Subject: Social Studies
Topic: Ancient Greece
Level: Grade 7

Class Description

The grade seven class is a diverse group of individuals in regards to age, personalities, international diversity and so forth. The age range of students is from 11-13 years old, with an even number of boys and girls in the classroom to make a total of 30 students. For the most part, students find it easy to engage in the task at hand and display enthusiasm towards learning. While some students are eager to voice their opinions, others need more prompting. With this in mind, the teacher needs to provide a classroom structure that promotes active participate and a voice for everyone in the classroom.

The teacher describes the group as "quirky" and younger than an average group of grade seven students. She also mentioned that the majority of students in this class have an attitude of, "I am me, I am different" and they are okay with accepting these differences within their classroom environment. Some students are quite outspoken while a few are more reserved. This class diversity consists of two English Language Learners (ELL). There is one ELL level one student. Two other students speak both Mandarin and English fluently and translate for her. Another student is a level 5 ELL learning and is described by his teacher as being a capable learner who has a lot to say in the classroom. There are behavioral differences, for example, in their understandings of appropriate language and ways to interact with others. One student in the classroom does not take direction well from strangers and misses a lot of classes, more than 50%. Because of this, this student could possibly come into one of our lessons lacking knowledge students learned previously.

The learners share a common respect for their teacher and respect for other students. They have a collective interest in active participation. For instance, the teacher shared that her students are interested in hands on learning and technology based learning; Activities that are relatively active and involve total engagement. The entire group has recently engaged in research about ancient civilizations-- each individual was free to inquire about an ancient civilization they were curious about. When we took a vote to determine which ancient civilization they were most interested in and the majority were eager to learn about Ancient Greece. They are curious about daily life, technology, food and warfare.

Rationale:

Our focus of our unit was Ancient Greek Gods and Goddesses. We designed our unit plan to be cross curricular with Social Studies, Language Arts and Art. Art, specifically, provided hands on activities for the students, which furthered their understanding of the topic. New technology and social media was also incorporated into our unit plan as we know it was essential to provide a modern approach that the students would find engaging. Student participation included both team work activities, and later in the unit they were expected to

work on a god or goddess of their choice individually. This scaffolding allowed students to build on previous knowledge, eventually arriving to the point where they were able to apply their knowledge effectively to their final project individually.

BC Curriculum:

Subject	**Big Ideas**	**Curricular Competencies**
Social Studies:	Religious and cultural practices that emerged during this period have endured and continue to influence people.	- Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions - Assess the significance of people, places, events, and developments at particular times and places - Explain different perspectives on past or present people, places, issues, and events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places
Language Arts:	Synthesizing the meaning from different texts and ideas helps us create new understandings.	- Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts - Respond to text in personal, creative, and critical ways
Art:	Visual arts are each unique language for creating and communicating. Through art making, one's sense of identity and community continually evolves.	- Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play - Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts

<table>
<tr><td colspan="4"><u>Lesson One</u></td></tr>
<tr><td>Student Learning Outcomes</td><td colspan="3">- Students will understand purpose of myths and role of Gods and Goddesses.
- Students will be able to explain different perspectives on the past people, issues and events
- Students will know the features and characteristics of civilizations, specifically Ancient Greece</td></tr>
<tr><td>Materials</td><td colspan="3">Post it notes (different colours)
Chart Paper (6 pieces)
Felts/Markers
iPads
Books about Greece
Greece Map
Fun sheets about Greece</td></tr>
<tr><td>Vocab</td><td colspan="3">Greece: an ancient country in the Mediterranean Sea
Olympus: home of the Greek Gods
Olympians: the twelve gods and goddesses that live in the Olympus
Greek Gods and Goddess: Zeus, Hera, Hades, Poseidon, and Ares (See list of Gods and Goddesses Reference Below)</td></tr>
<tr><td rowspan="2">Introduction/Hook</td><td>Teacher Activity</td><td>Student Activity</td><td>Time</td></tr>
<tr><td>KWL:
- Start with the K and W portion of the KWL chart
- Ask students what they know or wonder about the Ancient Greece Gods and Goddesses
- Teachers will direct and manage a class discussion about what students know and wonder</td><td>KWL:
- Students will take part in the K and W portion of this activity
- Students will write on two different sticky notes. One will be for what they know, and the other will be for what they wonder
- Think about what they know and what they wonder about</td><td>10 minutes</td></tr>
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		the Ancient Greece Gods and Goddesses. - This activity will be done individually and will then be discussed as a group	
Activity	**Teacher Activity**	**Student Activity**	**Time**

	- Instruct students to get into groups of three
	- Provide each group with a slip of paper with a name of one of the following god/goddesses on it: Zeus, Hera, Hades, Poseidon, Ares
	- Mention the three B's. BIG, BRIGHT, AND BOLD
	- Write the guided questions on the board:
	  - What is the name of the god/goddess?
	  - Explain the strengths and weaknesses of your god/goddess.
	  - Who is your god/goddess related to?
	  - What is your god/goddess responsible for?
	  - Draw a picture of the god/goddess.
		- Get into groups of three
		- With the God or Goddess, they have choice, answer the guided questions on the chart paper
		- Draw an image of the god of their choice. Options for Gods: Zeus, Hera, Hades, Poseidon, Ares
			25 minutes

Closure	**Teacher activity**	**Student Activity**	**Time**
	- Facilitate a class discussion about what research they found in their groups. - Teachers will ask students to complete the L portion of the KWL activity - Teachers will then chart the different sticky notes on	- Students will present to the class as a group what they found about their gods and goddesses - Complete the L portion of the KWL	15 minutes

	the board and display the change and progress they have made about this topic	activity on a separate piece of paper	
Adaption/Extensions	- If students finish early, they can color and add detail to their Greek God or Goddess or can work on fun sheets about Greece - If there are any ELLs in the class, peer translation will be encouraged - Allow students to view descriptions, write key vocab down to assist interpretation		
Assessment	Students will complete the 'L' section of the KWL chart with one or more facts that they have learned through today's exercise If students do not finish the entire chart by the end of the class, it will be assigned for next week		

Lesson Two	
Student Learning Outcomes	- Students will understand purpose of myths and role of Gods and Goddesses. - Students will be able to explain different perspectives on the past people, issues and events - Students will know the features and characteristics of civilizations, specifically Ancient Greece
Materials	- Previous work - Felts/Markers - iPads - Coloured paper - Masking tape - Books about Greece - Greece Map - Fun sheets about Greece - Aphrodite poster example - Chart of Gods/goddesses (below) - God/goddess sign-up sheet - Rubric
Vocab	Greece: an ancient country in the Mediterranean Sea Olympus: home of the Greek Gods Olympians: the twelve gods and goddesses that live in the Olympus Greek Gods and Goddess: Zeus, Hera, Hades, Poseidon, and Ares (See list of Gods and Goddesses Reference Below)

Introduction/Hook	Teacher Activity	Student Activity	Time
	Hook: - Teacher would write on the board, “If you were a god/goddess, what would your name be? What would your power be?” - Teachers will discuss students’ response Intro: - Remind students of the three B’s (big, bright and bold) - Remind students to elaborate on contexts (eg. Aphrodite) - Does anyone notice anything about her strengths? Was anyone offended by this? - Historically this is who she is, but does this one statement represent her? - Opportunity for questions - Teachers will show students the assessment rubric on how they will be evaluated.	Hook: - Students will respond to question on a piece of paper and tape to the board - Students will respond to our questions and ask questions for clarification	10 minutes

Activity	Teacher Activity	Student Activity	Time
	Group work: - Teachers will distribute posters, books and iPads - Teachers will circulate the room while engaging with students. They will also motivate students to elaborate on their work and provide guiding questions	Group work: - Students will work in their groups on their assigned god/goddess answering the guiding questions provided for their poster	20 minutes
	Presentations: - Once students have completed their poster, we will begin facilitating presentations - Beginning of presentations: we want you to ask you questions and we can answer questions as a group (acknowledge that we don't know all the answers) - Teacher type out student's questions after each presentation	Presentations: - Students will present as a group - Each student must share at least one point about their god/goddess - Encourage students to ask questions	12-15 minutes
	Intro to next week's activity: - Teachers will ask students to decide on a god/goddess they will focus on,	Intro to next week's activity: - Students will choose a god/goddess, one that they have not researched before	5 minutes

	specifically, not one they have focused on - Teachers will post the 12 options for students (3 students per god/goddess)	- Students will then sign-up	
Closure	**Teacher activity**	**Student Activity**	**Time**
	- Facilitate a class discussion about what research they found in their groups. - Teachers will facilitate a class discussion about the questions that the students came up with	- As a class, students will ask and discuss the questions that were raised in class	10 minutes
Adaption/Extensions	- If students finish early, they can color and add detail to their Greek God or Goddess or can work on fun sheets about Greece - If there are any ELLs in the class, peer translation will be encouraged - Allow students to view descriptions, write key vocab down to assist interpretation		
Assessment	Students will be presenting their assigned god/goddess. Self-assessment.		

Lesson Three	
Student Learning Outcomes	- Students will understand the purpose of roles of Gods and Goddesses, specifically focusing on a God or Goddess of their choice and expanding their knowledge on this topic. - Students will be able to explain different perspectives on the past people, issues and events - Students will know the features and characteristics of civilizations, specifically Ancient Greece
Materials	- Felts/Markers - iPads (5) - Fun sheets about Greece - Chart of Gods/goddesses (below) - God/goddess sign-up sheet - Instagram Template - Previous presentation posters
Vocab	Greece: an ancient country in the Mediterranean Sea Olympians: the twelve gods and goddesses that live in the Olympus Greek Gods and Goddess: Zeus, Hera, Hades, Poseidon, and Ares (See list of Gods and Goddesses Reference Below)

Introduction/Hook	Teacher Activity	Student Activity	Time
	- Teachers will briefly discuss what happened 2 weeks' prior - Teachers will distribute last class posters and ask students (who did not present last class) to present their God/Goddess Intro: - Teacher discusses over the weekend we were on social media and came across something so strange - The teacher discovered the Greek God/Goddess Aphrodite Instagram page. - Teacher will show the students the example of Instagram post - Teachers will instruct students on what the criteria is for their God/Goddess's Instagram post (Creativity, colourful, respectful, clear).	- Students will be encouraged to discuss what happened last class - Students who have not presented their assigned God/Goddess will present to the class Intro: - Students will have the opportunity to look at the teachers' example - Students will brainstorm ideas for their Instagram post	15 minutes

Activity	**Teacher Activity**	**Student Activity**	**Time**
	Individual work: - Teachers will distribute Instagram template to students - Teachers will encourage students to stay on task - Teachers will circulate the room while engaging with students	Individual work: - Students will work on their Instagram template - They can talk to their peers, browse the internet for any information they may need	30 minutes
Closure	**Teacher activity**	**Student Activity**	**Time**
	- Facilitate a class discussion about what they enjoyed about their time with the teachers - If students did not finish their Instagram template, they are reminded by their teachers that it will be due by **February 10th, 2016** - Inform students about Newsfeed for the Expo	- Student will participate in class discussion - Complete Instagram post for **February 10th, 2016** - Students will be informed about teachers Newsfeed at their Expo	5 minutes
Adaption/Extensions	- If students finish early, they can color and add detail to their Greek God or Goddess or can work on fun sheets about Greece - If there are any ELLs in the class, peer translation will be encouraged - Allow students to view descriptions, write key vocab down to assist interpretation		
Assessment	Students will be assessed presenting their assigned god/goddess. Self-assessment		

List of Resources:

This is a list of resources that we provided for the students for the three weeks we were together. These resources may be to support the students learning throughout our lessons and for them to read on their own time. We thought it was beneficial for students to have these resources as it allowed them to research the information about their assigned task along with exploring the topic of Ancient Greece. We got all of these resources from Richmond Public Library and the Education Library at UBC. Some of the resources were useful for the students as they had a lot of information about their God/Goddess. However, some children found that some of the resources did not have any information about their task so they used their iPads during classroom time.

1. Ancient Greece by Anne Pearson (2007)
2. Ancient Greece by Philip Steele (2013)
3. Ancient Greece by Judith Simpson (1997)
4. Ancient Greece by Peter Hicks (2000)
5. Ancient Greece by Sandra Newman (2010)
6. Ancient Greek Mythology by Iain Thomson (1996)
7. Ancient Greek Women by Haydn Middleton (2003)
8. Back to Basics: Ancient Greece by Anne McRae (2008)
9. Excavating the Past: Ancient Greece by Christine Hatt (2004)
10. Exploring Ancient Greece by Robert Hull (2011)
11. Hail! Ancient Greeks by Jen Green (2011)
12. Stories from Ancient Civilizations Greece by Shahrukh Husain (2004)
13. The Ancient Greeks by Allison Lassieur (2005)
14. The Gods and Goddesses of Greek Mythology by Don Nardo (2012)
15. The Random House Book of Greek Myths by Joan D. Vinge (1999)
16. Understanding Greek Myths by Natalie Hyde (2012)