

# The Golden Age of Athens

(495 – 429 B.C.E.)

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<b>Grade Level</b>	6
<b>Duration</b>	1-3 class periods

## National Standards

### GEOGRAPHY STANDARDS

#### Element 1: Spatial World

1. How to use maps and other geographic representations and geospatial technologies and spatial thinking to understand and communicate information.

#### Element: 6 The Uses of Geography

17. How to apply geography to the past.

18. How to apply geography to interpret the present and plan for the future.

## AZ Standards

### ELA

#### Reading

#### Integration of Knowledge and Ideas

6.RI.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

#### Writing

#### Production and Distribution of Writing

6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate transitions to clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from the

## Arizona Social Science Standards

### Geography

#### The use of geographic representations and tools helps individuals understand their world.

6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions. • Key concepts include major landforms and water bodies, countries, cities, ecosystems, climate, languages, religion, economic systems, governmental systems, population patterns, disease, trade routes, and settlement pattern

#### Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. Key concepts include but are not limited to language, land and sea transportation and trade routes

6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration. Key concepts include but are not limited to development of early river civilization, pastoral societies, rise of cities, innovations in transportation, and collapse of empires

#### Global interconnections and spatial patterns are a necessary part of geographic reasoning.

6.G4.1 Explain why environmental characteristics vary among different world regions. Key concepts include

information or explanation presented.

**EDUCATIONAL TECHNOLOGY**

**Standard 3. Knowledge Constructor - Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.**

6-8.3.a. Students practice and improve research strategies to locate information and other resources for their intellectual or creative pursuits.

but are not limited to latitude, elevation, landforms, location, and human factors

**History**

**The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.**

6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.

<b>SIOP Elements</b>		
<p><b>Preparation</b> Adapting content Linking to background <b>Linking to past learning</b> Strategies used</p>	<p><b>Scaffolding</b> Modeling Guided practice Independent practice <b>Comprehensible input</b></p>	<p><b>Grouping Option</b> Whole class <b>Small groups</b> Partners Independent</p>
<p><b>Integrating Processes</b> <b>Reading</b> <b>Writing</b> <b>Speaking</b> <b>Listening</b></p>	<p><b>Application</b> Hands on <b>Meaningful</b> Linked to objectives <b>Promotes engagement</b></p>	<p><b>Assessment</b> <b>Individual</b> <b>Group</b> <b>Written</b> Oral</p>

**Arizona English Language Proficiency Standards**

**Grades 6-8**

**Basic**

**Listening and Reading**

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-2: recount specific details and information in a variety of texts.

**Speaking and Writing**

Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.

B-2: compose written narratives using appropriate conventions that include details to develop a topic.

B-3 compose informational text that includes details to develop a topic while using appropriate conventions.

B-5: use examples of precise language and domain-specific vocabulary within informative texts.

**Listening, Speaking, Reading, and Writing**

Standard 6 By the end of each language proficiency level, an English learner can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

B-1: participate in discussions about familiar topics and texts.

Standard 9 By the end of each language proficiency level, an English learner can create clear and coherent grade-appropriate speech and text.  
B-1: introduce and present facts about an informational topic and provide a conclusion when writing and speaking.

## Overview

One of the ancient civilizations that has impacted our lives is the Greek civilization. Greece is known as the cradle of democracy. The Golden Age of Athens reminds us of Pericles who was the pioneer in the construction of the Parthenon. This temple was dedicated To Athena, Goddess of Wisdom, and is a reminder of the fine architecture of this place and time. But democracy and architecture are just two of the achievements of the Greeks. What other Grecian innovations or practices still impact us today?

## Purpose

In this lesson, students will link the past to the present through studying “The Golden Age of Athens. They will learn about columns, the concept of democracy, and how innovations of the Greeks are still important today.

## Key Vocabulary

**column:** a post made of steel or stone that is used to support a building

**democracy:** a form of government where people choose their leaders by voting

**shipping:** a group of ships that moves items from place to place

**architecture:** a style of building

**Golden Age:** time of great achievement or success

## Materials

- [https://commons.wikimedia.org/wiki/File:HENRY\\_H\\_STAMBAUGH\\_MEMORIAL\\_AUDITORIUM.jpg](https://commons.wikimedia.org/wiki/File:HENRY_H_STAMBAUGH_MEMORIAL_AUDITORIUM.jpg)
- Computer and projection device
- <https://ascholarlyskater.com/2017/12/12/guide-classical-greek-architecture/>
- Map of Greece worksheet <https://www.worldatlas.com/maps/greece> and Answer Key

- Mediterranean Sea Region map <http://geoalliance.asu.edu/sites/default/files/maps/MED.pdf>
- Vocabulary Cards
- Vocabulary Practice
- YouTube video Pericles, the Golden Age of Athens (3.53 min) <https://www.youtube.com/watch?v=PoZfCO42nhA>
- Sample Questions from Pericles, the Golden Age of Athens
- Writing Prompt A and B and Scoring Guides

## Objectives

The student will be able to:

- 1.The students will be able to use a map to locate places.
- 2.The students will be able to describe an innovation of the Grecian civilization.
3. The students will be able to research a topic and write informative text including sources of information and illustrations.

## Procedures

### SESSION ONE

1. Begin the lesson by having students close their eyes and pretending they are being transported back in time to 5<sup>th</sup> Century Greece. Then project the image found at: [https://commons.wikimedia.org/wiki/File:HENRY\\_H\\_STAMBAUGH\\_MEMORIAL\\_AUDITORIUM.jpg](https://commons.wikimedia.org/wiki/File:HENRY_H_STAMBAUGH_MEMORIAL_AUDITORIUM.jpg) Ask students to describe what they see. (grass, trees, building, steps, columns, etc.,) (**Preparation: Linking to past learning; Application: Promotes engagement**)
2. Then project the images found at <https://ascholarlyskater.com/2017/12/12/guide-classical-greek-architecture/> Ask the students to identify what elements were shared by these images. (types of columns, columns supporting the roof, friezes, sculptures, scrolls, etc.,) Write the commonalities on the whiteboard. (**Scaffolding: Comprehensible input**)
3. Ask students what they know about where Greece is located. Project the map found at:

<http://geoalliance.asu.edu/sites/default/files/maps/MED.pdf> and identify the countries near Greece such as Turkey, Italy and Egypt.

4. Distribute the Map of Greece worksheet and project the map found at

<https://www.worldatlas.com/maps/greece> Have students use their blank map and the projected map to complete the worksheet. Note the last 4 questions ask students to estimate and speculate. **(Integrating Processes: Reading, Writing)**

5. End the session by projecting the Vocabulary Cards and explaining the definitions. Have students complete the Vocabulary Practice worksheet. **(Scaffolding: Comprehension input)**

### SESSION TWO and THREE

*Note: There are two writing assessments suggested (Procedure 9). Select one for the students to complete.*

6. Begin this session by projecting the YouTube video Pericles, the Golden Age of Athens. (3.53 min)

<https://www.youtube.com/watch?v=PoZfCO42nh>

A Replay the video for a second time after instructing students to write down 2 questions and their answers while the video is playing.

7. Place students into small groups and have one member of the group hold an object to begin the question and answer (Rally Robin) process. The person with the object will ask a question that was answered by the video. The person will hand the object to the student in the group who will answer the question. Keep asking and answering questions until all students have asked at least one question. **(Grouping Option: Small group; Preparation: Linking to past learning; Application: Promotes engagement; Integrated Processes: Listening and Speaking)**

8. Introduce the writing assignment by pointing out that the Greeks are known for many innovations that impact our lives today. These innovations or practices include their architecture, their form of government, and a large shipping industry.

9. Explain the Writing Prompt (Choose A or B) and how the work will be graded.

10. Allow time for students to work. **(Grouping Option: Small group; Application: Meaningful; Integrated Processes: Reading and Writing)**

## Assessment

### Geography and Reading

The Map of Greece worksheet can be graded for completeness and accuracy. Mastery will be considered a score of 80% or higher.

### ELA

The Vocabulary Practice worksheet can be graded for completeness and accuracy.

Mastery will be considered a score of 80% or higher. **(Assessment: Written, Individual)**

The writing assignment A can be graded using the Scoring Guide. Mastery will be considered a score of 80% or higher. **(Assessment: Written, Group)**

The writing assignment B can be graded using the AZ Merit Writing Rubric. Mastery will be considered a score of 3 or higher in each category. **(Assessment: Written, Group)**

## Extensions

Students can search Google images for examples of each of the three column types used throughout our world.

Students can create columns out of materials found in the classroom and see how much weight their columns can support.

## Sources

[https://upload.wikimedia.org/wikipedia/commons/a/a0/Greece\\_map\\_blank.svg](https://upload.wikimedia.org/wikipedia/commons/a/a0/Greece_map_blank.svg)

<https://ascholarlyskater.com/2017/12/12/guide-classical-greek-architecture/>

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