

Englewood Public School District
World History
Grade 5
Fourth Marking Period

Unit 4 - Foundations of Western Ideas

Overview: During this unit, students will learn about Hebrew, Roman, and Greek cultures' governments, religions, social systems, literature, arts, science, mathematics, and metallurgies influenced western civilization.

Time Frame: 30 to 35 Days

Enduring Understandings:

Originally desert nomads, the Hebrews' descendants, the Israelites, established a great kingdom.

The central ideas and laws of Judaism are contained in sacred texts such as the Torah.

Although the Romans forced many Jews out of Israel, shared beliefs and customs helped Jews maintain their religion.

Greece's geography and its nearness to the sea strongly influenced the development of trade and the growth of city-states.

The people of Athens tried many different forms of government before creating a democracy.

The ancient Greeks created great myths and works of literature that influence the way we speak and write today.

Over time the Persians came to rule a great empire, which eventually brought them into conflict with the Greeks.

The two most powerful city-states in Greece, Sparta and Athens, had very different cultures and became bitter enemies in the 400s BC.

Alexander the Great built a huge empire and helped spread Greek culture into Egypt and Asia.

Ancient Greeks made lasting contributions in the arts, philosophy, and science.

Essential Questions:

How did the Hebrews defend themselves and maintain their beliefs?

What factors shaped government in Greece?

What advances did the Greeks make that still influence the world today?

Standards	Topics and Objectives	Activities	Resources	Assessments
Foundations of Western Ideas (2000BC-70AD): 6.2.8. A.2.a Explain how/why different early river valley civilizations developed similar forms of government and legal structures.	Topics/Objectives Students will: Explore how Abraham and Moses led the Hebrews to Canaan and to a new religion. Identify how strong kings	Skills Development: History and Geography- Jewish Migration after AD 70, Greek City-States and Colonization, Alexander's Empire <ul style="list-style-type: none"> Social Studies Skills- Historical Interpretation: Short and Long Term Effects, 	World History, Holt McDougal – Houghton Mifflin Harcourt, 2012, Chapters 7 to 9 – pages 196 to 287 On Line Book Pages: <ul style="list-style-type: none"> Section Audios-select arrow near main (Also 	e-Activities: Quizzes and Review <ul style="list-style-type: none"> Section Assessments Section Online Quizzes On Line Book Pages: <ul style="list-style-type: none"> Chapter Review: Pages 221-222, 253-54, & 283-284

6.2.8. A.2.b Determine the role of slavery in the economic and social structures of early river valley civilizations.	united the Israelites to fight off invaders.	Analyzing Costs and Benefits, Interpreting Charts	see Audios, includes Spanish Summaries.)	<ul style="list-style-type: none"> Standardized Test Practice: Pages 223, 255, & 285
6.2.8. A.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.	Summarize how invaders conquered and ruled the Hebrews after their kingdom broke apart.	<ul style="list-style-type: none"> Focus on Writing-A Web Site, A Myth, A Poem (NJSLSA.R1, W.5.8) 	<ul style="list-style-type: none"> Taking Notes-Graphic organizer idea headers for each section. 	<p><u>Teacher Resources:</u></p> <ul style="list-style-type: none"> Chapter Review, general and modified Chapter Tests Forms A & B Modified Chapter Test
6.2.8. A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.	Show why some women in Hebrew society made great contributions to their history.	<u>Graphic Skills:</u> Reading Check and Section Assessment (NJSLSA.R1)	<u>e-Activities:</u>	<u>Alternate assessments:</u>
6.2.8. A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.	Share how beliefs in God, education, justice, and obedience anchor Jewish society.	<u>Reading Support:</u>	<ul style="list-style-type: none"> Videos- The Panathenaia, Moses at Mt. Sinai, The Impact of Judaism throughout the war, Origins of Western Culture and Impact of Democracy, Peter on Parthenon, The Battle of Marathon, The Persian Wars, 490-479 BC, The Death of a Philosopher and The Impact of the Greek Scholars 	<p>http://www.schrockguide.net/assessment-and-rubrics.html</p>
6.2.8. A.3.c Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.	Outline how Jewish beliefs are listed in the Torah, the Hebrew Bible and the Commentaries.	<u>Multimedia Connections:</u>		<u>Types of Assessments:</u> https://www.teachthought.com/pedagogy/6-types-assessment-learning
6.2.8. A.3.d Compare the status (i.e., political, economic, and social) of	Review how the Dead Sea Scrolls reveal many past Jewish beliefs.	<ul style="list-style-type: none"> Athens' Spiritual Citadel Oedipus Rex Athena as Divine Guardian The Republic A War with Persians The Histories Pericles and Golden Age The Panathenaia Festival Origins of Western Culture Greek Fables 	<u>Teacher Resources:</u>	<u>Summative Assessments:</u>
	Summarize how the ideas of Judaism have helped shape later cultures.		<ul style="list-style-type: none"> Section Lesson Plan "Do Now"-Daily Bell ringer Transparencies Chapter Power Points Presentation Differentiated Instruction Lesson plans-ELLs. Special Ed, and Advanced/Gifted and Talented Answer Keys- Enrichment Activities, Reading Support, and Skill Development 	<p>Performance based evaluation using rubrics (http://rubistar.4teachers.org/index.php)</p>
	Review how revolt, defeat, and migration led to great changes in Jewish culture.			Portfolio of student work
	Consider how because Jews settled in different parts of the world, two cultural traditions formed.			Oral presentations
				Self-evaluation, Peer evaluation

<p>groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.</p> <p>6.2.8. A.3.e Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system.</p> <p>6.2.8. B.3.a Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.</p> <p>6.2.8. B.3.b Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their decline.</p> <p>6.2.8. C.2.a Explain how technological advancements led to greater economic specialization, improved</p>	<p>Recall how geography helped shape early Greek civilization.</p> <p>Express how trading culture developed in the Minoan Mycenaean.</p> <p>Recognize how the Greeks created city-states for protection and security.</p> <p>Recall how aristocrats and tyrants ruled early Athens.</p> <p>Identify how Athens created the world's first democracy.</p> <p>Share how ancient democracy was different than modern democracy.</p> <p>Summarize how the Greeks created myths to explain the world.</p> <p>Explore how ancient Greek literature provides some of the world's greatest poems and stories.</p> <p>Consider how Greek literature lives in and influences our world even today.</p>	<ul style="list-style-type: none"> • Dionysus and the Greek Theater • The Death of a Philosopher • Bring Down the Parthenon • Elgin's Contested Collection • Mysteries and Discoveries • (CRP4, 8.1.5.E.1) <p><u>Online Book Pages:</u></p> <ul style="list-style-type: none"> • Animated History – Jewish Diaspora AD 70-500, Greek Trade 500 BC, and The Empire of Alexander 323 BC • Primary Resources- Pericles' Funeral Oration, and Views of Education (8.1.5.E) <p><u>Holt McDougal Social Studies, e- Activities</u></p> <ul style="list-style-type: none"> • Animated Geography and History-Southwest Asia 700-600 BC • Animated History- • Animated Geography- Jewish Diaspora AD 70-500, Persian Empire 500 BC, The Persian Wars 490-479, and The Empire of Alexander • Mapping Judaism 	<ul style="list-style-type: none"> • Quick Facts Transparencies-The Hebrews and Judaism: Visual Summary and Government in Athens, Democracy Then and Now, Ancient Greece: Visual Summary, Life in Sparta, Life in Athens, and The Greek World: Visual Summary • Map Transparencies-Possible Routes of Abraham and Moses, Kingdom of Israel and Judah, c. 920 BC, Jewish Migration After AD 70, Greek City-States and Colonies, c.600 BC, The Persian Empire, The Persian Wars, The Peloponnesian War, c. 431-404 BC, and Alexander the Great's Empire, c.323 BC <p><u>Teacher One Stop:</u></p> <ul style="list-style-type: none"> • <i>Browser Unit by Chapter</i> • <i>Browser Unit by Resources Type-Daily Bell Ringer, Constitutional Study Guide, U.S. Supreme Court Law Cases, etc.</i> • <i>Internet Resources</i> 	<p>Scavenger Hunt: Create questions based on a topic or a chapter.</p> <p>Film Project: Ask groups to write and film a 5-10 minute movie based on the topic or subject.</p>
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<p>weaponry, trade, and the development of a class system in early river valley civilizations.</p> <p>6.2.8. C.3.b Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.</p> <p>6.2.8. D.2.a Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.</p> <p>6.2.8. D.2.b Explain how the development of written language transformed all aspects of life in early river valley civilizations.</p> <p>6.2.8. D.2.d Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.</p>	<p>Explain how Persia became an empire under Cyrus the Great.</p> <p>Explain how the Persian Empire grew stronger under Darius.</p> <p><i>Explore how the Persians fought Greece twice in the Persian Wars.</i></p> <p>Identify how the Spartans built a military society to provide security and protection.</p> <p>Summarize how the Athenians admired the mind and the arts in addition to physical ability.</p> <p>Show why Sparta and Athens fought over who should have power and influence over Greece.</p> <p>Share how Macedonia conquered Greece in the 300s BC.</p> <p>Consider how Alexander the Great built an empire that united much of Europe, Asia, and Egypt.</p> <p>Identify how the Hellenistic Kingdoms formed from</p>	<ul style="list-style-type: none"> • Jewish Holy Days • Connections • Greek Government • Olympic Collectables • Minoan Museum • Is it Wise to Invade? • The Golden Age of Greece • Brains vs. Brawn (8.1.5.E.1) <p><u>Enrichment Activities (See Student Resources):</u></p> <ul style="list-style-type: none"> • Biographies- Esther, Queen of Persia, Isaac and Ishmael, and King Solomon • Biographies-Aspasia, Pericles, Sappho • Biographies-Hypatia, Hipparchia, Thucydides, and Leonidas • Literature: <u>The Creation Story</u>, from the Torah and Midas (From Bulfinch's Mythology) • Midas (From Bulfinch's Mythology), <u>Oedipus the King</u>, by Sophocles • Excerpts from the Book of Exodus • Aristotle's Athenian Constitution • Sappho's Poetry • Alexander from Plutarch's Lives 	<ul style="list-style-type: none"> • <i>Interactive Teacher's Edition</i>-unit preview, chapter planning guide, differentiated instruction (ESL, Special Ed., and Advanced/Gifted) etc. <p><u>Holt McDougal Social Studies e-Chapter Enrichment Links</u></p> <p><u>The Hebrews and Judaism</u></p> <p>Section 1 Early Historians Read about the life and works of Flavius Josephus, the early historian of the Hebrews.</p> <p>Section 2 An Overview of Judaism Learn about the early history, sacred texts, beliefs, and practices of Judaism at this site.</p> <p>Section 3 History of the Jewish People A time line of events in Jewish history. Click on the date in the time line at the top of the screen to learn more about that period in Jewish history.</p> <p><u>Ancient Greece</u></p>
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6.2.8. D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

6.2.8. D.3.c Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

6.2.8. D.3.e Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.)

Alexander's empire blended Greek and other cultures.

Explore how the Greeks made great contributions to the arts.

Identify how the teachings of Socrates, Plato, and Aristotle are the basis of modern philosophy.

Summarize how invaders conquered and ruled the Hebrews after their kingdom broke apart.

- Greek Lyric Poetry
- Social Studies Skills Activity- Short and Long Term Effects and Analyzing Costs and Benefits, and Interpreting Charts
- History and Geography- Jewish Migration After AD 70 and Greek City-States and Colonization, and Alexander's Empire Focus on Writing- A Myth and A Poem (NJSLSA.R1, W.5.4, W.5.8, W.5.9)

e- Activities,

Writing About History:

- Notetaking Wizard
- Autobiographical Narratives
- Fictional Narratives
- Expository Writing
- Persuasive Writing
- Research Writing
- Summaries of Reading Materials
- Current Events (8.1.5.A.3, W.5.4, W.5.8, W.5.9, 8.1.5.E.1)

Student Premium

Resources

Multimedia Connections:

- The Spread of Judaism
- Ancient Greece

Section 1

The Land of Ancient Greece

Explore this site and learn more about the lands and time periods of ancient Greece.

Section 2

The History of Ancient Athens

Learn about the legend of the founding of Athens and browse a chronology of its leaders throughout ancient times.

Section 3

Monsters, and Heroes, and Gods, Oh My!

Visit this entertaining and educational site to read illustrated and animated Greek myths (some are even written in Latin translations!), including a "short" and "detailed" version of Homer's *The Odyssey*. Find relevant information and graphics at the link to the Encyclopedia of Greek Mythology. A section for teachers provides tips and curriculum resources for teaching Greek mythology.

The Greek World

- Warring Neighbors

Teacher Premium

Resources

Activities:

- Women of Ancient Greece
- Greek Games and Festivals
- Quotable Greek Philosophers
- Taking to the Greek Stage
- A New Trial for Socrates
- To Return or Not to Return
- Things to See in Athens (CRP8, 9.2.8.B.3)

Section 1

The Persian Wars

In order to create the massive Persian Empire, many battles were fought to gain new lands. However, conquering Greece proved to be difficult. Read about the Persian attempts to defeat the Grecian army and learn whether Greece was able to withstand the invasion.

Section 2

Greece: The Crucible of Civilization

This is a large Web site with detailed information about ancient Greece. After viewing the opening, click on site index for links to subjects about Greek life, sports, culture, buildings, and history.

Section 3

In the Footsteps of Alexander the Great

Walk through the story of Alexander the Great's life. Click on the time line at the top of the page for the sections that you are interested in. Click on blue words for definitions.

Section 4

Classical Art: An

Introduction

Click here for a description of some of the major developments in classical Greek art. This page also contains a number of photographs of artwork and information about the artifacts.

Teacher's One Stop Planner-Internet Resources, Teacher Resources, Fold Notes Appendix-- Pyramid, Double Door, Booklet, Layered Book, Key-Term Fold, Four-corner Fold, Three-Panel Flip Chart, Table Fold, Two- Panel Flip Chart, and Tri-Fold

Formative Assessment:
Student Discussion

Compare and contrast
activity

Holocaust

Students will be able:

- To define prejudice, discrimination, and anti-Semitism
- To explain how prejudice hurts everyone and the ways we all suffer because of it
- To analyze why some people (groups

Students read:
Flowers on the Wall,
by Miriam Nerlove
and discuss; possible

NJ Holocaust Commission:
Caring Makes a Difference.
<https://www.nj.gov/education/holocaust/curriculum/>

- and nations) act like bullies and others act with kindness and caring
- To recognize that each of us have reasons to be proud of ourselves
 - To recognize that our values and beliefs influence each of us
 - To understand that not all rules and laws are good and how we must work together to make them better.

followup activity:
Find out about the subjects that are taught in Jewish schools in the United States today. Compare and contrast these subjects to those taught in other religious schools. Discuss the importance of these lessons to the people who follow the religion and its importance to the children in the religious schools.

Key Vocabulary: metallurgy, alloys, Hindu-Arabic numerals, inoculation, astronomy, monotheism, Torah, synagogue, prophets, Talmud, Dead Sea Scrolls, Zealots, rabbis, Passover, High Holy Days, polis, classical, acropolis, democracy, aristocrats, oligarchy, citizens, tyrant, Pericles, mythology, Homer, Sappho, Aesop, fables, Cyrus the Great, cavalry, Darius I, Persian Wars, Xerxes, alliance, Peloponnesian War, Socrates, Plato, Aristotle, reason, Euclid, Hippocrates

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA – https://www.wida.us/standards/CAN_DOs/. This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed o determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to

UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> • Speak and display terminology • Teacher modeling • Peer modeling • Provide ELL students with multiple literacy strategies. • Word walls • Use peer readers • Give page numbers to help the students find answers • Provide a computer for written work • Provide two sets of textbooks, one for home and one for school • Provide visual aides • Provide additional time to complete a task • Use graphic organizers 	<ul style="list-style-type: none"> • Utilize modifications & accommodations delineated in the student's IEP • Work with paraprofessional • Use multi-sensory teaching approaches. • Work with a partner • Provide concrete examples • Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD-UA) • Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). 	<ul style="list-style-type: none"> • Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. Oral prompts can be given. • Peer Support • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. • Review behavior expectations and make adjustments for personal space or other behaviors as needed. <ul style="list-style-type: none"> • Structure lessons around questions that are authentic, relate to 	<ul style="list-style-type: none"> • Curriculum compacting • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Real world scenarios • Student Driven Instruction • Use project-based learning • Structure the learning around explaining or solving a social or community-based issue. • Collaborate with after-school programs or clubs to extend learning opportunities. • William and Mary Social Studies curriculum for gifted learners: https://k12.kendallhunt.com/program/william-mary-gifted-social-studies-curriculum

		<p>students' interests, social/family background and knowledge of their community.</p> <ul style="list-style-type: none"> • Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). 	
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Integration of 21st Century Standards NJSL 9:

9.2.8.B.3: Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities.

Career Ready Practices:

CRP4: Communicate clearly and effectively and with reason.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

Interdisciplinary Connections: ELA-NJSLS/ELA:

Anchor Standards:

NJSLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Grade 5 Standards:

W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. .

Integration of Technology Standards NJSL 8:

8.1.5.A.3: Use a graphic organizer to organize information about problem or issue.

8.1.5.E.1: Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.