

Roxbury Preparatory Charter School 6th Grade Ancient History Standards

Aims	Learning Activities	Assessment	Mass Standard	RPC History Standard
<p>Unit 6 Ancient Greece</p>				
<p><i>Unit Vocabulary</i></p>	<p>Tier 2: citizen, civic, sovereign, oligarchy, democracy, tyranny, monarchy, fate. Tier 3: Mediterranean, Peloponnese, Crete, Rhodes, mountains, trade, maritime, Phoenicians, Persians, city-state, polis, voting rights, Athens, Sparta.</p>			
<p>6.2 Students will be able to answer the question: Why did democracy develop in Greece?</p>				
<p>6.2.1 Students will be able to define the different forms of government that existed in 500 A.D. -- aristocracy, oligarchy, tyranny, democracy.</p>	<p>Students will use Greek roots and visual representations of each form of government to develop definitions as a class. Students will participate in a simulation of each form of government.</p>	<p>In Class Assessment: Visual Charts of Government.</p>	<p>7.26 CG7</p>	<p>R6</p>
<p>6.2.2 Students will be able to analyze the advantages and disadvantages of each form of government.</p>	<p>Students will create a compare/contrast chart for each form of government, using short descriptions of representative city-states as examples.</p>	<p>Homework: Which form of government would you most like to live under? Why? Which form of government would you most hate to live under? Why?</p>	<p>7.26 CG7</p>	<p>W1 W2 W5</p>
<p>6.2.3 Students will be able to describe the most important values in Ancient Greek culture and how those values helped to give rise to democracy (over other forms of government) in Greece.</p>	<p>Students will read excerpts of Greek Myths and examine artifacts in order to infer major Greek values. Students will also examine excerpts of Greek Myths (in collaboration with Reading Class) in order to discover the roots of modern day idioms such as "opening Pandora's box," "Achilles' heel," "the face that launched 1,000 ships," etc.</p>	<p>Homework: Greek Values: Inference and Evidence sheet.</p>	<p>7.32 7.33</p>	
<p>6.3 Students will be able to answer the question: Why is the government in Ancient Athens considered the beginning of democracy? Was democracy, as practiced in Athens, just for all people in Athens?</p>		<p>Unit Project/DBQ: Did the Athenians actually develop a democracy? Did they live up to the ideals of democracy?</p>		
<p>6.3.1 Students will be able to describe the voting rights and civic participation of citizens in Ancient Greece, and the role of non-citizens (women, non-land owning men, and slaves).</p>	<p>Students will read a short description of the voting rights in Greece. Students will participate in a short role play about the voting rights and civic participation of Greek citizens.</p>	<p>Homework: In the United States, even though all citizens above the age of 18 have the right to vote, only about 35% of them actually do. What would the Ancient Greeks have to say about this? Write a letter from the perspective of one of these characters: Plato, a Greek man, a Greek woman, a slave.</p>	<p>7.26</p>	<p>DA5 W1 W2 W5</p>
<p>6.3.2 Students will be able to analyze the various legislative bodies in ancient Greece.</p>	<p>Students will create a visual representation of the various legislative bodies in Greece.</p>	<p>Homework: How did the different legislative bodies in Greece relate to each other? Rewrite the Schoolhouse Rock song "I'm Just A Bill" to fit</p>	<p>7.26</p>	

6.3.3	Students will be able to describe the voting rights and civic participation of citizens and non-citizens (women, slaves, etc.) in ancient Athens.	Students will read excerpts from the Athenian constitution and discuss them in class with their guided reading groups.	Homework: Did laws apply to all people in Greece equally? How do you know?	7.26 7.28 HG7 S4 S5	S2 S3 S4 S5
6.3.4	Students will be able to define the word justice and present an argument as to whether Greek democracy was just or not.	Students will read several modern sentences in which the term "justice" or "just" is used. Students will come up with several different definitions of justice and vote on which definition they feel is most applicable to this situation.	Homework: Was Greek democracy just for all members of Greek society. Explain using examples.	7.28 R5	R5
6.4	Students will be able to answer the questions: What were the Peloponnesian and Persian Wars? What impact did they have on democracy in ancient Greece?				
6.4.1	Students will be able to locate Athens, Sparta and their key allies on a map of Greece. They will also be able to describe the contrasting lifestyles and values of Athens and Sparta and list the basic causes of the Peloponnesian War.	Students will participate in a "Athens v. Sparta" activity in which they choose the city-state with which they would rather ally themselves. Students will give evidence from materials to support their choices. Students will then read a brief description of the alliances that developed during the Peloponnesian War and the outcomes of that war. Students will construct a cause and effect chart for the Peloponnesian Wars.	In Class Assessment: Students will complete a City-State Selection Sheet on which they list evidence from materials to support their choices.	7.27 7.30 W1 W2 W5	R4 W1 W2 W5
6.4.2	Students will be able to explain the five major events of the Persian Wars and describe how Greek victory in the Persian Wars contributed to the rise of Athens.	Students will participate in a "basketball analogy" activity in which the Greeks and Persians will be compared to basketball teams. Students will then analyze visual and written primary source documents related to the Persian Wars. Students will construct a cause and effect chart for the Persian Wars.	In Class Assessment: Visual Metaphors/Analogies Handout. Homework: Reading and Reflection Sheet.	7.29	R4
6.4.3	Students will analyze the rise and fall of Alexander the Great.	Students will read a short article, including battle maps, summarizing the rise and fall of Alexander the Great. Students will analyze different accounts of Alexander's exploits to determine whether he was a hero or a villain.	Homework: Was Alexander the Great a hero or a villain? How do you know?	7.31 HG5 W1 W2 W5	R1 W1 W2 W5
6.4.4	Students will be able to explain the legacies of ancient Greece that exist in our world today.	Students will conduct research (using teacher-provided resources) to show how accomplishments in Ancient Greece have directly influenced the world in which we live today. They will look at medicine, mathematics, architecture, theater, philosophy, language, etc.	Unit Project: Legacies of Ancient Greece Book. Students will create a book in which they describe modern day events, institutions, etc. and explain their roots in Greece.	7.34 7.32 7.33	R4 W1 W3