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Grade 6

Topic: Pericles

Content Area Social Studies

Instructional Objective (Lesson Objective(s)*)

After going over the homework, students will analyze documents and form an opinion based on evidence on whether Pericles positively shaped Ancient Greek Society. Students will present their point of view by completing the mystery envelope activity and supporting their opinion with three historically accurate, relevant facts from the documents.

STANDARDS AND INDICATORS

New York State Social Studies Standards

Key Idea:

6.5 COMPARATIVE CLASSICAL CIVILIZATIONS IN THE EASTERN HEMISPHERE (ca. 600 B.C.E. – ca. 500 C.E.): As complex societies and civilizations change over time, their political and economic structures evolve. A golden age may be indicated when there is an extended period of time that is peaceful, prosperous, and demonstrates great cultural achievements. □(Standards: 2, 3, 5; Themes: ID, TCC, GEO, SOC, GOV, CIV) □

Key Concepts:

6.5c A period of peace, prosperity, and cultural achievements may be indicative of a golden age.

Indicator: *This will be evident when students work together and form an opinion based on evidence on whether Pericles character strengths helped shape Ancient Greek Society.*

National Social Studies Standards and Themes:

3. People, Places, & Environments.

NCSS C3 Arc

Dimension 3: Students will work toward conclusions about societal issues, trends, and events by collecting evidence and evaluating its usefulness in developing causal explanations.

Dimension 4: Students will draw on knowledge and skills to work individually and collaboratively to conclude their investigations into societal issues, trends, and events and will present their information, portions and findings.

Indicator: *This will be evident when students work together when analyzing the documents and form an opinion on Pericles' character strengths and if they shaped Athens based on evidence from the documents.*

Common Core ELA Standards

Reading Standards for Literacy in History/Social Studies

1.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it, and cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Indicator: *This will be evident during the mystery envelope activity when students read each document and correctly place it on the chart.*

4.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, and the organization, development, and style are appropriate to task, purpose, and audience.

Indicator: *This will be evident during the mystery envelope activity when students are able to clearly explain their findings.*

Social Studies Practices: Habits of Mind

Gather Information and Making Conclusion

Indicator: *This will be evident when students orally defend their opinion on where they stand on Pericles being a strong leader or not.*

MOTIVATION (Engaging the learner(s)*)

The teacher will continue the lesson by going over the homework from the previous night. The mystery envelopes will also serve as motivation as students will want to know what they are and what they will be doing.

MATERIALS

- SMARTBOARD
- Four documents: 2 primary documents, 2 secondary sources
- History Mystery envelopes

STRATEGIES (Learning Strategies*)

- Direct instruction: The teacher will review last night's homework.
- Group discussion: After the history mystery activity, the students will have a discussion about their results.
- Cooperative learning: The students will work in groups of five to solve the mystery envelope.

ADAPTATIONS (Exceptionality*)

- The student who is an English language learner will be given a worksheet of how each character strength would be acted out as an example for them.
- The student with a broken wrist will be given scribed notes.
- The visually impaired student will be provided with the same worksheets in a larger font.

DIFFERENTIATION OF INSTRUCTION

- Visual learners will be stimulated by the directions being posted on the SMARTBOARD.
- Auditory students will have the documents read to them so they can hear each document not just read them.
- Interpersonal learners will be engaged by being given the opportunity to work in a group.
- Kinesthetic learners will be engaged when doing the history mystery activity, which allows them to learn hands-on.
- Linguistic learners will be engaged by writing their responses to the document questions.

DEVELOPMENTAL PROCEDURES

1. Students and the teacher will go over the homework from the previous night. (*What were three things Pericles was known for? (Literal) If you were Pericles what is one goal you would have for Athens? How does the quote about how what's important in public service "is not membership of a particular class, but the actual ability which the man possesses" relate to the character strengths we've been discussing? (Inferential)*)
2. Students will form groups of five. The students will be given an envelope and will listen to the top secret mission they are about to embark on. (*What predictions can you make based on what we already know about Pericles? (Inferential) Think of how you would feel moving to Athens during Pericles' rule. What would you be thinking? Would you be nervous or excited? (Metacognitive)*)
3. Students will present their point of view by completing the mystery envelope activity using the four documents. Students will take the slips of paper out of the envelope and place it on its appropriate side of the t-chart. (*Which documents did you put on the side that says Pericles would not be a strong leader? (Literal) Thinking like a historian, what is your opinion about the essential question: Did the character of Pericles shape Ancient Greece based on evidence you found? (Metacognitive)*)
4. Students will complete the back of the mystery envelope by writing in their own questions and thoughts about Pericles. (*Think about your thought process during this activity. What were some thing you thought about? How do think historians think?(Metacognitive) What are some questions you came up with?*)
5. Students will be assigned homework. Students will write a letter responding to the letter found in the mystery envelope. (*What is your final answer to the essential question? What evidence do you have to back it up?*)

ASSESSMENT (artifacts* and assessment [formal & informal])

- The students will be formally assessed when they speak about the evidence they found in the primary and secondary sources.
- The students will be informally assessed when the teacher observes the students working in their groups while doing the history mystery activity.
- The teacher will review each group's worksheet to see if they provided sufficient evidence from the documents.

INDEPENDENT PRACTICE

Students will be given primary and secondary sources about Pericles and Athens. They will fill out a chart listing Pericles' character strengths while providing evidence from the documents on why he has those strengths.

FOLLOW-UP: DIRECT TEACHER INTERVENTION AND ACADEMIC ENRICHMENT

Direct Teacher Intervention: Students who did not easily meet the lesson objective will, along with the teacher, go over a simplified version of each of the documents and look for evidence for Pericles character strengths. Students will also be given a worksheet with each of Pericles strengths and the characteristics of each so they know what to specifically look for in the documents.

Academic Enrichment: Students who easily met the lesson objective will write an essay on what they think Athens would have been like if Pericles has different character strengths.

REFERENCES

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History Mystery

Directions: Carefully read each document in your envelope. Sort through the documents and decide if they are supporting or opposing the essential question: did the character of Pericles shape Ancient Greece. Place each document one one side of the chart. Be prepared to explain your reasoning with evidence from each document.

Question: Would Pericles character strengths have a positive effect on Athens?

| No Pericles would not have a positive effect on Athens. | Yes Pericles would have a positive effect on Athens. |
|---|--|
| | |

History Mystery Instructions: You have all become historians by looking for evidence on whether Pericles would be a good leader or not. Fill out the chart below if you: feel more evidence is needed, have a question, or found an interesting sentence that jumped out to you.

| More evidence | Questions | Interesting points |
|---------------|-----------|--------------------|
| | | |

Once you've completed the activity above and truly became historians, please answer the question below.

How do historians think? What must they look for when looking through primary and secondary sources?

History Mystery Documents

D. Pericles defines democracy

“Our constitution is called a democracy because power is in the hands not of a minority but the whole people. When it is a question of settling private disputes, everyone is equal before the law; when it is a question of putting one person before another in positions of public responsibility, what counts is not membership of a particular class, but the actual ability which the man possesses.”

C. Pericles praising his army in his Famous Speech

“This is because we rely, not on secret weapons, but on our own real courage and loyalty...”

B: Pericles speaking about friendship in his Famous Speech

“ We make friends by doing good to others, not by receiving good from them... We are unique in this. When we do kindnesses to others, we do not do them out of any calculations of profit or loss: we do them without afterthought, relying on our free liberality.”

E. Excerpt from “The Life of Pericles” by Plutarch

“This man Pericles extravagantly admired, and being gradually filled full of the so-called higher philosophy and elevated speculation, he not only had, as it seems, a spirit that was solemn and a discourse that was lofty and free from plebeian and reckless effrontery, but also a composure of countenance that never relaxed into laughter, a gentleness of carriage and cast of attire that suffered no emotion to disturb it while he was speaking, a modulation of voice that was far from boisterous, and many similar characteristics which struck all his hearers with wondering amazement.”

A. Plutarch writes about Ion’s dislike of Pericles

Ion of Chios was a poet from the era of Pericles. Ion felt that Pericles was presumptuous and was arrogant when speaking. He also said that Pericles acted as though others were below him and that he treated people with disrespect.

F. Changes Pericles made during his rule

The Age of Pericles:

- Under Pericles, public officials would be paid.
- He tried to close the gap between the rich and poor.
- Pericles put an emphasis on architecture and sculpting.

G. Pericles' Funeral Oration

“I will speak first of our ancestors, for it is right and seemly that now, when we are lamenting the dead, a tribute should be paid to their memory. There has never been a time when they did not inhabit this land, which by their valor they will have handed down from generation to generation, and we have received from them a free state.”

