



UNIT GRAPHIC ORGANIZER

SUBJECT: HISTORY

UNIT: 4

COURSE: 5TH

TEACHER: DIANA TOTENA

DATE: September 11TH 2024

ANCIENT GREECE AND ROME

THROUGHLINES:

What are the main contributions of the Ancient Greece and ancient Rome to the modern world? How was a normal day for a citizen in Greece and Rome?
 How those places look like nowadays?
 What is the history of the Olympic games?

GENERATIVE TOPIC



UNDERSTANDING GOALS:

<p>The student will recognize the Ancient Greek civilization and their roles in telling us about the past by using different readings in order to learn about its heritage through a timeline.</p>	<p>The student will identify the Ancient Roman civilization and will compare two political systems: aristocracy and democracy by using images with the objective of relating them to our own political system through a Venn diagram.</p>
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	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
Exploration stage	<p>To find the location of Greece and Rome in the world and their seas using Google maps.</p> <p>To develop a world scramble about Ancient Greece and its contribution to the modern time.</p> <p>To locate the most important cities and historical places of Ancient Greece. (Learning apps)</p> <p>To explain the rise of the Roman Republic and the role of the mythical and historical figures in Roman history.</p> <p>To watch videos about Greek and Roman Mythology in order to recognize their beliefs.</p>	2 weeks	<p>Analyzing the map of Ancient Greece and Rome to learn about its location and geography. Locating the main cities states in territories of classical Greece and Rome and Identify the following facts:</p> <ul style="list-style-type: none"> • How the maritime trade was? • What was the common coin? • What was the language? • The Roman and Greek mythical stories are the same? <p>Developing an activity to identify the most important contributions of Ancient Greece to the modern times.</p> <p>Locating the most important cities and landmarks in Ancient Greece.</p> <p>Designing a Venn Diagram to compare and contrast the governments of Athens and Sparta.</p> <p>Matching and drawing the different Greek and Roman gods and their characteristics.</p> <p>Designing a numbers line (synthesis project)</p>	<p>Historical-cultural. Spatial-environmental.</p>

<p>Guided Stage</p>	<p>To relate the main advances and legacies of the Greek culture in architecture, sciences and medicine.</p> <p>To recognize the most relevant features of Greece: Democracy, Olympic Games and Philosophy.</p> <p>To explain the main periods of Roman history through a timeline.</p> <p>To diagram the Roman Republic and its function including a certain number of political groups: Consul, senate, assembly and tribunes using some slides.</p>	<p>3 weeks</p>	<p>Matching activity using www.liveworksheets.com with cultural legacies in ancient Greece.</p> <p>Completing activities of the guide about the Greek Gods and their mythology.</p> <p>Making an abstract from the video and completing a set of questions.</p> <p>Drawing a scheme to represent the social organization in Rome and the structure of Roman republic.</p>	<p>Spatial-environmental. Ethical-political.</p>
<p>Learning Evidence</p>	<p>SYNTHESIS PROJECT.</p> <p>To finish the creation of the dehydrator taking into account different materials. At the end of the term the logbook will be evaluated according to the rubric.</p>	<p>3 weeks</p>	<p>SYNTHESIS PROJECT</p> <p>“Preserve, observe and serve.</p> <p>With a handmade craft dehydrator.</p> <p>Step No 2</p> <p>In the fourth term, test dehydrator and observe what is necessary to improve? the students will write their observations in the logbook, next they will macerate or crush the aromatic plants and species, if they are correctly dehydrated and preserved, then they will be packaged and the students will do the oral presentation using their logbook information, their dehydrator and the packaged plant as evidences about the process for the synthesis project.</p> <p>(Spanish, history, science, math, geography, English, French and citizen competence)</p>	<p>Spatial-environmental. Historical-cultural.</p>