

UNIT 6 LEARNING EXPECTATIONS

1. This document is a summation of what you need to master for the Unit Test.
2. Review the overview below and be able to answer the questions as we analyze the Unit.
3. Quizzes and Exit Ticket Assessments that will align with the overview below.
 - a. This is a Study Resource.
 - b. This can be used to assist in completing your Do Now.
 - c. **INCORPORATE LEARNED INFORMATION WITHIN YOUR EXIT TICKETS**
4. Your answers need to incorporate Perspectives and ISPICE.

INQUIRY ARC	HOW SHOULD PEOPLE TREAT THEIR GOVERNMENT?
<p>Purpose For Learning</p> <p><i>How to connect the unit to being successful and achieving your goals.</i></p> <ol style="list-style-type: none"> 1. What is your definition of great and are you trying to achieve this? 2. How will you achieving your dreams affect others? 3. How do you plan on giving back? 4. What is the definition of legacy and how can you leave a legacy others would want to study, follow and emulate? 	<p>Following the completion of the NHD projects, students will continue their study of ancient civilizations by learning about Ancient Greece. Students will explore the concept of citizenship by completing the inquiry arc question – How should people treat their government? Students will identify how geography led to the emergence of city-states and then as part of the Greek Government Cornerstone they will compare the different conceptions of citizenship in the different governments of the city-states of Ancient Greece. Students will understand Alexander the Great’s achievements and assess his actions. Students will generate a position on Alexander’s greatness and defend that position orally. Finally, student will apply their understanding of citizenship by creating a visual representation of three societies within Ancient Greece, as well as their own civilization.</p> <p>What makes a man or woman great? Are you pursuing this definition? Have you thought about how you can leave a legacy for others to follow and emulate? Achieving your goals and dreams are one thing but how will your success affect others? Will it be positive or negative? Will you be discussed or forgotten?</p> <p>There have been many athletes, musicians, and “regular people” (ex. your parents) who are leaving a legacy and paying it forward by giving their time, knowledge, money and mentorship to see the next generation succeed. How do you see yourself giving back in the future?</p>
<p>Unit 6 – OF GOVERNMENTS AND MEN: ANCIENT GREECE</p>	
<p>Big Ideas (Main Ideas)</p> <ul style="list-style-type: none"> • Greece transformed to a democratic form of government which would eventually influence other democracies. • The Greek concept of the rights and responsibilities of citizenship was revolutionary. • Alexander the Great was a successful military general that conquered Egypt and other Eastern lands. He is responsible for the spread of Greek culture throughout the Mediterranean world and as far east as India. 	

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DC Content Power Standards	Compelling Questions	Supporting Questions
Use the italicized questions to answer the DC Content Power Standards.		
<p>7.8.3: Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from Pericles’ Funeral Oration).</p> <p><i>Explain through ISPICE and Perspectives how the Greek government was successful and what they determined what a good citizen was.</i></p>	<p>CQ1: What makes a good citizen?</p> <p><i>How does democracy play a role in being a good citizen?</i></p> <p><i>Does the role of citizenship change with the different types of government?</i></p> <p><i>Should citizens have a role in government? Review previous civilizations studied.</i></p> <p>Compare the different types of governments and discuss the citizens role.</p>	<p>SQ1: What is citizenship like in ancient Greek tyranny and oligarchy?</p> <p>What is Tyranny and Oligarchy?</p> <p>SQ2: What is citizenship like in ancient Greek democracy?</p> <p>SQ3: How democratic was ancient Greece?</p>
<p>7.8.9: Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt</p> <p><i>Explain the legacy Alexander the Great left.</i></p>	<p>CQ2: Does Alexander III deserve to be called “the Great”?</p> <p><i>Before answering this question think about the different perspectives, ISPICE, and the concept of Equity vs. Progress in which government leaders have to consider in regards to the country’s progress vs. citizen’s progress.</i></p> <p>Who would be considered great in the civilization we have studied and today?</p>	<p>SQ4: What makes someone in history great?</p> <p>SQ5: What did Alexander III do?</p> <p>SQ6: How did people live in Alexander’s Empire? (Hellenistic Culture)</p>

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<p>Unit Performance Task</p>	<p>Students will create a four-part cartoon with captions on citizenship within Athens, Sparta, Alexander’s Empire, and today. Students will have to compile their findings from all the compelling and supporting questions to complete this task. Students must demonstrate their comparative analytical skills by highlighting the key differences between the four concepts of citizenship. Students will have to apply their knowledge of the citizenship concept by displaying what they feel citizenship is in the U.S. today.</p>
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