

**Social Studies**  
**Ancient and Medieval History**

**Unit 4: Ancient Greece: Archaic Age (800 – 450 B.C.)**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Geographic setting had an impact in the shaping of Greek culture, political organization, and economy.</li> <li>▪ Athenian government evolved over time and resulted in the development of a democracy.</li> <li>▪ Athenian and Spartan social and political systems contrasted greatly.</li> <li>▪ Certain events led to the Persian Wars, and the outcome had an impact on the economic development of Athens and Greek culture.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How and in what various ways did the geography of Greece help to influence the development of its culture, economy, and political systems?</li> <li>▪ What factors and events contributed to the gradual development of Athens?</li> <li>▪ In what ways were Athenian and Spartan society different from one another?</li> <li>▪ What was the cause of the Persian Wars?</li> <li>▪ What were the results?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Greek societies, economy, and political structures were shaped in unique ways by the regional geographic characteristics.</li> <li>▪ Athens became the birthplace of democracy.</li> <li>▪ Athens and Sparta were the two most prominent Greek city-states and each developed entirely different societal values and systems.</li> <li>▪ The Greek city-states successfully defended themselves during the Persian Wars, and Athens gained a position of prominence as a result.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ polis, Homer, Herodotus, Hesiod, Athens, Sparta, oligarchy, aristocracy, timocracy, tyrants, tyranny, democracy, Hellas, Hellenes, Hellenism, helots, Peloponnesus, Peloponnesian League, Marathon, Thermopylae, Salamis, Plataea, Delian League</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Recognize and account for factors contributing to the shaping of Greek societies, economy, and political organization.</li> <li>▪ Trace the development of Greek democracy.</li> <li>▪ Contrast opposing features of Athenian and Spartan societies.</li> <li>▪ Develop a chronological sense of major events of the period.</li> </ul>

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<p style="text-align: center;"><b>Related Maine Learning Results</b></p>	<p><u>Social Studies</u> B. Civics and Government B1. Knowledge, Concepts, Themes, and Patterns of Civics/Government Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.</p> <ol style="list-style-type: none"><li>a. Explain that the study of government includes structures, functions, institutions, and forms of government to citizens in the United States and in other regions of the world.</li><li>b. Evaluate current issues by applying democratic ideals and constitutional principles of government in the United States, including checks and balances, federalism, and consent of the governed as put forth in founding documents.</li><li>c. Explain how and why democratic institutions and interpretations of democratic ideals and constitutional principles change over time.</li><li>d. Describe the purpose, structures, and processes of the American political system.</li><li>e. Compare the American political system with examples of political systems from other parts of the world.</li></ol> <p>B2. Rights, Duties, Responsibilities, and Citizen Participation in Government 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"><li>a. Explain the relationship between constitutional and legal rights, and civic duties and responsibilities in a constitutional democracy.</li><li>b. Evaluate the relationship between the government and the individual as evident in the United States Constitution, the Bill of Rights, and landmark court cases.</li><li>c. Analyze the constitutional principles and the roles of the citizen and the government in major laws or cases.</li><li>d. Compare the rights, duties, and responsibilities of United States citizens with those of citizens from other nations.</li><li>e. Evaluate how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience.</li></ol>
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<b>Related Maine Learning Results</b>	<p>B3.Individual, Cultural, International, and Global Connections in Civics and Government 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"><li>a. 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.</li><li>b. 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.</li></ol> <p>C. Economics</p> <p>C2.Individual, Cultural, International, and Global Connections in Economics Students understand economic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.</p> <ol style="list-style-type: none"><li>a. Analyze the role of regional, international, and global organizations that are engaged in economic development.</li><li>b. Compare a variety of economic systems and the economic development of Maine, the United States, and various regions of the world that are economically diverse.</li><li>c. Analyze wealth, poverty, resource distribution, and other economic factors of diverse cultures, including Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States, and various world cultures.</li></ol>
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<p style="text-align: center;"><b>Related Maine Learning Results</b></p>	<p>D. Geography</p> <p>D1.Geographic Knowledge, Concepts, Themes, and Patterns Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.</p> <ol style="list-style-type: none"><li>a. Explain that geography includes the study of physical, environmental, and cultural features at the local, state, national, and global levels and helps people to better predict and evaluate consequences of geographic influences.</li><li>b. Describe the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools.</li><li>c. Analyze local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.</li><li>d. Evaluate the impact of change, including technological change, on the physical and cultural environment.</li></ol> <p>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> <ol style="list-style-type: none"><li>a. Analyze geographic features that have impacted unity and diversity in the United States and other nations and describe their effects.</li><li>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.</li></ol>
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<p style="text-align: center;"><b>Related Maine Learning Results</b></p>	<p>E. History</p> <p>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> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>d. Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations.</li> </ol> <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> <ol style="list-style-type: none"> <li>c. Identify and critique issues characterized by unity and diversity in the history of the United States and other nations, and describe their effects.</li> <li>d. 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.</li> </ol>
<p style="text-align: center;"><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Divide the chapter by subtopic and have teams of students research and report key findings to class members.</li> <li>▪ Complete an organizational chart involving the reforms of each Athenian political leader.</li> <li>▪ Contrast Athenian and Spartan values and political systems.</li> </ul>
<p style="text-align: center;"><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>▪ Presentation rubric</li> <li>▪ Unit test</li> <li>▪ Vocabulary review exercises</li> <li>▪ Chronological order exercises</li> </ul>
<p style="text-align: center;"><b>Sample Resources</b></p>	<ul style="list-style-type: none"> <li>▪ <u>Publications:</u> <ul style="list-style-type: none"> <li>○ <u>Ancient &amp; Medieval Worlds</u> – Howe and Howe</li> </ul> </li> <li>▪ <u>Videos:</u></li> </ul>

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	○ <u>The Greeks</u> -PBS video
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