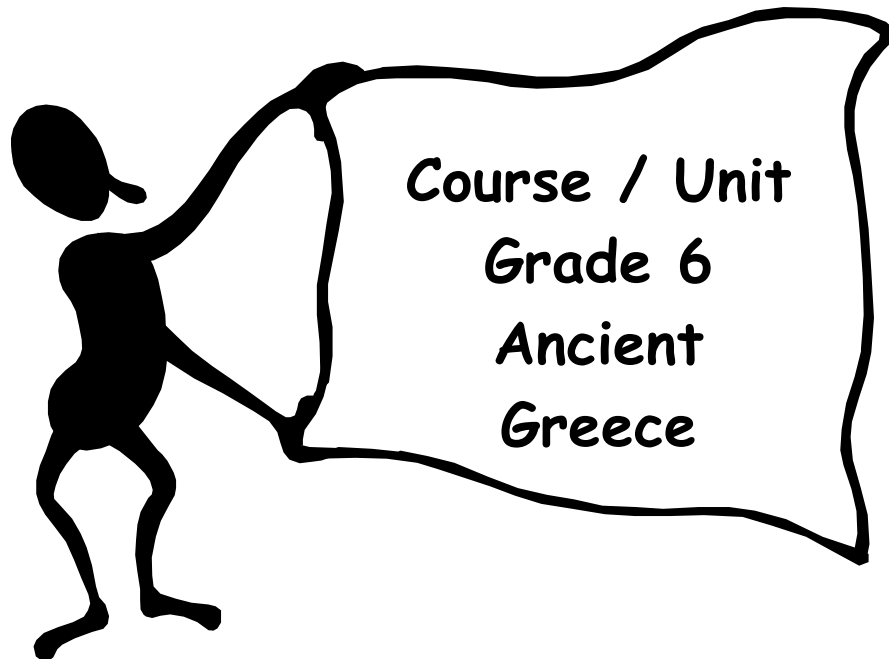


New York City Department of Education Magnet Program District 25 & 28

MS217

Robert Van Wyck

The Green Magnet School
Of Career Exploration and Technology



Essential Question: Is culture gained or lost through interactions?
(Alternative: How do the public careers of historical figures influence their cultural legacy?)

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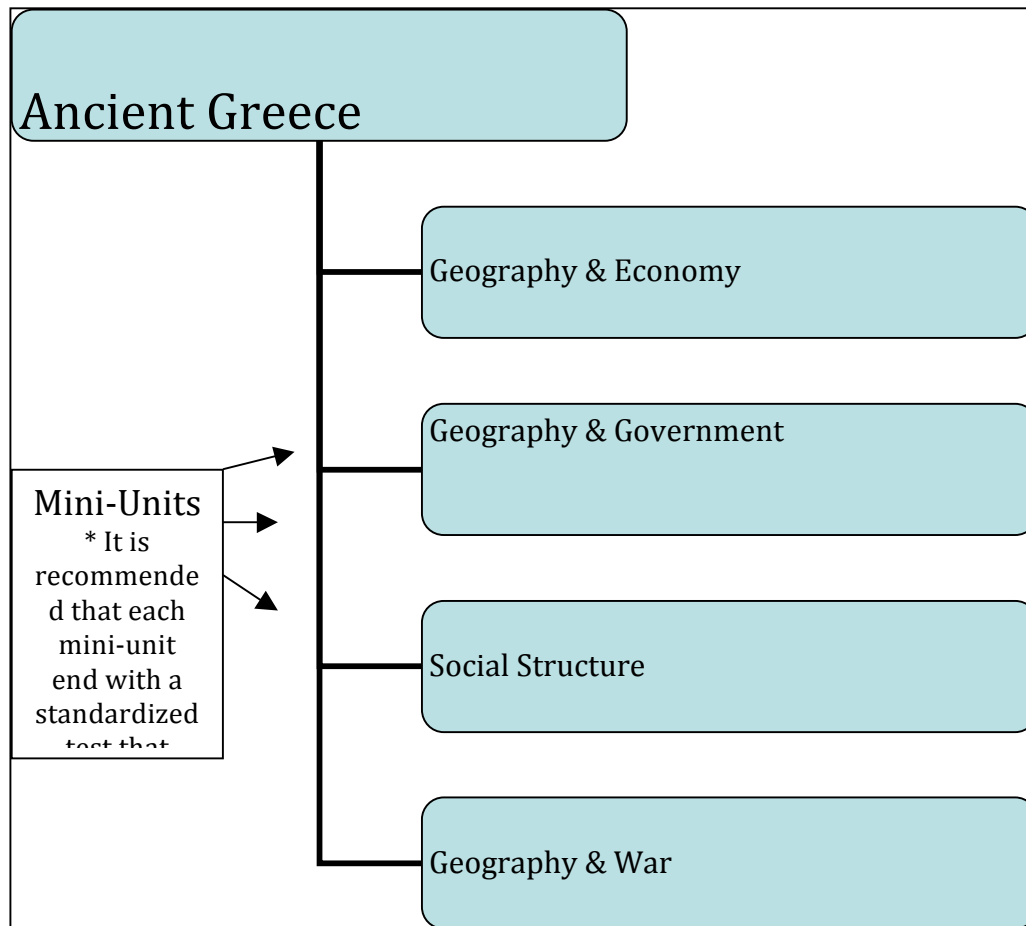
Suggested Time Frame: 5 weeks

Theme: Career Exploration and Technology

Graphic Overview of Unit

Suggested Time Frame:

Essential Question: Is culture gained or lost through interactions? (Alternative: How do the public careers of historical figures influence their cultural legacy?)



Unit's Culminating Project: (briefly explain in 2-3 sentences): You are an ancient Greek historical figure whose city-state has completed a war. Your purpose is to persuade an audience to use funds on your new artwork. You will write a persuasive speech that you will use to address the assembly in costume and to debate other major figures. You will also provide a mockup of the artwork, as well as design a podium on which you will deliver your speech. The event will be videotaped.

Stage 1- Desired Results

Standards-Based Learning Goals: Standard 2, Students will:

- use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives
- know some important historic events and developments of past civilizations
- investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout world history

Concepts

Big Ideas for this Unit

exploration, change, interactions

Students will learn how Greek culture has formed a large part of our society, including drama, architecture, trial by jury etc.

Magnet School Theme:

Green Magnet School of Career and Technology –

How does the Big Idea in your unit connect to your theme?

Students will learn that the public careers of historical figures, such as, politician, philosopher, playwright, historian, architect, poet, etc., influence their cultural legacy. This connects to the school’s theme of career exploration.

Enduring Understandings

- Humans try to exert power over their environment and communities in order to improve the quality of their lives.
- As people move from place to place, they have to band together, forming new communities. This requires that they adapt their own cultural expectations and build new ones.
- Much of what we experience today, including our government, economy and architecture originated in ancient civilizations.
- Historical figures of Ancient Greece personify aspects of their culture that we experience today, and are part of their legacy.

Overarching Essential Question: (this question should connect to your school theme)

Is culture gained or lost through interactions?

Alternative: How do the public careers of historical figures influence their cultural legacy?

Content and Skills

Content

Skills

Students will know...

How geography affected Greek settlement, travel and economy: mainland, island, Peloponnesus/Peninsula, Aegean Sea, Ionian Sea, Adriatic Sea, Mediterranean Sea, colony, navigation, trireme, settlement, shelter, isolated, inn, pack animal, Athens, Sparta, Delphi, Corinth, Marathon, Thebes, Olympia

The effect of geography on government: citizen, assembly, Government, economy, census, council, city-state, Monarchy, oligarchy, tyranny, democracy, tyranny, democracy (direct vs. representative)

The way resulting social structure affected lives of Greek people: economy, helot, aristocracy, merchant, priestess, slave & women's rights, barracks, perioikoi.

The way geography of Greece contributed to Persian and Peloponnesian Wars: polis, agora, Marathon, Hellepont, cavalry, ally, Xerxes, Thermopylae, Salamis, Peloponnesian war, Macedonia, Empire, Poseidon, oracle

The influence of resulting Greek legacies: Golden Age, Pericles, Acropolis, Parthenon, Mythology, architecture, Doric, Ionic, Corinthian, Drama, comedy, tragedy, Philosophy, Olympic, Homer, Herodotus

Students will be able to...

- Create a map of Greece that includes major geographic features.
- Summarize and give examples of how geography affected Greek settlement, travel and economy.
- Create a cartoon sketch that dramatizes the differences between the different types of government.
- Role Play an argument between different classes of Greeks, describing their lives and responsibilities.
- Compare and evaluate photographs from the internet library that portray the society & economy of Athens with those of Sparta.
- Analyze the perspectives that caused Athens and Sparta to join forces against the Persian Empire. Write a rap song that supports one perspective.
- Research and produce collaborative technology projects of major cultural achievements, with associated bibliographies.
- Create an online self-quiz prior to each exam.

Stage 2- Summative Assessment Evidence

If students understand, know and are able to do the items in Stage 1, they should be able to show their understanding by completing an authentic task found in the world beyond the classroom.

➤ Design the Culminating/Summative Task:

- Please note: The Essential Question and the Grasp are interconnected. The GRASP is a way for students to demonstrate their knowledge and understanding unit by answer of the Essential Question. Or you can say, they are answering the essential question through their GRASP.



G- (goal) – to persuade an audience to use funds on your new artwork as opposed to spending money on others.

R- (role) – You are one of the following figures:

Themistocles, Leonidas, Pericles, Socrates, Demosthenes, Aristophanes, Aeschylus, Homer, Plato, Herodotus, Phidias, Alexander the Great

A- (audience) – Ancient Greek people

S- (situation) – The city has just been at war (your choice) and some buildings have been destroyed and damaged. It is the meeting of the assembly and the people will be discussing how to rebuild the city. You have the sense that they are willing to discuss an investment in artwork and you want to take advantage of this to further your interests and to gain power. You want to design and create a new, costly piece of art or architecture that will serve as your legacy.

P- (purpose and product)

1. Write a speech you will use to address the assembly. There will be other figures who have the same idea as you do, so your speech will necessarily be extremely persuasive, as you will have to debate them as well. Consider both pros and cons prior to attending the debate.

2. Provide a mockup of the art piece that will accompany your

speech.

3. Design a special podium in appropriate Greek style and architecture where you will deliver your speech in costume.

S- (standards for performance) –

The speech should include references to past legacies, identify the major contributions, Ancient Greek style architecture, performance in costume.

Student Task

In the space below, write the task exactly as students will see it. You should give this task to them on the first day of the unit. This way they know where they are going.

You are one of the following ancient figures: Themistocles, Pericles, Socrates, Demosthenes, Aristophanes, Aeschylus, Sophocles, Homer, Plato, Herodotus, Phidias, Alexander the Great.

Your city-state has recently finished fighting a war and some buildings have been destroyed. During this meeting of the assembly, the people will be discussing the rebuilding of the city. You have a sense that they are willing to discuss an investment in artwork and you want to take advantage of this situation to further your interests and to gain power. You would like them to design and create a new, costly project, art or architecture that will serve as your legacy.

Your purpose is to persuade an audience to use part of their funds on your new artwork. You will write a persuasive speech that you will deliver in costume to address the assembly. You are in competition with a number of major figures for funds, so you will debate them as well. Consider both pros and cons of completing your project prior to attending the debate. You will also provide a mockup of the artwork to accompany the speech.

The speech should include the following information:

- Background information about your Greek figure
- Your accomplishments
- Reasons the people should consider your project
- References to other Greek legacies
- Use the following graphic organizer to organize your speech:
http://greece.teachingmatters.org/files/4_1a_Graph_organizer.pdf

You must also design a podium on which you will deliver your speech.

The event will be videotaped.

Rubric For Culminating Project

www.rubistar.com

CATEGORY	4	3	2	1
Understanding of Topic	Shows a sophisticated understanding of ideas. The concepts, evidence, arguments, qualifications made, questions posed and methods used are advanced, going well beyond the grasp of the subject typically found at this age level.	Shows a solid understanding of ideas. The concepts, evidence, arguments, qualifications made, questions posed and methods used are appropriate for addressing the issues and problems. There are no misunderstandings of key ideas or overly simplistic approaches	Shows a somewhat naive or limited understanding of ideas. The concepts, evidence, arguments, qualifications made, questions posed and methods used are somewhat simple, crude, or inadequate for addressing the issues or problems. Response may reveal some misunderstanding of key ideas or methods.	Shows little understanding of ideas. The concepts, evidence, arguments, qualifications made, questions posed and methods used are inadequate for addressing the issues and problems. Response reveals major misunderstandings of key ideas or methods.
Use of Facts/Statistics	Every major point was well supported with several relevant facts, statistics and/or examples.	Every major point was adequately supported with relevant facts, statistics and/or examples.	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.	Every point was not supported.
Information	All information presented in the debate was clear, accurate and	Most information presented in the debate	Most information presented in the debate	Information had several inaccuracies OR was usually not clear.

	thorough.	was clear, accurate and thorough.	was clear and accurate, but was not usually thorough.	
Organization	All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	All arguments were clearly tied to an idea (premise) but the organization was sometimes not clear or logical.	Arguments were not clearly tied to an idea (premise).
Rebuttal	All counter-arguments were accurate, relevant and strong.	Most counter-arguments were accurate, relevant, and strong.	Most counter-arguments were accurate and relevant, but several were weak.	Counter-arguments were not accurate and/or relevant
Respect for Other Team	All statements, body language, and responses were respectful and were in appropriate language.	Statements and responses were respectful and used appropriate language, but once or twice body language was not.	Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark.	Statements, responses and/or body language were consistently not respectful.

