip II of Macedon**
• Had been __________ in Thebes-admired _______ culture
• - _______ Greek city states
• - Lead war against _______ - but is _______!

**Alexander the Great**
• 356-323 BCE
• King of ______ at age ______!
  • Conquers ______ empire
  • In ______ years, establishes the _______ empire to date.

**Divided Domain**
• Dies at _____, empire splits into _____ domains
  • ______
  • ______
  • ______
• Creates _______ culture(mix of Greek and ________)
  • ______ this culture throughout the empire
Pericles in Peril
by: Megara

Ravishing plague grips our fearless leader Pericles! Pericles has recently taken ill with the deadly plague. An eye witness has spotted him in our great Parthenon and said that he was "savagely scooping water into his mouth". This plague generally manifests itself by creating a burning sensation within the victim, and it has already taken ⅔ of our population, will it soon take our dear Pericles? With Sparta and the Peloponnesian League looming ever nearer, who will be our leader? It seems that with Pericles on his deathbed and Sparta creeping in our Golden Age may be nearing its end. Sacrifices and donations to Athena, Artemis, and Apollo would be greatly appreciated at this time.

Symposium: An Educational Discussion?
by: Megara

Great. He’s gone to Symposium again. Why is it that my husband gets to participate in an "educational" conversation after his banquets while I am stuck home tending the home and the children? I mean, it's not like anything important actually gets discussed. All the men there are drunk! Having a drinking session after a banquet and mentioning The Iliad once or twice does not turn a drinking session into a positive thing. My husband can’t even walk to his own bed when he comes home. I think that the symposium should be open to women as well. We would make sure the men stay on task when they are discussing the public issues at hand. Plus, I think that the men would benefit from a little feminine philosophy!

Oedipus Rex
by: Megara

Sophocles' Oedipus Rex fills theater once again. Though Sophocles' most recent play is a show stopper, it is something of a downer. A young Oedipus is left for dead on a hill following another vague prophecy from the local oracle. Like other prophecies, this one also comes true as the young adult Oedipus goes on a journey to prove that the people who raised him were actually his parents. Although, his life was not a complete tragedy. He was able to solve a riddle and save a town from certain death by plague. If you’re in the mood for a real emotional sea ride then come out and support Sophocles in his recent tragedy, Oedipus Rex. If being traumatized is not in your plans for the day then check out Aristophanes comedies.
Sparta Dominates the Olympics (Again)
by: Megara

Sparta finishes another set of Olympic games on top! They were unstoppable this round. Alexandros outdrew every other contestant on the discus throw, and Parsus finished his sprints twice as fast as the runners from Athens and Thebes. In the long jump, Sparta took a close second to Athens' very own Achilles. Wrestling proved to be an interesting spectator sport this year. Adonis pinned Aeleos in the first two rounds, but was overcome in the end due to him focusing too much on keeping his hair combed nice. This vanity allowed Sparta's Aeleos to take the wreath in wrestling, which put Sparta ahead of the other city-states. Maybe next year some of the other cities will give Sparta a bigger run for their money.

Personal Pottery by Anatolios
by: Megara

Fresh batch today! Want a personalized pot for your special someone? Well today is your day! Aphrodite has sponsored some special pots that are sure to show your loved one how much you care. Get two pots for only 30 Drachma! For those of you still using iron bars in Sparta, that will be 35 iron bars. If you want a personal portrait on your pot come anytime this week with an extra 10 Drachma and I will paint an exact replica of your face on that pot. To contact me come to the Agora at sunrise on the first day of the week.

Apollo Fails us Again
by: Megara

The next few days will be rather cloudy, due to the forgetful Apollo! While out hunting with Artemis, Apollo lost track of time and once again forgot to carry the sun across the sky. Unfortunately for us, this means that there will be clouds, clounds, and more clouds for the next several days. This may set back crops for a couple of weeks. You better sacrifice to Persephone and Hades so that you are able to have a little bit longer growing season this year. They may be our only hope now that we can't count on Apollo to be consistent! On the bright side, Zeus has agreed to hold back some of his thunderstorms for the next couple of weeks until we can get some sun back. Thanks Zeus!

Hera's Ugly Duckling
by: Megara

Rumor has it that in an attempt to outdo Zeus, Hera has tried to create her own child! Some inside informants say that he is the ugliest child that they have ever seen, in fact, he was so ugly and lame that Hera was seen throwing him into the ocean! What kind of mother does this to her child? I mean apart from the Spartan mothers who want strong soldiers. Anyway, some say that even though he is ugly as all get out, he is very good at blacksmithing and forging. I guess that's an alright skill to have. I mean he's no Adonis or anything, but he can provide for his family. Let's hope Hera learned her lesson. Only Zeus can create on his own and have it end well. I mean, look at how Athena turned out.
The Oracle of Delphi has recently revealed that those born between the months of December and August must remain inside today or they will miss out on a great opportunity. She was right about King Leonidas being killed as well as the Greeks needing to protect themselves from the Persians with a "wooden wall" of ships, so I would take her word on this one. She also has said that anyone having a son within the next couple of days may want to put that baby up for adoption because there is a very strong chance that that son will take most of your power and authority away from you. Those of you born between the months of August and December, go out and take a chance today. Buy more olives and grapes than usual, and talk to that elusive special someone. Today is your day to seize the moment. Take her advice now, before it's too late!

Obituaries

A great king died today. Today, in the ultimate portrayal of courage and honor, King Leonidas of Sparta led his brave 300 Spartans in the battle of Thermopylae. King Leonidas dedicated his life to the Spartan military. Like other Spartan males, he was sent off to train at age 7, and he fulfilled his duty to his dying breath. His brave 3 day stand allowed Themistocles to gather his navy and ultimately defeat Persian at the strait of Salamis. Take a moment of silence today and sacrifice to Hermes and Hades so that his journey to and his life in the underworld may be as comfortable as possible for him.
Ancient Greece Study Guide

Directions: With the terms below, fill out all the information regarding the terms/people/events that would be able to identify them with any question.

Terms/People/Events:

1. **Zeus**: Example: Zeus was the head of the Greek Gods and Goddesses. He was the God of thunder and his symbol was the lightning bolt. He had several wives and many lovers. His brothers are Hades and Poseidon, and he has many children. The Olympics were dedicated to Zeus.

2. **Dionysus**

3. **Agora**

4. **Tragedy**

5. **Hippocrates**

6. **Thucydides**

7. **Olympia**

8. **Hades**

9. **Plato**

10. **Themistocles**

11. **Cleisthenes**

12. **Citizen**

13. **Poseidon**

14. **Solon**

15. **Oligarchy**: Example: A governmental system in which few rule. Two or three leaders rule jointly. Sparta’s government was an oligarchy because it had two joint kings for leaders.

16. **Bards**

17. **Labyrinth**

18. **Polis**
Example: Sparta and Athens were different in several ways. To begin, Sparta’s government was an Oligarchy, and Athens’ government was a Democracy. This means that Sparta had two joint kings that ruled and Athens had leaders chosen by the people. (Rule by many). Another difference between Sparta and Athens is that Sparta focused on military training and sent their boys off to be trained at age 7. Athens focused on intellectual education and sent their boys to school at age 7. Finally, another difference between Sparta and Athens is the amount of freedom that the women had in each city-state. Sparta allowed their women more personal freedoms (such as owning land and speaking their own opinions in the public square). Athens did not allow their women as many personal freedoms. They were not allowed to go to symposium or share their opinions.
Ancient Greece Test

Matching Part I: Match each term with the corresponding definition (1 pt each)

40. Poseidon a. “Father of Medicine”
41. Solon b. Spartan king that lead the Greeks at the Battle of Thermopylae
42. Oligarchy c. Singing story-tellers
43. Bards d. God of the Underworld
44. Labyrinth e. Location of the Olympic games
45. Polis f. An independent state that consists of a city and its surrounding land
46. Leonidas g. Form of government where a few rule
47. Xerxes h. God of the Sea
48. Zeus i. The public square within a Greek city-state
49. Dionysus j. Historian of the Peloponnesian War
50. Agora k. Founder of the “Academy” in Athens
51. Tragedy l. A maze
52. Hippocrates m. Athenian lawmaker whose reforms move Athens toward democracy
53. Thucydides n. Athenian leader considered to be the “Father of democracy”
54. Olympia o. Athenian general that defeated the Persians at the Battle of Salamis
55. Hades p. Greek plays where lead character struggles only to be doomed
56. Plato q. King of the Gods
57. Themistocles r. People who have the right to participate in government
58. Cleisthenes s. God of wine and festivals
59. Citizen t. Persian emperor who invaded Greece in 480 BCE

Fill-in-the-blank: Complete each sentence by applying the correct term in the blank on your answer sheet.

1. By 700 BCE, kings of Greece had lost power to landholding members of the upper class known as _______________________________.
2. The ____________________________, or Greek fighting style, was used to defeat the Persians.
3. ____________________________, or professional teachers, claim to be able to find the answers to all questions.
4. The palace of King Minos was found at the capital city of _______________________________.
5. ____________________________ was the personal tutor of Alexander the Great.
6. ____________________________ conquered the breadth of the Persian Empire.
7. The “father of history”, ____________________________, recorded the events of the Persian Wars.

Multiple Choice: Write the letter of the correct answer on your answer sheet. (1 point each)

1. Which goddess won a competition for the one of the great city-states to be named after her:
   a. Aphrodite
b. Delphi  
c. Hera  
d. Athena

2. How were Greek plays originated?
   a. It was part of the symposiums of Pericles  
b. It formed from the religious rituals performed in honor of Dionysus  
c. It was readings of the Socrates plays  
d. It was a sacrifice for Zeus, to celebrate the summer solstice.

3. Who was considered to be the greatest writer of Greek tragedies?
   a. Socrates  
b. Aristophanes  
c. Solon  
d. Sophocles

4. The early civilization of the Minoans started in this region of Greece:
   a. Crete  
b. Attica  
c. Pelopponesus  
d. Macedonia

5. The Ancient Greeks would be seen dealing these products in the trade market
   a. Iron, Copper, Corn  
b. Corn, Wheat, olive oil  
c. Purple Dye, Wine, Marble  
d. Olive Oil, Wine, Grain

6. Who directed the Athenians into the Golden Age?
   a. Cleisthenes  
b. Pericles  
c. Sophocles  
d. Aristotle

7. If you entered in Greece, you would find this person speaking about “knowing thyself”. Who would be speaking?
   a. Socrates  
b. Plato  
c. Aristotle  
d. Hippocrates

8. In the search for truth the Athenians developed this idea of reasoning:
   a. rhetoric
b. logic  
c. comedy  
d. hygiene  

9. Aristophanes was a great writer of these type of plays in Ancient Greece:
   a. Comedy  
b. Tragedy  
c. Drama  
d. Sci-Fi Fantasy  

10. The Peloponnesian Wars were fought by which two sides:
    a. Delian League (Athens) vs. League of Nations (Sparta)  
b. The First Order (Athens) vs. Rebel Forces (Sparta)  
c. Peloponnesian League (Sparta) vs. Delian League (Athens)  
d. Dorian League (Sparta) vs. Macedonian League (Athens)  

11. A uniting force of the separate Greek city-states, one that warring states would suspend war for, are:
    a. The festivals of Dionysus  
b. Symposiums of Pericles  
c. The plays of Sophocles  
d. The Olympic games  

12. 75% of Greece is made up of these:
    a. plays  
b. athletic events  
c. mountains  
d. Winery  

13. Homer’s *Iliad* and *Odyssey* are legends of Greek History depicting what event for the Greeks?
    a. Persian Wars  
b. Peloponnesian Wars  
c. The creation of the gods  
d. Trojan War  

14. Alexander the Great created the _____________ culture by mixing both Greek and Persian cultures
    a. Hellenistic  
b. Minoan  
c. Dorian  
d. Macedonian
Short Essay: Write a response to the question on your answer sheet.

1. Describe in DETAIL the cultural activities of Ancient Greece at the public square at the center of the city-state.

2. Compare and Contrast the city-states of Sparta and Athens. Discuss the similarities and differences of the two city-states. (education, government, role of women) Example: Sparta and Athens were different in several ways. To begin, Sparta’s government was an Oligarchy, and Athens’ government was a Democracy. This means that Sparta had two joint kings that ruled and Athens had leaders chosen by the people. (Rule by many). Another difference between Sparta and Athens is that Sparta focused on military training and sent their boys off to be trained at age 7. Athens focused on intellectual education and sent their boys to school at age 7. Finally, another difference between Sparta and Athens is the amount of freedom that the women had in each city-state. Sparta allowed their women more personal freedoms (such as owning land and speaking their own opinions in the public square). Athens did not allow their women as many personal freedoms. They were not allowed to go to symposium or share their opinions. Sparta and Athens were similar because they both sent their boys off to train at age 7, they were both very powerful Greek City-States, and they both fought the Persians in the Persian Wars.
 Ancient Greece Quiz Answer Sheet

Name: __________________________________________

Matching:
1. __________
2. __________
3. __________
4. __________
5. __________
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8. __________
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19. __________
20. __________

Fill-in-the-Blank:
1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________

Multiple Choice
1. ________
2. ________
3. ________
4. ________
5. ________
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Short Essay:
1. ______________________________________________________________________
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2. ______________________________________________________________________
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   ______________________________________________________________________

Page 46
Differentiated Greek Test Answer Sheet

Name: ______________________________________

Ancient Greece Quiz Answer Sheet

Matching:
21. H or Q
22. M or N
23. G or R
24. C or I
25. L or P
26. F or I
27. B or O
28. Q or T
29. D or Q
30. H or S
31. I or P
32. C or P
33. A or K
34. B or J
35. E or I
36. D or H
37. K or N
38. O or T
39. K or N
40. C or R

Fill-in-the-Blank:
8. __________________________
9. __________________________
10. __________________________
11. __________________________
12. __________________________
13. __________________________
14. __________________________

Word Bank
Knossos           Phalanx
Sophists          Aristocrats
Aristotle         Herodotus
Alexander “the Great”

Multiple Choice
15. B or D
16. B or C
17. B or D
18. A or C
19. B or D
20. A or B
21. A or C
22. A or B
23. A or D
24. C or D
25. B or D
26. B or C
27. A or D
28. A or D

Short Essay:
1. **_DON’T DO THIS ONE! JUST DO #2_**

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

2. __________________________

_______________________________________________________________________
_______________________________________________________________________
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_______________________________________________________________________
Greeks and Plays

All Greeks love the idea of art, right? With all the architecture, statues, and pottery you would assume as much. Of course, we don’t have much to do, so art is the perfect project! Many men at the market spend their time making pots, shoes, shields, blankets, anything considered “art.” And they enjoy contributing to Greek society. Especially since much of the art is put up for display.

Greek Art

Us Athenians take our entertainment seriously and we treated it as such. Drama is our way to investigate the world in which we live in. There is comedy, a funny play that always has a happy ending, and tragedy, a play with lots of sorrows all the way to the end. Apart from theatrics we Athenians hold the Olympics and enjoy watching it. A fun activity for all the ages.
January 22, 477 BC

**Greek Headlines**

**New League Created to Protect From Persians**

By: Altheia

Three years ago, Themistocles defeated the Persians at Salamis. Although it was an amazing victory, the Greek army cannot rely on Tyche to always be on their side. To solve this problem, Aristides of Athens started negotiations last week to form a special league that could unite all of Greece against the Persians. The result: the Delian League.

The Delian League, which got its name from the sacred island of Delos where the negotiations took place, will protect all Greek citizens from Persian attacks. While all of the Ionian Greek city-states have now joined the League, Athens is the leader. Greece is now free to thrive without fearing a Persian attack.

**Sophist Outbreak**

By: Altheia

A conflict is breaking out in Athens. Families are choosing sides. The ancient beliefs in the gods are being challenged. What is the cause for all this strife? What is the source of this confusion? The debate between philosophers and sophists is the cause for conflict. Since the first sophists moved into Athens, they have been claiming that, “man is the measure of all things,” and that the moon is lit up by the sun, not by Artemis.

Although these claims are reason for strife, the real cause for the heated debate between sophists and philosophers lies elsewhere. The sophists teach rhetoric (passionate arguing), claim that virtues can be taught to people, and accept fees for
their work. Philosophers believe that virtues cannot be taught and that people should not pay them for their teachings. These contrasting ideas are the reason for the arguments between sophists and philosophers. It is unclear, for now, who will win these debates and what the Assembly will do about the strife in Athens.
Advertisements

Come See The Amazing Oracle of Delphi!
By: Athelia

Do you have questions? Are you having a hard time finding answers? Is your family struggling? Are you mad at the government?

Come to the Oracle of Delphi! For the small sacrifice of a goat and a pie, the Pythia will get answers from Apollo for you!

If you are wealthy, you can even pay to bypass the line and get your answers first!

King Themistocles even went to the Oracle of Delphi to get advice on how to defeat the Persians.

"Though all else shall be taken, Zeus, the all seeing, grants that the wooden wall only shall not fail."

Those words, spoken to the King by the Pythia, helped the Greeks win their war against the Persians, and the prophecies of the Oracle could help you beat your struggles too!

Boats, Boats, BOATS!
By: Athelia

Are you tired of sitting at home? Do you want see some amazing sites?

Come to Homer’s Boathouse today to browse our vast selection of ocean vessels, all 50% off! We have big boats, small boats, skinny boats, large boats; all with an affordable price! Buy your Homer boat today and see what wonders the ocean holds!
# Editorials
*By: Athelia*

<table>
<thead>
<tr>
<th>Educate the Women!</th>
<th>Don’t Give Them Power!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athenians claim to be some of the most educated people in the world, but the men are the only educated people. The women of Athens are only taught how to care for a house. We are not taught how to do arithmetic, study the stars, or tell whether or not a plant is poisonous. I think that women should be allowed to obtain a better education because if our husbands die, we will need to know how to navigate the sea using the stars, teach our sons, and gather good food. Women have strong minds and we deserve to learn. If you need proof, just look at Aspasia! She got a good education from her mother and household slaves, and she went on to become the wife of Pericles and a fighter for the freedom of women. Athenian citizens need to stop educating only the men and start realizing that women are intelligent too. Sincerely, A concerned Athenian woman</td>
<td>Athenian women are fighting for more education rights, but we should not give women these rights! Women exist to provide us with food, a clean home, and posterity. They do not need a good education to carry out these duties. If Athenian citizens give women more opportunities to gain knowledge, they could start to take over all of the duties men have. If we are not careful, the men will soon be doing the housework and women will be participating in government, which means that all of our laws will be based on emotions and not logic. Athenian women should not be educated if we men value our political power. Sincerely, A fearful Athenian man</td>
</tr>
</tbody>
</table>
Ancient Greece Study Guide

Directions: With the terms below, fill out all the information regarding the terms/people/events that would be able to identify them with any question.

Terms/People/Events:
1. Zeus: The sky and thunder god in ancient Greek religion.
2. Dionysus: The grape harvest, winemaking and wine, and wine of ritual.
3. Agora: A large open place of assembly and market in ancient Greek cities.
4. Tragedy: Drama genre, from the oral traditions of ancient Greece.
5. Hippocrates: Also known as Hippocrates.
6. Thucydides: Near old the Plow.
7. Olympia: When the Olympics took place.
8. Hades: God of the underworld.
10. Themistocles: Athenian known in many battles.
15. Oligarchy: Government where a few rule.
20. Xerxes: Ringer of Persia.
22. Phalanx
23. Alexander the Great
24. Herodotus
25. Minoan Civilization
26. Athena (God of wisdom)
27. Sophocles, written et al. history
28. Greek goods: wine, cheese, honey, wool, etc.
29. Pericles: Athens general in Persian War
30. Socrates: teacher of Aristotle
31. Aristotle: father of comedy
32. Aristophanes
33. Delian League
34. Peloponnesian War
35. Persian War: war between Sparta and Athens
36. Peloponnesian League
37. Olympics: yearly competition in Athens
38. Homer: author of the Iliad and the Odyssey
39. Hellenistic

Essay Questions

Daily Life in a Greek city-state

- Sparta vs. Athens

<table>
<thead>
<tr>
<th></th>
<th>Sparta</th>
<th>Athens</th>
</tr>
</thead>
<tbody>
<tr>
<td>775</td>
<td>women had full rights</td>
<td>women had full rights</td>
</tr>
<tr>
<td>670</td>
<td>women had full rights</td>
<td>women had no rights</td>
</tr>
<tr>
<td>sent for war at 14-12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Heredity:  
- remote  
- mulchis
Directions: With the terms below, fill out all the information regarding the terms/people/events that would be able to identify them with any question.

Terms/People/Events:

1. Zeus - god of sky, weather, thunderstorms, rain, chief god; leader of gods; Mycenaean god; won draw w/ Cronus & became leader of gods; lives on Olympus
2. Diomedes - god of wine, fertility, theaters, grapes & harvest
3. Agora - see separate paper
4. Tragedy - see separate paper
5. Hippocrates - father of medicine
6. Thucydides - 1st scientific historian that wrote about Peloponnesian war
7. Olympia - city where Olympic games were held
8. Hades - god of underworld, supervises dead, obtained dominion over underworld when he & his brothers (Zeus & Poseidon) divided universe
9. Plato - see separate paper
10. Themistocles - see separate paper
11. Cleisthenes - see separate paper
12. Citizen - see separate paper
13. Poseidon - god of sea, protector of aquatic animals, creator of horses, causes earthquakes w/ trident
14. Solon - see separate paper
15. Oligarchy - a form of government in which a small group holds political power; Sparta
16. Bards - singing story tellers during the dark age that kept Mycenaean tradition alive
17. Labyrinth - maze in which the minotaur lived, Minos King Minos sent criminals into labyrinth
18. Polis - see separate paper
19. Leonidas - see separate paper
20. Xerxes - Persian King. Darius' son; invaded Greece at Thermopylae and lost the battle
21. Aristocrats - member of nobility or upper class; lost power in the early 500's BC when Cleisthenes created a democracy and a constitution that gave the Assembly more power
22. Phalanx - a military formation in which foot soldiers stood so their shields caused archers to lose influence, how Greeks defeated Persians
23. Alexander the Great - see separate paper
24. Herodotus - father of history, wrote about Persian wars
25. Minoan Civilization - see separate paper
26. Athena - patron goddess of Athens, came out of Zeus's brain, favorite daughter of Zeus, goddess of wisdom, handicrafts, war, protected Athens
27. Sophocles - see separate paper
28. Greek goods - see separate paper
29. Pericles - see separate paper
30. Socrates - see separate paper
31. Aristotle - see separate paper
32. Aristophanes - leading comedy writer
33. Delian League - see separate paper
34. Peloponnesian War - see separate paper
35. Persian Wars - see separate paper
36. Peloponnesian League - league led by Sparta to oppose Athenian Delian League
37. Olympics - see separate paper between "Tragedy" & "Plato"
38. Homer - see separate paper
39. Hellenistic - mix of Greek & Persian cultures, created by Alexander the Great & exported through his empire

**Essay Questions**

Daily Life in a Greek city-state

**Athens:** boys go to school, girls work at home and are taught by their mothers, men practice in gymnasium, Assembly talks in agora, families go to the theater (open air), people go to oracle of Delphi

**Sparta vs. Athens**

<table>
<thead>
<tr>
<th>Sparta</th>
<th>Athens</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slaves</td>
<td>students learned rhetoric, arithmetic, geometry, drawing, music, gymnastics, &amp; studied Iliad &amp; Odyssey</td>
</tr>
<tr>
<td>boys go to military training @ age 7</td>
<td>boys go to Academy @ age 7</td>
</tr>
<tr>
<td>Oligarchy</td>
<td>boys do 2 yrs of military service @ age 18</td>
</tr>
<tr>
<td>2 kings ruled jointly with Assembly</td>
<td>democracy</td>
</tr>
<tr>
<td>Suspicious of new ideas</td>
<td>Assembly ruled</td>
</tr>
<tr>
<td>focused on athletics &amp; military</td>
<td>loved philosophy</td>
</tr>
<tr>
<td>women had more freedom (own property &amp; express opinions in public square)</td>
<td>focused on education</td>
</tr>
<tr>
<td>only educated women</td>
<td>training based on economic status</td>
</tr>
<tr>
<td>free foreigners = metics</td>
<td>free foreigners = metics</td>
</tr>
</tbody>
</table>

**Rhetoric = Public Speaking**
Agora: the public square located at the foot on an acropolis (fortress on a hill). Political center of power; citizens gathered here to carry out public affairs, choose officials, pass laws, artisans & merchants conducted business here.

Tragedy: a type of play in which the lead character struggles against their fate to their demise. Great tragedies were written by Sophocles. Sophocles wrote Oedipus, parents receive prophecies that their son will overthrow them, they pierce sons feet and leave him on a hilltop, people adopt him, he grows up and his carriage crashes into another while he is traveling, he marries a queen, queen was his mom, man in other carriage that died in the crash was his father, the mom and son kill themselves.
Olympics: Athletic contests held every four years in Olympia. Greeks believed that healthy bodies were the best use of nature's gifts. Olympics were a religious festival honoring Zeus; trading & fighting stopped while Olympics were happening. Greek calendar began with the supposed date of the Olympics (776 B.C.) athletes came from all over the Greek-speaking world to compete; only male athletes were allowed to compete; women were not allowed to watch; women had their own games to honor Hera; women ran races. Olympics consisted of individual competitions, not team events, because Greeks placed high value on the individual. Events = footrace (later), broad jump, discus throw, boxing, wrestling, & pentathlon (running, jumping, discus throw, wrestling & javelin throw). Winners crowned with olive-leaf wreaths, had parades, & were sometimes excused from taxes & paying for meals.

Plato: student of Socrates, opened up the Academy, which was a private school for smart people. Wrote the earliest book on political science, "The Republic." believed in meritocracy and that the most intelligent and best educated citizens should participate in government whereas most Athenians believed that any citizen should participate in government and that all citizens are capable of being good leaders, taught by Socrates.
Themistocles: A Greek king who told Leonidas of Sparta that the Greeks needed to challenge the Persians at sea. Themistocles needed time to get his ships into position in Salamis, asked Leonidas to delay the Persians on land at the pass of Thermopolae. Traitors told the Persians where Leonidas and his men were waiting to ambush them; the Greeks saw the Persians coming from behind them and most of them wanted to go home, Leonidas let them leave because he didn’t see a reason for them to die and he was not sure if the men who wanted to leave would be loyal to him. Leonidas stayed because of an Oracle’s prophecy that said either a king or a nation must fall. 300 Spartans stayed with Leonidas and held the Persians off for 3 days until Themistocles and the boats came to help them. Leonidas ended up dying, but the Greeks won.

Cleisthenes: 508 BC; a Greek and Athenian reformer that introduced laws that established democracy. took power away from aristocrats; created a constitution that gave the assembly (which was chosen by a lottery) more power. Athenians had believed that every citizen was capable of being a good leader.
Citizen: people who took part in government; could only be land-holding free men until the late 500's BC when Peisistratus extended citizenship to non-land-holding men.

Solon: 594 BC; cancelled all land debts; freed debtors from slavery; limited the amount of land people could own; promoted cash crops and industry; allowed citizens of all social classes to participate in the Assembly; Athenian & Greek reformer; started allowing democracy but still allowed aristocrat rule.

Polis: a city-state; basic political unit of Hellenic civilization; each polis developed its own pattern of life but each of them had an acropolis and an agora; they had orchards & villages & fields that surrounded a city; acropolis was at the center of the city, acropolis = fortified hill with a temple to the local deity; citizens made up a small part of the population of a polis.

Leonidas: Spartan general who fought the Persians at the Battle of Thermopylae (mountain pass); allowed majority of the army gathered there to return home after traitors told the Persians where the Greeks were and the Greeks saw the Persian army coming up behind them, didn't think that they needed to die and didn't know if they would be loyal;
Leonidas (cont.): Stayed to fight because of an oracle’s prophecy that told him that either a king or a great city-state must fall. 300 Spartans stayed with him; they held off the Persians for 3 days until Themistocles and his ships came. Leonidas died and the Greeks won the battle.

Alexander the Great: 356 - 323 BC; king of Macedonia at age 20; son of Philip II; conquered Persian empire; established largest empire to date in 10 years; created Hellenistic culture (mix of Greek and Persian cultures) and exported it throughout his empire; died at age 33; empire split into 3 domains - Ptolemy, Seleucus, Antigonos. Caused fall of empire because it was not united.

Minoan Civilization: Capital of the Minoan Civilization was Knossos; the civilization was named after King Minos who was famous for sending criminals into his labyrinth (maze) to be eaten by his Minotaur. Minoan murals show the Minoan way of life; men and women curled their hair; Minoan women had higher status than women in other civilizations. Minoans had many goddesses; Minoans earned their living...
from the sea and their trade ships dominated the eastern Mediterranean. traded with the Mycenaean and the Mycenaeans adopted some aspects of the Minoan culture. Mycenaean conquered the Minoans.

Sophocles: great tragedy writer; wrote Oedipus (see Tragedy)

Greek goods: Greek farmers grew grain but in 700 BC they couldn’t grow enough to feed everyone so each polis sent people to establish colonies by the Mediterranean & Black seas. farmers on Mainland Greece produced wine & olive oil & cash crops didn’t require much work so many farmers moved to cities & learned crafts. Greek merchants now had many goods to sell so they traded throughout the region.

• Women had more freedom (own property & express opinions in public square)
Ancient Greece TSG (continued)

Pericles: Athenian general that ruled during the Golden Age of Greece. Built the Parthenon. Married to Aspasia (fought for women's rights, metic). Killed by the plague that ended Greece's Golden Age.

Socrates: Greek philosopher. Taught Plato (who taught Aristotle), sculptor by trade, taught students to think for themselves and to clear away mistaken ideas/misconceptions to find "absolute" truth, put to death in 399 BC because a jury found him guilty of "corrupting" the young people and denying the gods, poisoned

Aristotle: Greek philosopher, teacher. Wrote 200 books about philosophy. Student of Plato. Scientist, philosopher, mathematician, politician, "ideal" Greek, taught Alexander the Great

Delian League: A league created by the Athenians to free Eonia (Greek city-state) from Persian rule and protect Greece from more Persian attacks similar to Nato. Many Greek city-states joined this league after an Athenian politician started negotiations to start a league to protect
Greece from Persia, negotiations were held on the “Sacred” island of Delos shortly after the battles at Salamis and Thermopylae.

Peloponnesian War 431-404 BC: Athenians created the Delian League to free Ionia from Persia & Sparta created the Peloponnesian League to oppose Athens; a plague kills ⅓ of the Athenian population (including Pericles) in 430 BC & the Golden Age ended; some Athenians go to Sparta and Sparta destroyed Athens; as a result, Greek city-states became weak, fighting destroyed the land, Greeks lost the ability to govern themselves, & Alexander the Great & the Macedonians came to conquer and govern the Greeks.

Persian War: started/happened because in 546 BC Cyrus II of Persia conquered the Greek city-state of Ionia and they revolted in 499 BC with the help of other Greek city-states. Darius I (Cyrus II’s) defeated/suppressed the revolt & wanted to punish the mainland Greeks. 490 BC = Battle at Marathon = Darius I sent a fleet across the Aegean Sea to the Greek city of Marathon which was 25 miles north of Athens, the Athenians were outnumbered 20,000 to 10,000. Athenians waited to come to battle until the Persians loaded their ships & then the Athenians

...
Ancient Greece TSG (continued)

Persian War: went to Marathon and defeated the Persians.
Myth of Philippiades: Philippiades ran 25 miles to Athens from Marathon to tell the people that the Greeks won, said to have already ran 280 miles in 4 days (he was a messenger) and that he dropped dead when he got to Athens & told them the news, how we got the marathon race; 10 yrs later = Battle at Salamis = Xerxes & Persians invaded Greece at Thermopylae, Leonidas & his Spartans delayed them on land for 3 days until Themistocles came with his navy and defeated the Persians for good; Delian League came out of this

Homer: a blind poet who wrote the Iliad and the Odyssey; these stories were based around the Trojan War - Iliad = during war & Odyssey = Odysseus's 10 year journey home after Trojan War
### ANTIQUE GREECE QUIZ ANSWER SHEET

#### Matching:

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#### Fill-in-the-Blank:

1. Sophists
2. Aristotle
3. AristocraTES
4. Phalanx
5. Herodotus
6. Alexander “the Great”

#### Word Bank

- Knossos
- Pharaoh
- Sophists
- Aristocrats
- Aristotle
- Herodotus
- Alexander “the Great”

#### Multiple Choice

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#### Short Essay:

1. **DON’T DO THIS ONE! JUST DO #2**

   ____________________________
   ____________________________
   ____________________________
   ____________________________

2. **Both did**

   - Sparta did not visit there. Family were very much and the
   - Athens did. Sparta had many women. Athens did not.
   - Athens did not. Sparta had many games. Some
   - Athens did not. Sparta had many games. Some
   - Sparta and Athens were the same. But
   - Sparta was smaller than Athens. Athens had many games and the
   - Athens did not. Sparta had many games. Some
   - Sparta was no. Some parts were also different.
Ancient Greece Quiz Answer Sheet

Matching:
1. H
2. M
3. G
4. L
5. F
6. B
7. T
8. Q
9. S
10. P
11. A
12. J
13. E
14. D
15. K
16. G
17. O
18. N
19. R

Fill-in-the-Blank:
1. Aristocrats
2. phalanx
3. Sophists
4. Knossos
5. Aristotle
6. Alexander the Great
7. Herodotus

Multiple Choice
1. D
2. B
3. B
4. A
5. D
6. A
7. A
8. B
9. A
10. C
11. D
12. C
13. D
14. A

Short Essay:
1. In most Greek city-states, there was an acropolis, or a fortified hill. At the bottom of this acropolis was an agora, or a public square. The agora was the place to go if you wanted to shop, socialize, or participate in government (if you were male). The Assembly gathered in the agora to choose officials and pass laws. Merchants and artisans also displayed their crafts in the agora.

2. Although Sparta and Athens were both Greek city-states, they were very different from each other. In Sparta, boys were sent to military training at the age of 7. In Athens, 7-year-old boys were sent to school. Another difference between Sparta and Athens is that Sparta focused more on their military and athletes, while Athens focused on education. Women in Sparta also had more rights than women in Athens. Spartan women could own property and express their opinions in the public square. But Athenian women were housewives. One similarity between the two city-states is that both Sparta and Athens had amazing Olympic athletes.
4. Reflection and evaluation of lessons, including analysis of assessment data.

**Analyze student learning:**

Student 1 really struggled with these lessons and with the course in general. She turned in most of her assignments, but she got really low scores on most of them. For example, she got a 31 out of 51 on her Ancient Greece test. She did complete the study guide and turn that in. Her study guide was lacking in detail, and she got an 18.5 out of 20 on it. Her definitions for each key term were very minimal. The Sparta vs. Athens t-chart and the Battle of Thermopylae summary were not graded; however, I did go through and fix mistakes on them so that they could use them for a study tool. I had to correct multiple parts of both her t-chart and her summary. In fact, her summary was a summary of the Battle of Marathon not the Battle of Thermopylae. That tells me that she only understood part of the Sparta vs. Athens lesson and that she was confused about the Battle of Thermopylae. She must have latched onto the story of the Battle of Marathon and not understood the story behind the Battle of Thermopylae. That could be because we learned about the Battle of Thermopylae by reading a primary source document written by a Greek historian. This shows that she may not be good at comprehending what she is reading. This student did not turn in a personal survey at the beginning of my time here, so I was not able to use that in order to help her. On her group project (the Greek newspaper) she worked well with her group, but she only wrote two newspaper articles out of the 18 required articles. Her group made up the rest. I believe she finished the trimester with a D- or a D.

This student seemed to misunderstand a lot of the lecture material, so in the future I would help her by always having a guided-note sheet for her. I did for about half of the lectures. I would also make an effort to invite her to Rock hour and to work with her during class work to make sure she understands what is expected on each assignment. She is very quiet and shy, so when I did talk to her she would never say much. If I could do that over, I would try to get to know her better so that she could learn to trust me.

Student 2 performed exceptionally well throughout the entire trimester. She always went above and beyond what was expected of her, and that showed in her test scores and in her overall grade. For example, she got 50 out of 51 on her Ancient Greece test, and she got 20 out of 20 on her study guide. Her study guide, unlike Student 1’s study guide, was extremely thorough. She filled out 11 pages with her explanations of the key terms. That dedication shows in her test score. I did not make any corrections on her Athens vs. Sparta t-chart, and I only corrected one phrase on her Battle of Thermopylae summary. This student did turn in her personal survey sheet, so I was able to learn quite a bit about her by reading that. I gathered that she is well-rounded and focuses on academics. She contributed a lot to her group Greek Newspaper project. She wrote 6 of the 18 articles. Her group split up the articles evenly. The actual articles were of a much higher caliber than the articles written by Student 1. She finished the class with an A.
In the future I would utilize Student 2 more in my lessons. She is also a very quiet person, so she only answered a few questions (and that was usually if I called on her specifically). She has the capability to help those around her who are struggling, so I could challenge her a little more by having her help her classmates. I could also ask her specific questions that require higher order thinking. This would ensure that she stays engaged and does not become bored. **Analyze teaching effectiveness:**

Before class started each day I always had a lesson plan; however, due to unforeseen circumstances, I always end up changing one part of my lesson or another. I think it is important to keep in mind that I am teaching students, not lessons, so I will alter my lessons according to students’ needs. There were a couple of specific things in these lessons that I did differently than I had originally planned. For example, I had originally planned to give the students a grade for their Athens vs. Sparta t-charts and for their Battle of Thermopylae summaries. I ended up correcting them and giving them back without a grade because I felt that it was more important to use those assignments as a formative assessment for the students and for myself, and that it did not necessitate a grade. I also ended up doing less of a Think-Pair-Share activity during lesson 1 when we reviewed some of the key terms from the book. Rather than having the students come up with their word and share it with the group, the group just worked together on finding all the words. I also let some of the people work alone. I did this due to time, and it was my first time teaching these students, so I did not know them very well. I thought they would each find one word and then share it, but they just wanted to get through the words, so they just looked off of each others’ papers.

The personal survey sheet and the Athens vs. Sparta t-chart worked really well. Most of the students never forgot the difference between Athens and Sparta for the rest of the trimester. The survey sheets helped me get to know the students and to take their interests into consideration when I was planning my lessons. The Greek Newspaper project worked to an extent. If the group got along and everyone did their part, then it went well. They were able to learn a lot about Greek everyday life. If some of the members did not pull their weight, then it did not work well. Students were concerned about receiving a fair grade.

The Battle of Thermopylae summaries did not work as well as I had hoped. The students mostly summarized what I had said in lecture about the Battle of Thermopylae rather than summarizing what the primary source said about the Battle of Thermopylae. I think this happened because I was not clear enough with my directions and because I had spent time during lecture explaining it before I had them write the summaries. Had I just had them read the source and write the summary, it might have worked better. Like I mentioned previously, when the group members did not work together well the Greek Newspaper projects did not really work. People were too worried about finishing and getting a good grade, so some of them resorted to copying and pasting off of the internet.

Based on student performance I would spend more time reading the primary source for the Battle of Thermopylae with the students. I would be more clear with my directions, and I would assign each group member of the Greek Newspaper project a specific article to write and
give them all individual grades for it. I would also spend more time reviewing for the Ancient Greece tests because the test scores were not as high as I had hoped that they would be.

In the future I would get to know my students a little better before starting this unit. I would make sure that the class knew how to properly read primary sources as well. We would have a few practice primary source documents that we would read as a class before we got to the Battle of Thermopylae primary source. This would ensure that the students know what to look for when they read a source and that they would summarize that document rather than my lecture. I would also require more information on their study guides. I graded solely on if they had answered the question rather than grading them based on if they had put the correct answer. If I had made them put more on their study guides, then maybe their test scores would have been higher. Another thing I would modify would be the Greek Newspaper length. For the amount of time that the students had to write their articles, they really should have had more information in them. I would make the article length longer in the Greek Newspaper project. I would do this so that they learn more about Greek daily life and so that they have to put some more critical thinking and creativity into the project. This would make it harder to copy and paste as well. I would also make sure that I learn more about each topic before I teach it. There were some parts of the lesson that I wasn’t sure on or that I may have taught wrong or in a confusing way. In the future I will do better at knowing my content area.