Depth Study 2b: Ancient Greece

Unit of Work
Australian Curriculum: History

Developed by Emily FORREST
Pre-Service History Teacher | University of Newcastle

Available Online:

HERMES
History Education Research Network
http://hermes-history.net

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Scope and Sequence

Based on NSW Syllabus for Australian Curriculum: History

The unit plan outlined below sits in Depth Study 2 The Mediterranean World. The unit covers 6 weeks of study (from Term 1 Week 8 to Term 2 Week 3) and includes an assessment item. The assessment notification is given to students at the end of week 10. This is the same week that students cover content about Pericles. The assessment is due at the end of Week 1 Term 2 and therefore allows students to work on it during the school break. The unit plan has been designed in a way that matches outcomes to learning activities and follows the development of Bloom’s taxonomy. The unit ensures that all students are supported during their education of Ancient Greece as different learning styles are supported and on-going informal and formal assessment occurs. The unit plan does not dictate when lessons start and finish due to the fact that timing in the classroom and student’s needs are difficult to determine. The unit is designed so that teachers can follow it but also have room to use it as a standard rather than direct instruction. This is demonstrated in the three lesson plans.
### History Unit of Work - Emilia Forrest C3163459

<table>
<thead>
<tr>
<th>Stage: 4</th>
<th>Depth Study: Greece (Depth Study 2: The Mediterranean World)</th>
<th>Time Allocation: 15 Hours</th>
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<td>3 x 50 minute lessons/ per week = 6 weeks.</td>
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#### Unit Description:
Students study of the Mediterranean World, Ancient Greece, develops their understanding of the nature of history and historical sources, both archaeological and written. Students investigate physical features, the roles of key groups, beliefs and values, contacts and conflicts and personalities that characterize Ancient Greek history. Students will improve their historical skills and their knowledge of historical concepts.

#### Inquiry Questions:
- What key beliefs and values emerged and how did they influence societies?
- What were the causes and effects of contact between societies in this period?
- Which significant people, groups and ideas from this period have influenced the world today?

#### Outcomes:

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<tr>
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<th>Skills / Concepts: The physical features of the ancient society and how they influenced the civilisation that developed there:</th>
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<td></td>
<td>Describes major periods of historical time and sequences events, people and societies from the past HT4-2</td>
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#### Learning & Teaching Activities:
- Teacher and students construct a collaborative mind map on their knowledge of Ancient Greece using Coggle [https://coggle.it/](https://coggle.it/).
- Introduce the topic of Ancient Greek geography through guided questioning and discussion.
- Locate the main geographical and natural features of Ancient Greece. Students receive a map handout. Teachers show and discuss the main features on the map, displayed on overhead, smartboard or white/blackboard.
- Students perform a research task in pairs to answer the question “What were the main features of the geography of Greece?” Use these websites as a start:

#### Resources:
- Mind map resource: [https://coggle.it/](https://coggle.it/)
- Blank map handout
- Smartboard, white board or blackboard
- Markers or chalk for white/black board

#### Evidence of Learning:
- Mind map – informal assessment of knowledge
- Student presentation of Greek geography
- Class
- Uses a range of historical terms and concepts when communicating and understanding of the past HT4-10
- Uses evidence from sources to support historical narratives and explanation s HT4-6

<table>
<thead>
<tr>
<th>Uses a range of historical terms and concepts when communicating and understanding of the past HT4-10</th>
<th>Describes the geographic setting and natural features of the ancient society</th>
<th>Explain how the geographic setting and natural features influenced the development of the society</th>
</tr>
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<tr>
<td>Uses evidence from sources to support historical narratives and explanation s HT4-6</td>
<td><a href="http://ancienthistory.about.com/od/greekmapsall/a/70107greekgogr.htm">http://ancienthistory.about.com/od/greekmapsall/a/70107greekgogr.htm</a></td>
<td>Students will create one page of collected research and select two sources they found useful. Teacher monitors student progress during the exercise and students will present their work to the class.</td>
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<tr>
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<td><a href="http://www.ancientgreece.co.uk/geography/home_set.html">http://www.ancientgreece.co.uk/geography/home_set.html</a></td>
<td>Students receive a number of different sources - ancient, modern, written, archaeological, primary, secondary – that portray the influence and impacts of Ancient Greek geography and natural features. Students work independently on comprehension, explanation and interpretation questions. Such as: What types of climate, vegetation, and agricultural cultivation is found in the Aegean region? What advantages and disadvantages does the geography pose for the ancient Greek peoples?</td>
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<td></td>
<td>Activity is concluded with a class brainstorm: List the ways that geography and climate shaped Greek life and Greek history.</td>
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<td></td>
<td></td>
<td>Introduction to the next section of content which still relates to geography, students watch video clip from 0.00-4.00 <a href="http://education-portal.com/academy/lesson/greek-city-states-and-governments.html#lesson">http://education-portal.com/academy/lesson/greek-city-states-and-governments.html#lesson</a> . Teachers must provide historical context before playing the video.</td>
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- Describes major periods of the ancient

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<th>Roles of key groups in the ancient</th>
<th>Teachers will have students participate in inquiry planning for the lesson. The lesson’s content will be explained to students and teachers will ask for student feedback and input until both teacher and students will create one page of collected research and select two sources they found useful. Teacher monitors student progress during the exercise and students will present their work to the class.</th>
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<td></td>
<td>Teacher guides class discussion about student’s answers.</td>
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- Research websites:
  - http://ancienthistory.about.com/od/greekmapsall/a/70107greekgogr.htm
  - http://www.ancientgreece.co.uk/geography/home_set.html

- Source activity handout: Greek geography and natural features

- Video:

Discussion on sources activity Brainstorm – informal assessment of knowledge

Collection and teacher review of
<p>| historical time and sequences events, people and societies from the past HT4-2 describes and assesses the motives and actions of past individuals and groups in the context of past societies HT4-3 uses a range of historical terms and concepts when communicating an understanding of society, including the influence of law and religion: |
|--------------------------------------------------|--------------------------------------------------|
| - Outline how the ancient society was organised and governed including the roles of law and religion |
| - Describe the roles of appropriate key groups in the ancient society, e.g. the ruling elite, the nobility, and student is confident that it will be an effective lesson. |
| - Teacher will provide students with a short exposition about the organisation of Ancient Greek society. Greek city-states will be explained in co-operation with the students’ previous mapping exercise. |
| - Students will explore how Ancient Greek society was organised and governed through a comprehension and source analysis handout. The activity will cover city-states, political structure, social structure and religion. The information and sources provided will outline the differences between Athenian society and Spartan society, which is used in the next task. |
| - In pairs students will be asked to write a script of a conversation between a Spartan man and an Athenian man. The script should cover questions such as: 1. Did Athens and/or Sparta have Kings? 2. What were the leading officials called in both Athens and Sparta? 3. How many leading officials were there in Athens and Sparta? 4. How were people chosen for the council in Athens and Sparta? 5. Who could participate in the Government? Additional resources: <a href="http://www.diffen.com/difference/Athens_vs_Sparta">http://www.diffen.com/difference/Athens_vs_Sparta</a> <a href="http://www.allempires.com/article/index.php?q=sparta_versus_athens">http://www.allempires.com/article/index.php?q=sparta_versus_athens</a> |
| - Jigsaw activity covering the roles of different groups in Ancient Greek society: the ruling elite (aristocrats), the nobility, citizens (free people), bureaucracy, women and slaves. |
| - Class discussion and consolidation asking students to make a judgement on the social structure. |
| Map from first lesson |
| Comprehension and source analysis handout: Greek social organisation |
| Pairs activity handout/instructions |
| Jigsaw handout: groups in Ancient Greece |
| “What’s in a pot activity?” |
| source analysis handout (Greek social organisation) |
| Script and role-play monitored by teacher during class |
| Class discussion consolidates student understanding about Greek social structure |
| Collection and review of empathy task. Students understanding of historical concepts (e.g. empathy, perspectives) |</p>
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<th>uses evidence from sources to support historical narratives and explanation s HT4-6</th>
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| • Describe the everyday life of men, women and children in the ancient society | • Individual students responses to the questions: What beliefs and values can you see emerge after studying social structure? Can you see any similarities or differences between Ancient Greek society and today’s society?
• As a class students will explore the “What’s in a pot?” activity on The British Museum’s website [http://www.ancientgreece.co.uk/dailylife/explore/exp_set.html](http://www.ancientgreece.co.uk/dailylife/explore/exp_set.html). Teachers will guide dialogue about the importance of archaeological artefacts when looking at history. Students will navigate the activity and be encouraged to ask questions.
• Students will be issued with a floor plan of an Ancient Greek house. They are to mark where each family member would reside and activities they would be partaking in.
• Empathy task: Students will be asked to write a personal response about their understanding of family and societal roles in Ancient Greece. Do you think you could live in the same conditions? Do you believe that these roles have changed or adapted? Class discussion and consolidation will finish the activity. |

<table>
<thead>
<tr>
<th>➢ describes and assesses the motives and actions of past individuals and groups in the context of</th>
<th>The role of a significant individual in the ancient Mediterranean world such as Pericles:</th>
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<td>• Using a range of</td>
<td>Assessment notification handed out to all students.</td>
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</table>
| | • Students cooperatively and independently from the teacher create a mind map on a smartboard or white/blackboard that links all of their current knowledge about Ancient Greece together.
• Teacher verbally introduces Pericles, distinguishing his immense impact on Greek society. The dialogue will also address Pericles positive representation in sources.
• Working in pairs, students prepare a fact file of Pericles life and successes. A template will be provided: Name, birth and death, |

http://www.ancientgreece.co.uk/dailylife/explore/exp_set.html

Floor plan handout

![Mind map – informal assessment of knowledge gained during the unit so far](https://example.com/mind_map.png)

Teachers review of students fact
| past societies HT4-3 | Uses evidence from sources to support historical narratives and explanation s HT4-6 | Uses a range of historical terms and concepts when communicating an understanding of the past HT4-9 | Selects and uses appropriate oral, written, visual and digital sources, including digital sources, investigate the role of a significant individual in the ancient Mediterranean world. | Students watch YouTube clip https://www.youtube.com/watch?v=yXnEewb4GE4&noredirect=1
Teacher will provide historical context before playing the clip. Students need to consolidate what they have learnt about Pericles's military actions before jumping into this investigation of the Delian League. | Students will assess the representation of Pericles in the YouTube clip as a class discussion. | Affinity Diagram asking the question, “What do I already know about Pericles?”. Students in groups of 3. | Teachers will examine the assessment notification with students in class, discussing the task and the marking criteria. | Pericles fact file resources http://www.history.com/topics/ancient-history/pericles http://www.pbs.org/empires/thegreeks/htmlver/characters/f_pericles.html YouTube clip on Pericles https://www.youtube.com/watch?v=yXnEewb4GE4&noredirect=1 Colourful note cards for affinity diagram Pericles source analysis handout | file assesses student content knowledge Class discussion – assessment of students understanding of Pericles and of the YouTube source Affinity diagram – student assessment of knowledge and understanding |
digital forms to communicate about the past HT4-10

- Describes major periods of historical time and sequences events, people and societies from the past HT4-2
- Uses evidence from sources to support historical narratives and explanation s HT4-6
- Uses a range of

| The significant beliefs, values and practises of the ancient society, with a particular emphasis on either: warfare, or death and funerary customs: | To introduce the new section of work students will receive a number of images to study, for example archaeological artefacts and objects. All the images will relate to beliefs, values and practises in Ancient Greece. Students will write a mini source analysis for half of the sources, preferably the ones they find interesting.
- Students will turn to a partner and take turns explaining their response to the sources. Partners will praise each other’s work and provide constructive comments.
- Students will be given a handout of other types of sources and information about death and funerary customs. These will be discussed as a class. Student participation is highly encouraged.
- The pairs will then join another pair, making a group of four, for an empathetic writing task. Imagine you are a fictional character in Ancient Greece.
  1. You are writing to your friend about a funeral you have witnessed.
  2. Or, you are writing a diary entry about a funeral you have witnessed.
  Your writing should include:
  - The process of traditional funeral rites
  - Your lamentation
  - the importance and presence of the gods (Tartarus, Hades) |
| Beliefs and values archaeological sources sheet |
| Death and funerary customs sources handout (all types of sources) |
| Empathetic writing task handout/instructions |
| Smartboard, black or white board and markers |
| Partner response to source analysis – peer assessment |
| Class dialogue about death and funerary customs sources, informally assesses student historical skills |
| Collection and review of group empathy task, |
historical terms and concepts when communicating an understanding of the past HT4-9

- what the funeral said about the person’s social status
- the opportunity for reincarnation
- what you will do to ward off death

Students are encouraged to do group research for this task as well as using the sources provided.

- Teacher will question students about their understanding of the significance of death and funerary customs to Ancient Greek society. Why do you think the Ancient Greeks believed in their gods so faithfully? Students will brainstorm and form an answer to this question collaboratively. Teacher will record it on a smartboard or white/blackboard for students.

Class questioning – judges the development of students historical understanding of beliefs and values

| describes major periods of historical time and sequences events, people and societies from the past HT4-2 |
| describes and assesses Contacts and conflicts within and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade and peace treaties: |
| Assessment Due – Handed in at class |
| • Students receive a challenging source that will provide context about ancient Greek conflict and suggest historiographical issues. The modern source is J.A.S. Evans “Herodotus and the Ionian Revolt”. The teacher will scaffold students understanding of the source, providing context and discussing key issues in detail. |
| • A mapping exercise will follow. Students will use the same map from the beginning of the unit or be provided will a blank map. Students will mark – Greece and Persia |
| - Shade the Persian Empire |
| - Shade Athenian control |
| - Mark where the Ionian revolt occurred. Naxos and Miletus. |
| • Students will be provided with a number of useful websites. They will construct a timeline of events from 449-493BC, providing |
| Source handout J.A.S. Evans pp. 401-402 |
| Map from previous lessons or new blank map |
| Smartboard, black or white board and markers |
| Timeline template |

Assessment collection – provides insight to student understanding of Pericles role and significance

Student questioning and collaborative
| the motives and actions of past individuals and groups in the context of past societies HT4-3 uses evidence from sources to support historical narratives and explanation s HT4-6 selects and uses appropriate oral, written, visual and digital forms to communica te about the | • Identify contacts and conflicts of peoples within the ancient world  
• Describe significant contacts with other societies through trade, warfare and conquest  
• Explain the consequenc es of these contacts with other societies, e.g. developments in short details about each historical feature in the revolt.  
http://ancienthistory.about.com/od/warsbattles/p/072010-The-Beginning-Of-The-Ionian-Revolt.htm  
http://europeanhistory.boisestate.edu/westciv/persian/04.shtml  
http://ehistory.osu.edu/world/articles/ArticleView.cfm?AID=19  
http://news.bbc.co.uk/dna/place-lancashire/plain/A9902298 |
| --- | --- |
|  | • Using the source provided at the start of the lesson and their new knowledge students will be asked to list the causes of the Ionian Revolt. Students will collaborate their ideas and write a conclusive list on the board.  
• Using a range of sources students will perform a think, pair, share on the Battle of Marathon  
• Students will reform groups of three and create a mind map on the question “How did the battle of Marathon affect Greece?”  
• To conclude the teacher will scaffold student discussion about the significance of particular sources provided in the lesson and ask questions about their reliability  
• Students will be provided with a comprehension sheet about the Battle of Thermopylae. Questions will be performed from website http://www.ancientgreece.co.uk/war/story/sto_set.html Questions and activities will be performed independently as the student navigates the website  
• In small groups students will closely analyse Herodotus’ account of the Battle of Thermopylae and do a fact file on Herodotus, template provided. The template guides student learning about historical perspectives.  
• In the same groups student will be asked to form an argument regarding the question, “Do you believe that the Persian army consisted of 2,500,000 men, as stated by Herodotus? Students |
| Timeline resources | • Think, pair, share shows students first knowledge about Marathon  
• Class debate on Thermopylae. Students have the opportunity to show historical inquiry skills  
• Sharing source question answers on trade with a task – reveals student knowledge about the significance of the Ionian Revolt |
<table>
<thead>
<tr>
<th>past HT4-9</th>
<th>trade, the spread of religious beliefs, the emergence of empires and diplomacy</th>
<th>will engage in research and evidence their response. A class debate will be staged, some groups for and some groups against the debate topic.</th>
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<tbody>
<tr>
<td>• Explain the legacy of the chosen ancient society</td>
<td>Teachers will design either a Smart Notebook lesson or a PowerPoint that scaffolds student understanding about ancient Greek trade and its connection to contact and conflict. Activities may include:</td>
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<td>- Source analysis of a map marking trade routes, ancient Greek coin, images on pottery etc. Students will be asked to describe what this tells them about trade.</td>
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<td>• Students will be provided with a source analysis activity. The handout will offer a range of sources for students. The questions and activities will begin on the lower end of bloom’s taxonomy and finish on the higher end. Students will share their answers with the person next to them upon completion.</td>
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<td>• In groups of 3 students will make a poster that represents the legacy of Ancient Greece. Draw upon the knowledge you have gained during this topic and answer the following question “What were some of the forces that influenced the rise of civilization in Ancient Greece? Be creative and use sources to evidence your writing. Posters will be presented and explained to the class.</td>
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Resources

Websites

https://coggle.it/
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http://www.diffen.com/difference/Athens_vs_Sparta
http://www.ancientgreece.co.uk/dailylife/explore/exp_set.html
http://www.history.com/topics/ancient-history/pericles
http://www.pbs.org/empires/thegreeks/htmlver/characters/f_pericles.html
http://ancienthistory.about.com/od/warsbattles/p/072010-The-Beginning-Of-The-Ionian-Revolt.htm
http://europeanhistory.boisestate.edu/westciv/persian/04.shtml
http://ehistory.osu.edu/world/articles/ArticleView.cfm?AID=19
http://news.bbc.co.uk/dna/place-lancashire/plain/A9902298
http://www.ancientgreece.co.uk/war/story/sto_set.html
http://www.ancient.eu/article/115/
http://www.metmuseum.org/toah/hd/angk/hd_angk.htm

Clips/Video Series

https://www.youtube.com/watch?v=yXnEewb4GE4&noredirect=1
Books and Articles


Herodotus *The Histories* accessed through
[http://www.shsu.edu/~his_ncp/Herother.html](http://www.shsu.edu/~his_ncp/Herother.html)


**LESSON PLAN 1**

<table>
<thead>
<tr>
<th>STAGE: 4</th>
<th>DEPTH STUDY: The Mediterranean World</th>
<th>TOPIC: Greece</th>
<th>LESSON: 9/18 in unit plan</th>
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**LESSON FOCUS:** Using a range of sources, including digital sources, investigate the role of a significant individual in the ancient Mediterranean world. This lesson explores the significance on Pericles in Ancient Greece. Students will also develop their source analysis skills.

**CONCEPTS**
- Continuity and Change
- Cause and Effect
- Perspectives
- Empathetic Understanding
- Significance
- Contestability

**SKILLS**
- Comprehension: Chronology, Terms & Concepts
- Analysis and Use of Sources
- Perspectives and Interpretations
- Empathetic Understanding
- Research
- Explanation and Communication

**OUTCOMES**

- Describes and assesses the motives and actions of past individuals and groups in the context of past societies HT4-3
- Uses evidence from sources to support historical

**STRATEGIES | LEARNING & TEACHING ACTIVITIES**

- Mind map: Without the teachers guidance students are asked to collaboratively create a mind map that links all of their current knowledge about Ancient Greece. This can be performed on a smartboard or white/blackboard. Students will scaffold their own learning unless teachers see need for direction. In the activity students must outline geography and natural features, their impact on Greek society, societal organisation and key groups in Greek history. They are recalling all the knowledge they have already gained during this topic.

- Teacher’s exposition: Teacher verbally introduces Pericles to students. Teachers must outline key aspects of his legacy, including military achievements, oratorical skills, political rise, lasting legacy. Teacher should also provide a brief explanation of the historiography

**RESOURCES**

- Smartboard, or black/whiteboard and markers
- Fact file handout
- Website

**RATIONALE**

- **ENGAGE:** Students will begin their learning journey by engaging with the content they have already learnt in the previous lessons. Students will consolidate their learning before moving onto to new concepts. It will also enable to students to more easily connect their information together.

- **EXPLORE:** Students will listen to the teacher explore Pericles as an historical figure. Audio learners will be significantly
| Narratives and explanations | Uses a range of historical terms and concepts when communicating an understanding of the past | Resources: [http://www.history.com/topics/ancient-history/pericles](http://www.history.com/topics/ancient-history/pericles)  
Support, while visual and kinesthetic learners will engage during the fact file. It is important for all types of learners to be supported. Students are able to investigate Pericles character as guided by the teacher and the development of the fact file. Working in pairs encourages students to scaffold each others learning. |
|---------------------------|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| of Pericles, guiding students to look for clues that sources may be pro-Athenian or anti-Athenian. Fact File: Working in pairs, students prepare a fact file of Pericles life and successes. A template will be provided: Name, birth and death, allegiance, rank, battles/wars, achievements political and otherwise, interesting facts. Some sources to consider:  
[http://www.history.com/topics/ancient-history/pericles](http://www.history.com/topics/ancient-history/pericles)  
Students will explore Pericles legacy, which they will further understand through their assignment. Teacher will monitor student progress and ensure all students are being properly supported. Teacher will give attention to students working slower. | Student Presentation: Pairs will be asked to do a short presentation describing what they learnt about Pericles military achievements, from their fact file. Teacher will ensure that these student presentations cover all the important features of Pericles military campaigns before moving on to the next section. YouTube clip: Teachers will move the class presentations into a discussion about the historical context of the clip. Teachers must transition students historical understanding from military to political. An explanation of the Delian League will be provided and any questions answered before playing the clip.  
[https://www.youtube.com/watch?v=yXnEewb4GE4&noredirect=1](https://www.youtube.com/watch?v=yXnEewb4GE4&noredirect=1) | EXPLAIN: Students will have a direct opportunity to communicate their knowledge to the class. Students must support their presentation with evidence and make an early judgment of Pericles that will develop further. The YouTube clip by itself gives a more academic perspective of Pericles successes. What the students have just learnt in the fact file will be developed further from the clip. |
| HT4-6                      | HT4-9                                                                                         | YouTube clip: [https://www.youtube.com/watch?v=yXnEewb4GE4&noredirect=1](https://www.youtube.com/watch?v=yXnEewb4GE4&noredirect=1)                                                                 |
| **Student Reflection:** Students will take individual notes, assessing the representation of Pericles in the YouTube clip. Students will be encouraged to reflect on their personal response to the clip and their investigative response to the clip. Teacher will call on students to discuss some of their thoughts. By this point in the lesson students should feel confident sharing their thoughts on Pericles. This class discussion is an opportunity for the teacher to understand the student learning process and their development of knowledge about Pericles and about the sources. If the teacher does note any issues or shortfalls in student knowledge they can address this more deeply in the next lesson. |
| **ELABORATE:** This activity challenges students to make an informed response to the YouTube clip. Students will use the knowledge and skills they have learnt during the lesson and apply them here. Students have the opportunity to match their understanding of Pericles life with their historical analysis skills. Verbal communication allows students to personally assess their knowledge on Pericles. |
| **Student reflection:** Students will evaluate their own learning process by stating for the class one interesting thing they learnt that lesson. This activity allows students to reflect on their progress during the lesson and consolidate a section of work before finishing the class. By getting each student to do this almost all important aspects of the lesson should be mentioned by the end. Students will be reminded of what they learnt that day before leaving the classroom. |
| **EVALUATE:** Students further assess their own learning by recalling an interesting feature of the class. This reflection and sharing promotes a deep understanding of lesson content. |
## Fact File: Pericles

<table>
<thead>
<tr>
<th>Name:</th>
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<tbody>
<tr>
<td>Birth and Death:</td>
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<tr>
<td>Allegiance:</td>
<td></td>
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<tr>
<td>Rank:</td>
<td></td>
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<td>Battles/Wars contributed in:</td>
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<td>Achievements, political and otherwise:</td>
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<tr>
<td>Interesting Facts:</td>
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<td>Sources:</td>
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LESSON PLAN 2

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<tr>
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<th>LESSON: 10/18 in unit plan</th>
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</thead>
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**LESSON FOCUS:** Assess the role and significance of the Pericles. Students will perform a close analysis of Pericles through sources.

**CONCEPTS**
- Continuity and Change
- Cause and Effect
- Perspectives
- Empathetic Understanding
- Significance
- Contestability

**SKILLS**
- Comprehension: Chronology, Terms & Concepts
- Analysis and Use of Sources
- Perspectives and Interpretations
- Empathetic Understanding
- Research
- Explanation and Communication

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>STRATEGIES</th>
<th>LEARNING &amp; TEACHING ACTIVITIES</th>
<th>RESOURCES</th>
<th>RATIONALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describes and assesses the motives and actions of past individuals and groups in the context of past societies HT4-3</td>
<td>Affinity Diagram: In groups of 3 students will create an affinity diagram asking the question, “What do I already know about Pericles?” Students will use knowledge gained in the previous lesson. Students are provided with the opportunity to consolidate their learning before moving forwards with content. Assessment overview: Teachers will examine the assessment notification with students in class, discussing the task and the marking criteria. All teachers will have a strong understanding of what information students need to be given which is essentially detailed in the outcomes and the marking criteria.</td>
<td>Coloured note cards Assessment notification</td>
<td>ENGAGE: Students will recall the information that they learnt during the previous lesson. Students will quickly engage with their current knowledge base before moving on to more difficult content. This activity engages students because of the colourful cards and the group work makes this short activity fun for students.</td>
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<tr>
<td>Uses evidence from sources to support historical</td>
<td>Source Analysis: Students will be provided with a source analysis and comprehension handout. This handout details a number of different sources about Pericles. The sources will be explored in depth with the</td>
<td>Source analysis and comprehension</td>
<td>EXPLORE: The collaborative exploration of sources will enable students to deeply...</td>
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<tr>
<td>Teacher activity</td>
<td>Handout details</td>
<td>Notes</td>
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<td>Teacher until all students have an excellent understanding of their significance and usefulness. Students will have the opportunity to ask questions before moving on to the activities. The teacher will also provide an explanation of the historical context surrounding the sources. This will guide students to be investigative when they begin the activities.</td>
<td>Source analysis: Comprehension and source analysis questions will ask students to compare and contrast different perspectives and hypothesise why these differences may have occurred. The questions and activities will move from the lower end of bloom’s taxonomy to the higher end, i.e. from understanding to evaluating. The activities will give students the opportunity to foster their learning of Pericles before beginning the assignment. The teacher will monitor student progress and use the opportunity to assess students learning and help scaffold students who may be behind. Collection of students answers would allow the teacher to further assess students communication skills.</td>
<td>EXPLAIN: The comprehension and source analysis questions will ask students to provide evidence for their thoughts. The questions will challenge student’s lower order and higher order thinking skills. Students will be asked to deeply engage with their knowledge of Pericles and their interpretation of the sources.</td>
<td></td>
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<td>Source analysis: Comprehension and source analysis questions will ask students to provide evidence for their thoughts. The questions will challenge student’s lower order and higher order thinking skills. Students will be asked to deeply engage with their knowledge of Pericles and their interpretation of the sources.</td>
<td>Source analysis and comprehension handout</td>
<td>EXPLAIN: The comprehension and source analysis questions will ask students to provide evidence for their thoughts. The questions will challenge student’s lower order and higher order thinking skills. Students will be asked to deeply engage with their knowledge of Pericles and their interpretation of the sources.</td>
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<tr>
<td>Assessment brainstorm (comic book): Students will have the opportunity to brainstorm and draft ideas for their comic book on Pericles. They may use this time to collate their thoughts with peers and bounce ideas off each other. This drafting time will get students thinking about their plan of attack for the assessment and they will be guided to choose their main focus for the comic book in today’s lesson. The teacher will emphasize that students are being asked to assess Pericles role and significance, not just describe it. Students must be encouraged to think creatively and inquisitively.</td>
<td>Assessment brainstorm (comic book): Students will have the opportunity to brainstorm and draft ideas for their comic book on Pericles. They may use this time to collate their thoughts with peers and bounce ideas off each other. This drafting time will get students thinking about their plan of attack for the assessment and they will be guided to choose their main focus for the comic book in today’s lesson. The teacher will emphasize that students are being asked to assess Pericles role and significance, not just describe it. Students must be encouraged to think creatively and inquisitively.</td>
<td>ELABORATE: This brainstorming activity will ask students to further develop their thoughts from the last activity. The previous source analysis task will easily flow into this activity. Student’s evaluation of sources will help guide their ideas for the comic book.</td>
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<tr>
<td>Class Discussion: Teacher will invite discussion about the significance of the sources explored in today’s lesson. The discussion will enable students to develop their historical skills when considering sources about Pericles. This historiographical awareness will aid students when they begin their assessment task. Students will be encouraged to participate and share ideas about why sources may present different representations of Pericles.</td>
<td>EVALUATE: Class discussion gives students the opportunity to check in with the teacher and with their classmates on their analysis of sources. Students will make educated judgments on the importance of source inquiry. This discussion will aid them to begin their assessment task.</td>
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Stage 4 Assessment Task
The Mediterranean World – Ancient Greece

Outcomes to be assessed
A student:
- Describes and assesses the motives and actions of past individuals and groups in the context of past societies HT4-3
- Uses evidence from sources to support historical narratives and explanations HT4-6
- Uses a range of historical terms and concepts when communicating an understanding of the past HT4-9
- Selects and uses appropriate oral, written, visual and digital forms to communicate about the past HT4-10

TASK: Design and create a comic book that features Pericles as the hero.

In the comic book you must use the sources studied in class and your own research to construct a narrative about the role and significance of Pericles in Ancient Greek history. You are encouraged to use your source analysis skills to make a dialogue about Pericles legend. Be creative and inquisitive!

You will be assessed on:
- Your ability to describe the role of Pericles in Ancient Greece
- Your ability to assess the role and significance of Pericles in Ancient Greece
- Your ability to use relevant historical information from a number of sources
- Select and use appropriate forms to communicate effectively about the past.
Marking Guidelines

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
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<tbody>
<tr>
<td>• Uses appropriately a wide range of historical terms and concepts</td>
<td>9-10</td>
</tr>
<tr>
<td>• Effectively describes and assesses the motives and actions of Pericles</td>
<td></td>
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<tr>
<td>• Effectively uses evidence from sources to support historical narratives and explanations</td>
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<tr>
<td>• Uses the form of the comic book to effectively communicate about the past</td>
<td></td>
</tr>
<tr>
<td>• Uses appropriately a wide range of historical terms and concepts</td>
<td>7-8</td>
</tr>
<tr>
<td>• Soundly describes and assesses the motives and actions of Pericles</td>
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<tr>
<td>• Soundly uses evidence from sources to support historical narratives and explanations</td>
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<tr>
<td>• Uses the form of the comic book to soundly communicate about the past</td>
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<tr>
<td>• Uses appropriately a range of historical terms and concepts</td>
<td>5-6</td>
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<tr>
<td>• Describes and assesses the motives and actions of Pericles</td>
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<tr>
<td>• Uses evidence from sources to support historical narratives and explanations</td>
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<tr>
<td>• Uses the form of the comic book to communicate about the past</td>
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<tr>
<td>• Uses a limited range of historical terms and concepts</td>
<td>3-4</td>
</tr>
<tr>
<td>• Somewhat describes and assesses the motives and actions of Pericles</td>
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</tr>
<tr>
<td>• Makes limited use of sources to support historical narratives and explanations</td>
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<tr>
<td>• Makes limited use of the comic book form to communicate about the past</td>
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<tr>
<td>• Uses some historical terms and concepts</td>
<td>1-2</td>
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<tr>
<td>• Describes the actions of Pericles</td>
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<tr>
<td>• Uses some or no sources to support historical narratives and explanations</td>
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</tr>
<tr>
<td>• Somewhat uses the comic book form to communicate about the past</td>
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Sources on Pericles

Source A) Herodotus *The Histories* 6.131

In this source Herodotus, an ancient Greek historian, describes how Agariste dreamed a few nights before Pericles’ birth that she had borne a lion. One interpretation of the dream treats the lion as a traditional symbol of greatness.

*So much for the assessment of the suitors, which spread the reputation of the Alcmaeonidae throughout Greece. The marriage of Megacles and Agariste produced the Cleisthenes who fixed the tribes and established democracy at Athens. He was named after his mother’s father, the tyrant of Sicyon. As well as Cleisthenes, Megacles also had a son called Hippocrates, who became the father of another Megacles and another Agariste, named after Cleisthenes daughter. This Agariste, the daughter of Hippocrates, married Xanthippus the son of Ariphron. When she was pregnant she dreamt she gave birth to a lion, and then a few days later she bore Xanthippus son, Pericles.*

Source B) A bust of Pericles bearing the inscription "Pericles, son of Xanthippus, Athenian". Marble, Roman copy after a Greek original from c. 430 BC.
In this source the ancient Greek historian Thucydides describes how Pericles came to be the “first citizen of Athens”. Thucydides explains how Pericles had an innate charisma to lead, to convince and sometimes to manipulate his people. Yet, Thucydides focuses on Pericles integrity and his ability to guide the Athenians.

Such were the arguments by which Pericles tried to cure the Athenians of their anger against him and to divert their thoughts from their immediate afflictions. As a community he succeeded in convincing them; they not only gave up all idea of sending to Lacedaemon, but applied themselves with increased energy to the war; still as private individuals they could not help smarting under their sufferings, the common people having been deprived of the little that they were possessed, while the higher orders had lost fine properties with costly establishments and buildings in the country, and, worst of all, had war instead of peace. ...

Not long afterwards, however, according to the way of the multitude, they again elected him general and committed all their affairs to his hands, having now become less sensitive to their private and domestic afflictions, and understanding that he was the best man of all for the public necessities. For as long as he was at the head of the state during the peace, he pursued a moderate and conservative policy; and in his time its greatness was at its height. ...

Pericles indeed, by his rank, ability, and known integrity, was enabled to exercise an independent control over the multitude—in short, to lead them instead of being led by them; for as he never sought power by improper means, he was never compelled to flatter them, but, on the contrary, enjoyed so high an estimation that he could afford to anger them by contradiction ... In short, what was nominally a democracy became in his hands government by the first citizen.
In this source historian Aristotle tells of Pericles rise to power. The democratic party gradually became dominant in Athenian politics, and Pericles seemed willing to follow a populist policy in order to persuade the public, especially away from his rival Cimon. Cimon was both rich and generous, and was able to gain public favor by handing out portions of his personal fortune. The source also describes the institution of pay for services in law-courts, which did eventually lead to corruption.

After this Pericles came forward as popular leader, having first distinguished himself while still a young man by prosecuting Cimon on the audit of his official accounts as general. Under his auspices the constitution became still more democratic. He took away some of the privileges of the Areopagus, and, above all, he turned the policy of the state in the direction of sea power, which caused the masses to acquire confidence in themselves and consequently to take the conduct of affairs more and more into their own hands.

Pericles was also the first to institute pay for service in the law-courts, as a bid for popular favour to counterbalance the wealth of Cimon. The latter, having private possessions on a regal scale, not only performed the regular public services magnificently, but also maintained a large number of his fellow-demesmen ...

Pericles' private property was quite unequal to this magnificence and accordingly he took the advice of Damonides of Oia (who was commonly supposed to be the person who prompted Pericles in most of his measures, and was therefore subsequently ostracized), which was that, as he was beaten in the matter of private possessions, he should make gifts to the people from their own property; and accordingly he instituted pay for the members of the juries. Some critics accuse him of thereby causing a deterioration in the character of the juries, since it was always the common people who put themselves forward for selection as jurors, rather than the men of better position.
Comprehension and Source Analysis

1. List whether each source is primary or secondary. Explain why.

2. (i) What does source A describe?
   (ii) Together, what do source A and source B reveal to us about Pericles? Do you have an initial reaction to his portrayal in these sources?

3. (i) What does source C describe?
   (ii) What do you believe is the purpose of this source?

4. Can you find any similarities or differences in Pericles representation in source A and source C?

5. Thucydides was an Athenian historian, political philosopher and general in Peloponnesian War with Pericles. Knowing this new information does this alter your perspective of his source (source C)? Do you think his context would have influenced his writing?

6. How does source D portray Pericles?

7. Compare this representation of Pericles in source D to source B and C.

8. Reviewing the sources, what do you believe was Pericles most important achievement? Why?
LESSON PLAN 3

<table>
<thead>
<tr>
<th>STAGE:</th>
<th>DEPTH STUDY: The Mediterranean World</th>
<th>TOPIC: Greece</th>
<th>LESSON: 11/18 in unit plan</th>
</tr>
</thead>
</table>

**LESSON FOCUS:** *Explain how the beliefs and values of Ancient Greece are evident in practices related to death and funerary customs.*

Students will explore the significance of beliefs and values in Ancient Greek history. The lesson will guide students to understand how these beliefs and values are represented in death and funerary customs.

**CONCEPTS**
- Continuity and Change
- Cause and Effect
- Perspectives
- Empathetic Understanding
- Significance
- Contestability

**SKILLS**
- Comprehension: Chronology, Terms & Concepts
- Analysis and Use of Sources
- Perspectives and Interpretations
- Empathetic Understanding
- Research
- Explanation and Communication

**OUTCOMES**
- Describes major periods of historical time and sequences events, people and societies from the past
- HT4-2
- Uses evidence from sources to support historical

**STRATEGIES | LEARNING & TEACHING ACTIVITIES**

**ENGAGE:**

Source analysis: To introduce the new section of work students will receive a number of archaeological images to study. The images will all relate to beliefs, values and practices of the Ancient Greek. This source review will get the students inquiry skills engaged as they piece together what they are seeing. The sources will all be images.

**EXPLORE:**

Source analysis: Students will write a mini source analysis for half of the sources, the ones that interest them. This source analysis should be quick and easy for students and not take up much time in the lesson. The aim is for students to engage with their source analysis skills and then critique them in the next section. Questions to answer:

1. What do you see?
2. Who do you think the image was made for?

**RESOURCES**
- Source sheet handout

**RATIONALE**
- ENGAGE: This activity will get students interested in the new section of work as the images will be all new and intriguing. Students will be challenged to understand them.
- EXPLORE: Source analysis of the images asks students to properly engage with the new section of work. The questions asked of the students’ aims to create more questioning. Students will
3. What questions do you have about the image and the events and people it depicts?
4. What additional information do you need to interpret the image?

Peer assessment: Students will turn to a partner and take turns explaining their response to the sources. Partners will praise each other work and provide their own ideas. This activity is a good assessment of students’ source analysis skills as they are asked to critique a partner’s work and look for positives and negatives that they may not have encountered in their own source analysis. Students may gain a new perspective from seeing their partners work and are able to ask questions about how their partner came to that conclusion.

Source analysis: Students will receive a new handout of different sources that characterize Ancient Greek death and funerary customs and their significance to beliefs and values. These will be deconstructed and analysed as a class. The sources will be used for a bigger group task in the next lesson therefore it is necessary that all students have the same understanding of their significance and points of interest. Teacher will review the sources collaboratively with the class, calling upon students to read sections and offer their thoughts on the sources. Teachers can also question the students about why they feel a certain way about different sources, which guides students to explain their

Source sheet handout

EXPLAIN: Peer assessment will ask student to communicate their answers and provide positive critique on another students work. This verbal task will get students to develop their historical communication skills. The activity will also reveal to students where there might be gaps in their knowledge.

ELABORATE: This activity promotes discussion about ancient Greek death and funerary customs. The previous source analysis exercise will help students to easily transition into this similar activity. The extensive work on sources is aimed at building students confidence
Perspectives discussion: Teachers and students will engage in a dialogue about the similarities and differences between Ancient Greek beliefs and values and today's beliefs and values. This will aid them for the group task next lesson. Teachers will have the opportunity to scaffold student understanding of historical concepts (continuity and change, perspectives, empathy). Teacher can also write the main ideas on a Smartboard or black/white board, which will include visual learners in the discussion.

EVALUATE: A class discussion about perspectives in history will consolidate students learning in this lesson. The focus on source analysis will aid students in the next lesson.
Ancient Greece Beliefs and Values

Death and Funerary Customs

These sources will aid you in the group task assigned for next lesson.

1. Mary Leftowitz, a classics professor at Wellesley College wrote in the Los Angeles Times.

“As the Greeks saw it the gods made life hard for humans, didn’t seek to improve the human condition and allowed people to suffer and die. As a palliative, the gods could offer only to see that great achievement were immortalized. There was no hope of redemption, no promise of a happy life or rewards after death. If things did go wrong, as they inevitably did, humans had to seek comfort not from gods but from other humans.”

2. An extract from the website Heilbrunn Timeline of Art History - “Death, Burial, and the Afterlife in Ancient Greece”
http://www.metmuseum.org/toah/hd/dbag/hd_dbag.htm

The Greeks believed that at the moment of death the psyche, or spirit of the dead, left the body as a little breath or puff of wind. The deceased was then prepared for burial according to the time-honored rituals. Ancient literary sources emphasize the necessity of a proper burial and refer to the omission of burial rites as an insult to human dignity (Iliad, 23.71). Relatives of the deceased, primarily women, conducted the elaborate burial rituals that were customarily of three parts: the prothesis (laying out of the body (54.11.5)), the ekphora (funeral procession), and the interment of the body or cremated remains of the deceased. After being washed and anointed with oil, the body was dressed (75.2.11) and placed on a high bed within the house. During the prothesis, relatives and friends came to mourn and pay their respects. Lamentation of the dead is featured in early Greek art at least as early as the Geometric period, when vases were decorated with scenes portraying the deceased surrounded by mourners. Following the prothesis, the deceased was brought to the cemetery in a procession, the ekphora, which usually took place just before dawn. Very few objects were actually placed in the grave, but monumental earth mounds, rectangular built tombs, and elaborate marble stelai and statues were often erected to mark the grave and to ensure that the deceased would not be forgotten. Immortality lay in the continued remembrance of the dead by the living. From depictions on white-ground lekythoi, we know that the women of Classical Athens made regular visits to the grave with offerings that included small cakes and libations.
3. A terracotta pinax by the Gella Painter, latter 6th Century BC. The image depicts the lying in state of a body (*prothesis*) attended by family members, with the women ritually tearing their hair

http://en.wikipedia.org/wiki/Ancient_Greek_funeral_and_burial_practices

4. An explanation, provided by Michael H. Jenkins, of where the sources about ancient Greek death and funerals come from.


The Greeks carefully depicted many aspects of their funerary rites. Bodies were buried in a small wooden box called a larnax, which was typically decorated with depictions of the funeral process. Throughout ancient Greek history, funeral and burial scenes appeared on the walls of many tombs, showing the process and the way it developed over time. Moreover, several ancient cemeteries are relatively well preserved, complete with stone stelae, or slabs, carved with similar scenes. Combined with written and oral stories from the period describing the ways in which bodies were handled, and the archaeological evidence from within the tombs and burial sites, we can piece together the ways in which ancient Greeks dealt with their dead.

You can further explore these websites:

http://factsanddetails.com/world/cat56/sub366/item2027.html
Lesson Plan Resources

Lesson 1
http://www.history.com/topics/ancient-history/pericles
http://www.pbs.org/empires/thegreeks/htmlver/characters/f_pericles.html
https://www.youtube.com/watch?v=yXnEewb4GE4&noredirect=1

Lesson 2
Aristotle Constitution of Athens 2.1.27
Herodotus The Histories 6.131
http://en.wikipedia.org/wiki/Pericles#mediaviewer/File:Pericles_Pio-Clementino_Inv269_n2.jpg
Thucydides History of the Peloponnesian War 2.65

Lesson 3
http://factsanddetails.com/world/cat56/sub366/item2027.html
http://www.metmuseum.org/toah/hd/dbag/hd_dbag.htm
http://en.wikipedia.org/wiki/Ancient_Greek_funeral_and_burial_practices