

## Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Unit Plan Template

<b>Unit Title:</b>	Ancient Greece & Gods and Goddesses	<b>Number of Lessons</b>	11	<b>Time (in weeks):</b>	6-7
<b>Name:</b>	Maddie Irvine	<b>Subject(s):</b>	Social Studies	<b>Grade(s):</b>	6/7

### Rationale

This unit is important because Ancient Greece is famous for developing democracy, inventing Western philosophies, realistic art, developing theater like comedy and tragedy, the Olympic Games, and much more. Ancient Greece is one of the most important ancient civilizations to learn due to how it evolved modern life. Students will take the time to learn about Greece itself, dive into some of the famous cities and why they were/are so famous, and learn about Greek mythology.

### Overview:

Students will be learning about the geography of Greece, the achievements of Ancient Greece and how they maneuvered into the modern world, we learn about Athens and Sparta and their statistics and how they are similar and different. We then move into the gods and goddesses and finish off with short drama scripts of the Greek myths.

### CORE COMPETENCIES

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> <li>● Communicating               <ul style="list-style-type: none"> <li>○ Connecting and engaging with others - Students engage in informal and structured conversations in which they listen, contribute, develop understanding and relationships, and learn to consider diverse perspectives.</li> <li>○ Focusing on intent and purpose - Students communicate with intention and purpose.</li> <li>○ Acquiring and presenting information - Students communicate by receiving and presenting information.</li> </ul> </li> <li>● Collaborating               <ul style="list-style-type: none"> <li>○ Working collectively - Students combine their efforts with those of others to effectively</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Critical thinking               <ul style="list-style-type: none"> <li>○ Questioning and investigating - Students learn to engage in inquiry when they identify and investigate questions, challenges, key issues, or problematic situations in their studies and in the media.</li> <li>○ Designing and developing - Students think critically to develop ideas.</li> </ul> </li> <li>● Creative thinking               <ul style="list-style-type: none"> <li>○ Creating and innovating - Students get creative ideas that are novel and have value.</li> <li>○ Generating and incubating - Students may generate creative ideas through free play, engagement with other's ideas, or</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Positive personal and cultural identity               <ul style="list-style-type: none"> <li>○ Understanding relationships and cultural contexts - Students understand that their relationships and cultural contexts help to shape who they are.</li> </ul> </li> <li>● Personal awareness and responsibility               <ul style="list-style-type: none"> <li>○ Self-regulating - Students who are personally aware and responsible take ownership of their choices and actions.</li> </ul> </li> </ul>

<p>accomplish learning and tasks.</p> <ul style="list-style-type: none"> <li>Supporting group interactions - Students engage with others in ways that build and sustain trusting relationships and contribute to collective approaches.</li> <li>Determining common purposes - Students develop shared understandings of information, issues, situations, and problems in pursuit of common purposes and goals.</li> </ul>	<p>consideration of a problem or constraint, and/or because of their interests and passions.</p>	
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## BIG IDEAS

(multiple subject areas for integrated unit)

Subject Name: Social Studies 7	Subject Name: Arts Education 7	Subject Name
Religious and cultural practices that emerged during this period have endured and continue to influence people.	Engaging in the arts develops people's ability to understand and express complex ideas.	

## LEARNING STANDARDS

Curricular Competencies	Content
<ul style="list-style-type: none"> <li>Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</li> <li>Assess the significance of people, places, events, or developments at particular times and places (significance)</li> <li>Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence)</li> <li>Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)</li> </ul>	<ul style="list-style-type: none"> <li>human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources</li> <li>origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas</li> <li>features and characteristics of civilizations and factors that lead to their rise and fall</li> </ul>
<b>Exploring and Creating</b> <ul style="list-style-type: none"> <li>Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making</li> </ul>	<ul style="list-style-type: none"> <li>drama: character, time, place, plot, tension, mood, focus, contrast</li> <li>personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment</li> </ul>

<ul style="list-style-type: none"> <li>- Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play</li> <li>- Explore relationships between identity, place, culture, society, and belonging through the arts</li> <li>- Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts</li> </ul> <p><b>Reasoning and Reflecting</b></p> <ul style="list-style-type: none"> <li>- Interpret works of art using knowledge and skills from various areas of learning</li> </ul> <p><b>Communicating and Documenting</b></p> <ul style="list-style-type: none"> <li>- Take creative risks to express feelings, ideas, and experiences</li> <li>- Experience, document, choreograph, perform, and share creative works in a variety of ways</li> <li>- Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences</li> <li>- Demonstrate increasingly sophisticated application and/or engagement of curricular content</li> </ul>	
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### Prerequisite Concepts and Skills:

<ul style="list-style-type: none"> <li>- Students open to learning about Ancient civilizations</li> <li>- Students are able to work in groups, partners, solo, etc.</li> </ul>
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### Teacher Preparation Required:

Lesson #	Teacher Preparation Required (See Unit Plan Sample)
Lesson 1	<ul style="list-style-type: none"> <li>- Ancient Greece Unit Intro PowerPoint</li> <li>- Ancient Greece Unit Intro Worksheets</li> <li>- Word Wall Slideshow</li> <li>- Vocabulary List</li> </ul>
Lesson 2	<ul style="list-style-type: none"> <li>- Ancient Greece Map Activity PowerPoint</li> <li>- Ancient Greece Map Activity Worksheets</li> <li>- Ancient Greece Fill In The Blank - Google Form</li> </ul>
Lesson 3	<ul style="list-style-type: none"> <li>- Ancient Greece Overview Slideshow (slides 1-8, 17-23) <a href="https://docs.google.com/presentation/d/15qG6lKyGNHAnND0lk6pT4mGIQinjWih9gzIRNvYDTxQ/edit?usp=sharing">https://docs.google.com/presentation/d/15qG6lKyGNHAnND0lk6pT4mGIQinjWih9gzIRNvYDTxQ/edit?usp=sharing</a></li> <li>- Print Ancient Greece Guided Notes (pg. 1-2, 6-8)</li> <li>- Chromebooks</li> </ul>
Lesson 4	<ul style="list-style-type: none"> <li>- Fill in the Blank sheet (handed back)</li> <li>- Chromebooks</li> <li>- Google Classroom submission spot</li> </ul>
Lesson 5	<ul style="list-style-type: none"> <li>- Athens Vs Sparta Activity Sheets</li> <li>- Athens and Sparta Reading</li> </ul>
Lesson 6	<ul style="list-style-type: none"> <li>- Athens and Sparta Reading (extras)</li> <li>- Athens Vs Sparta Rap Battle Requirements</li> <li>- Grading Rubric (shown on screen)</li> </ul>

Lesson 7	- Grading Rubrics printed out
Lesson 8	- Greek Mythology Slideshow (Google Drive) - Greek Mythology Drama Skits - Greek Mythology Note Sheet
Lesson 9	- The Myth of Arachne Ted-Ed (4:29) <a href="https://www.youtube.com/watch?v=XvUHcsZOjH8&amp;list=PLlr4iFYx_5ePaZUzTZn2OSxKRnx1F49Of">https://www.youtube.com/watch?v=XvUHcsZOjH8&amp;list=PLlr4iFYx_5ePaZUzTZn2OSxKRnx1F49Of</a> - The Myth of Icarus and Daedalus Ted-Ed (5:08) <a href="https://www.youtube.com/watch?v=3s2QPQnuaGk">https://www.youtube.com/watch?v=3s2QPQnuaGk</a> - The Myth of Narcissus and Echo Ted-Ed (4:56) <a href="https://www.youtube.com/watch?v=c5N8hRyHYB0">https://www.youtube.com/watch?v=c5N8hRyHYB0</a> - The Myth of Hades and Persephone (5:32) <a href="https://www.youtube.com/watch?v=zLAYGZeVTPQ">https://www.youtube.com/watch?v=zLAYGZeVTPQ</a> - Chromebooks
Lesson 10	- Grading rubric (on screen for students to reference)
Lesson 11	- Ancient Greece grading rubrics (printed)

### Cross-Curricular Connections:

Arts Education - Students will be learning about the different gods and goddesses, along with their myths and how it all correlates to how the Ancient Greeks viewed life. Students will then get the choice between various short drama scripts in groups to practice, rehearse, make props for, and then perform.

### Aboriginal Connections/ First Peoples Principles of Learning:

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. - Students will be learning about Ancient Greece, the land of Greece itself, the communities of Ancient Greece, and the Gods and Goddesses.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). - Students will be taking a holistic approach to learning this unit as they learn how each part of Ancient Greece interacts with each other.

Learning is embedded in memory, history, and story. - Ancient Greece plays a large part of history and has helped us develop a large part of our modern world today.

Learning involves patience and time. - Students will be practicing patience as they take their time learning about the ancient civilizations of Ancient Greece.

### Universal Design for Learning (UDL)

- Size and font of text is good for all
- Volume and rate of speech is good for all
- Pre teach vocabulary & clarify unfamiliar vocab
- Activate prior knowledge
- Chunk information into smaller segments
- Stop and think prompts
- Breaking long term goals into short term goals
- Students get lots of discretion and autonomy
- Outcomes are authentic

### Differentiated Instruction (DI):

- A lot of these lessons are designed to be group activities, partner activities, or solo activities so students have a wide range of choices that they can choose from to excel in their learning
- These lessons are designed to have a low floor to high ceiling for student accommodations

## Overview of Lessons:

### Lesson 1

<b>Name &amp; Time (Minutes Allotted):</b>	Intro To Greece Mini Research Activity - 50 mins
<b>Learning Standards: Curricular Competencies</b>	<ul style="list-style-type: none"> <li>- Use Social Studies inquiry processes and skills to – ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</li> <li>- Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences (cause and consequence)</li> <li>- Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)</li> </ul>
<b>Learning Standards: Content</b>	<ul style="list-style-type: none"> <li>- Interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration</li> </ul>
<b>Instructional Objectives</b>	<ul style="list-style-type: none"> <li>- SWBAT discover and identify basic geographical regions of Greece</li> <li>- SWBAT sketch and express various statistics of Greece</li> <li>- SWBAT begin to identify and name specific vocabulary terms for the unit</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>- Intro to Greece Worksheets</li> <li>- Observation through conversations</li> <li>- Participation</li> </ul>
<b>Teaching Strategies:</b>	<ul style="list-style-type: none"> <li>- Inquiry/investigation</li> <li>- Exploration</li> <li>- Discussion</li> <li>- Writing and researching</li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>- Ancient Greece Unit Intro PowerPoint</li> <li>- Ancient Greece Unit Intro Worksheets</li> <li>- Word Wall Slideshow</li> <li>- Vocabulary List</li> <li>- Chromebooks</li> <li>- Lined Paper (if students need more room to write), pencils, erasers</li> </ul>
<b>Lesson Activities:</b>	
<b>Introduction/Hook:</b>	<ul style="list-style-type: none"> <li>- Gain students' attention</li> <li>- Explain to students that we are going to be starting a new socials unit</li> <li>- Play Baby Hercules Scene <a href="https://www.youtube.com/watch?v=jpcCrQ9xOE8&amp;t=222s">https://www.youtube.com/watch?v=jpcCrQ9xOE8&amp;t=222s</a> til 3:14</li> <li>- Ask students if they can guess what we will be learning about</li> <li>- Allow students to answer</li> </ul>
<b>Body:</b>	<p><b>Intro To Greece Slideshow</b></p> <ul style="list-style-type: none"> <li>- Welcome to Greece!</li> <li>- Explain to students that they will be doing some guided research to start to learn and explore a little bit about Greece as a country</li> <li>- Explain that I will hand out some worksheets</li> <li>- These worksheets will look very similar to what the next slides will look like</li> </ul>

	<ul style="list-style-type: none"> <li>- I want to make sure everyone understands what it is we have to do first</li> <li>- Go through each slide and make sure everyone understands what is expected of them for the worksheets</li> <li>- Students are allowed to use Google on their Chromebooks to research</li> <li>- Students are allowed to talk amongst their table and explore with each other - This is an explorative class!</li> <li>- Ask for 2 distributors</li> <li>- Students can get started</li> </ul> <p style="text-align: center;">** Students can work individually, or in their table groups **</p> <ul style="list-style-type: none"> <li>- When students are done, they can work on outstanding work</li> <li>- Once the majority of students are done, gain attention of students</li> <li>- Ask students what was one of their top 5 things they wanted to see or do if they got the chance to go to Greece?</li> <li>- Allow students to answer</li> </ul> <p><b>Word Wall Vocabulary</b></p> <ul style="list-style-type: none"> <li>- Explain that there are some words that we should start to look at as a class</li> <li>- Ask for 1 distributor</li> <li>- Show word wall slide show</li> <li>- Go over each word as a class</li> <li>- Explain to students to keep this sheet as it may come in handy in the future (nudge nudge wink wink)</li> </ul>
Closure:	<ul style="list-style-type: none"> <li>- Any students that have not done so can hand in the intro research worksheets into my hand in bin</li> <li>- Students can clean up the rest of the classroom</li> <li>- Students can then get ready for the next block</li> </ul>

## Lesson 2

Name & Time (Minutes Allotted):	Ancient Greece Map Activity - 50 mins
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> <li>- Use Social Studies inquiry processes and skills to – ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</li> <li>- Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences (cause and consequence)</li> </ul>
Learning Standards: Content	<ul style="list-style-type: none"> <li>- Features and characteristics of civilizations and factors that lead to their rise and fall</li> <li>- Human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources</li> </ul>
Instructional Objectives	<ul style="list-style-type: none"> <li>- SWBAT discover and identify various geographical regions of Greece</li> <li>- SWBAT examine and discover more regions in and around Greece</li> <li>- SWBAT recall and reinforce vocabulary terms for this unit</li> </ul>
Assessment:	<ul style="list-style-type: none"> <li>- Ancient Greece Map Activity</li> <li>- Google Form</li> <li>- Conversations throughout class</li> </ul>

Teaching Strategies:	<ul style="list-style-type: none"> <li>- Inquiry/investigation</li> <li>- Exploration</li> <li>- Discussion</li> <li>- Writing and researching</li> <li>- Review</li> </ul>
Materials:	<ul style="list-style-type: none"> <li>- Ancient Greece 101 Video <a href="https://www.youtube.com/watch?v=6bDrYTXQLu8">https://www.youtube.com/watch?v=6bDrYTXQLu8</a></li> <li>- Ancient Greece Map Activity PowerPoint</li> <li>- Ancient Greece Map Activity Worksheets</li> <li>- Ancient Greece Fill In The Blank - Google Form</li> <li>- Chromebooks</li> <li>- Pencils, erasers, pencil crayons</li> </ul>
<b>Lesson Activities:</b>	
Introduction/Hook:	<ul style="list-style-type: none"> <li>- Gain students' attention</li> <li>- Explain that last class we skimmed the surface about what Greece is about and where it is</li> <li>- Ask students 1 thing they remember learning from last class</li> <li>- Allow students to answer</li> <li>- Explain that today we are going to be delving a little bit more deeper into the Ancient Greece side of things</li> <li>- Play Ancient Greece 101 Video <a href="https://www.youtube.com/watch?v=6bDrYTXQLu8">https://www.youtube.com/watch?v=6bDrYTXQLu8</a></li> <li>- Ask students what they thought of that video</li> <li>- Allow students to answer</li> </ul>
Body:	<p><b>Ancient Greece Map Activity</b></p> <ul style="list-style-type: none"> <li>- Explain to students that they are going to be doing an Ancient Greece Map activity</li> <li>- Reassure them that this is not a boring colour in the map assignment</li> <li>- However, if students do wish to colour in the map, that's awesome!</li> <li>- Explain how the assignment will be run through the mini PowerPoint</li> <li>- Students can use Google if they are stumped/check their answers, but it is always best to see if your brain had picked up anything from past interactions - or the video we just watched</li> <li>- Students will be using either Google Maps or Google Earth to look up the locations for the map</li> <li>- Ask for 2 distributors to hand out worksheets</li> <li>- Again, this is an explorative activity - students can either do this individually, or with their table mates</li> <li>- Students are allowed to talk this through with others, to share ideas</li> <li>- Explain that this is their time to really search into things and explore</li> <li>- Don't rush through this. This is cool and interesting stuff.</li> </ul> <p><b>Ancient Greece Fill In The Blank - Google Classroom</b></p> <ul style="list-style-type: none"> <li>- Explain that there is also a Google Form assignment to complete as well</li> <li>- It is just a quick vocabulary refresher</li> <li>- For this fill in the blank, I will allow the sheet (if students took good care of it and still have it)</li> </ul>
Closure:	<ul style="list-style-type: none"> <li>- Gain students' attention</li> </ul>

	<ul style="list-style-type: none"> <li>- Ask students on a scale (1-3) if they were on topic this class</li> <li>- Ask students on a scale (1-3) if they took their time and explored the topic of Ancient Greece today</li> <li>- Ask students (if they have not yet) to hand in their map, and to complete the google forms that is due on (make a due date)</li> <li>- Get students to clean the rest of the classroom and get ready for the next block</li> </ul>
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### Lesson 3

<b>Name &amp; Time (Minutes Allotted):</b>	Geography Review & Achievements of Ancient Greece - 50 mins
<b>Learning Standards: Curricular Competencies</b>	<ul style="list-style-type: none"> <li>- Use Social Studies inquiry processes and skills to – ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</li> <li>- Assess the significance of people, places, events, or developments at particular times and places (significance)</li> <li>- Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence)</li> <li>- Characterize different time periods in history, including periods of progress and decline, and identify key turning points that marked periods of change (continuity and change)</li> </ul>
<b>Learning Standards: Content</b>	<ul style="list-style-type: none"> <li>- human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources</li> <li>- scientific, philosophical, and technological developments</li> </ul>
<b>Instructional Objectives</b>	<ul style="list-style-type: none"> <li>- SWBAT assess and evaluate the Greece geography that they discovered to what they learn in class</li> <li>- SWBAT infer, explain, and make connections between what they found in their own searches and what we talk about in class</li> <li>- SWBAT pick an influential person and being to identify five interesting facts about them</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>- Conversations</li> <li>- Fill in the blank sheets (complete/incomplete)</li> <li>- Picking out a person to research</li> </ul>
<b>Teaching Strategies:</b>	<ul style="list-style-type: none"> <li>- Direct teaching</li> <li>- Group review</li> <li>- Powerpoint</li> <li>- Fill in the blank</li> <li>- Research</li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>- Ancient Greece Overview Slideshow (slides 1-8, 17-23) <a href="https://docs.google.com/presentation/d/15qG6IKyGNHAnND0Ik6pT4mGIQinjWih9gzlRNvYDTxQ/edit?usp=sharing">https://docs.google.com/presentation/d/15qG6IKyGNHAnND0Ik6pT4mGIQinjWih9gzlRNvYDTxQ/edit?usp=sharing</a></li> <li>- Ancient Greece Guided Notes (pg. 1-2, 6-8)</li> <li>- Pencils, erasers</li> <li>- Chromebooks</li> </ul>
<b>Lesson Activities:</b>	
<b>Introduction/Hook:</b>	<ul style="list-style-type: none"> <li>- Gain students' attention</li> <li>- Ask class how searching around Greece on Google Maps or Google Earth was? Did students find anything interesting?</li> <li>- Allow students to answer</li> <li>- Debrief how the searching went</li> <li>- Explain that we are going to do a review about the geography of Greece today to make sure everyone is on the same page about it</li> </ul>



	<ul style="list-style-type: none"> <li>- Then we will go into the achievements of Ancient Greece that have been brought into the modern world today</li> </ul>
Body:	<p><b>Class Slideshow</b></p> <ul style="list-style-type: none"> <li>- Ask for 2 distributors (Ancient Greece Guided Notes)</li> <li>- Explain that this package is for students to follow along with my powerpoint and to fill in the blanks as we go through the powerpoint (students will need pencils)</li> <li>- Go through Geography of Greece slides</li> <li>- Students are more than welcome to input their own thoughts by raising their hands</li> <li>- Continue to Achievements of Greece slides</li> <li>- Students are again more than welcome to input their own thoughts by raising their hands</li> <li>- Quick brain break</li> <li>- Gain students' attention</li> <li>- Explain that from the 25 people that made achievements in Ancient Greece, students get to choose 1 of them to research</li> <li>- This will be a small research project</li> <li>- Students will choose 1 person to research</li> <li>- They will find 5 facts about that person that they themselves find really interesting</li> <li>- The facts should be interesting to the point that the student would want to share it with the class (the student will not be sharing it, but it should be THAT interesting)</li> <li>- The facts have to be in full sentences</li> <li>- Students will have the rest of the class plus the next class to work on this</li> </ul>
Closure:	<ul style="list-style-type: none"> <li>- Gain students' attention</li> <li>- Explain that students will have class time to continue to work on their research project in the next class, but for now we have to get cleaned up</li> <li>- Fill in the blank papers can be handed in (complete/incomplete)</li> <li>- Chromebooks can be closed and put in the centre of the tables</li> <li>- Classroom cleaned up and get ready for the next block</li> </ul>

## Lesson 4

Name & Time (Minutes Allotted):	Achievements of Ancient Greece Part 2 - 50 mins
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> <li>- Use Social Studies inquiry processes and skills to – ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</li> <li>- Assess the significance of people, places, events, or developments at particular times and places (significance)</li> <li>- Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence)</li> <li>- Characterize different time periods in history, including periods of progress and decline, and identify key turning points that marked periods of change (continuity and change)</li> </ul>
Learning Standards: Content	<ul style="list-style-type: none"> <li>- human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources</li> <li>- scientific, philosophical, and technological developments</li> </ul>

Instructional Objectives	<ul style="list-style-type: none"> <li>- SWBAT discover and examine one influential person from Ancient Greece</li> <li>- SWBAT describe and express five distinguishing facts about their chosen individual</li> <li>- SWBAT organize and write in complete sentences using Canadian grammar</li> </ul>
Assessment:	<ul style="list-style-type: none"> <li>- Facts: are they in full sentences?</li> <li>- Facts: are there 5 of them?</li> <li>- Facts: are they interesting? (not "he/she was born in.....")</li> <li>- Time management</li> </ul>
Teaching Strategies:	<ul style="list-style-type: none"> <li>- Research</li> <li>- Review</li> </ul>
Materials:	<ul style="list-style-type: none"> <li>- Fill in the Blank sheet (handed back)</li> <li>- Chromebooks</li> <li>- Google Classroom submission spot</li> </ul>
<b>Lesson Activities:</b>	
Introduction/Hook:	<ul style="list-style-type: none"> <li>- Gain students' attention</li> <li>- Explain how today we will be continuing our research on your chosen 1/25 people who provided achievements in Ancient Greece and possibly the modern world today</li> <li>- Express to students that we will be finishing these mini research projects today</li> <li>- Before we continue that, I do have your fill in the blank sheets to hand back</li> <li>- Hand back sheets</li> </ul>
Body:	<p><b>Achievement People of Ancient Greece</b></p> <ul style="list-style-type: none"> <li>- Allow students to grab Chromebooks in table groups</li> <li>- After table groups have gone, ask for any students that were not here last class to come see me and we</li> <li>- Go over what is expected of this mini research project</li> <li>- Answer any question student(s) have of it</li> <li>- Send them on their way to get started</li> <li>- Reiterate that students need 5 interesting facts that you could teach the class to learn about that person</li> <li>- Students will not actually be teaching the class, but the facts should be THAT interesting</li> <li>- Remind students that the facts have to be in full sentences</li> <li>- ** If students finish quickly, they can work on any outstanding assignments**</li> <li>- If all students finish quickly, you can collect facts, read some of them over, and read aloud to the class</li> </ul>
Closure:	<ul style="list-style-type: none"> <li>- Gain students' attention</li> <li>- Thank students for getting in the mini research assignment</li> <li>- Next class we will be focusing on 2 of the bigger cities in Greece: Athens and Sparta (cue: "This is Spartaaaaaa!")</li> <li>- Explain that it is time to clean up, so Chromebooks in the centre of the table/away)</li> <li>- The rest of the class cleaned up and ready for the next block</li> </ul>

## Lesson 5

Name & Time (Minutes Allotted):	Athens Vs Sparta Statistics Activity - 50 mins
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> <li>- Use Social Studies inquiry processes and skills to – ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</li> <li>- Assess the significance of people, places, events, or developments at particular times and places (significance)</li> <li>- Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence)</li> </ul>
Learning Standards: Content	<ul style="list-style-type: none"> <li>- human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources</li> <li>- features and characteristics of civilizations and factors that lead to their rise and fall</li> </ul>
Instructional Objectives	<ul style="list-style-type: none"> <li>- SWBAT discover and list various Athens and Sparta statistics</li> <li>- SWBAT compare and contrast different facts between Athens and Sparta</li> <li>- SWBAT analyze further reasoning through discussion questions</li> </ul>
Assessment:	<ul style="list-style-type: none"> <li>- Cooperation through group work</li> <li>- Discussion question worksheet</li> <li>- Participation in class discussion</li> </ul>
Teaching Strategies:	<ul style="list-style-type: none"> <li>- YouTube National Geographic Video</li> <li>- Reading Passages</li> <li>- Inquiry/investigation</li> <li>- Discussion</li> <li>- Group &amp; individual work</li> </ul>
Materials:	<ul style="list-style-type: none"> <li>- Life in Athens and Sparta Video - 0.75 Speed <a href="https://www.youtube.com/watch?v=9-aKfaPRw0Q">https://www.youtube.com/watch?v=9-aKfaPRw0Q</a></li> <li>- Athens Vs Sparta Activity Sheets</li> <li>- Athens and Sparta Reading</li> <li>- Chromebooks</li> </ul>
<b>Lesson Activities:</b>	
Introduction/Hook:	<ul style="list-style-type: none"> <li>- Gain students' attention</li> <li>- Explain that today we are going to be looking specifically at Sparta and Athens, 2 of Greece's most well-known cities</li> <li>- We are going to start by watching a video that compares the two of them</li> <li>- Explain that the information does go fast, so I slowed it down to 0.75 speed</li> <li>- Play Life in Athens and Sparta Video - 0.75 Speed <a href="https://www.youtube.com/watch?v=9-aKfaPRw0Q">https://www.youtube.com/watch?v=9-aKfaPRw0Q</a></li> </ul>
Body:	<p><b>Athens Vs Sparta Group Work</b></p> <ul style="list-style-type: none"> <li>- Ask for 2 distributors (tables/discussion questions &amp; reading)</li> <li>- Explain that there is a table going around, 1 per table, and am Athens Vs Sparta Reading</li> <li>- In your table groups, students will be completing the table together as a group</li> <li>- If the information is not in the reading, I have posted the video we just watched to our Google Classroom and students are more than welcome to rewatch it to look for the information there as well</li> <li>- Let students know that this is a group activity, so all group members should be pulling an equal portion of work into this</li> </ul>

	<p><b>Discussion Questions - Individual</b></p> <ul style="list-style-type: none"> <li>- After completing the table, students will need to complete some discussion questions</li> <li>- These questions will need to be answered in full sentences and be done individually</li> <li>- Students can ask table mates, and other sources for help if needed, but everyone must complete their own questions</li> <li>- These questions can be completed on paper or via chromebook</li> </ul> <p><b>Class Discussion</b></p> <ul style="list-style-type: none"> <li>- Gain students' attention</li> <li>- Go over the table with the students to make sure they have their facts/statistics correct</li> <li>- Explain to students to please keep these fact sheets in their binders as we will need them for later</li> </ul>
Closure:	<ul style="list-style-type: none"> <li>- Let students know that we only have a few minutes left of class</li> <li>- Get students to hand in their discussion questions if finished</li> <li>- Students can clean up the rest of the classroom and get ready for the next block</li> </ul>

## Lesson 6

Name & Time (Minutes Allotted):	Athens Vs Sparta Rap Battle Prep - 50 mins
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> <li>- Use Social Studies inquiry processes and skills to – ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</li> <li>- Assess the significance of people, places, events, or developments at particular times and places (significance)</li> <li>- Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence)</li> </ul>
Learning Standards: Content	<ul style="list-style-type: none"> <li>- human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources</li> <li>- features and characteristics of civilizations and factors that lead to their rise and fall</li> </ul>
Instructional Objectives	<ul style="list-style-type: none"> <li>- SWBAT recognize statistics from Athens and Sparta and be able to begin listing specific stats in a rhyming scheme</li> <li>- SWBAT experiment with different beats and select what statistics will work for their rap/song/poem</li> <li>- SWBAT compile and play with beat and rhyme to create a rap/song verse/poem</li> </ul>
Assessment:	<ul style="list-style-type: none"> <li>- Students working in a group cooperatively</li> <li>- Students working fairly and evenly</li> <li>- Participation</li> </ul>
Teaching Strategies:	<ul style="list-style-type: none"> <li>- Inquiry/investigation</li> <li>- Discussion</li> <li>- Group Work</li> </ul>
Materials:	<ul style="list-style-type: none"> <li>- Athens and Sparta Reading (extras)</li> <li>- Athens Vs Sparta Rap Battle Requirements</li> <li>- Grading Rubric (shown on screen)</li> <li>- Chromebooks (if needed)</li> <li>- Research table from last class</li> </ul>

	- Pencils, erasers, paper if needed
<b>Lesson Activities:</b>	
Introduction/Hook:	<ul style="list-style-type: none"> <li>- Gain students' attention</li> <li>- Ask students if any of them have heard of or watched Epic Rap Battles of History on YouTube?</li> <li>- Allow students to raise their hands</li> <li>- Explain that today we will be making our own epic rap battle of history</li> </ul>
Body:	<p><b>Athens VS Sparta Rap Battle Prep</b></p> <ul style="list-style-type: none"> <li>- Explain that the rap battle sides will be "Sparta" and "Athens"</li> <li>- Ask students if they still have the research table that we did as a group from last class</li> <li>- Ask them to please get that out, we will be using that as information for our rap battle</li> <li>- Ask for 2 distributors <ul style="list-style-type: none"> <li>- Rap Battle Task sheet</li> </ul> </li> <li>- This sheet explains what needs to be in your rap. <b>Read this sheet carefully!</b> If you are not comfortable with rap, you can also make a song lyric or a poem. <ul style="list-style-type: none"> <li>***Rhymer.com can help with rhyme schemes**</li> </ul> </li> <li>- Show Grading Rubric. Explain that this is how I will be grading each student, so everyone has to pull their own weight. There cannot only be 1 person working on this rap/song/poem the entire time. That is unfair.</li> <li>- For these rap battles, students can be in groups of 2 or 3, and they will be performing in their groups.</li> <li>- Students can choose their groups/partners as long as they are inclusive in their decisions</li> <li>- Chromebooks can be used for extra research if needed</li> <li>- Allow students the period to work on it</li> <li>- Check in on students at half way point to see where groups are</li> <li>- Let students know that raps/songs/poems will need to be ready to go by the end of this class</li> </ul>
Closure:	<ul style="list-style-type: none"> <li>- Gain students' attention</li> <li>- Ask students on a scale (1-3) how prepared they feel for their rap battle</li> <li>- Allow students to answer</li> <li>- Basing off of those answers, if students need a little bit more time, maybe schedule a little bit of time at the beginning of next class to make sure students are ready to go</li> <li>- Let students get cleaned up and ready for the next block</li> </ul>

## Lesson 7

Name & Time (Minutes Allotted):	Athens Vs Sparta Rap Battle! - 50 mins
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> <li>- Use Social Studies inquiry processes and skills to – ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</li> <li>- Assess the significance of people, places, events, or developments at particular times and places (significance)</li> </ul>

	<ul style="list-style-type: none"> <li>- Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence)</li> </ul>
Learning Standards: Content	<ul style="list-style-type: none"> <li>- human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources</li> <li>- features and characteristics of civilizations and factors that lead to their rise and fall</li> </ul>
Instructional Objectives	<ul style="list-style-type: none"> <li>- SWBAT prepare and compose their statistic rap/song/poem to the class</li> <li>- SWBAT support classmates as they compose their statistic raps/songs/poems</li> </ul>
Assessment:	<ul style="list-style-type: none"> <li>- Participation</li> <li>- Fair collaboration with classmates</li> <li>- Positive classroom environment</li> </ul>
Teaching Strategies:	<ul style="list-style-type: none"> <li>- Group work/collaboration</li> <li>- Presentation</li> <li>- Rhyme scheme</li> <li>- Discussion</li> </ul>
Materials:	<ul style="list-style-type: none"> <li>- Rap battle grading rubric</li> <li>- YouTube (if needed)</li> </ul>
<b>Lesson Activities:</b>	
Introduction/Hook:	<ul style="list-style-type: none"> <li>- Gain students' attention</li> <li>- Explain that today is the day of the rap battles</li> <li>- Explain that if students need a little bit of extra time to do any finishing touches, they have 10 minutes and then we will get things started</li> </ul>
Body:	<p><b>Athens VS Sparta Rap Battles!</b></p> <ul style="list-style-type: none"> <li>- On a volunteer basis, we will have groups go up first</li> <li>- (If a group REALLY wants to go first, they can go first/REALLY wants to go last, they can go last. Ties will be settled with rock paper scissors sudden death)</li> <li>- Groups will "perform" their rap/song/poem verses wherever they feel most comfortable in the classroom</li> <li>- Class applause after every group - show of good sportsmanship/good classroom community</li> <li>- Once all groups have gone, one more round of applause</li> <li>- Praise students for stepping outside of their comfort zones and embracing it</li> </ul> <p><b>**If we finish with class time to spare, students can work on any outstanding assignments/projects**</b></p>
Closure:	<ul style="list-style-type: none"> <li>- Gain students' attention</li> <li>- Ask students what they thought about the Athens VS Sparta Rap Battle (feedback)</li> <li>- Allow students to answer</li> <li>- Get students to clean up classroom (if needed), and get ready for the next block</li> </ul>

## Lesson 8

Name & Time (Minutes Allotted):	Gods and Goddesses - 50 mins
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Learning Standards: Curricular Competencies	<p><b>Exploring and Creating</b></p> <ul style="list-style-type: none"> <li>- Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making</li> <li>- Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play</li> </ul> <p><b>Reasoning and Reflecting</b></p> <ul style="list-style-type: none"> <li>- Interpret works of art using knowledge and skills from various areas of learning</li> </ul> <p><b>Communicating and Documenting</b></p> <ul style="list-style-type: none"> <li>- Take creative risks to express feelings, ideas, and experiences</li> <li>- Experience, document, choreograph, perform, and share creative works in a variety of ways</li> <li>- Demonstrate increasingly sophisticated application and/or engagement of curricular content</li> </ul>
Learning Standards: Content	<ul style="list-style-type: none"> <li>- drama: character, time, place, plot, tension, mood, focus, contrast</li> </ul>
Instructional Objectives	<ul style="list-style-type: none"> <li>- SWBAT identify and describe the main types of Gods and Goddesses</li> <li>- SWBAT compare and choose a greek drama skit as a group</li> <li>- SWBAT begin to prepare and divide up roles in their drama skit</li> </ul>
Assessment:	<ul style="list-style-type: none"> <li>- Students being inclusive</li> <li>- Students problem solving</li> <li>- Observation through conversations</li> </ul>
Teaching Strategies:	<ul style="list-style-type: none"> <li>- Direct teaching</li> <li>- Discussion</li> <li>- Drama skits</li> <li>- Group work</li> </ul>
Materials:	<ul style="list-style-type: none"> <li>- Greek Mythology Slideshow (Google Drive)</li> <li>- Greek Mythology Drama Skits</li> <li>- Greek Mythology Note Sheet</li> <li>- Whiteboard, markers</li> <li>- Pencils, erasers</li> </ul>
<b>Lesson Activities:</b>	
Introduction/Hook:	<ul style="list-style-type: none"> <li>- Gain students' attention</li> <li>- Express praise on rap battle day</li> <li>- Explain that today we are going to move on to a topic that I find particularly interesting: Greek Gods and Goddesses</li> </ul>
Body:	<p><b>Gods and Goddesses</b></p> <ul style="list-style-type: none"> <li>- Ask for 2 distributors (sheets for students to keep track of different Gods/Goddesses)</li> <li>- Start up slideshow and work our way through it</li> <li>- Explain each God and Goddess to students</li> <li>- If students have any comments/questions , raise their hands</li> </ul> <p><b>Greek Mythology Drama Skits</b></p> <ul style="list-style-type: none"> <li>- Explain that I want to give students time to work on this next activity</li> <li>- This is another group activity</li> <li>- If students are inclusive with their choices, they can choose their groups. If they are excluding their classmates, I will scrap their groups and we will randomly choose groupings.</li> </ul>

	<ul style="list-style-type: none"> <li>- Explain that Ms. O has been very kind to lend out her Greek Mythology Drama Skits, and is allowing us to use them</li> <li>- Explain that these skits are not long</li> <li>- As a group, you will come up and decide what skit you would like to do <ul style="list-style-type: none"> <li>- Name each skit</li> </ul> </li> <li>- In your groups, it is up to the students to decide what role everyone is going to play in the skit</li> <li>- Everyone in your group must have at least 1 role</li> <li>- Some groups can have the same skit</li> <li>- For the skits, students will need to make props (ex. a lightning bolt to identify Zeus)</li> <li>- In a future class, we will be presenting these skits to the class. If you do not have the lines down, do not worry. I would rather have the theatrics, the emotions, and the identifying markers to tell who the students are.</li> <li>- Allow students time to work on their skits until the end of class</li> </ul>
<b>Closure:</b>	<ul style="list-style-type: none"> <li>- Gain students' attention</li> <li>- Ask students how they feel about their skit so far (scale 1-3)</li> <li>- Explain that I will give them some more time to work on their skits next class</li> <li>- For now, please put their skits neatly in their binders</li> <li>- Clean up the rest of the class, and get ready for the next block</li> </ul>

## Lesson 9

<b>Name &amp; Time (Minutes Allotted):</b>	Gods and Goddesses Ted-Ed Talks - 50 mins
<b>Learning Standards: Curricular Competencies</b>	<ul style="list-style-type: none"> <li>- Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</li> <li>- Assess the significance of people, places, events, or developments at particular times and places (significance)</li> <li>- Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)</li> </ul>
<b>Learning Standards: Content</b>	<ul style="list-style-type: none"> <li>- human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources</li> <li>- origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas</li> </ul>
<b>Instructional Objectives</b>	<ul style="list-style-type: none"> <li>- SWBAT match and identify the Greek mythology drama skits to the Ted-Ed talks</li> <li>- SWBAT compare their group's drama skit to the Ted-Ed talk and interpret how they wish to go about their skit</li> <li>- SWBAT plan and develop their group's drama skit with the new information on their myth</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>- What was their noteworthy moment in each Ted Talk</li> <li>- Group discussion</li> <li>- Reflection question</li> </ul>



	<ul style="list-style-type: none"> <li>- Observation through conversation</li> </ul>
Teaching Strategies:	<ul style="list-style-type: none"> <li>- Ted-Ed talks</li> <li>- Group/class discussions</li> <li>- Note-worthy moments</li> <li>- Reflections</li> </ul>
Materials:	<ul style="list-style-type: none"> <li>- The Myth of Arachne Ted-Ed (4:29) <a href="https://www.youtube.com/watch?v=XvUHcsZOjH8&amp;list=PLlr4iFYx_5ePaZUzTZN2OSxKRnx1F49Of">https://www.youtube.com/watch?v=XvUHcsZOjH8&amp;list=PLlr4iFYx_5ePaZUzTZN2OSxKRnx1F49Of</a></li> <li>- The Myth of Icarus and Daedalus Ted-Ed (5:08) <a href="https://www.youtube.com/watch?v=3s2QPOnuaGk">https://www.youtube.com/watch?v=3s2QPOnuaGk</a></li> <li>- The Myth of Narcissus and Echo Ted-Ed (4:56) <a href="https://www.youtube.com/watch?v=c5N8hRyHYB0">https://www.youtube.com/watch?v=c5N8hRyHYB0</a></li> <li>- The Myth of Hades and Persephone (5:32) <a href="https://www.youtube.com/watch?v=zLAYGZeVTPQ">https://www.youtube.com/watch?v=zLAYGZeVTPQ</a></li> <li>- Chromebooks</li> <li>- Lined paper, pencils</li> </ul>
<b>Lesson Activities:</b>	
Introduction/Hook:	<ul style="list-style-type: none"> <li>- Gain students' attention</li> <li>- Ask students where they are (ball parking) with their skits</li> <li>- Hands raised to answer</li> <li>- Have an open discussion of where students are at</li> <li>- Explain to students that I have some more material to show them that may help them make sense of the drama skits</li> </ul>
Body:	<ul style="list-style-type: none"> <li>- Explain that most of the skits were taken from Greek Mythology myths</li> <li>- These myths were stories about the Gods told by the Ancient Greeks to make sense of the world</li> <li>- Explain that we will be watching some short videos on them so then we can understand our skits a little bit better</li> <li>- Ask the students to grab a blank sheet of paper and their pencils</li> <li>- As we watch these videos, I want them to pick out 1 thing from each video that they thought was the most interesting/funny/plot twist-y/sad/note-worthy point and write it down</li> <li>- Your answer may be different from your friends, your able mates, and that's perfectly okay!</li> <li>- Ask students if they have any questions?/Does what I'm asking for make sense?</li> <li>- Play The Myth of Arachne Ted-Ed (4:29)</li> <li>- Ask students what they thought about that myth?</li> <li>- Allow students to answer with their hands raised</li> <li>- Allow discussion time</li> <li>- Explain that we are moving on to the 2nd next myth</li> <li>- Play The Myth of Icarus and Daedalus Ted-Ed (5:08)</li> <li>- Ask students what they thought about that myth?</li> <li>- Allow students to answer with their hands raised</li> <li>- Allow discussion time</li> <li>- Explain that we are moving on to the 3rd myth</li> <li>- Play The Myth of Narcissus and Echo Ted-Ed (4:56)</li> <li>- Ask students what they thought about that myth?</li> </ul>

	<ul style="list-style-type: none"> <li>- Allow students to answer with their hands raised</li> <li>- Allow discussion time</li> <li>- Explain that we are moving on to our final myth video</li> <li>- Play The Myth of Hades and Persephone (5:32)</li> <li>- Ask students what they thought about that myth?</li> <li>- Allow students to answer with their hands raised</li> <li>- Allow discussion time</li> </ul> <p>**If students wish to watch the videos again, they will be linked in Google Classroom**</p> <ul style="list-style-type: none"> <li>- Explain that everyone did really well in the discussions with the videos</li> <li>- Ask students if these videos help with ideas/understanding the drama skits?</li> <li>- Allow students to answer</li> <li>- Explain to students that there is 1 more thing I need them to do</li> <li>- There is a reflection question on Google Classroom (set due date)</li> <li>- Explain that there are 2 questions, and they have to be answered in full sentences</li> </ul> <p><b>Google Classroom reflection question: What was the Greek Mythology myth that we watched that stood out to you the most? Why? (full sentences please)</b></p> <ul style="list-style-type: none"> <li>- Once students are done with the reflection question, they can get their drama skit group together to further plan out some more details for the rest of the class (if time)</li> </ul>
Closure:	<ul style="list-style-type: none"> <li>- Gain students' attention</li> <li>- Check-in with students and see where we are for the drama skits</li> <li>- How much time do the groups still need to prep</li> <li>- Explain that we will give more prep time in another class, please be prepared to work on your skit</li> <li>- Remind students of deadline for google classroom question</li> <li>- Once done the question, hand the lined piece of paper you were writing on to me please</li> <li>- Get students to clean up classroom and get ready for next block</li> </ul>

## Lesson 10

Name & Time (Minutes Allotted):	Greek Drama Skit Prep Time - 50 mins
Learning Standards: Curricular Competencies	<p><b>Exploring and Creating</b></p> <ul style="list-style-type: none"> <li>- Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making</li> <li>- Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play</li> <li>- Explore relationships between identity, place, culture, society, and belonging through the arts</li> </ul>

	<ul style="list-style-type: none"> <li>- Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts</li> </ul> <p><b>Reasoning and Reflecting</b></p> <ul style="list-style-type: none"> <li>- Interpret works of art using knowledge and skills from various areas of learning</li> </ul> <p><b>Communicating and Documenting</b></p> <ul style="list-style-type: none"> <li>- Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences</li> <li>- Experience, document, choreograph, perform, and share creative works in a variety of ways</li> </ul>
Learning Standards: Content	<ul style="list-style-type: none"> <li>- drama: character, time, place, plot, tension, mood, focus, contrast</li> <li>- personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment</li> </ul>
Instructional Objectives	<ul style="list-style-type: none"> <li>- SWBAT design and invent various props for their Ancient Greece skit</li> <li>- SWBAT prepare and organize their group's drama skit completely</li> <li>- SWBAT produce a completed Ancient Greece group drama skit with identifying props</li> </ul>
Assessment:	<ul style="list-style-type: none"> <li>- Students being on task</li> <li>- Students working on props</li> <li>- Participation</li> <li>- Inclusivity in group work</li> </ul>
Teaching Strategies:	<ul style="list-style-type: none"> <li>- Free play</li> <li>- Group work</li> <li>- Drama skit</li> <li>- Integration</li> </ul>
Materials:	<ul style="list-style-type: none"> <li>- Grading rubric (on screen for students to reference)</li> </ul>
<b>Lesson Activities:</b>	
Introduction/Hook:	<ul style="list-style-type: none"> <li>- Gain students' attention</li> <li>- Ask students to show on their hands on a scale of 1-10, how prepared they are with their skits</li> <li>- Allow students to show you</li> </ul>
Body:	<ul style="list-style-type: none"> <li>- Explain that I will give them this class to let them work on their Greek mythology drama skits in their groups</li> <li>- Explain that I want them to be ready to go/presentable by the end of this class</li> <li>- Remind students that they need at least a prop on/for everyone so we all can EASILY identify who is who when they are speaking</li> <li>- Students are more than welcome to dress up as well! <ul style="list-style-type: none"> <li>- It is a skit/play!</li> </ul> </li> <li>- Allow students to work with their groups</li> <li>- Check in on them every 20 mins</li> <li>- Do the same 1-10 check in to make sure they are on track</li> <li>- Circulate and give feedback</li> </ul>
Closure:	<ul style="list-style-type: none"> <li>- Gain students' attention</li> <li>- Explain that class time has run out</li> <li>- Ask students to clean up the classroom</li> <li>- Any mess they have made (making props and whatnot)</li> <li>- Get ready for the next block</li> </ul>

## Lesson 11

Name & Time (Minutes Allotted):	Gods & Goddesses Drama Plays/Skits - 50 mins
Learning Standards: Curricular Competencies	<p><b>Exploring and Creating</b></p> <ul style="list-style-type: none"> <li>- Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making</li> <li>- Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play</li> </ul> <p><b>Reasoning and Reflecting</b></p> <ul style="list-style-type: none"> <li>- Interpret works of art using knowledge and skills from various areas of learning</li> </ul> <p><b>Communicating and Documenting</b></p> <ul style="list-style-type: none"> <li>- Take creative risks to express feelings, ideas, and experiences</li> <li>- Experience, document, choreograph, perform, and share creative works in a variety of ways</li> <li>- Demonstrate increasingly sophisticated application and/or engagement of curricular content</li> </ul>
Learning Standards: Content	- drama: character, time, place, plot, tension, mood, focus, contrast
Instructional Objectives	<ul style="list-style-type: none"> <li>- SWBAT distinguish and express their character in their skit through dramatization</li> <li>- SWBAT support other students and help bring an inclusive atmosphere into the classroom</li> <li>- SWBAT use made props to help support their explanation of their character</li> </ul>
Assessment:	<ul style="list-style-type: none"> <li>- Grading rubric</li> <li>- Participation</li> </ul>
Teaching Strategies:	<ul style="list-style-type: none"> <li>- Group work</li> <li>- Interactive</li> <li>- Experiential learning</li> </ul>
Materials:	<ul style="list-style-type: none"> <li>- Ancient Greece grading rubrics (printed)</li> <li>- Students: any props they need, scripts</li> </ul>
<b>Lesson Activities:</b>	
Introduction/Hook:	<ul style="list-style-type: none"> <li>- Gain students' attention</li> <li>- Remind them that today is the day that we will be performing our Ancient Greece drama skits</li> <li>- I will give all groups 10 minutes to gather what they need and then we will get going</li> </ul>
Body:	<p><b>Drama Skits</b></p> <ul style="list-style-type: none"> <li>- Gain students' attention</li> <li>- Announce that it is time to begin the skits</li> <li>- Ask if there are any groups that would like to go first               <ul style="list-style-type: none"> <li>- If multiple groups want to go at the same time, it will be settled by sudden death rock paper scissors</li> </ul> </li> <li>- Groups will perform one at a time</li> <li>- I will mark on individual rubrics per student</li> <li>- Applause after each group</li> <li>- Discussion after a group goes if needed</li> <li>- Once all groups have gone, applaud all groups</li> <li>- Discuss how the skits went overall</li> </ul>

	<ul style="list-style-type: none"> <li>- Ask students to please return their scripts to me (as they were borrowed from Ms. O)</li> </ul> <p style="text-align: center;">**If any spare class time, have students work on any outstanding work**</p>
Closure:	<ul style="list-style-type: none"> <li>- Gain students' attention (if needed)</li> <li>- Any props students do not wish to keep can be thrown out/recycled</li> <li>- Students can clean up the rest of the classroom, and get ready for the next block</li> </ul>

### Resources:

- Ancient Greece Unit Activity Bundle - Teachers Pay Teachers
- National Geographic
- Disney's Hercules
- YouTube

### Extensions to Unit:

- I did not include all of the activities in the bundle from Teachers Pay Teachers, so if needed I can easily extend this unit by some lessons. Due to the timing of this practicum and where this subject was placed, I felt like this was the length this unit should be.
- I found many extra side activities for the early finishers as well (word searches that prompts helping learning the vocabulary from the first couple of lessons and onwards)

### Reflections and Revisions

n/a until after practicum