

21st Century Lesson - Political Structures: Athens & Sparta Essay Grade 10 - Pre IB History

	Description																																								
Lesson Goals:	At the end of this lesson, each student should be able to say, "I can evaluate Athens' and Sparta's political structures to determine which city-state better ruled their people."																																								
Outcomes:	<p>PS 2 Compare and contrast political structures to ascertain the interdependent relationship between distinct polities while recognizing cultural, racial and ethnic diversity.</p> <p>PS 3. Demonstrate the connection between governmental systems and their impact on economic development and class diversity.</p> <p>PS 5. Assess how political power and authority have been used to create both social cohesion and conflict.</p>																																								
Driving Question or Target:	Were the people better served by the democracy in Athens or the oligarchy in Sparta?																																								
Key Vocabulary and Skills:	City-states, alliances, Peloponnesian League, Delian League, oligarchy, democracy, 5th BCE Greece, citizens, govern																																								
Screencast Link(s)	Athens vs Sparta Essay Breakdown																																								
Materials:	Teacher computer, LCD Projector, Chromebook/iPad or personal device, and/or computer lab, Research essay rubric, Essay Assignment paper copy or Google Classroom																																								
21 Century Competencies	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">I</th> <th style="text-align: center;">II</th> <th style="text-align: center;">III</th> <th style="text-align: center;">IV</th> </tr> </thead> <tbody> <tr> <td>Remember and Understand</td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Find and Validate</td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>Communicate and Collaborate</td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Analyse and Synthesize</td> <td></td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Apply and Connect</td> <td></td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Evaluate and Leverage</td> <td></td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Create and Publish</td> <td></td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>		I	II	III	IV	Remember and Understand	✓				Find and Validate		✓	✓		Communicate and Collaborate		✓	✓	✓	Analyse and Synthesize			✓	✓	Apply and Connect			✓	✓	Evaluate and Leverage			✓	✓	Create and Publish			✓	✓
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Lesson:

<p><u>I. Introduction (Teacher organized)</u> Review breakdown of the research question (RQ). Emphasize the significance of highlighting key aspects of the question and what the command term means in answering the question. Throughout the exercise field any questions students may have. At this stage, students already have completed an outline and their draft but require one more formative feedback check-in before students submit final copy.</p>	<p>Resources: Essay Question Deconstructing the RQ</p>
<p><u>II. Guided Learning (Teacher/student collaboration)</u> Today's lesson will focus on the peer review of the essay draft or finalization of the essay. Students will be at different stages of this activity. All essays must be submitted the following day.</p>	<p>Resources: Copy of APEC Outline Essay Draft</p>
<p><u>III. Collaborative Learning (Student focused activity)</u> Students will pair up with a classmate to peer edit each other's research paper. The peer editor must complete a peer review form. The peer editor should provide constructive feedback on the thesis, evidence points, assertion (this must be a comparative statement), use of historical evidence, and any glaring grammatical errors. The completed peer review form will be given back to the owner of the essay with comments and helpful suggestions to revise the paper.</p>	<p>Resources: Peer Review (draft copy or final essay)</p>
<p><u>IV. Grande Finale</u> Students can finalize their essay using feedback from outline, draft of their essay and the peer review. (These was completed in a previous lesson, a blank copy of the outline is provided) Students must review the Common Essay Mistakes Form and have it signed and submitted with the essay. This can be submitted as a paper copy or on Google Classroom.</p>	<p>Resources: Common Essay Mistakes Copy of APEC Outline</p>
<p><u>Reflection (Self assessment of learning target. Formative feedback)</u> Students must submit the outline with the final copy of the essay. Students will also have an opportunity to redo the essay once it has been marked and written feedback is provided.</p>	<p>Resources: Research Essay Rubric</p>
<p><u>Differentiation</u> Teacher can provide the themes for students who cannot find common factors through the evidence collected. Teacher can show individual students who need extra support how to integrate evidence to support themes.</p>	<p>Resources: N/A</p>