

Brunswick School Department
Ancient and Medieval History
Classical Age Greece (470-323 B.C.)

Essential Understandings	<ul style="list-style-type: none"> ▪ Certain conditions led to a period of creative thought and cultural productivity in Ancient Greece, especially in Athens, following the Persian Wars, especially economic prosperity. ▪ Athens was able to gain in political power, wealth and influence and played a leading role in Greek affairs. ▪ The Peloponnesian War undermined Athens' dominance, and left it and the participating city-states weakened and vulnerable to foreign domination.
Essential Questions	<ul style="list-style-type: none"> ▪ What social, political, and economic elements contributed to this period of cultural creativity? ▪ How was Athens able to become a dominant influence in the region? ▪ What significant ideas were created during this time period that continued to have a lasting impact after the Classical Period? ▪ How did the Peloponnesian War effectively end "The Golden Age of Athens."
Essential Knowledge	<ul style="list-style-type: none"> ▪ There were many ideas created in Ionia and Athens during the period that continued to influence thought for a long time afterward that include the areas of natural science, medicine, mathematics, architecture, philosophy, arts and theater. ▪ Economic and Government affairs played a role in allowing for increased cultural activity. ▪ The Peloponnesian War featured Sparta and Athens on opposing sides, and during the war, both sides substantially weakened the other, making Greek political unification from within more unlikely.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ Ionia, physis, historia, "disinterested inquiry," Delian League, acropolis, Parthenon, sophists, rhetoric, liturgies, Pericles, "School of Athens", Peloponnesian War, Thucydides
Essential Skills	<ul style="list-style-type: none"> ▪ Apply cause-and-effect (i.e., adoption of Phoenician alphabet, economic prosperity and Pericles' policies results in increased art patronage and building commissions). ▪ Apply and develop literacy and communication skills (i.e., reading samples of work from various Greek authors, and summarize the author's unique philosophies and viewpoints). ▪ Recognize patterns and relationships (i.e., identify the conditions that exist in a society that lead to cultural creativity, and how some of the resulting ideas may endure over time, and impact other cultures). ▪ Organize, classify, and associate people and the concepts they link to. ▪ Reason and higher-level thinking (i.e., agree or disagree with various debatable philosophical questions as part of an exercise in which students consider the views of various Greek intellectuals).

<p style="text-align: center;">Related Maine Learning Results</p>	<p><u>Social Studies</u></p> <p>B. Civics and Government</p> <p>B2. Rights, Duties, Responsibilities, and Citizen Participation in Government</p> <p>Students understand the constitutional and legal rights, the civic duties and responsibilities, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world.</p> <ol style="list-style-type: none"> Explain the relationship between constitutional and legal rights, and civic duties and responsibilities in a constitutional democracy. Evaluate the relationship between the government and the individual as evident in the United States Constitution, the Bill of Rights, and landmark court cases. Analyze the constitutional principles and the roles of the citizen and the government in major laws or cases. Compare the rights, duties, and responsibilities of United States citizens with those of citizens from other nations. Evaluate how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience. <p>B3. Individual, Cultural, International, and Global Connections in Civics and Government</p> <p>Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native Americans.</p> <ol style="list-style-type: none"> Analyze the constitutional, political, and civic aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations. Analyze the political structures, political power, and political perspectives of diverse cultures, including those of Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States, and those of various world cultures.
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<p>Related Maine Learning Results</p>	<p>D. Geography D2.Individual, Cultural, International, and Global Connections in Geography Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine native American communities.</p> <ul style="list-style-type: none"> a. Analyze geographic features that have impacted unity and diversity in the United States and other nations and describe their effects. b. Analyze the dynamic relationship between geographic features and various cultures, including the cultures of Maine and other Native Americans, various historical and recent immigrant groups in the United States, and other cultures in the world. <p>E. History E1.Historical Knowledge, Concepts, Themes, and Patterns Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <ul style="list-style-type: none"> a. Explain that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future. b. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future. c. Trace and critique the roots and evolution of democratic ideals and constitutional principles in the history of the United States and the world using historical sources. d. Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations. <p>E2.Individual, Cultural, International, and Global Connections in History Students understand historical aspects of unity and diversity in the United States and the world, including Native American communities.</p> <ul style="list-style-type: none"> a. Identify and critique issues characterized by unity and diversity in the history of the United States and other nations, and describe their effects. b. Identify and analyze major turning points and events in the history of Native Americans and various historical and recent immigrant groups in the United States, and other cultures in the world.
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<p align="center">Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Matching exercise of noteworthy personalities to their corresponding cultural achievement. ▪ Introduction to and comparison of philosophies of Socrates, Plato, and Aristotle, and various scientists and philosophers. ▪ Introduction to Greek scholarly values and principles (applied to arts and humanities). ▪ Introduction to Greek scholarly values and principles (applied to arts and humanities).
<p align="center">Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Evaluation of student performance in class discussions ▪ Essay response (written) ▪ Structured response assessments ▪ Rubrics to evaluate individual research and presentation projects (on key concepts and/or people)
<p align="center">Sample Resources</p>	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ <u>Ancient & Medieval Worlds</u>, Chapter 1 - Howe and Howe ▪ <u>Videos:</u> <ul style="list-style-type: none"> ○ <u>The Greek</u> - PBS