

21st Century Lesson - Political Structures of Ancient Athens and Sparta Grade 10 - Pre IB History

	Description																																								
Lesson Goals:	At the end of this lesson, each student should be able to say, "I can compare and contrast the political structures of Athens and Sparta."																																								
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 Political Structures																																								
Materials:	Teacher computer, LCD Projector, Chromebook/iPad or personal device, Research Activity Worksheet paper copy or Google Classroom, Readings (paper copy)																																								
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 style="text-align: center;">✓</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></p> <p>An overview of the PPT “ Athens vs Sparta Political Structures” will be conducted to establish context for the first formative assessment on collecting evidence from historical text.</p> <p>This overview is to establish context for the research essay. Today’s activity will focus on note taking from assigned readings.</p> <ul style="list-style-type: none">● <i>(At the end of the PPT is a documentary that students should watch and take notes on to understand the development of democracy in Athens.)</i>	<p>Resources: Athens-Sparta Political Structures PPT</p>
<p><u>II. Guided Learning (Teacher/student collaboration)</u></p> <p>Instructions on the Student Activity Worksheet located in Google Classroom (paper copy will also be provided). Teacher discuss the expectations for note-taking. Students are collecting evidence that identifies life in Athens and sparta under their respective political structures.</p> <p>Step I: Students are to read each article. While reading students are to highlight aspects of Athens rule in one colour and for Sparta’s rule in another colour. The activity sheet suggests pink and blue, but students can use two different coloured highlighters of their choosing. (Day 1)</p> <p>Step II: Students are to determine the content for each source (treatment of women, slaves, children, the economy, the military, laws and rights, values of society etc.) (Day 2)</p> <p>As students are reading and taking notes, teacher should move between student to student and provide reading and note-taking strategies for students who are having difficulty. Students may take notes on the electronic copy or paper copy.</p>	<p>Resources: Research Activity Worksheet Sources (TBA Fall 2016)</p>
<p><u>III. Collaborative Learning (Student focused activity)</u></p> <p>Students can work with a partner or in a group to share their notes derived from their readings. Students should organize or highlight their notes and provide headings for the content of each reading. For example, if Source A is about the treatment of Athenian and Spartan women and also includes the economy, students should then provide such headings and use different colour text or highlighters to highlight the important information.</p> <p>It is important to note that students note-taking should be in their own words to help students avoid plagiarism. (Day 2 or 3)</p>	<p>Resources: Research Activity Worksheet</p>
<p><u>IV. Grande Finale</u></p> <p>Students will submit their completed worksheet so that the teacher can review the balance of information between Sparta and Athens.</p>	<p>Resources: Written feedback on sheet</p>
<p><u>Assessment</u></p> <p>The completed worksheet will be used towards the summative assessment. A check mark will be placed in Gradebook for completion.</p>	<p>Resources: Completion Rubric</p>
<p><u>Differentiation</u></p> <p>Students may use additional sources but this must be approved by the teacher before students can use the document.</p>	<p>Resources: N/A</p>