



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Humanities: Classics Curriculum

Course Description: A humanities based, in depth examination of the Greek and Roman Civilizations that are the foundation of the modern western world. Primary sources from Classical literature, drama, poetry, history, and art will comprise the core instructional material. Critical thinking, analysis and writing skills are emphasized.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
2 Weeks	The Homeric Age	Topic 1: Origin and Geography Topic 2: Two Civilizations Topic 3: Economics
3 Weeks	The Golden Age of Greece: History	Topic 1: Birth of Polis Topic 2: Persian Wars Topic 3: Peloponnesian War Topic 4: Rise of Macedonia
3 Weeks	The Golden Age of Greece: Culture	Topic 1: Greek Art and Architecture Topic 2: Mathematics and Science Topic 3: Philosophy and Literature
1 Week	Hellenistic World	Topic 1: Political Developments Topic 2: Cultural Developments
3 Week	Roman Republic	Topic 1: Origins and Development of Republic Topic 2: Structure of the Roman Republic

		Topic 3: The Collapse of the Roman Republic Topic 4: Introductory Latin
3 Week	Roman Principate	Topic 1: Society in the Second Century Topic 2: Cultural Achievements
3 Week	The Decline and Fall of Rome	Topic 1: The Anarchy Topic 2: The Age of Constantine Topic 3: Collapse of the West Topic 4: Survival in the East Topic 5: Early Byzantium and The Birth of the Middle Ages

Curriculum Revision Tracking

Spring, 2018

All Units:

- Updated ISTE Standards
- Updated Missouri Learning Standards
- Updated Teaching Tolerance Standards

Unit 1: The Homeric Age

Subject: Humanities

Grade: 10-12

Name of Unit: The Homeric Age

Length of Unit: 2 Weeks

Overview of Unit: The origins of Greek Civilization from its Minoan and Mycenaean roots to the rise of the Polis. 2000 B.C.-750 B.C.

Priority Standards for unit:

- 9-12.WH.1.G.B Analyze how the physical and human characteristics of world regions post c. 1450 are connected to changing identity and culture.

Supporting Standards for unit:

- 9-12.WH.3.EC.C Describe how new sources of wealth, resulting from increasing global interactions, impacted cultures and civilizations.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals
- ISTE - KNOWLEDGE COLLECTOR.3: 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.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
how the physical and human characteristics of world regions post c. 1450 are connected to changing identity and culture	Analyze	Analyze	3

Essential Questions:

1. Why does Geography define, limit and shape civilization in the Aegean?
2. Who were the Minoans? How did their cultures shape later Greek civilization?

3. Who were the Achaeans and how did Homer's interpretation of their culture shape the Classical world?
4. How did the recovery from the Bronze Age Collapse lead to the Commercial Revolution?
5. Why was the development of money crucial to the advance of civilization?
6. How did the alphabet and the development of epic poetry affect culture and society in the early Classical period?

Enduring Understanding/Big Ideas:

1. The rugged and often impassible terrain of the Greek mainland led to the development of tenuously linked yet culturally connected city-states, a pattern that would continue until the Roman conquest.
2. The Minoans built the first civilization in Europe, based on trade and the advantageous geographical location of the island of Crete. Though destroyed by natural disaster, their art and myth influenced both the Achaeans and nearly all subsequent Mediterranean cultures.
3. The Achaeans built a feudal coalition that replaced the Minoan empire. Though overwhelmed in the general chaos of the Bronze Age Collapse, the memory of the epic war with Troy served as the basis for the work of Homer, the unifying cultural touchstone of subsequent Greco-Roman civilization.
4. The recovery of the Greek poleis from the Dark Ages was accomplished by the founding of agricultural and economic colonies that provided secure and reliable trade networks and the first true commercial economy in world history.
5. Money was necessary for the development of long-distance trade between vastly different cultures.
6. The democratizing influence of the accessible literature of the 8th century B.C., particularly Homer, led to wider and deeper exchanges of ideas and information. This laid the foundation for the birth of the Polis, the fundamental political unit of Classical Greece.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
● epic ● diaspora ● Homeric ● commercial ● monetary ● alphabetic ● heroic	● colony ● topography ● Polis ● historiography ● revolution ● medium of exchange ● city state

• maritime • mythological • currency	• patriarchy • matriarchy • hieroglyphic/ideographic script
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Resources for Vocabulary Development: Quality Tools

Topic 1: Origin and Geography

Engaging Experience 1

Title: Mapping the Greek World

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- 9-12.WH.1.G.B Analyze how the physical and human characteristics of world regions ~~post c. 1450~~ are connected to changing identity and culture.

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: 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.

Detailed Description/Instructions: Students will create a class map of the Greek world.

Individual groups will work on various characteristics, such as mountain ranges, islands, cities, trade routes and demographics.

Bloom's Levels: Understand, Analyze

Webb's DOK: 1, 3

Topic 2: Two Civilizations

Engaging Experience 1

Title: Sailing the Wine Dark Sea

Suggested Length of Time: 4 Days

Standards Addressed

Priority:

- 9-12.WH.1.G.B Analyze how the physical and human characteristics of world regions ~~post c. 1450~~ are connected to changing identity and culture.

Detailed Description/Instructions: The major reading component of this unit asks students to read the first two chapters of Thomas Cahill's *Sailing the Wine Dark Sea: The World the Greeks Made*. These chapters compare and contrast the various theories concerning the origins and development of the Homeric tradition and the impact of the development of lyric and epic poetry on Greek democracy, social organization, art, literature and culture as well as the enduring permeation of Homeric thought in the literature and thought of the modern West. The writing project that accompanies the reading requires students to analyze the text and compare it with other supporting material concerning Homer and analyze and evaluate the author's arguments and beliefs.

Bloom's Levels: Analyze, Evaluate

Webb's DOK: 3

Engaging Experience 2

Title: Homer's Illiad

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 9-12.WH.1.G.B Analyze how the physical and human characteristics of world regions ~~post c. 1450~~ are connected to changing identity and culture.

Supporting:

- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: Students will hear passages from the Iliad in the original Greek and then read them in English. These passages deal with enduring human values such as courage, loss, pathos, ethos and honor. Students will debate and discuss an assigned passage in small groups reporting their opinions concerning the applicability of Homeric values in the modern world.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 3: Economics

Engaging Experience 1

Title: The Market

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 9-12.WH.1.G.B Analyze how the physical and human characteristics of world regions ~~post c. 1450~~ are connected to changing identity and culture.

Supporting:

- 9-12.WH.3.EC.C Describe how new sources of wealth, resulting from increasing global interactions, impacted cultures and civilizations.

Detailed Description/Instructions: Students are grouped and assigned identities as various ancient peoples who are arriving at a market to trade. Each group is assigned a shopping list of items to be bartered for and items that they will not entertain if offered. The scenario is set up so that no one can complete their list without trading around the room to get what they need. The resulting activity often resembles the activity on a modern exchange floor. After this round, the groups are assigned varying amounts of money to complete the same tasks, and the importance of wealth and monetary economics are demonstrated.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will prepare and implement a panel discussion concerning the development of the Homeric tradition. Each panel will be given a specific topic and will have 15 minutes to summarize, evaluate and decide upon a reasonable conclusion for each of four main threads:

1. How was the Heroic Ideal interpreted in Classical times? Now?
2. What do we know about the actual truth of the Homeric stories?
3. How did the Homeric epics help develop democratic institutions?
4. How have the Homeric stories influenced the development of western art and literature? Are they still relevant today?

Rubric for Engaging Scenario:

- 5 (25 Points): Every member presents. The presentation centers on the most important stories for each subject. Presenters are knowledgeable and can answer questions about the theme.
- 4 (20 Points): Every member presents. Main themes are presented, but some significant items might have been overlooked. Presenters are knowledgeable but may have trouble fielding in depth questions.
- 3 (15 Points): Every member presents, but presentations may be very uneven. Some main themes are analyzed, but significant items are not present and presenters may seem unfamiliar with the material and unable to field questions with authority. The presentation is basic but contains no major omissions or errors of fact.
- 2 (10 Points): Not all members present or prepared. Many important themes are overlooked. Presenters seem unsure of the basic facts and cannot answer questions.
- 1 (5 Points): Few members present. A few facts presented, but without analysis or understanding. Presenters seem unprepared.
- 0 (0 Points): No presentation, little organization, presenters uninformed and lacking in any knowledge of the subject matter.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Origin and Geography	Mapping the Greek World	Students will create a class map of the Greek world. Individual groups will work on various characteristics, such as mountain ranges, islands, cities, trade routes and demographics.	2 Days
Two Civilizations	Sailing the Wine Dark Sea	The major reading component of this unit asks students to read the first two chapters of Thomas Cahill's <i>Sailing the Wine Dark Sea: The World the Greeks Made</i> . These chapters compare and contrast the various theories concerning the origins and development of the Homeric tradition and the impact of the development of lyric and epic poetry on Greek democracy, social organization, art, literature and culture as well as the enduring permeation of Homeric thought in the literature and thought of the modern West. The writing project that accompanies the reading requires students to analyze the text and compare it with other supporting material concerning Homer and analyze and evaluate the author's arguments and beliefs.	4 Days
Two Civilizations	Homer's Illiad	Students will hear passages from the Iliad in the original Greek and then read them in English. These passages deal with enduring human values such as courage, loss, pathos, ethos and honor. Students will debate and discuss an assigned passage in small groups reporting their opinions concerning the applicability of Homeric values in the modern world.	1 Day
Economics	The Market	Students are grouped and assigned identities as various ancient peoples who are arriving at a market to trade. Each group is assigned a shopping	1 Day

		list of items to be bartered for and items that they will not entertain if offered. The scenario is set up so that no one can complete their list without trading around the room to get what they need. The resulting activity often resembles the activity on a modern exchange floor. After this round, the groups are assigned varying amounts of money to complete the same tasks, and the importance of wealth and monetary economics are demonstrated.	
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Unit 2: The Golden Age of Greece: History

Subject: Humanities

Grade: 10-12

Name of Unit: The Golden Age of Greece: History

Length of Unit: 3 Weeks

Overview of Unit: The historical crises that made Western Civilization were played out in the Hellenic world between 750 B.C. and 300 B.C. Foundational events such as the Colonization of the Mediterranean, the Persian Wars, the Peloponnesian Wars and the Macedonian Hegemony are studied.

Priority Standards for unit:

- 9-12.WH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society ~~in World history prior to e.1450.~~
- FL2.1 Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - Use appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings.
- FL 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - Identify objects and symbols commonly used to represent the culture studied.

Supporting Standards for unit:

- ISTE - KNOWLEDGE COLLECTOR.3: 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.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Unwrapped Concepts Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
laws, policies and processes	Analyze	Analyze	3
how governmental systems affect individuals and groups in society ~~in World history prior to~~ e.1450	Determine	Evaluate	4
appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings	Use	Apply	2

objects and symbols commonly used to represent the culture studied	Identify	Remember	1
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Essential Questions:

1. How and why did the Polis develop as the fundamental unit of Greek political organization?
2. What were hoplites? How did hoplite phalanxes make the Greeks more democratic?
3. What were the primary values of Spartan civilization?
4. What were the primary values of Athenian civilization?
5. How and why did the Persians decide to make war on the Greeks? What were the lasting ramifications of Greek victory?
6. Who was Pericles, and why did his leadership bring about civil war in Greece?
7. What were the three main phases of the Peloponnesian War? Why is this war often used as a model for understanding nearly every conflict that has occurred since?
8. What is the Greek language like? How is it similar to ours? How is our language rooted in Greek?

Enduring Understanding/Big Ideas:

1. The geographical constraints of the Greek mainland and Ionia led to the development of politically and societally disparate city states sharing a common language, religion, economic life and worldview.
2. The citizen-soldier trained in the phalanx was the foundation of security in the Greek world. These men demanded and exercised a voice in the affairs of state.
3. Sparta was a brutally militaristic society having little in common with other Greeks, yet the first written constitution and the first clearly defined citizenship are products of the Lycurgan Constitution.
4. Athens developed the world's first true democracy during the sixth century B.C. Chimerical, bellicose and contentious, the Athenians none the less used the dynamics of democracy to create a culture whose vision, intellect and genius are still unsurpassed.
5. Conflict over the Ionian Greeks led to the first of the Persian Wars, Persian humiliation in this conflict caused the Second Persian War in 480 B.C.
6. Pericles built and governed the Athenian Empire and built most of the Athenian masterpieces in the realms of art and architecture. He is often considered the first real politician in western history. His ambition led to civil war and conflict with Sparta.
7. The Peloponnesian War developed in three distinct phases: the Periclean stage when Athens was mostly victorious, the Sicilian Campaign in which Alcibiades led Athens to disaster, and the Spartan Victory where Lysander raised a fleet and defeated Athens in 404 B.C.
8. Greek alphabet and vocabulary support a better understanding of English, particularly in Math and the Sciences.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
● imperialism ● strategy ● isolationism ● expansionism ● utopian ● aristocracy ● league ● confederacy ● xenophobia ● barbarian	● hoplite ● phalanx ● trireme ● satrap ● archon ● ecclesia ● ephor ● agogi ● control of the seas ● attrition

Resources for Vocabulary Development: Quality Tools

Topic 1: Birth of Polis

Engaging Experience 1

Title: Aristotle and Xenophon

Suggested Length of Time: 3 Days

Standards Addressed

Priority:

- 9-12.WH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society ~~in World history prior to c.1450~~

Detailed Description/Instructions: Using the vastly different interpretations of the contemporaries Aristotle and Xenophon, students analyze and interpret the strengths and weaknesses of both the Athenian and Spartan systems. In addition to written analysis, the class collectively performs a “Top 10 and Defend” activity looking at the strengths and weaknesses of each system.

Bloom’s Levels: Analyze

Webb’s DOK: 3

Rubric: Top 10 and Defend is a standard AP Activity, See AP Rubric

Engaging Experience 2

Title: The Hoplite Phalanx

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 9-12.WH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society ~~in World history prior to c.1450~~

Detailed Description/Instructions: Using props, students recreate the formations and tactics of the phalanx, allowing them to experience the complex relationship between the rows and files, and the momentum of the attack.

Bloom’s Levels: Create, Apply

Webb’s DOK: 2

Topic 2: Persian Wars

Engaging Experience 1

Title: The Greek Alphabet and Basic Greek Vocabulary

Suggested Length of Time: 1-2 Days, then ongoing until midterm

Standards Addressed

Priority:

- FL 2.1 Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - Use appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings.
- FL 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - Identify objects and symbols commonly used to represent the culture studied.

Detailed Description/Instructions: Students are taught the Greek alphabet, then allowed time to use and work with it in small groups. The alphabet must be recited before the next exam. Basic vocabulary centering on words that serve as English roots are then taught in sets of ten every couple of days until midterm.

Bloom's Levels: Remember, Apply

Webb's DOK: 2

Topic 3: Peloponnesian War

Engaging Experience 1

Title: Peloponnesian War Simulation

Suggested Length of Time: 1 Day Preparation, 1 Day Activity

Standards Addressed

Priority:

- 9-12.WH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society ~~in World history prior to c.1450~~

Detailed Description/Instructions: The simulation I use was created by my classmate and friend Dr. Noor Ampssler, PhD (Military History) King's College, University of London. It is a carefully planned scenario in which small groups of students research the attitudes and actions of seven smaller Greek poleis during the war, and act based on those understandings during a wargaming scenario. Students work through the various possibilities and outcomes of their actions.

Bloom's Levels: Analyze, Apply

Webb's DOK: 3

Topic 4: Rise of Macedonia

Engaging Experience 1

Title: In the Footsteps of Alexander

Suggested Length of Time: 1 Day Research, 1 Day Presentation

Standards Addressed

Priority:

- 9-12.WH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society ~~in World history prior to c.1450~~

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: 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.

Detailed Description/Instructions: Each student will be given a location along the path of Macedonian conquest to research. They will prepare a two-minute tour of the site and a brief history. Students will use their computer device to create a multimedia presentation. Students will then be organized as a living map of Alexander's conquests and in reverse order will be able to "tour" the empire.

Bloom's Levels: Create

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

There are two major research projects in this class. This one deals with anything in the Greek historical realm that students wish to pursue. Categories include Mathematics, Science, Drama, Art, Architecture, Law, Warfare, Medicine, Literature and Daily Life, but other subjects can and have been approved by the instructor. An annotated bibliography and required source minimums create a solid research foundation. Students must find at least one primary source to support their research. A physical artifact, performance or demonstration is supported by a visual presentation. Adequate research time is provided.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Birth of Polis	Aristotle and Xenophon	Using the vastly different interpretations of the contemporaries Aristotle and Xenophon, students analyze and interpret the strengths and weaknesses of both the Athenian and Spartan systems. In addition to written analysis, the class collectively performs a “Top 10 and Defend” activity looking at the strengths and weaknesses of each system.	3 Days
Birth of Polis	The Hoplite Phalanx	Using props, students recreate the formations and tactics of the phalanx, allowing them to experience the complex relationship between the rows and files, and the momentum of the attack.	1 Day
Persian Wars	The Greek Alphabet and Basic Greek Vocabulary	Students are taught the Greek alphabet, then allowed time to use and work with it in small groups. The alphabet must be recited before the next exam. Basic vocabulary centering on words that serve as English roots are then taught in sets of ten every couple of days until midterm.	1-2 Days, then ongoing until midterm
Peloponnesian War	Peloponnesian War Simulation	The simulation I use was created by my classmate and friend Dr. Noor Ampssler, PhD (Military History) King’s College, University of London. It is a carefully planned scenario in which small groups of students research the attitudes and actions of seven smaller Greek poleis during the war, and act based on those understandings during a wargaming scenario. Students work through the various possibilities and outcomes of their actions.	1 Day Preparation, 1 Day Activity

Rise of Macedonia	In the Footsteps of Alexander	Each student will be given a location along the path of Macedonian conquest to research. They will prepare a two-minute tour of the site and a brief history. Students will use their computer device to create a multimedia presentation. Students will then be organized as a living map of Alexander's conquests and in reverse order will be able to "tour" the empire.	1 Day Research, 1 Day Presentation
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Unit 3: The Golden Age of Greece: Culture

Subject: Humanities

Grade: 10-12

Name of Unit: The Golden Age of Greece Culture

Length of Unit: 3 Weeks

Overview of Unit: The foundations of all Western knowledge in mathematics, the sciences, architecture, art, music, drama, literature and history are laid by the Greeks in the centuries between 800 B.C. and 150 A.D.

Priority Standards for unit:

- 9-12.WH.2.CC.B Compare the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and Middle East in ancient and medieval times.
- 9-12.WH.1.G.B Analyze how the physical and human characteristics of world regions post c. 1450 are connected to changing identity and culture.

Supporting Standards for unit:

- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- ISTE - KNOWLEDGE COLLECTOR.3: 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.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
the dominant characteristics, contributions of, and interactions among major civilizations	Compare	Analyze	3

how the physical and human characteristics of world regions ~~post-e-1450~~ are connected to changing identity and culture	Analyze	Analyze	3
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Essential Questions:

1. Why is the art of Greece considered the origin of all Western art?
2. What were the triumphs and limitations of Greek architecture?
3. What are the three distinct periods of intellectual development in ancient Greece and what characterizes each?
4. Why and how did logic develop in Greece? How did this begin the pursuit of Philosophy?
5. Who were the three main philosophers of Classical Greece? What did they believe?
6. What were the three main philosophies of Hellenistic culture? What were their teachings?
7. How did the Drama develop in Greece?
8. How did the Greeks develop theoretical Mathematics and the Scientific Method?

Enduring Understanding/Big Ideas:

1. The Greeks were the first to portray individual humans and human-like deities in a realistic, independent manner. The use of sculpture to interpret individual human experience rather than the views of authority begin with them.
2. Unsurpassed in harmony and technical execution, masterpieces such as the Parthenon and the Temple of Zeus at Olympia were limited by the post and lintel method of construction.
3. Archaic culture (800-500 B.C.) is characterized by the use of highly formal models, a sense of communal identity or performance, and an emphasis on the religious. Classical culture (500-300 B.C.) is characterized by the use of heroic archetypes, a sense of the individual, and an emphasis on the civic. Hellenistic culture (300 B.C.- 150 A.D.) is characterized by the use of passionate and tragic models, a sense of psychological inwardness and an emphasis on the humanistic.
4. The creation of geometry by the Ionians before 750 B.C. led to the development of syllogistic logic. the basis of all rational thought.
5. Socrates was the pioneer in the field of Ethics, Plato in those of Epistemology, and Aristotle in the sciences, politics and metaphysics.
6. Epicureanism emphasized a balanced and neutral life, Cynicism the detachment from materialism in search of virtue, and Stoicism the life lived according to reasoned discipline.
7. Drama began as religious choral performance but developed during the Classical era into the modern drama.

8. Using logic and rational thought, the Greeks experimented with ideas that gave them theoretical mathematics, calculus, the atomic theory, physics and the knowledge of many ideas thought to have been “discovered” since the Renaissance.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
drama harmony musical modes tragedy comedy balance aesthetics geometry syllogism epicure stoic cynic rational dialogue	archaic classical Hellenistic philosophy historiography Socratic Platonic cultural diffusion cultural continuity Olympic games Greek ideal

Topic 1: Greek Art and Architecture

Engaging Experience 1

Title: The Parthenon; A Virtual Tour

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 9-12.WH.2.CC.B Compare the dominant characteristics, contributions of, and interactions among major civilizations ~~of Asia, Europe, Africa, the Americas and Middle East in ancient and medieval times.~~
- 9-12.WH.1.G.B Analyze how the physical and human characteristics of world regions ~~post c. 1450~~ are connected to changing identity and culture.

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: 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.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Detailed Description/Instructions: Using the online three-dimensional tour of the Parthenon, students will conduct a “scavenger hunt” for important landmarks, artworks and accomplishments in this most important of Western buildings. Students will answer a small battery of questions concerning their interpretation and impressions of the structure.

Bloom’s Levels: Analyze, Evaluate

Webb’s DOK: 2, 3

Topic 2: Mathematics and Science

Engaging Experience 1

Title: Greek Machines

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 9-12.WH.2.CC.B Compare the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and Middle East in ancient and medieval times.
- 9-12.WH.1.G.B Analyze how the physical and human characteristics of world regions post c. 1450 are connected to changing identity and culture.

Supporting:

- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- ISTE - KNOWLEDGE COLLECTOR.3: 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.

Detailed Description/Instructions: The instructor will demonstrate three ancient inventions: The Archimedean Screw, the Aeliophile of Hero, and the Holy Water Dispenser (world's first vending machine). Students can then manipulate the machines and demonstrate their workings for themselves. Afterwards, students will investigate one larger invention from the Greek world on their own and report to their research groups.

Bloom's Levels: Analyze, Apply

Webb's DOK: 2

Topic 3: Philosophy and Literature

Engaging Experience 1

Title: Plato: Crito

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 9-12.WH.2.CC.B Compare the dominant characteristics, contributions of, and interactions among major civilizations ~~of Asia, Europe, Africa, the Americas and Middle East in ancient and medieval times.~~
- 9-12.WH.1.G.B Analyze how the physical and human characteristics of world regions ~~post c. 1450~~ are connected to changing identity and culture.

Detailed Description/Instructions: Students will read Plato's *Crito* aloud, stopping for discussion and interpretation when appropriate. Afterwards, students will write a reaction paper to Socrates' principle arguments regarding personal and civic duty.

Bloom's Levels: Apply, Analyze

Webb's DOK: 3

Engaging Experience 2

Title: Sophocles: Antigone

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 9-12.WH.2.CC.B Compare the dominant characteristics, contributions of, and interactions among major civilizations ~~of Asia, Europe, Africa, the Americas and Middle East in ancient and medieval times.~~
- 9-12.WH.1.G.B Analyze how the physical and human characteristics of world regions ~~post c. 1450~~ are connected to changing identity and culture.

Supporting:

- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: After reading a selection from Sophocles' *Antigone* as homework, the class will watch the BBC performance of this passage in authentic Greek masks and costumes and interpreted classically, then watch the same passage performed in contemporary interpretation from the Royal Shakespeare Company's performance. Students will tackle the three interactions (written, authentic and contemporary) in three groups, creating an analysis of the timeless and culturally specific themes inherent in the work, and the effectiveness of experiencing the work in the respective mode assigned.

Bloom's Levels: Evaluate

Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Essay Question: Correlate the development of Greek art, drama and intellectual culture with changes in Greek political and social life between Archaic and Hellenistic times.

This question encourages students to infer and connect elements of social and historical change with development in the way that societies express themselves through art and literature.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Greek Art and Architecture	The Parthenon; A Virtual Tour	Using the online three-dimensional tour of the Parthenon, students will conduct a “scavenger hunt” for important landmarks, artworks and accomplishments in this most important of Western buildings. Students will answer a small battery of questions concerning their interpretation and impressions of the structure.	1 Day
Mathematics and Science	Greek Machines	The instructor will demonstrate three ancient inventions: The Archimedean Screw, the Aeliophile of Hero, and the Holy Water Dispenser (world’s first vending machine). Students can then manipulate the machines and demonstrate their workings for themselves. Afterwards, students will investigate one larger invention from the Greek world on their own and report to their research groups.	1 Day
Philosophy and Literature	Plato: Crito	Students will read Plato’s <i>Crito</i> aloud, stopping for discussion and interpretation when appropriate. Afterwards, students will write a reaction paper to Socrates’ principle arguments regarding personal and civic duty.	1 Day
Philosophy and Literature	Sophocles: Antigone 	After reading a selection from Sophocles’ <i>Antigone</i> as homework, the class will watch the BBC performance of this passage in authentic Greek masks and costumes and interpreted classically, then watch the same passage performed in contemporary interpretation from the Royal Shakespeare Company’s performance. Students will tackle the three interactions (written, authentic and contemporary) in three groups, creating an analysis of the timeless and culturally specific themes inherent in the work, and the effectiveness of experiencing the work in the respective mode assigned.	1 Day

Unit 4: Hellenistic World

Subject: Humanities

Grade: 10-12

Name of Unit: Hellenistic World

Length of Unit: 1 Week

Overview of Unit: An analysis of the transitional civilization that was created after the death of Alexander and survived until the coming of Roman Imperial hegemony between 300 B.C. and 27 B.C. The cultures of Ptolemaic Egypt, Seleucid Asia and the successor Parthian state, Asia Minor and Greece are examined.

Priority Standards for unit:

- 9-12.WH.2.GS.A Compare and contrast governmental systems, including monarchy, oligarchy, dynasty, and theocracy.
- 9-12.WH.1.G.B Analyze how the physical and human characteristics of world regions post c. 1450 are connected to changing identity and culture.

Supporting Standards for unit:

- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
governmental systems, including monarchy, oligarchy, dynasty, and theocracy	Compare	Analyze	3
governmental systems, including monarchy, oligarchy, dynasty, and theocracy	Contrast	Analyze	3

how the physical and human characteristics of world regions ~~post c. 1450~~ are connected to changing identity and culture	Analyze	Analyze	3
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Essential Questions:

1. What fundamental changes in political and civic life occurred after the death of Alexander the Great?
2. Who were the Diadochi?
3. What were the three main successors to Alexander's empire?
4. Why was Ptolemaic Egypt more successful than the other Macedonian successor states?
5. What makes Hellenistic culture so different than its Classical antecedents?
6. How did Hellenistic ideas eventually blend with those of Rome?

Enduring Understanding/Big Ideas:

1. Hellenistic states were ruled by despotic God-Kings who traced their quasi-divine authority from Alexander. Democratic and representative institutions disappeared or had only titular authority after 300 B.C. Political activity for citizens ceased.
2. The generals who divided Alexander's empire and fought for supremacy are referred to as the Diadochi.
3. Ptolemy secured Egypt, Antigonas Greece and Seleucis Asia after the wars between the diadochi resolved themselves.
4. Ptolemy followed Alexander's model of integration and respect for local tradition which led to a content, peaceful and stable regime. Other Macedonian dynasts considered themselves occupying powers and walled themselves in fortress cities such as Pergamum and Antioch.
5. The Hellenistic world concentrated on the personal and internal- mathematics, science, philosophy- rather than the public and external as had their Classical forebears.
6. As Rome expanded, exercising political and military control over the Hellenistic world, the Romans adopted and appropriated the best ideas of the Hellenistic culture into their own world view. By 150 A.D., they were indistinguishable.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
● integration ● <i>weltanschauung</i> ● derivative (cultural) ● cultural sensitivity ● isolationism	● <i>realpolitik</i> ● Hellenistic ● diadoki ● dynasty ● sarissa

● assimilation ● megalomania ● silk road ● diadem ● pantomime	● God-King ● Ptolemaic ● Seleucid ● Antigonid ● Parthian ● cataphract
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Resources for Vocabulary Development: Quality Tools

Topic 1: Political Developments

Engaging Experience 1

Title: Ptolemaic Egypt

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- 9-12.WH.2.GS.A Compare and contrast governmental systems, including monarchy, oligarchy, dynasty, and theocracy.
- 9-12.WH.1.G.B Analyze how the physical and human characteristics of world regions ~~post c. 1450~~ are connected to changing identity and culture.

Supporting:

- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: Students will create a (multimedia) chart that details the structure of Ptolemaic society and shows the interaction and hierarchy of Greek and Egyptian people and institutions. Egypt under the Ptolemies had the first economic system that modern observers would recognize as “Socialism”. The way in which this economic system translated into parallel Greek and Egyptian institutions and the way in which the two peoples integrated is difficult to grasp for many students. Allowing groups assigned to Religious, Political and Economic components to create a visual representation of their understandings allows for reflection and discussion leading to understanding. Both text, articles and internet resources will be made available for this activity.

Bloom’s Levels: Understand, Analyze

Webb’s DOK: 3

Topic 2: Cultural Developments

Engaging Experience 1

Title: Greek Coin Project

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 9-12.WH.2.GS.A Compare and contrast governmental systems, including monarchy, oligarchy, dynasty, and theocracy.
- 9-12.WH.1.G.B Analyze how the physical and human characteristics of world regions ~~post c. 1450~~ are connected to changing identity and culture.

Detailed Description/Instructions: Students rotate through stations experiencing and interpreting a large collection of Greek and Hellenistic coinage. Each station has a series of questions that relate to the specific coins being evaluated.

- Tray One: Greece and Asia Minor before Alexander
 - Although most of these coins were struck in the Classical period for art, their style is often Archaic. What economic and social influences might keep money more artistically conservative? Think about our own money.
 - Choose either the Athenian Tetradrachm or the Histiaia Tetradrachm and explain the elements of artistic style that make each piece Archaic and Classical respectively.
- Tray Two: Macedon and the Hellenistic States
 - Early Greek Coinage and that of the colonies primarily depict Gods or animals while coins after Alexander usually depict rulers. What change in Hellenistic political and religious life might explain this?
 - Notice that the artwork on silver coins is often vastly superior to that of the bronzes. What role did each metal play in commerce, and how might that explain the artistic disparity?
- Tray Three: Magna Graecia
 - These coins are from the Greek colonies in Sicily and Southern Italy. Is there any distinctly Italian artistic context as opposed to the other coins in the series?
 - Notice that most of the bronzes are from Syracuse. What might the repetitive imagery of Bulls represent?
- Tray Four: Like Frogs Around a Pond
 - These coins are from the peripheries of the Greek world. Some of these cultures had no Greek ancestry or political connection. Why then do we characterize a coin like the Parthian drachma or the Carthaginian bronzes as “Greek”? What’s Greek about them?
 - The artistic style of many of these coins is far more free flowing and less disciplined than the art on Greek and colonial coinage. Why, do you suppose? What other artistic influences might be at work?

Bloom’s Levels: Analyze; **Webb’s DOK:** 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Virtual Archeology activity

As a terminal activity before the midterm, students will choose a lesser known site from a list of 30 provided by the instructor. Using Google Earth, online resources and periodicals such as national Geographic and Archeology, students will create a “tour guide” of 2-3 pages for their chosen site and publish this to our online portal to be viewed and reviewed by classmates.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Political Developments	Ptolemaic Egypt	Students will create a (multimedia) chart that details the structure of Ptolemaic society and shows the interaction and hierarchy of Greek and Egyptian people and institutions. Egypt under the Ptolemies had the first economic system that modern observers would recognize as “Socialism”. The way in which this economic system translated into parallel Greek and Egyptian institutions and the way in which the two peoples integrated is difficult to grasp for many students. Allowing groups assigned to Religious, Political and Economic components to create a visual representation of their understandings allows for reflection and discussion leading to understanding. Both text, articles and internet resources will be made available for this activity.	2 Days
Cultural Development	Greek Coin Project	Students rotate through stations experiencing and interpreting a large collection of Greek and Hellenistic coinage. Each station has a series of questions that relate to the specific coins being evaluated.	1 Day

Unit 5: Roman Republic

Subject: Humanities

Grade: 10-12

Name of Unit: Roman Republic

Length of Unit: 3 Weeks

Overview of Unit: The foundations of Rome and its development as the world's first republic are examined. The direct connections to the American constitution and American traditions are explored along with the dynamic and fluid expansion of the Roman Empire.

Priority Standards for unit:

- 9-12.WH.2.GS.A Compare and contrast governmental systems, including monarchy, oligarchy, dynasty, and theocracy.
- 9-12.WH.1.G.B Analyze how the physical and human characteristics of world regions ~~post c. 1450~~ are connected to changing identity and culture.
- FL 2.1 Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - Use appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings.
- FL 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - Identify objects and symbols commonly used to represent the culture studied.

Supporting Standards for unit:

- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally
- ISTE - COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences

- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
governmental systems, including monarchy, oligarchy, dynasty, and theocracy	Compare	Analyze	3
governmental systems, including monarchy, oligarchy, dynasty, and theocracy	Contrast	Analyze	3
how the physical and human characteristics of world regions ~~post c. 1450~~ are connected to changing identity and culture	Analyze	Analyze	3
appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings	Use	Apply	3
objects and symbols commonly used to represent the culture studied	Identify	Remember	1

Essential Questions:

1. Who were the Latin people? How was Rome founded in their midst and why?
2. Why did the Romans throw off their Etruscan kings? What replaced the monarchy?
3. How did the social structure of Rome develop between 509 B.C. and 300 B. C.?
4. What allowed Rome to expand so successfully in the 4th and 3rd centuries B. C.?
5. What was the cause, course and end of the Punic Wars?
6. How does the Roman Constitution act as the template for the United States Constitution? How do the two fundamentally differ?
7. What were the stages of dysfunction that eventually caused the Republic to collapse?
8. How has the Latin language developed and how does it create modern English?

Enduring Understanding/Big Ideas:

1. Rome was founded as an outlaw camp in 753 B.C. The Latin people, who inhabited the Tiber valley, had been in the region for several hundred years prior. The dominant power in Italy were the Etruscans who eventually absorbed fledgling Rome.
2. After the Rape of Lucretia, the Roman people drove out their kings and fought fierce wars to preserve their independence. They created a Public State (*Res Publica*) that was not yet a representative republic.
3. Originally the Patricians and Plebs were distinguished as clearly as in a feudal system, but by 500 B.C., the poor (*Capo*) and Equestrian order had been established.

4. The Romans allowed conquered or simply desirous peoples to be assimilated into their culture and body politic without distinction. This is the model adopted by the United States after independence.
5. Roman expansion in the Mediterranean led to conflict with Carthage and a series of three crucial wars. Rome's victory made her a world power.
6. The Roman Constitution gave the founders of the United States the ideas of balance of powers, division of powers into branches of government, bicameral legislatures, and the institution of the Senate. Unlike the Romans, the American system does not force the Roman Compromise ('the power of two').
7. As money, power and corruption spread, the Roman Republic became more and more the property of the wealthy and the great generals. This eventually led to interminable civil wars ended only with the new Augustan Constitution of 27 B.C.
8. English is over half Latin in origin, and nearly all of the multi syllable words in the language have Latin roots. A basic understanding of Latin creates better English writers, readers and speakers.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
● Latin ● Republic ● plebian ● patrician ● census ● senate ● magistrate ● imperial ● legion ● capital ● citizenship	● Mos Maiorum ● Cursus Honorum ● Head Count ● Imperium ● Vox Populi ● Tribunicia Potestas ● Etruscan ● Legate ● Plebiscite ● Advice and Consent of the Senate

Resources for Vocabulary Development: Quality Tools

Topic 1: Origins and Development of Republic

Engaging Experience 1

Title: Polybius and the Twelve Tables

Suggested Length of Time: 3 Days

Standards Addressed

Priority:

- 9-12.WH.2.GS.A Compare and contrast governmental systems, including monarchy, oligarchy, dynasty, and theocracy.

Detailed Description/Instructions: Students read the primary source *On the Constitution of the Romans* by the Greek historian Polybius. The students evaluate Polybius' thesis that the Republic is a perfect government because it contains democratic, oligarchic and monarchic elements. The analysis is supported by an essay and classroom discussion comparing Polybius to ideas found in *The Federalist Papers* and other foundational documents in American history.

Bloom's Levels: Analyze, Evaluate

Webb's DOK: 3

Engaging Experience 2

Title: The Twelve Tables: A Roman Courtroom

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 9-12.WH.2.GS.A Compare and contrast governmental systems, including monarchy, oligarchy, dynasty, and theocracy.
- 9-12.WH.1.G.B Analyze how the physical and human characteristics of world regions ~~post c. 1450~~ are connected to changing identity and culture.

Supporting:

- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions

Detailed Description/Instructions: Students will create four hypothetical lawsuits under the rules of the Twelve Tables. Based on their reading of Polybius, they should be familiar with the forms of a Roman court. Each side will have two or three advocates depending on class size. The advocates will then argue their case before the Magistrate (teacher) and hear their outcome.

Bloom's Levels: Evaluate, Apply

Webb's DOK: 3

Topic 2: Structure of the Roman Republic

Engaging Experience 1

Title: Top Ten and Defend: Similarities and Differences between the Roman and United States Constitutions.

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 9-12.WH.2.GS.A Compare and contrast governmental systems, including monarchy, oligarchy, dynasty, and theocracy.
- 9-12.WH.1.G.B Analyze how the physical and human characteristics of world regions ~~post c. 1450~~ are connected to changing identity and culture.

Supporting:

- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally

Detailed Description/Instructions: The class will be divided into two large groups. At this point the instructor could either organize a Philosophical Chairs activity or use the traditional AP “Top Ten and Defend” to take a detailed look at how the Roman and American constitutions are fundamentally alike, and the key ways in which they fundamentally differ. Each group will either argue for or support their rankings of the most important similarities and differences in order of significance.

Bloom’s Levels: Analyze

Webb’s DOK: 3

Topic 3: The Collapse of the Roman Republic

Engaging Experience 1

Title: Roman Map Activity

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 9-12.WH.1.G.B Analyze how the physical and human characteristics of world regions ~~post c. 1450~~ are connected to changing identity and culture.

Supporting:

- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences

Detailed Description/Instructions: Divided into groups representing Cities, Rivers and Mountains, Bodies of Water, Demographics and Trade Routes, students will create a wall chart map of the Roman world. The teacher can consider turning these wall charts into a multimedia map.

Bloom's Levels: Understand, Evaluate

Webb's DOK: 2, 3

Engaging Experience 2

Title: Cicero: *De Officiis*

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 9-12.WH.2.GS.A Compare and contrast governmental systems, including monarchy, oligarchy, dynasty, and theocracy.
- 9-12.WH.1.G.B Analyze how the physical and human characteristics of world regions ~~post c. 1450~~ are connected to changing identity and culture.

Detailed Description/Instructions: Students are divided into groups of four and asked to respond to a series of current events in the United States and abroad based on the criteria established by Cicero in this passage. After discussing the event and citing specific material from the Author, the class as a whole can question and respond to the findings of each group.

Bloom's Levels: Evaluate, Analyze

Webb's DOK: 3

Topic 4: Introductory Latin

Engaging Experience 1

Title: Learning the Basics: Vocabulary and Grammar

Suggested Length of Time: 1 Day and Regularly Thereafter

Standards Addressed

Priority:

- FL 2.1 Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - Use appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings.
- FL 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - Identify objects and symbols commonly used to represent the culture studied.

Detailed Description/Instructions: Students will be instructed in the basic structure and grammar of the Latin language and will be exposed to seven to ten new words daily. Students will be provided with a short Latin Lexicon and Grammar to help them learn independently.

Bloom's Levels: Apply, Remember

Webb's DOK: 2

Engaging Experience 1

Title: Interpreting Latin Inscriptions

Suggested Length of Time: Weekly

Standards Addressed

Priority:

- FL 2.1 Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - Use appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings.
- FL 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - Identify objects and symbols commonly used to represent the culture studied.

Detailed Description/Instructions: Each week, students are shown Latin inscriptions from buildings, monuments, documents, etc. and these passages are translated by the class. As a culminating activity, the first book of *Aeneid* by Virgil is translated.

Bloom's Levels: Apply, Remember

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Roman Project

There are two major research projects in this class. This one deals with anything in the Roman historical realm that students wish to pursue. Categories include Engineering, Government, Religion Art, Architecture, Law, Warfare, Medicine, Literature and Daily Life, but other subjects can and have been approved by the instructor. An annotated bibliography and required source minimums create a solid research foundation. Students must find at least one primary source to support their research. A physical artifact, performance or demonstration is supported by a visual presentation. Adequate research time is provided.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Origins and Development of Republic	Polybius and the Twelve Tables	Students read the primary source <i>On the Constitution of the Romans</i> by the Greek historian Polybius. The students evaluate Polybius' thesis that the Republic is a perfect government because it contains democratic, oligarchic and monarchic elements. The analysis is supported by an essay and classroom discussion comparing Polybius to ideas found in <i>The Federalist Papers</i> and other foundational documents in American history.	3 Days
Origins and Development of Republic	The Twelve Tables: A Roman Courtroom	Students will create four hypothetical lawsuits under the rules of the Twelve Tables. Based on their reading of Polybius, they should be familiar with the forms of a Roman court. Each side will have two or three advocates depending on class size. The advocates will then argue their case before the Magistrate (teacher) and hear their outcome.	1 Day
Structure of the Roman Republic	Top Ten and Defend: Similarities and Differences between the Roman and United States Constitutions	The class will be divided into two large groups. At this point the instructor could either organize a Philosophical Chairs activity or use the traditional AP "Top Ten and Defend" to take a detailed look at how the Roman and American constitutions are fundamentally alike, and the key ways in which they fundamentally differ. Each group will either argue for or support their rankings of the most important similarities and differences in order of significance.	1 Day

The Collapse of the Roman Republic	Roman Map Activity	Divided into groups representing Cities, Rivers and Mountains, Bodies of Water, Demographics and Trade Routes, students will create a wall chart map of the Roman world. The teacher can consider turning these wall charts into a multimedia map.	1 Day
The Collapse of the Roman Republic	Cicero: <u>De Officiis</u>	Students are divided into groups of four and asked to respond to a series of current events in the United States and abroad based on the criteria established by Cicero in this passage. After discussing the event and citing specific material from the Author, the class as a whole can question and respond to the findings of each group.	1 Day
Introductory Latin	Learning the Basics: Vocabulary and Grammar	Students will be instructed in the basic structure and grammar of the Latin language and will be exposed to seven to ten new words daily. Students will be provided with a short Latin Lexicon and Grammar to help them learn independently.	1 Day and Regularly Thereafter
Introductory Latin	Interpreting Latin Inscriptions	Each week, students are shown Latin inscriptions from buildings, monuments, documents, etc. and these passages are translated by the class. As a culminating activity, the first book of <u>Aeneid</u> by Virgil is translated.	Weekly

Unit 6: Roman Principate

Subject: Humanities

Grade: 10-12

Name of Unit: The Roman Principate

Length of Unit: 3 Weeks

Overview of Unit: A detailed study of the origins, workings and development of the Roman Imperial state. Through the stories of the Imperial personages, these centuries of peace, prosperity and generally good government are explored in terms of cultural, economic, military and political success.

Priority Standards for unit:

- 9-12.WH.2.GS.A Compare and contrast governmental systems, including monarchy, oligarchy, dynasty, and theocracy.
- 9-12.WH.2.CC.B Compare the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and Middle East in ancient and medieval times.

Supporting Standards for unit:

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
governmental systems, including monarchy, oligarchy, dynasty, and theocracy	Compare	Analyze	3
governmental systems, including monarchy, oligarchy, dynasty, and theocracy	Contrast	Analyze	3
the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and Middle East in ancient and medieval times	Compare	Analyze	3

Essential Questions:

1. How did the Augustan Constitution of 27 B.C. fundamentally alter the Roman Government?
2. What were the effects of the Augustan reforms on Roman society?
3. How did the changing demographics of the empire affect the development of the later empire?
4. Who were the barbarian tribes who placed pressure on the empire in this period?
5. How was the issue of succession dealt with in the new Principate?
6. How were the principates of Caligula and Nero viewed by contemporary Romans?
7. Who are our major sources for this period? Why is that problematic?
8. Is there a clearly identifiable reason for the success of the Five Good Emperors?
9. How did Christianity arise and spread throughout the Empire in this period?

Enduring Understanding/Big Ideas:

1. By retaining the Tribunal power, the pontificate and the supreme Imperium for himself, Augustus created in the constitutional settlement of 27 B.C. an office whose powers were similar to those of an American President.
2. The new constitution evolved over time towards more and more authority being vested in the Imperial office.
3. The makeup of the empire after Augustus changed dramatically; the waves of Celtic and German immigrants that entered the Roman state changed the cultural and political foundations of the state into a far less democratic and invested condition everywhere but in Italy.
4. Tacitus' *Germania* is the primary source from antiquity about the Germans; Caesar is the primary source about the Celts.
5. The principates of Caligula and Nero provided the Senate and state opportunities for reforming the imperial office that were, sadly, not taken.
6. There are many fragmentary and ancillary sources about this period, but Suetonius, Tacitus and the Augustan History are the most complete. Each has its problems.
7. The Five Good Emperors period are usually considered the high point of Roman civilization. Historians are unsure of why this century produced such advancement, peace and prosperity. Adoptive Succession, peaceful relations with external powers, and the high degree of economic productivity have all been held up as possibilities.
8. Beginning in Judaea in the reign of Tiberius, Christianity spread rapidly through the missionary work of Paul, Peter and the followers of Jesus who had first-hand experiences with Jesus' words and works.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
● imperial ● emperor ● aqueduct ● civil engineering ● Christian ● Judaism ● missionary ● baptism ● bureaucracy ● sanitation	● Princeps ● Praetorian Guard ● Donative ● Procurator ● Centurion ● Thermium ● Domus ● Insula ● Forum ● Adoptive Succession

Resources for Vocabulary Development: Quality Tools

Topic 1: Society in the Second Century

Engaging Experience 1

Title: Primary Source Activity: Early Christianity and the Second Century

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- 9-12.WH.2.CC.B Compare the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and Middle East in ancient and medieval times.

Detailed Description/Instructions: Classics Late Roman Readings.

- Letters between Trajan and Pliny
 - What does the correspondence tell you about the level of involvement the Emperor had in the day to day management of the Empire?
 - What complaints are raised by Pliny about the inhabitants of Nicaea and Nicomedia?
- Epistle (Letter) from Saint Paul to the Romans
 - Paul argues that the Pharisaic Jewish emphasis on law is misplaced; how does he seek to prove this, and how does it justify preaching the Gospel to non-Jews (gentiles)?
 - Paul was trained in Greek Philosophy. What elements of Socratic and Stoic thought can you identify in his instructions for living daily?
 - How does Paul instruct the Romans to behave towards the authorities?
 - What does Paul say is the only real law? Where does this statement come from?
- Tacitus
 - What is Tacitus' principal complaint against the way Nero attacked Christians?
- Edict of Milan
 - This document is often considered the birth certificate for the established Church in the empire; what provisions allowed the Christians to become an institutional faith?
- Meditations of Marcus Aurelius
 - Choose one Meditation each from Book II and Book V that you find to be inspiring, true or timeless and write a short reflective paragraph about its applicability in the modern world.

Bloom's Levels: Evaluate, Create

Webb's DOK: 3

Rubric: The use of primary sources is vital to understanding and interpreting history. The written responses should be evaluated based on the ability of the student to extrapolate their knowledge of the period into the meaning of the text and also their ability to draw reasonable inferences and conclusions from these sources. The actual rubric is to be created.

Topic 2: Cultural Achievements

Engaging Experience 1

Title: Virtual Pantheon

Suggested Length of Time: 1 Day

Standards Addressed:

Priority:

- 9-12.WH.2.CC.B Compare the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and Middle East in ancient and medieval times.

Supporting:

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Detailed Description/Instructions: The film *Engineering an Empire* which is used to discuss Roman technology introduces and provides background about the Pantheon. The “Virtual Pantheon” experience on the internet allows students to explore, test ideas, and experience proportions of this seminal work of architecture.

Bloom’s Levels: Analyze

Webb’s DOK: 2

Engaging Experience 2

Title: Virgil: *Aeneid*

Suggested Length of Time: 1 Day, with Homework

Standards Addressed:

Priority:

- 9-12.WH.2.CC.B Compare the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and Middle East in ancient and medieval times.

Detailed Description/Instructions: Students will translate the first book of Virgil’s *Aeneid* using the Latin lexicon and grammar provided at the beginning of the unit. Students will have previously translated short passages and inscriptions. In class, students will peer edit translations and try to come to a class standard for the work. At the end of the period, as a class, students will read a standard academic translation and see how close they have come.

Bloom’s Levels: Create

Webb’s DOK: 4

Engaging Scenario

Engaging Scenario

Roman Provinces websearch/mini project

Each student will draw one of Rome's provinces or a region of Italy (if needed based on class size). They will create a second century travel guide for their fellow Romans to these provinces, including tourist sites, roads, local cultures and traditions, tips regarding money, safety and accommodations.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Society in the Second Century	Primary Source Activity: Early Christianity and the Second Century	Classics Late Roman Readings. ● Letters between Trajan and Pliny ○ What does the correspondence tell you about the level of involvement the Emperor had in the day to day management of the Empire? ○ What complaints are raised by Pliny about the inhabitants of Nicaea and Nicomedia? ● Epistle (Letter) from Saint Paul to the Romans ○ Paul argues that the Pharisaic Jewish emphasis on law is misplaced; how does he seek to prove this, and how does it justify preaching the Gospel to non-Jews (gentiles)? ○ Paul was trained in Greek Philosophy. What elements of Socratic and Stoic thought can you identify in his instructions for living daily? ○ How does Paul instruct the Romans to behave towards the authorities? ○ What does Paul say is the only real law? Where does this statement come from? ● Tacitus ○ What is Tacitus' principal complaint against the way Nero attacked Christians? ● Edict of Milan ○ This document is often considered the birth certificate for the established Church in the empire; What provisions allowed the Christians to become an institutional faith? ● Meditations of Marcus Aurelius ○ Choose one Meditation each from Book II and Book V that you find to be inspiring, true or timeless and write a short reflective paragraph about its applicability in the modern world.	2 Days

Cultural Achievements	Virtual Pantheon	The film <i>Engineering an Empire</i> which is used to discuss Roman technology introduces and provides background about the Pantheon. The “Virtual Pantheon” experience on the internet allows students to explore, test ideas, and experience proportions of this seminal work of architecture.	1 Day
Cultural Achievements	Virgil: <u><i>Aeneid</i></u>	Students will translate the first book of Virgil’s <u><i>Aeneid</i></u> using the Latin lexicon and grammar provided at the beginning of the unit. Students will have previously translated short passages and inscriptions. In class, students will peer edit translations and try to come to a class standard for the work. At the end of the period, as a class, students will read a standard academic translation and see how close they have come.	1 Day, with Homework

Unit 7: The Decline and Fall of Rome

Subject: Humanities: Classics

Grade: 10-12

Name of Unit: Decline and Fall

Length of Unit: 3 Weeks

Overview of Unit: The transitional centuries that end the Classical and begin the Medieval civilizations are examined. The collapse of Roman authority in the West, the rise of the orthodox Christian Church and the transition from theoretical magistracy to divinely ordained kingship frame this era.

Priority Standards for unit:

- 9-12.WH.2.GS.A Compare and contrast governmental systems, including monarchy, oligarchy, dynasty, and theocracy.
- 9-12.WH.1.G.B Analyze how the physical and human characteristics of world regions ~~post c. 1450~~ are connected to changing identity and culture.

Supporting Standards for unit:

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
governmental systems, including monarchy, oligarchy, dynasty, and theocracy	Compare	Analyze	3
governmental systems, including monarchy, oligarchy, dynasty, and theocracy	Contrast	Analyze	3
how the physical and human characteristics of world regions ~~post c. 1450~~ are connected to changing identity and culture	Analyze	Analyze	3

Essential Questions:

1. What was the immediate cause of the decline of the Roman State in the early third century?
2. How did changes in the Roman Army affect the political stability of the Empire?
3. Who were the significant Romans who affected this period?
4. Where does the moniker “Barracks Emperors” come from? Is it justified?
5. Why did the persecution of Christians reach unprecedented levels during this period?
6. What was the Tetrarchy? Did it work?
7. What reforms were instituted by Diocletian? Were they successful?
8. How was the Christian faith of Constantine an important influence on the new constitutional order he established?
9. How did the aftermath of the Edict of Milan and the support of Constantine and his successors create the Catholic and Orthodox churches as they exist today?
10. Why were the foundation of a new capital at Constantinople and the Battle of Adrianople crucial in the later decline of the West?
11. Who was Theodosius the Great and why was he important?
12. What led to the collapse of imperial authority in the west?
13. What replaced Roman authority in the West?
14. How did the Roman State evolve into the Byzantine Empire between 450 and 550 AD?
15. In what ways did Rome survive in both the East and the West?

Enduring Understanding/Big Ideas:

1. The driving force in the collapse of good government in the Empire was the lack of civilian control of the army, which by this time was mostly non-Roman in origin. The soldiers made and deposed rulers at will after the death of Commodus in 193.
2. Septimius Severus, Caracalla, Severus Alexander, Gallienus, and Aurelian all made admirable efforts to stop the decline of the Roman state in the third century, but most rulers in this period are military dictators called “Barracks Emperors” by historians because they never served as political leaders, only embattled generals..
3. In the last half of the third century, Christians were severely and violently persecuted, mostly in Rome’s eastern provinces, by Decius, Gallus, Carus and Diocletian. The increasing popularity of the religion, combined with perceptions of disloyalty to the Imperial Cult caused the new religion to be held up as a scapegoat.
4. Diocletian dissolved the Roman Constitution formally in 287 A.D, replacing it with a **Tetrarchy**, a system of absolutist rule by four magistrates based on the governance of Eastern-style god kings. The Empire was permanently divided into administrative halves with a senior and junior ruler.
5. Diocletian divided the Empire into small districts called Dioceses and into two administrative halves. The result was a crushing replication and exponential increase in the bureaucratic apparatus. This is one of the main causes of Roman collapse in the west.

6. Diocletian abolished the traditional Roman *cursus honorum*, leaving the army and the imperial service as the only outlets for individuals to take part in the state.
7. Diocletian attempted to stop the hyperinflation that had crippled the economy in the preceding half century through coinage reform and his *Edict on Wages and Prices*. Ultimately failures, these reforms are touchstones of modern Economics.
8. Constantine came to power after the unravelling of the Tetrarchy. He was converted to Christianity and worked to end persecution and mentor the new faith. He reunited the empire under one ruler, and shifted the power structure to the richer, more stable east.
9. After the main capital was moved to Constantinople, a massive drain of resources and talent flooded from west to east. After the disaster at Adrianople, the decision was made to defend the east and abandon the west to its fate.
10. Orthodox Christianity developed from a series of ecumenical councils, beginning with
11. Nicaea in 325 that created orthodox Christian theology.
12. Theodosius the Great was the last ruler of the whole Roman Empire. His religious and provincial reforms are usually considered the final transition between Classical and Medieval times.
13. As the barbarians began invading and transiting the Western Roman Empire at will, the period between the sack of Rome in 409 and the end of Roman administration in 476 saw the western rulers as puppets of German generals and an end to all nonmilitary functions of the Roman State. Barbarian kingdoms had completely supplanted the Empire by 500 AD.
14. The Eastern Roman Empire consolidated as a Levantine and Greek state based on divine patronage and absolute monarchy by 500 AD.
15. Though practically transformed, the Latin language, Roman law, Roman military and civil architecture, Christianity and the basic provincial and diocesan divisions of the Roman state continued as influences until the Classical world was reborn in the Renaissance.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
● edict ● diocese ● orthodox ● Catholic ● heresy ● failed state ● hyperinflation ● theocracy ● Dark Ages ● cleric	● Tetrarchy ● Bishop ● Byzantine ● Medieval ● postclassical ● Foederati ● Population Collapse ● Caesaropapism ● Investiture ● manorialism

Resources for Vocabulary Development: Quality Tools

Board Approved: May 12, 2016

Board Approved with Revisions: May 10, 2018

Topic 1: The Anarchy

Engaging Experience 1

Title: Roman Army Project

Suggested Length of Time: 2 Days, 1 with Research

Standards Addressed

Priority:

- 9-12.WH.2.GS.A Compare and contrast governmental systems, including monarchy, oligarchy, dynasty, and theocracy.
- 9-12.WH.1.G.B Analyze how the physical and human characteristics of world regions ~~post c. 1450~~ are connected to changing identity and culture.

Detailed Description/Instructions: Students engage in a Jackdaw (™) simulation of the life of a Roman Legionary in the second or third century. These simulations depend on primary source documents and are set up to be worked through by station.

Bloom's Levels: Analyze

Webb's DOK: 3

Rubric: Provided in Jackdaw materials

Topic 2: The Age of Constantine

Engaging Experience 1

Title: Late Roman Primary Source Readings

Suggested Length of Time: 1 Day, after Homework

Standards Addressed

Priority:

- 9-12.WH.2.GS.A Compare and contrast governmental systems, including monarchy, oligarchy, dynasty, and theocracy.
- 9-12.WH.1.G.B Analyze how the physical and human characteristics of world regions ~~post c. 1450~~ are connected to changing identity and culture.

Detailed Description/Instructions: Classics Assignment: Late Roman Empire

- Diocletian: Edict on Maximum Prices
 - How does the Dominus justify this draconian set of rules and punishments?
 - What would seem to you to be the likely effects of these rules?
- The Council of Nicaea and the Nicene Creed
 - The statement of the Council sets the relationship between Church and Emperor until 1453; how would you define that relationship?
 - How might later Western “Emperors” find difficulty enforcing such powers? (remember the Investiture Controversy from World History)
 - How does the Nicene Creed deal with the major heresies of Arianism and Gnosticism?
- St Augustine: Civitas Dei “City of God”
 - This is the last breath of the Classical world and the first cry of the nascent Middle Ages. Augustine has one foot firmly anchored in each. How does he compare and contrast the views of Cicero about history with the Christian view he is articulating?
 - How does Augustine describe the relationship between God and man?

These primary sources are all readily available on the internet.

Bloom’s Levels: Evaluate

Webb’s DOK: 3

Topic 3: Collapse of the West

Engaging Experience 1

Title: Alaric and the Sack of Rome

Suggested Length of Time: 1 Day, plus Homework

Standards Addressed

Priority:

- 9-12.WH.2.GS.A Compare and contrast governmental systems, including monarchy, oligarchy, dynasty, and theocracy.
- 9-12.WH.1.G.B Analyze how the physical and human characteristics of world regions ~~post c. 1450~~ are connected to changing identity and culture.

Detailed Description/Instructions: The BBC Series *Ancient Rome: The Decline and Fall of an Empire* contains a high-quality documentary recreation of Alaric's sack of Rome. The documentary series comes with a companion book that offers maps and primary sources to supplement the films. Students will respond to the crisis of 409 A.D. in the persona of three individuals: A Roman Senator, a Visigothic soldier and a common citizen of Rome.

Bloom's Levels: Evaluate

Webb's DOK: 3

Topic 4: Survival in the East

Engaging Experience 1

Title: Hagia Sophia Virtual Experience

Suggested Length of Time: 1 Day

Standards Addressed:

Priority:

- 9-12.WH.1.G.B Analyze how the physical and human characteristics of world regions ~~post c. 1450~~ are connected to changing identity and culture.

Supporting:

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Detailed Description/Instructions: Much like the pantheon in Rome, Hagia Sophia is represented by at least two highly detailed internet virtual tours, one in 3D. Students will be divided into small groups of no more than four and assigned one aspect of the building: the dome, the mosaics, the structural framework, the external facade or the chapels. Each group will prepare a quick tour of the most significant elements of each component and take the rest of the class on a guided examination of that design element.

Bloom's Levels: Analyze

Webb's DOK: 2

Topic 5: Early Byzantium and The Birth of the Middle Ages

Engaging Experience 1

Title: Justinian: *Corpus Juris Civilis*

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 9-12.WH.2.GS.A Compare and contrast governmental systems, including monarchy, oligarchy, dynasty, and theocracy.

Detailed Description/Instructions: For homework, students will read excerpts from Justinian's digest of Roman civil law. They will answer questions that help them understand how these laws were applied in late Roman times. In class, a short lecture will explain how Roman Civil Law is the basis of American Civil Law, and still used to adjudicate lawsuits in America every day. Given a modern legal scenario, students in pairs will argue and decide the cases based on Roman Civil Law. When finished, the instructor will reveal how a contemporary American court decided the matter in question.

Bloom's Levels: Evaluate

Webb's DOK: 3

Engaging Scenario

Engaging Scenario

Roman Coin Project

Students will be divided into groups and work through the following activities at six stations containing authentic Roman coinage. The following questions deal with each workstation, replicating the kind of questions archaeologists, numismatists and historians use coins to answer. The students will draw on their knowledge of Roman culture, politics and daily life to answer these questions which transcend the entire history of the period.

- Republic Tray 1
 - What kinds of images were used on Republican coinage instead of the Imperial portrait? What ideas of Republican culture might have made it inappropriate to place a living person's image on coins?
 - The men who struck the coinage of the Republic were young and beginning their political careers. Why might they have displayed images related to famous ancestors?
- HIGHLIGHTS:
 - The Victoriatus was struck to pay for the war against Hannibal.
 - Coins in this tray were struck by the ancestors of at least four Emperors.
- Roman Coin Project Tray 3 The Five Good Emperors
 - These coins are all from the same general time period (138-190 AD). Most are from the reign of one Emperor, Antoninus Pius, and his family. What might account for the vast differences in the portraits and the quality of the artwork on coins struck at about the same time?
 - The reverse images of Roman coins convey specific messages from the Emperor. Look at the reverses of the coins of Antoninus. Study the printed explanations on the descriptions. Choose 5 of his coins and explain what the reverses are trying to tell us.
 - Compare one of the large bronze coins of the 2nd century to an American quarter. List 3 similarities and two differences.
- HIGHLIGHTS:
 - The large bronze Sestertii of this period are considered the masterworks of Roman numismatic art.
- Roman Coin Project Tray 4, The Barracks Emperors
 - Some of the finest Roman portraits are from this period. Look at the sestertius of Phillip I and the antoninianii of Gordian III and Aurelian. What attitudes and attributes are being communicated by these portraits? Does the Emperor look strong, or angry, or what? Compare with one of the portraits of Antoninus Pius.

- Many of the coins in this tray refer to military victories. What purpose did this serve with the Roman people?
- Another obvious occurrence of this period is the decay and degeneration of the artwork. At the beginning of the period, portraits are stunningly lifelike; by the end of the period, they are cartoonish and hard to tell apart. What might have caused this decline?
- Roman Coin Project Tray 6, The New Eastern Empire
 - The last coin from the Western Roman Empire in this series is the tiny, indecipherable little bronze of the Emperor Marcian, struck just 25 years before the fall of Rome in the west. Compare this with the gold solidus of the Emperor Theodosius II. What does that tell you about the two halves of the empire? (As an item of interest, the gold solidus of Theodosius was part of an issue of 100,000 struck at Thessalonika, just north of Constantinople, for the specific purpose of paying off Attila the Hun. Attila, at one time anyway, owned this coin.)
 - How do the Byzantine coins differ from those of the old Roman Empire? What might account for this? Hint: Identify specifically Christian types on these coins. Look for Christograms, crosses, and angels.
 - The coinage was extensively reformed around 490 AD by Anastasius. This forms a convenient numismatic (if not political) parting line between Roman and Byzantine coinage. Look at the big bronzes of the Byzantine period- how would you characterize the artwork?
 - At the end of the tray are coins from Rome's client kingdoms and her greatest enemies: Carthage and Parthia. How are the eastern coins obviously different from their Greek and Roman predecessors?
- The Late Republic and the Principate Tray 2
 - How would Augustus' decision to portray himself on coins be related to his Auctoritas?
 - Look at the legends (words around the edges of the coins) on the early Imperial issues of Augustus, the Flavians and Hadrian. What titles of the Emperor can you make out, and on which coins?
 - Key to abbreviations:
 - PM= Pontifex Maximus
 - PF= Pius Felix (The Happy and the Blessed)
 - TR P or TR POT= Tribunicia Potestas
 - PP= Pater Patria (Father of his Country)
 - COS= Consul
 - SC= Senatus Consulto
 - AVG= Augustus

- IMP= Imperator
 - CAES= Caesar
- Why would the Emperors go to such lengths to list these titles on the coins? (Hint: remember how Romans built status in their culture.)
- HIGHLIGHTS:
 - Denarius of Brutus showing his famous ancestor, the founder of the Republic.
 - Coins from Judea in the time of Christ
 - Roman **PROVINCIAL** coin of Nero from Antioch. Many of these coins were struck for localized use and are rare. They usually have Greek legends.
- Tetrarchy and Dissolution Tray 5
 - An obvious observation is that nearly all of these coins, ostensibly portraying a dozen or more individuals, show the exact same image. Why?
 - Notice the different styles on the Folleis of Diocletian and Galerius. Why would the Eastern coins show more stylization while the Western ones are more realistic?
 - Silver nearly disappears from circulation during this period except for a few Siliqua that circulated in Britain, Gaul and Northern Italy. Most coins were either gold or tiny bronzes. What does that tell you about the economy?
 - The Gold coinage remains the highlight of this collection; why might the state have maintained the gold coins at a high level of purity and size while debasing the bronze and silver?

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
The Anarchy	Roman Army Project	Students engage in a Jackdaw (™) simulation of the life of a Roman Legionary in the second or third century. These simulations depend on primary source documents and are set up to be worked through by station.	2 Days, 1 with Research
The Age of Constantine	Late Roman Primary Source Readings	● Diocletian: Edict on Maximum Prices ○ How does the Dominus justify this draconian set of rules and punishments? ○ What would seem to you to be the likely effects of these rules? ● The Council of Nicaea and the Nicene Creed ○ The statement of the Council sets the relationship between Church and Emperor until 1453; how would you define that relationship? ○ How might later Western “Emperors” find difficulty enforcing such powers? (remember the Investiture Controversy from World History) ○ How does the Nicene Creed deal with the major heresies of Arianism and Gnosticism? ● St Augustine: Civitas Dei “City of God” ○ This is the last breath of the Classical world and the first cry of the nascent Middle Ages. Augustine has one foot firmly anchored in each. How does he compare and contrast the views of Cicero about history with the Christian view he is articulating? ○ How does Augustine describe the relationship between God and man? These primary sources are all readily available on the internet.	1 Day, after Homework

Collapse of the West	Alaric and the Sack of Rome	The BBC Series <i>Ancient Rome: The Decline and Fall of an Empire</i> contains a high-quality documentary recreation of Alaric's sack of Rome. The documentary series comes with a companion book that offers maps and primary sources to supplement the films. Students will respond to the crisis of 409 A.D. in the persona of three individuals: A Roman Senator, a Visigothic soldier and a common citizen of Rome.	1 Day, plus Homework
Survival in the East	Hagia Sophia Virtual Experience	Much like the pantheon in Rome, Hagia Sophia is represented by at least two highly detailed internet virtual tours, one in 3D. Students will be divided into small groups of no more than four and assigned one aspect of the building: the dome, the mosaics, the structural framework, the external facade or the chapels. Each group will prepare a quick tour of the most significant elements of each component and take the rest of the class on a guided examination of that design element.	1 Day
Early Byzantium and The Birth of the Middle Ages	Justinian: <u><i>Corpus Juris Civilis</i></u>	For homework, students will read excerpts from Justinian's digest of Roman civil law. They will answer questions that help them understand how these laws were applied in late Roman times. In class, a short lecture will explain how Roman Civil Law is the basis of American Civil Law, and still used to adjudicate lawsuits in America every day. Given a modern legal scenario, students in pairs will argue and decide the cases based on Roman Civil Law. When finished, the instructor will reveal how a contemporary American court decided the matter in question.	1 Day

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.