

Intro to Classical World: Mythology & Religion in the Ancient Mediterranean

ESTABLISHED GOALS:		
<u>Competencies:</u> - Students will demonstrate the ability to analyze relationships among products, practices and perspectives in order to compare them across cultures. - Students will demonstrate the ability to interpret information from a variety of authentic and adapted ancient sources in order to connect with diverse cultural perspectives. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - SCLL 2.1. Demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans. - SCLL 2.2. Demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans. - SCLL 3.1. Reinforce and further their knowledge of other disciplines through their study of classical languages. - SCLL 4.2. Compare and contrast their own culture with that of the Greco-Roman world. - SCLL 5.2. Use knowledge of Greco-Roman culture in a world of diverse cultures. - Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.	Transfer	
	Students will be able to independently use their learning to <i>make informed decisions about current events and shifting paradigms through their own informed reading of ancient literature, history, and culture.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - knowledge of culture drives meaningful communication. - language and communication are at the heart of the human experience. - the perspectives, practices and products of a people define their culture. - culture and language are interrelated and influence how people behave. - culture and language evolve and are influenced by people, time and place. - analyzing texts for structure, purpose, and viewpoint allows a reader to gain insight and strengthen understanding. - world language learning offers opportunities to uncover big ideas in and about other disciplines.	ESSENTIAL QUESTIONS - Can ancient ideas be relevant today? - Does human nature change?
	Acquisition	
	<i>Students will know...</i> - that mythology is a separate discipline than religion. - that Mediterranean polytheism has roots in the older shared cultural idea of the Indo-Europeans. - that Mediterranean polytheism had many common sacrificial rituals. - that Greek religious practices differed from Roman	<i>Students will be skilled at...</i> - identifying some common products and practices of cultures: - identifying some common products related to home and community life of other cultures and their own. - identifying some common practices related to

	<i>religious practices.</i> • <i>that the Romans and Greeks had diverse views on the afterlife.</i> • <i>that visiting temples was an essential aspect of religious life.</i> • <i>that varying religious cults (such as the Vestal Virgins, cult of Asclepius, and the cult of Mithras) emphasized different aspects of ritual practice and belief.</i> • <i>that visiting temples was an essential aspect of religious life.</i> • <i>that the identity of Homer is disputed and that “Homer” may not be a single person.</i> • <i>that the mythological Trojan War reflects the history and values of Mycenaean civilization.</i> • <i>that epic poetry differs from other common forms of poetry in the ancient world.</i> • <i>that the mythic Trojan War was precipitated by both divine and human behavior.</i> • <i>that the epic poems of Homer and Vergil have an evolving view of fate and destiny.</i> • <i>that the story of Aeneas was used as propaganda to advance imperial interests in 1st century Rome.</i> • <i>that multiple versions of the myths surrounding the Trojan War existed and commented upon each other.</i> • <i>of the following key players, places, events, and ideas:</i> ○ <i>Troy, Mycenae, Sparta, Carthage, Asia Minor, Ithaca, Odysseus, Telemachus, Penelope, Heinrich Schliemann, Milman Parry, Achilles, Aeneas, Anchises, Hector, Priam, Briseis, Patroclus, Myrmidons, Thetis, Agamemnon, Andromache, Thersites, Homer, Vergil, Zeus/Jupiter, Aphrodite/Venus, Ares/Mars, Hera/Juno, Hephaestus/Vulcan, Artemis/Diana, Poseidon/Neptune, Hermes/Mercury, Demeter/Ceres, Kronos, Gaia, Prometheus.</i> <i>vocabulary: Proto-Indo-European religion, prophecy, monotheism, polytheism, etiology, libation, hearth, sacrifice, epic, penates, augury, hero, mythos, logos,</i>	home and community life of other cultures and their own. • identifying some basic cultural beliefs and values: ○ identifying some beliefs and values related to age, gender, social class, and ethnicity ○ identifying some characteristics of national identity ○ identifying ways in which cultures are globalized. • identifying and analyzing varying perspectives on cultural life (for example, Roman and Greek attitudes about religion, family, economy, technology, government, and social class) and contrasting them with perspectives in different time periods. • using material and written sources to analyze cultural ideologies and social conflicts. • using research to draw parallels between the political and ideological conflicts of the ancient world with those of contemporary culture. • recognizing the influence of the ancient world on western history and analyzing its significance and meaning. • using ancient perspectives to inform analysis of contemporary social problems. • Identifying some common products and practices of cultures • identifying some basic cultural beliefs and values
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	<i>religion, pietas, xenia, arete, dactylic hexameter</i>	
Content Area Literacy Standards		21st Century Skills
• RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. • <u>RH.9-10.2</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. • <u>RH.9-10.3</u> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. • <u>RH.9-10.4</u> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. • <u>RH.9-10.5</u> Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. • <u>RH.9-10.6</u> Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. • <u>RH.9-10.7</u> Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. • <u>RH.9-10.8</u> Assess the extent to which the reasoning and evidence in a text support the author's claims. • <u>RH.9-10.9</u> Compare and contrast treatments of the same topic in several primary and secondary sources. • <u>WHST.9-10.1</u> Write arguments focused on <i>discipline-specific content</i>. • <u>WHST.9-10.2</u> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. • <u>WHST.9-10.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • <u>WHST.9-10.5</u> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. • <u>WHST.9-10.6</u> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. • <u>WHST.9-10.7</u> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. • <u>WHST.9-10.8</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. • <u>WHST.9-10.9</u> Draw evidence from informational texts to support analysis, reflection, and research.		• <i>reason effectively</i> • <i>make judgments and decisions</i> • <i>solve problems</i> • <i>think creatively</i>



<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

<i>Summary of Key Learning Events and Instruction</i>			
<i>Language Arts Integration</i>		<i>Mathematics Integration</i>	
1.OA.1 Use		1.OA.1 Use	
<i>Technology Integration</i>		<i>District Materials</i>	
1.OA.1 Use			