Integrating Standards and 21st Century Skills to Increase Engagement

Andrea Michelle Peterson
Hamline University, afredrickson01@hamline.edu
PROJECT BASED LEARNING:
HOW TO INTEGRATE STANDARDS AND 21ST CENTURY SKILLS
TO INCREASE ENGAGEMENT

by

Andrea Peterson

A capstone submitted in partial fulfillment of the requirements for the
degree of Master of Arts in Literacy Education

Hamline University
St. Paul, Minnesota
May 2016

Primary Advisor: Jennifer Carlson
Secondary Advisor: Susan Leet
Peer Reviewer: Brenda Sellner
## TABLE OF CONTENTS

Chapter One: Introduction ..............................................................................1
  Context ..........................................................................................................................1
  Purpose of Research .....................................................................................................5
  Summary .........................................................................................................................7

Chapter Two: Literature Review .................................................................9
  Introduction ..................................................................................................................9
  Engagement ..................................................................................................................9
  Project Based Learning ...............................................................................................13
  Common Core State Standards ..................................................................................18
  21 Century Skills .........................................................................................................21
  Gap in Research ..........................................................................................................23
  Summary .........................................................................................................................23

Chapter Three: Methodology .................................................................25
  Introduction ..................................................................................................................25
  Overview .......................................................................................................................26
  Research Paradigm ......................................................................................................26
  Setting .............................................................................................................................27
  Participants ....................................................................................................................28
  Ethics ...............................................................................................................................28
CHAPTER ONE

Introduction

In the past nine years, I have worked in two completely different school environments. From 2006-2009 I was a kindergarten teacher, and later a Title I reading teacher, at a K-12 project based charter school in an urban setting in the upper Midwest. For the past six years I have taught at a traditional 4th - 5th grade public school in medium sized school district in the upper Midwest. I often reflect upon all of the different students, staff, and parents that I have worked with over the past nine years. I also think about the many changes in the education system that have happened. Some of these changes have included No Child Left Behind, Response to Intervention, Race to the Top, and the induction of Common Core State Standards. Having the opportunity to work in two different communities, two very different schools, and having experienced many changes within the school system, I have had time to reflect on what really engages students and allows them to become lifelong thinkers. All of these experiences have also led me to my research question: How can I create curriculum using the principals of project based learning and the Language Arts Common Core State Standards in a fourth grade social studies setting that may increase student engagement?

Context

I was first introduced to project based learning while working at a small charter school within the heart of a very urban neighborhood. The school started out serving Kindergarten through 12th grade students. Many of the middle and high school students came from schools
where they had been expelled from the previous year. A majority of the elementary students were English language learners that had been recruited by a Somalian woman that also worked within the school. The school’s free and reduced lunch percentage was around 90%. There was very little parent support, and a very low percentage of parents came to conferences every quarter.

The charter school opened its doors for the first time in the fall of 2006 and boasted a strong message: using project based learning to develop leaders that would be college ready by the time they graduated through project based learning. Materials were unavailable to teach the curriculum- teachers created all thematic lessons that integrated subject matter. At the end of each quarter, students presented a cumulative project to present to the school and their parents. The first year of teaching project based learning was difficult for many teachers and students because it was a very different way of teaching and learning than most were accustomed to. There was also a lack of training in the area of project based learning, so many teachers had to figure it out as they went, or make up their own version of what they thought project based learning was.

The three years I worked at the charter school were most definitely the most challenging years I have ever faced as a teacher. However, I learned two important lessons while teaching there. First, I learned that it is important to collaborate and trust the other teachers I work with. While working as a kindergarten teacher, I often co-taught lessons with the first grade and ELL teacher where we were able to come up with thematic lessons that kept our youngest learners engaged. As a Title I teacher, I also co-taught with the K-5 teachers during their language arts blocks. The second lesson learned, was that students were more engaged and learned best when they were actually involved in activities and could make real-world connections to what and
why they were learning something. Many of us at the project based school were first or second year teachers and did our best with what we had, but I don’t think we were really implementing project based learning the way it was intended to be. Looking back at what the school was supposed to be and what the director had hoped to accomplish, I now think Project Based Learning is an incredible way to engage and teach students if done the right way.

In 2009, I made a move to a larger district in a more suburban setting. Comparatively, my current district is much different than the charter school, both demographically and in the way the school curriculum is structured. At the intermediate school, where I currently teach fourth grade, the percentage of students receiving free or reduced lunches is 49.5%. Students that receive English as a Second Language services is at around 12%. I have a high percentage of parents that attend conferences and stay in regular contact with me about their child.

My current school approaches learning in a more traditional way than the project based charter school did. Essential Learning Outcomes, district-wide targets, and much of the curriculum is provided to teachers. Many of the subjects are taught independently of one another, each having their own specific block of time. Response to Intervention is the foundation for both behavior and academics needs, which gives guidance to teachers about how to best support students. There are language arts and math curriculum teams that help put together materials and assessments for teachers to use for each graded target. The graded targets are all aligned with the Common Core State Standards, and district-wide essential outcomes. For the most part, teachers are supported and have resource as needed.

During the first two years of teaching fifth grade, teachers had more flexibility in curricular choices. I never felt tied down to teach certain subjects a specific way, as long as I was teaching the district’s learning targets. In science, I was bringing in my background from
teaching at a project based school by having students create projects of what they had learned from my Environments Unit. In one class, a student’s project on deforestation resulted in the whole class coming together to sell different handmade items to raise $124 to plant 124 new trees through The American Forest Foundation. In Reading class, I often put the reading anthology aside and opted for longer, more in depth units of study on the reading strategies through the use of different fiction and non-fiction texts. Much of the freedom felt during those first couple of years has gone wayside with the implementation of Common Core State Standards.

In 2012 my current school district, along with many other Minnesota schools, began implementing the Language Arts Common Core State Standards (CCSS, 2015). Much of our old language arts curriculum changed during this time from using the Houghton Mifflin anthologies series, to using teacher created materials. A language arts committee put together resources such as articles, formal and informal assessments, rubrics, and common grade level novels for teachers to use in place of the anthologies. I viewed the change as both a positive and negative one. I found teaching CCSS to be beneficial, in that, it gave me a focus on what I needed to teach. I welcomed the class novels, the emphasis on increasing the amount of non-fiction, and providing students with a variety of texts, beyond those found in the reading anthology. Because all of my co-workers were expected to use the common core state standards, and all of the new resources and assessments that went along with them, it also helped us collaborate on looking at student work, revising assessments, and staying on track with when we needed to teach certain standards.

On the other hand, I felt much more constricted in the way I teach reading while having to teach the standards a specific way and in a specific amount of time. When the team of fifth
grade teachers got together during our professional learning community meetings, we often reviewed the assessments taken by students. Many times one teacher would give the test before all of us, and share out what went well with the test and what didn’t go so well. Many times the rest of us then realized that we needed to be teaching X skill or strategy more specifically in order for students to be successful on the summative test. Reflecting on this experience leads me to ask the questions:

• How is teaching to one test or standard going help my students in the long run
• Am I allowing students to think critically or make connections to the world, or just teaching to the test?
• Am I doing what is honestly and sincerely best for the students or am I teaching them how to do well on a test?
• And are the assessments we give them a good indicator of how successful they will do in life, or just on the test?

For these questions I would have to answer, “No”.

Purpose of Research

Over the past couple of years, I have realized that I have strayed from my original teaching philosophy, which is to teach the whole child- mind, body, soul- in an engaging way. I want students to be active learners, not passive ones. In 2006 I read Debbi Miller’s (2002) book, Reading with Meaning, and my whole view of teaching and learning was revitalized. She explained that students should be going home every night exhausted from all the learning and work they did that day, not the teachers. Miller (2013) went on to explain in her newest book, Reading with Meaning: Teaching Comprehension in the Primary Grades, that students should be doing most of the work through the gradual release of responsibility model where the teacher
gives instruction to the whole class for one third of the time, and the kids are allowed to learn and work for the other two-thirds of the time. Somehow, I have strayed from this way of teaching as well.

I also recently read an excerpt from “The Power of Questions,” (2005) by Falk and Blumenreich that gave me the same kind of motivational push to learn more about project based learning as Debbi Miller’s book had many years ago about ways to teach reading comprehension. In “The Power of Question,” Falk and Blumenreich write:

In the midst of the complexities of our twenty-first century life, now more than ever we need schools to produce thoughtful questioners and life-long learners. We need to reconfigure teaching to help students tap into their own questions, generate new ideas, pursue their answers, and put their knowledge to use. To do this, we must find ways to reawaken and sustain the excitement of learning from our early years. If we as teachers want to be able to help our students rediscover this desire, we ourselves need to relearn how to investigate, inquire, experiment, and explore. Only by experiencing such learning personally can we come to know and appreciate the challenges, fears, risks, and joys that generating and pursuing meaningful questions can bring (2005, p. 5).

Teaching to the test is not allowing my students to sustain the excitement of learning, or allowing them to be thoughtful questioners and life-long learners.

In Reading for Meaning in the Primary Years, Debbi Miller also highlights that, “The standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning (2012, pg. 11),” meaning that the Common Core State Standards are basically leaving it up to teachers to decide how to teach the standards. In the past two years, I have started to teach the
standards that are a checklist of items needed to be taught in order to get better test scores. While reflecting upon my teaching philosophies and integrating standards through project based learning, I think it is important to remember what Miller also said about teaching children: “There are many effective ways to teach children and to live our lives. No one has a patent on the truth. Find yours. Read. Reflect. Think about what you already know about good teaching and how it fits with new learning” (pg. 11).

Summary

The Common Core State Standards will most likely be around for at least a few more years, and after that it may be another new initiative. Either way, I need to find new ways of breathing life back into my teaching because the way I am teaching today is not enough. Students deserve better teaching; they deserve more than what grades they are expected to get; they deserve to make connections and think critically about the world around them. It is my belief that students learn best by working collaboratively with others, making real-world connections, and actively participating in their learning. The purpose of this research is learn how to best integrate the Common Core State Standards with project based learning so that students are engaged in their learning in order to strengthen those life-long and critical thinking skills.

This paper includes a literature review of the research done on the impacts of project based learning on student engagement. The literature review will also compare and contrast traditional methods of learning and project based learning. The methods section of this paper will explain the steps taken to write a social studies curriculum with project based learning properties. A section with developed curriculum on project based learning will also be included.
The results section will include feedback given by four teachers at my current school. The final chapter will conclude the research study. All reflections, final thoughts, and recommendations on the research question will be synthesized and presented in this final chapter.
CHAPTER 2

Introduction

The purpose of this chapter is to discuss literature that supports active student participation that allows them to be 21st Century thinkers through project based learning. This chapter will describe what engagement is and its importance in student achievement. Project based learning will also be explained and what research says about it improving student engagement and achievement. The English Language Arts Common Core State Standards and how they fit into project based learning, along with the importance of 21st Century Skills will also be discussed. I hope to gain better understanding of the key elements to this question: How can I create curriculum using the principals of project based learning and the Language Arts Common Core State Standards in a fourth grade social studies setting that may increase student engagement?

Engagement

Scholars such as Confucius, Aristotle and Socrates all supported the theory of learning through doing. John Dewey, famous educational theorist from the early 20th century, believed that students should be actively participating in their learning, and that their learning should be relevant to their lives. Although Dewey was an extremely important and well known educational reformer, his progressive ways of viewing education were never fully accepted due to misunderstandings and a belief from his critics that students should learn basic academic skills (Public Broadcasting System, 2000).
In Schlechty’s (2011) book, *Engaging Students*, he describes the ways in which education has changed greatly over the past fifteen years with the emergence of the internet, mass media, and social media. Before the internet, teachers and parents were the sole providers of knowledge for students. Students no longer rely on teachers or parents to give them all of their information, because within mere seconds, students can easily look up answers to any question. Adults no longer have total control over what students learn. As Schlecty (2011) puts it, “Teachers and schools are going to have to learn to direct the learning of their students rather than try to control it” (page 7).

Schlecty (2011) suggests that we stop judging schools and teachers on their performance on standardized tests, and instead assess the quality of experiences that teachers provide for their students (page 4). Through project based learning, students would be given opportunities to spend quality time on important content standards that are connected to students’ lives outside of the classroom walls (Hallerman and Larmer, 2011). Much of what students learn can be directly linked to what is learned outside of school, which also correlates to how students do on tests (Schlecty, 2011; David, 2008). Although teachers cannot control what happens beyond the classroom walls, there are two indicators that have the biggest effect on student performance within the classroom. The first indicator is the relationships that teachers have with their students; and the second indicator is the work that teachers assign to students (Schlecty, 2011). Effective teachers have a way of creating a safe and engaging classroom that motivates students to learn and do well (Schlecty, 2011; Wolk 1994; Hallerman and Larmer, 2011).

In order for a student to be truly engaged they must be attentive, committed, persistent, and find meaning and value in the task at hand (Schlecty, 2011). Within these components, students must be able to focus on the work wholeheartedly while being devoted to finding
resources independently without being bribed or given consequences in order for the student to do their work. Also, students must be able to stick to the task all the way through to the end even when the task becomes difficult. (Schlecty, 2011, p. 14) With project based learning, students are given tools and strategies to become independent learners in order to find answers to driving questions (Wolk, 1994; Hallerman and Larmer, 2011). Students also become intrinsically motivated to do well on projects because there is a great deal of ownership in the entire learning process (Wolk, 1994; Hallerman and Larmer, 2011).

Within any classroom, there is a range of engagement: Engagement, Strategic Compliance, Ritual Compliance, Retreatism, and Rebellion (Schlecty, 2011, p. 35).

Engagement, as defined earlier, is the goal for all students of this structure. Defining signs of engagement are that the student, “sees the task as responding to motives and values he or she brings to the work” (Schlecty, 2011, p. 35), and also persists with a task even when they experience frustration or difficulties. Signs of strategic compliance include being attentive only because there is some sort of extrinsic reward tagged on with the task, and only persisting up until a certain point where the reward is achieved (Schlecty, 2011, pg. 35). Ritual compliance involves paying, “minimal attention to the work, is easily distracted, and is constantly seeking alternative activity to pursue” (Schlecty, 2011, pg. 35). Many students avoid work related to the task, and do very little relating to the task when not in direct supervision of the teacher (Schlecty, 2011, pg. 36). With retreatism, students literally do nothing. Many times students that are showing retreatism are found daydreaming, engaged in distracting activities, or are simply pretending to listen and participate when really they have little or no interest in what is happening with the task at hand (Schlecty, 2011, pg. 36). Lastly, there is rebellion, where students refuse to do the work and in place of participating will cheat or replace work with
negative behaviors (Schlecty, 2011, pg. 36). When students respond in different ways to a task, it’s important to find ways to engage more, if not all, students. Drawing upon students’ strengths through project based learning allows learners to use their strengths and be supported by others’ strengths while working within a group. The multiple intelligences theory developed by Gardner suggests that, “humans possess a number of distinct intelligences that manifest themselves in different skills and abilities” (Bas & Beyhan, 2010, pg. 367). Currently, there are nine different intelligences, as outlined and explained by Moran, Kornhaber, and Gardner (2010):

- Linguistic: Ability to understand and use spoken and written communication
- Logical-mathematical: Ability to understand and use logic and numerical symbols and operations.
- Musical: Ability to understand and use such concepts as rhythm, pitch, melody, and harmony.
- Spatial: Ability to orient and manipulate three-dimensional space.
- Bodily-kinesthetic: Ability to coordinate physical movement.
- Naturalistic: Ability to distinguish and categorize objects or phenomena in nature.
- Interpersonal: Ability to understand and interact well with other people.
- Intrapersonal: Ability to understand and use one’s thoughts, feelings, preferences, and interests.
- Existential: Ability to contemplate phenomena or questions beyond sensory data, such as the infinite and infinitesimal.

Traditional ways of teaching primarily focus on linguistic and logical-mathematical intelligences (Moran, Kornhaber, and Gardner, 2010). With the multiple intelligences theory, the nine intelligences do not act alone, but rather, “interact with one another in an individual to yield a
variety of outcomes (Moran, Kornhaber, & Gardner, 2006, p. 23).” When collaborating in 
groups, students are able to share their knowledge and intelligences, and thus able to strengthen 
each other students’ weaknesses (Moran, Kornhaber, & Gardner, 2006). Giving students 
opportunities to collaborate, think critically, make connections to the world and themselves, and 
express their work creatively through project based learning allows them to use their multiple 
intelligences and be intrinsically motivated and find meaning in what they are learning. 

Project Based Learning 

Project based learning brings together many of the theories that Dewey (Public 
Broadcasting System, 2000) theorized in the early 20th century and Schlecty discusses today. In, 
PBL in the Elementary Grades: Step-By-Step Guidance, Tools and Tips for Standards-Focused 
K-5 Projects, by Hallerman and Larmer (2011), defines project based learning as, “a systematic 
teaching method that engages students in learning important knowledge and 21st century skills 
through an extended, student-influenced inquiry process structured around complex, authentic 
questions and carefully designed products and learning tasks” (p. 5). With project based 
learning, students work on authentic tasks where they can explore issues that are relevant and 
meaningful to their own lives. Students are able to make connections with people outside of 
their classroom walls with other students, schools, organizations, and their own communities 
(Hallermann and Larmer, 2011). What this sounds like is Dewey’s work coming to life, and 
Schlecty’s ideas being realized. It sounds like engagement. 

Based on the text written by Hallermann and Larmer (2011), and Edutopia’s (2014) video 
on the “Five Keys to Rigorous Project Based Learning” there are seven consistent core elements 
that make up project based learning for the purpose of this paper: 

• Real World Connections
• Core to Learning
• Structured Collaboration
• Student Driven
• Multifaceted Assessments
• Building 21st Century Skills
• Public Audience.

Individual or groups of students are given opportunities to work collaboratively to explore one or more standards through guiding questions about relevant issues (Hallermann and Larmer, 2011; Edutopia, 2014). Guided questions lead students through a cumulative project that incorporates 21st century skills (Hallermann and Larmer, 2011; Edutopia, 2014). Teachers facilitate and direct learning, while students actively participate in their learning (Hallermann and Larmer, 2011; Edutopia, 2014). The finished project is then presented to a public audience that is someone besides other students in the classroom (Hallermann and Larmer, 2011; Edutopia, 2014). Adults and children from the community are invited to view and listen to presentations put on by the students doing the projects (Hallermann and Larmer, 2011; Edutopia, 2014).

Eric Williams (2014), the Superintendent of York County Public Schools in Virginia, speaks highly of project based learning in his blog titled, “Four Reasons to Exhibit Student Work.” Williams (2014) describes a project put together put on by a sixth grade class for an exhibition titled, “We are the someone!” Students in four different sixth grade classrooms all read the book, Ghost Dog Secrets (20011) by Peg Kehret that was about a boy that wants to rescue an abused dog. The guiding question for this project was, “What can we at TMS do to change the lives of animals?” Groups of students collaborated to research different issues, laws,
and solutions to address the issue. There were many standards present throughout the lesson, including:

- The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry
- The student will write narration, description, exposition, and persuasion
- The student will participate in and contribute to small-group activities

21st century skills were present throughout the project in that students were collaborating in teams to create a research product, communicating to classmates and the public, creatively creating plans for intervention of an issue on animal abuse, and critically thinking while making judgments and decisions about a final product. Students were assessed in many different ways throughout the project, including journaling, notes, checklists, outlines, rubrics, presentations, and reflections (2014).

Williams (2014) believes that the presentations put on by the students increased student engagement, increased student learning of significant content, promoted a shared instructional vision among staff members. Students felt ownership over what they were learning and were motivated to do well for their audience, all while learning and applying state standards (Williams, 2014).

Research done by the Buck Institute for Education was also able to draw many conclusions about the benefits of project based learning (Hallermann and Larmber, 2011). The Buck Institute found that project based learning can work for all students, including special needs, mainstream, and English Language students because objectives are purposeful, meaningful and students are able to easily connect learning to their own lives (Hallermann and Larmber, 2011). Project based learning has also been more effective than traditional instruction.
in increasing academic achievement due to high student engagement, and inclusion and mastery of 21st Century Skills (Hallerman and Larmer, 2011).

In her article, “What Research Says About Project- Based Learning,” David (2008) shares two different studies that were done on the effectiveness of project based learning on student achievement. In one study on achievement in math classes, two separate secondary schools were compared, where one school taught using traditional methods, and the other school used project based learning (David, 2008). The study discovered that after three years, the school that used project based learning had “significantly outperformed the traditional school students in mathematics skills as well as conceptual knowledge” (David, 2008, p. 80). Also noted was that the project-based learning school had three times as many students pass the national exam than the students that were taught in the traditional school (David, 2008).

David (2008) also shared research done in 1992 by The Cognition and Technology Group at Vanderbilt University. The Vanderbilt Group studied a control group of math students that worked independently and a group that worked collaboratively on real-world mathematical problems (David, 2008). It was discovered that the group that worked in a collaborative group scored higher in solving word problems and planning, while both groups scored the same on a test based on basic math concepts (David, 2008).

The Vanderbilt and Boaler studies both discovered that students that worked with projects or collaboratively in groups had less math anxiety, and a more positive attitude towards math (David, 2008). Both studies found that the achievement gap between economic levels in students disappeared within the project based learning school, but increased at the traditional school (David, 2008).
In the article, “What you need to know about deeper learning,” DeNisco (2015) describes deeper learning as a, “shift in emphasis away from teacher-led, rote learning to critical thinking, problem solving, working collaboratively in groups, and oral and written communication” (p.20). Deeper learning is also compared to such terms as 21st century learning, project based learning, and personalized learning (DeNisco, 2015). The American Institutes for Research conducted a study that compared 20 of these deeper learning schools to 13 traditional public high school schools throughout the United States (DeNisco 2015). DeNisco (2015) explains that although it is still unknown exactly how deeper learning effects student learning the study done by the AIR was able to show that deeper learning schools scored better on the Program for International Student Assessment -Based Test for Schools, while also having higher graduation rates. The table below illustrates the comparisons found between the traditional and deeper learning schools (DeNisco, 2015):

Table 1: Comparisons between Deeper Learning and Traditional Schools

<table>
<thead>
<tr>
<th>School Type</th>
<th>PISA Test</th>
<th>College Enrollment Rate</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deeper Learning</td>
<td>54%-55%</td>
<td>50%</td>
<td>65%</td>
</tr>
<tr>
<td>Traditional</td>
<td>50%</td>
<td>50%</td>
<td>56%</td>
</tr>
</tbody>
</table>

Although research has shown that project based learning is effective in student achievement, many teachers have not embraced project based learning because of the amount of planning, collaboration, and implementation it takes to put together well designed lessons and projects (DeNisco, 2015; Rotherham and Willingham, 2009; David, 2008; Hallerman and Larmer, 2011). Teachers also need to have strong classroom management skills and an ability to manage multiple activities happening all at once (DeNisco, 2015; Rotherham and Willingham,
2009; David, 2008; Hallerman and Larmer, 2011). For many teachers, this would be difficult to shift gears from well structured and managed rooms to a more active and lively classroom environment while groups are working on projects (David, 2008). With project based learning, teachers also worry about the length of class time a project may take, leaving little time to spend on the required standards. (David, 2008; Hallermann and Larmer, 2011).

**Common Core State Standards**

In 2009 a group of teachers, school chiefs, administrators and other experts in the field of education came together to create the Common Core State Standards. This group set out to create a common set of standards that would be used consistently throughout the United States (CCSS, 2015). Poor test scores throughout the nation were attributed to inconsistencies of standards from state to state, so the CCSS made it a goal to make sure that all students graduated high school and were prepared for “college, career, and life, regardless of where they live” (CCSS, 2015). While most states in the US have adopted both the Math and English Language Arts Standards, Minnesota decided to only adopt the English Language Arts Common Core Standards. In an interview with Minnesota Public Radio News (2012), Minnesota’s Education Commissioner Brenda Casselius explained that Minnesota’s math standards had been worked on extensively before common core came about. Casselius also went on to explain that Minnesota’s math standards already focused on mastery and being college and career ready so she felt there was no need to change what already worked for Minnesota (MPR, 2012).

There were three major shifts made in English Language Arts with the Common Core: first, regular practice with complex texts and their academic language; secondly, reading, writing, and speaking grounded in evidence from texts, both literary and informational; and third, building knowledge through content-rich nonfiction (CCSS, 2015). The CCSS state that “the
standards are the roadmap for successful classrooms, and recognizing that teachers, school
districts and states need to decide on the journey to the destination” (CCSS, 2015).

David Ross (2012), the Senior Director of Partnerships and Outreach for the Buck
Institute for Education wrote a blog titled, The Common Core is the “what.” PBL is the “how.”
Within his blog, Ross points out that within the ELA standards it states:

- “Conduct short as well as more sustained research projects based on focused
  questions...
- Prepare for and participate effectively in a range of conversations and collaborations
  with diverse partners...
- Use technology, including the internet, to produce and publish writing and to interact
  and collaborate with others...
- Conduct short research projects to answer a question (including a self-generated
  question)...” (Ross, 2012, p.3)

All of these standards sound a lot like what project based learning is all about: research projects,
interacting and collaborating with others, and self generated questions. Ross (2012) explains that
the Common Core and project based learning go really well together because they share very
common beliefs. In a different blog, How does PBL work with the common core?, Ross (2010)
goes on to compare CCSS to PBL, in that they both share the same beliefs in deep understanding
of meaningful content.

Boss (2013), author of PBL for 21st Century Success: Teaching Critical Thinking,
Collaboration, Communication, and Creativity also believes that Common Core and PBL go
hand in hand. Boss (2013) writes,
Widespread adoption of the Common Core State Standards is likely to further accelerate the shift to PBL. The new standards put a premium on interdisciplinary thinking, especially when it comes to integrating the English language arts. PBL naturally leads to learning across disciplines as students investigate real-world questions that don’t fit neatly into content silos (p. 9).

In “8 Essentials for Project-Based Learning,” Larmer and Mergendoller (2010) suggest teachers focus first on core content. With the standards being the central idea behind a project, the content of the project should also be significant to students’ lives (Larmer and Mergendoller, 2010). Many projects begin with an entry event such as a video, guest speaker or field trip that piques the interests of students and motivates them to ask questions and learn more about the event (Larmer and Mergendoller, 2010). Students then move on to creating an open-ended question that helps them focus their research (Larmer and Mergendoller, 2010). Multiple standards can be integrated within a project, allowing students to make connections between standards themselves and the real world (Larmer and Mergendoller, 2010).

When assessing students on mastery of state standards, there are a medley of ways in which teachers can assess students such as performance-based assessments, journals, rubrics, presentations, quizzes, and tests. In her article, “The Challenge of Assessing Project-Based Learning,” Boss (2012) explains that project based learning is stepping into a new world of using performance-based assessments as compared to traditional testing that ask students to recall information. Performance-based assessments ask students to, “demonstrate, apply and reflect on what they have learned” (Boss, 2012). Teachers develop rubrics that include multiple state standards and 21st century skills to assess final projects (Boss, 2012). The rubrics can be used throughout the project as both formative and summative assessments to ensure adjustments are
made before the final project is completed (Boss, 2012). The issue that many school districts and administrators have with this type of testing comes from a long history of schools basing all of their data and learning targets on assessments mandated by the No Child Left Behind act (Boss, 2012). Many administrators are reluctant to let go of this way of assessing student achievement because of the mandates required upon them through the act (Boss, 2012).

21st Century Skills

Through, project based learning, 21st Century Skills are practiced and mastered through collaboration, communication, critical thinking, and creativity. Collaboration takes place when students share responsibility for the work done by a group, are able to work well with other others, and are able to solve problems together as they arise (Hallermann and Larmer, 2011). Communication may happen mostly during the presentation portion of the group project. Projects should be clearly communicated to appropriate audiences while being able to answer questions and adjust presentations as needed (Hallermann and Larmer, 2011). Students also need to communicate effectively while putting the pieces together of their project. Students use critical thinking skills when thinking about multiple perspectives of an idea or topic, and are able to ask questions, gather information, and synthesize their information in order to develop conclusions. Hallermann and Larmer (2011) suggest starting with collaboration and communication when beginning to teach 21st century skills, as these are both used in working on a project and presenting the project. Critical thinking skills and creativity become easier to embed into projects as students become more accustomed and independent with project based learning.

Twenty-first century skills are important for students to master in order to be prepared for life after graduating high school. In “21st Century Skills,” Beverly Ingle (2007) reports that
when students of today turn 38, they will have already worked between 10-14 jobs because of the amount of different kinds of jobs that are created each year due to technology and innovation. According to studies done by the Partnership for 21st Century Skills (2008), there has been a great shift in the American economy from people working in the industrial sector to more people working in the service sector where information, knowledge, and innovation is at its core. More than 75% of all jobs in the United States are based in the service sector (Partnership for 21st Century Skills, 2008). Many of these jobs are high-paying occupations that include doctors, engineers, and sales and marketing (Partnership for 21st Century Skills, 2008).

Many voters, employers, and K-12 and postsecondary educators in America believe that 21st century skills are important to learn in order to be prepared for 21st century jobs (Partnership for 21st Century Skills, 2008). Eighty percent of American voters believe that the skills needed for jobs 20 years ago are much different than the skills needed for the 21st century (Partnership for 21st Century Skills, 2008). The 400 employers surveyed around the United States said that, “professionalism/work ethic, oral and written communications, teamwork and collaboration, and critical thinking and problem solving,” were the most important skills needed after graduating high school and entering college or the workforce (Partnership for 21st Century Skills, 2008, p.12). Because of this shift in our economy over the past thirty years, there needs to be more of an emphasis put on 21st century skills being taught in K-12 classrooms.

Experts and advocates of 21st Century Skills all agree that the best ways to ensure that 21st Century skills are successful in classrooms is through quality professional development, administrative support, and planning time (Boss, 2013; The Partnership for 21st Century Skills, 2008; Ingle, 2007; Rotherham and Willingham, 2009; Larmer and Mergendoller, 2010). Rotherham and Willingham (2009) bring up interesting points in their article, “21st Century
Skills: The Challenges Ahead,” by noting that many advocates of teaching 21st century skills and student centered methods are believed to be the most effective and best ways to teach students. Many teachers still shy away from using these methods because they create a different kind of classroom atmosphere that takes the control away from the teacher and into the hands of the students. Student centered teaching calls upon teachers that have strong classroom management skills, think flexibly and quickly when plans progress or falter, and have the ability and time to collaborate with other teachers. This can be difficult for teachers when they are required to teach a specific set of standards, or meet end of year assessment goals on top of having inadequate or very little training in the areas of 21st century skills and student centered methods.

Gap in Research

While researching the impact of project based learning with exceptional and diverse learners, Hovey and Ferguson (2014) found that there had only been eight identified studies done on the effectiveness of project based learning. Of those eight studies, none of them qualified as high-quality research (Hovey and Ferguson, 2014). Lack of research, minimal support and professional development, and a lack of understanding of what project based learning is, might all be indicators of why project based learning is not used more in classrooms throughout the United States.

Summary

This chapter reviews literature on engagement, project based learning, Common Core State Standards, and 21st century skills, while explaining how all of these components lead to student achievement and deeper learning. The ways in which students learn in the 21st century is much different than twenty to thirty years ago when the teacher was at the center of learning.
21st century skills and Common Core State Standards work together to provide a foundation made up of knowledge and skills that students will need as they progress through their school grades and into their future as adults in society. Project based learning ties together the important components of what creates an engaging atmosphere for academic success through real world connections, state standards, collaboration, student centered instruction, multifaceted assessments, 21st century skills, and a public audience.

Chapter three will describe how the research question was investigated. Through curriculum development and a variety of reflection forms and rubrics, it will provide a description of the results from the reflection forms and rubrics of how project based learning engaged students. Participants and the demographics of the school will also be described.
CHAPTER 3

Introduction

The purpose of this research was to answer the question: How can I create curriculum using the principals of project based learning and the Language Arts Common Core State Standards in a fourth grade social studies setting that may increase student engagement? I am currently working with two other fourth grade teachers on implementing more project based learning aspects into our science and social studies units. The goal at the beginning of the year was to be more innovative and engaging with how instruction was delivered. For this research, I decided to create a project based learning curriculum that integrated multiple language arts common core state standards with the fourth grade ancient Greece social studies unit. Throughout the unit, students will be creating an Ancient Civilizations book on their iPad using the app BookCreator. At the end of the Ancient Civilizations unit, students will have the opportunity to share their books with other students, teachers and parents. After writing the curriculum, I received feedback from other teachers and edited the curriculum as needed. Throughout this curriculum writing process, I have been able to gain a better understanding of how to create engaging project based learning lessons/units that integrate multiple Language Arts and Social Studies Standards and 21st century skills that I believe will be valuable to both students and colleagues/ staff/ other teachers.

At the beginning of this research, some questions I had hoped to answer were: 1) How can I integrate the standards through project based learning in order to deliver instruction more
authentically? 2) Will my curriculum allow students to practice 21st century skills in an authentic and meaningful way? and 3) Will my curriculum meet all of the essential project design elements listed/featured on the project design rubric? (see appendix C)

Overview

The methods chapter begins with a description of the research paradigm and basic theories used for the curriculum developed in this study. The second portion of Chapter 3 includes the setting and participants involved. The third portion of Chapter 3 explains the curriculum development and evaluation processes. An outline/curriculum planning sheet will be included to provide an example of how multiple Common Core State Standards will be integrated while also practicing 21st century skills.

Research Paradigm

While conducting this study, a qualitative research approach was used. According to Mills (2014), qualitative research is focused with the premise that data is collected in order to understand a problem or question that will allow the researcher to understand a topic more deeply prior to the study. In order to understand a problem or question more deeply, Greenhalgh and Taylor (1997) explain qualitative research as a way to gather data based on the experiences of particular individuals or groups that can give more insight into the study. With qualitative research, data can be collected through studying documents, passive observation, participant observation, interviews guided by a defined set of topics, or interviews with focus groups (Greenhalgh and Taylor, 1997).

Qualitative research worked best for this research because participants were selected based on familiarity and expertise with fourth grade social studies and language arts standards. Participants were asked to use a rubric (see appendix E) that was provided to them to give
feedback on the curriculum written for this research. After receiving feedback from participants, data from the documents was collected by analyzing the commonalities and differences between each participant’s feedback. The data was used to reflect upon the question for this research question: *How can I create curriculum using the principals of project based learning and the Language Arts Common Core State Standards in a fourth grade social studies setting that may increase student engagement?* and edits were made to the curriculum as needed.

**Setting**

The setting of this study will be held within an intermediate school that serves 4th and 5th grade students. The school district itself is in a suburban, Minnesota town that serves approximately 5,500 students. The intermediate school has approximately 750 students. Of these 750 students, there are 19% English Learners, 10% Gifted and Talented students, and 14% Special Education students. The diversity of the student population includes 62% white, 14% Hispanic, 12 % Black, 11% Asian, and 1% Native American students. Based on the amount of students that qualify for free and reduced lunches, which is at 49.5%, this school does qualify for Title I funding.

The intended audience for this research is fourth grade students. The demographics of the fourth grade students in this building are similar to those of the entire intermediate building. This study was created for the 15 fourth grade girls and 11 fourth grade boys in my current classroom. The demographics of the classroom include 54% white students, 27% black students, 8% Hispanic students, and 12% Asian students. Of the 26 students, 8% are receiving Gifted and Talented services, 12% are receiving Special Education services, and 15% are identified as English Language Learners.
Participants

Participants in this study included four staff members at the school in which I also teach. Each participant was given a rubric to use while evaluating the curriculum written in order to give me feedback for this study. Each participant has been given pseudonyms. Descriptions of each participant are as follows:

- Participant A has over thirty years of teaching experience as a 5th grade teacher in the district the study is being conducted, with the majority of those years being in fifth grade. I chose this participant because of her ability to pay attention to detail and knowledge of teaching social studies and language arts standards.
- Participant B has 15 years of teaching experience as a 4th grade teacher, and 10 years of being a Continuous Improvement Coach for teachers at the school the study is being conducted. I chose this participant because of her broad knowledge of curriculum development, and of the district’s Essential Learning Outcomes. This participant has also been my instructional coach in the past.
- Participant C has 10 years of teaching experience as a 4th/5th grade teacher, and 2 years of being a Continuous Improvement Coach for teachers at the school the study is being conducted. This participant is currently my instructional coach.
- Participant D has 15 years of teaching experience as a 4th/5th grade teacher and is also the Social Studies Lead teacher at my school. This participant also has three years of experience teaching project based learning.

Ethics

There is little to no risk for the participants in this study. All results will be kept confidential and anonymous. I have not recorded information about individuals, such as names,
Consent was obtained through a letter (see appendix B) and signature from the school principal as well as each adult participant involved in giving feedback about the curriculum written for this research. All data received from each participant will be destroyed upon completion of this capstone project.

**Curriculum Theories**

The project-based learning curriculum presented in this study is based on the belief that students learn best when core content, such as the Common Core State Standards, are taught through relevant, hands-on lessons where projects are at the center of learning, not just pegged on at the end of a unit. Project-based learning stems from beliefs from theorists such as John Dewey, Maria Montessori, and Jean Piaget. Dewey (Boss, 2011) believed that students should not be passive learners, but rather active participants that learn about the world. Montessori also believed that students should not learn through listening to words, but through experiencing the environment around them (Boss, 2011). Piaget asserted that students learn best by building on what they already know through questioning, investigating, working with others, and reflecting on work (Boss, 2011).

Project based learning has seven core elements which include 1) real world connections, 2) core to learning, 3) structured collaboration, 4) it is student driven, 5) multifaceted assessments, 6) building 21st century skills, and 7) a public audience (Hallermann and Larmer, 2011). Individual or groups of students are given opportunities to work collaboratively to explore one or more standards through guiding questions about relevant issues (Hallermann and Larmer,
Guided questions lead students through a cumulative project that incorporates 21st century skills (Hallermann and Larmer, 2011; Edutopia, 2014). Teachers facilitate and direct learning, while students actively participate in their learning (Hallermann and Larmer, 2011; Edutopia, 2014). The finished project is then presented to a public audience that is someone besides other students in the classroom (Hallermann and Larmer, 2011; Edutopia, 2014). Adults and children from the community are invited to view and listen to presentations put on by the students doing the projects (Hallermann and Larmer, 2011; Edutopia, 2014).

**Curriculum Development**

Backwards design for curriculum planning will be used in the development of this curriculum. According to Wiggins and McTighe (1998), backwards design is a sequence with three stages: 1) Identify desired results, 2) Determine acceptable evidence, and 3) Plan learning experiences and instruction. The first stage of planning is a goal that is based on state or district standards and then framed around the standards with an essential question which guides the entire unit (Wiggins and McTighe, 1998).

The second stage of backwards design asks what types of evidence will show understanding of the essential question (Wiggins and McTighe, 1998). Within the second stage, teachers can use many different methods to collect evidence of understanding such as formal and informal check-ins, observations, oral questions, quizzes, tests, and performance tasks (Wiggins and McTighe, 1998). Most importantly, multiple modes of evidence should be collected over time rather than once at the end of instruction (Wiggins and McTighe, 1998). After a goal has been set, and different modes of evidence for understanding are put in place, instructional planning can begin. In the third stage of planning, lessons should include, “Coherent learning
experiences and teaching that will evoke and develop the desired understandings, promote
interest, and make excellent performance more likely (Wiggens pg. 10).” The resulting evidence
of understanding, whether it comes in the form of a summative assessment, prompt, or project,
should always be the ability to effectively answer the primary essential question from the first
step of planning.

Using the backwards design model, two forms of planning for the curriculum developed
in this study were used. The first form was developed by the Buck Institute for Education, an
organization that provides teachers with project based learning resources and instruction (see
Appendix A). “The Project Design: Overview and Student Learning Guide” allowed me to piece
together the essential question, the common core state standards, 21st century skills, the plan for
the final product, the resources and materials needed, evidence of learning, and scaffold
instruction throughout the entire unit. The Project Design template incorporates all three stages
of Wiggens and McTighe’s backwards design model

The second form of curriculum planning I used was a template I created. I wanted to
make sure it incorporated the main components specific to this research: the Language Arts
Common Core State Standards, the Minnesota State Social Studies Targets, 21st century skills
being used, success criteria, materials, and procedures.

Table 2: Lesson Plan Template

<table>
<thead>
<tr>
<th>Day/ Time:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Knowledge and Understanding (CCSS):</td>
<td></td>
</tr>
<tr>
<td>Success Criteria</td>
<td></td>
</tr>
<tr>
<td>21st Century Skills:</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td></td>
<td>Collaboration</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Backwards design and project based learning work well together, in that they both start with the end in mind asking the question, “What do I want my students to gain at the end of this unit?” Also, both backwards design and project based learning stress the importance of assessing understanding throughout the unit, not just at the end. Developing a plan to collect evidence of understanding throughout the curriculum allows teachers to adapt learning as needed when students need further support or enrichment.

Curriculum Evaluation

The four participants involved in this study were each given the four week Ancient Greece curriculum written for this project. The participants were directed to use the Project Design Rubric (see appendix C), taken from the Buck Institute for Education website, to guide them as they were evaluating the curriculum. The six main points of the rubric included:

- Key knowledge, Understanding and Success
- Challenging Problem or Question
- Sustained Inquiry
- Authenticity
- Student Voice and Choice
- Reflection
- Critique and Revision
• Public Product

Participants were asked to consider these questions while reading through the curriculum:

• Does the curriculum meet the elements included on the rubric?
• Are the activities going to be engaging enough?
• Is the curriculum truly project based learning?
• Is there anything confusing, should be added or removed?

After giving the participants three weeks to look over the Ancient Greece curriculum, I met with each participant one-on-one to go over feedback they had to give me. Results from my curriculum evaluation will be explained in Chapter 4.

Summary

Chapter 3 continued to explain the reasons behind wanting to create a curriculum using project based learning. The setting, audience and participants involved in this study were provided at the beginning of this chapter. An explanation of how the curriculum was developed through backwards design while also using essential elements from project based learning was also discussed. Finally, an explanation of how the curriculum was evaluated in order to receive feedback from participants was presented at the end of this chapter.

Chapter Four will contain the fourth grade social studies unit on Ancient Greece. I will be discussing the development of the curriculum with examples provided from the study. Strengths and weaknesses of the curriculum will be shared, along with feedback and rubrics completed by participants in the study.
CHAPTER FOUR

Introduction

Chapter one explained the motivation behind this research, which was to help students become active learners, not passive ones. It also described differences between the schools I have taught at over the past twelve years, while noting their strengths and weaknesses. After reflecting on my past experiences of working in traditional and project based schools, I then went on to discuss the literature that supported project based learning in chapter two.

The second chapter’s purpose was to discuss literature that supported active student participation that allowed them to be 21st century thinkers through project based learning. The driving question that led this research on project based learning was: How can I create curriculum using the principals of project based learning and the language arts common core standards that may increase student engagement in a fourth grade social studies setting?

In the third chapter, I used the research/driver question to develop a project based fourth grade social studies curriculum. At the beginning of chapter three, I explained the research paradigm, the setting of the study, the participants, and the ethics involved. The second section of chapter three included the curriculum theories and curriculum development I decided to use to write the curriculum included in this study. The last section of chapter three explained how I would be evaluating the curriculum.

Chapter four will describe in further detail the process I took for creating the curriculum from beginning to end. The beginning of chapter four will describe my curriculum writing
process, along with examples from the curriculum. The second section of chapter four, will explain the results from the data I collected and how it was used to edit the curriculum. Lastly, I will explain what I learned from the curriculum development process, as well as what I think were the strengths and weaknesses of the entire process.

**Ancient Greece Curriculum**

The idea for using Ancient Greece as one of the main subjects for the curriculum project started with a conversation with one of my 4th grade colleagues about the vast amount of information needed to teach in both social studies and language arts during the second trimester. We both knew we had wanted to incorporate elements of project based learning into the unit, specifically the elements that integrated multiple state standards, 21st century skills, and a final product to share with an audience. After analyzing the Language Arts State Standards and Social Studies State Standards that needed to be taught during trimester two, we decided it would work well to teach all of the standards concurrently during our social studies and language arts time.

The main social studies standard was to compare and contrast daily life for people living in ancient times. With there being three teachers on our fourth grade team, we decided to split up the three different ancient civilizations- Greece, Rome, and Egypt. The students would rotate between our three classrooms on a four-week rotation. We would use our one-hour language arts time two to three times a week in order to cover all of the material.

This was my first time teaching ancient Greece, thus I wanted to ensure I answered my main research question: *How can I create curriculum using the principals of project based learning and the Language Arts Common Core State Standards in a 4th grade social studies setting that may increase student engagement?* I decided to use backwards planning as explained by Wiggins and McTighe (1998) as a process for developing my curriculum. In order to
organize my planning, I decided to use a form that aligned perfectly with backwards planning that was found on the Buck Institute for Education called The Project Design: Overview and Student Learning Guide (see Appendix A).

The first of three stages in backward planning is to determine what the goal of the curriculum will be based on state standards. The social studies state standard being used for this curriculum is: (3.4.3.9.1) Compare and contrast daily life for people living in ancient times in at least three different regions of the world. I then looked at all of the language arts state standards to see which standards might align well with the social studies standard. The language arts standards that ended up being integrated into this curriculum are shown in the table below:

Table 3: Social Studies (MDE, 2016) and Language Arts Common Core State Standards

<table>
<thead>
<tr>
<th>Key Knowledge and Understanding (CCSS or other standards)</th>
<th>Social Studies:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(3.4.3.9.1): Compare and contrast daily life for people living in ancient times in at least three different regions of the world <em>(Note: At the time of writing this curriculum, 4th grade was still teaching ancient civilizations even though it is a 3rd grade standard.)</em></td>
</tr>
<tr>
<td></td>
<td>Language Arts:</td>
</tr>
<tr>
<td></td>
<td>(4.2.2.2): Determine the main idea of a text and explain how it is supported by key details: summarize text</td>
</tr>
<tr>
<td></td>
<td>(4.2.3.3): Explain events, procedures, ideas or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text- Cause/ Effect</td>
</tr>
<tr>
<td></td>
<td>(4.2.5.5) Describe the overall structure (e.g., chronology, comparison, cause/ effect, problem/ solution) of events, ideas, concepts, or information in a text or part of a text.</td>
</tr>
<tr>
<td></td>
<td>(4.2.7.7) Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</td>
</tr>
<tr>
<td></td>
<td>(4.6.2.2) Write informative/ explanatory texts to examine a topic and convey ideas and information clearly</td>
</tr>
<tr>
<td></td>
<td>(4.6.5.5) With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by</td>
</tr>
</tbody>
</table>
planning, drafting, revising, and editing.

- (4.6.6.6): With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others.
- (4.6.7.7) Conduct short research projects that build knowledge through investigation of different aspects of a topic
- (4.6.8.8): Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources
- (4.6.9.9): Draw evidence from literary or informational text to support analysis, reflection, and research
- (4.8.1.1): Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and expressing their own clearly.

At one point in the curriculum development process, I originally had a much different list of language arts state standards. After planning daily activities, I realized that there were some standards that were not used, while there were standards that could be added. The list of standards shown above are what made the final edit.

The second stage of backwards planning is to determine acceptable evidence (Wiggins and McTighe, 1998). In both project based learning and backwards planning, assessing understanding throughout the unit while using multiple methods to assess, is of upmost importance. Assessing student work throughout any project or unit allows planning to be adapted when students show evidence that they need further support or enrichment.

As a way to assess student learning throughout the ancient Greece unit, I planned for students to create a digital book using the app BookCreator throughout the duration of the unit. BookCreator is a fairly basic app that allows users to add content such as text, audio, and images to each page. For the free version, users are only allowed to create one book, but can create over 200 pages. After exploring the app, I found it to be very easy to add and edit content as needed.
and thought it would work very well for fourth grade students. The digital book would serve multiple purposes. First, after each ancient Greece lesson, students would need to create a page showing what they learned. Second, each page would need to incorporate ancient Greece facts, and the language arts standards being taught. Third, the book would allow students to practice the 21st Century skills of creativity, collaboration, critical-thinking, and communication. Lastly, the book would be used as a final product to show audience members (made up of parents, students, and teachers), what they had learned throughout the unit.

At the beginning of planning this curriculum, I knew I had wanted to use rubrics as a way to assess student learning multiple times throughout the course of the unit. Using the website Rubistar (rubistar.4teachers.org) I created a rubric (see Appendix E) that would be used as a way for other students and myself to read and assess each other’s digital books at least twice during the unit. It wasn’t until after planning all of the daily lessons that I had found ways to formally and informally assess student understanding on a more regular bases. The Project Design: Student Learning Guide (see Appendix A) goes into further detail about how I aligned the learning outcomes, checkpoints and formative assessments, and instructional strategies for each lesson.

The third step in backwards design is to plan learning experiences and instruction (Wiggins and McTigh, 1998). While planning daily lessons, I knew I needed to cover five main ancient Greece topics: Geography, Beliefs and Values, Daily Life, Government, and Social Classes. Each of these topics needed to be taught in order to compare and contrast ancient Greece to ancient Rome and ancient Egypt. I also needed to keep in mind what my main goal was for this research: to plan lessons that used project based learning and the language arts common core standards to increase student engagement in a fourth grade social studies setting?
In order to incorporate the social studies and language arts common core standards, 21st Century Skills, and project based learning, I created my own daily lesson template. The template includes seven main categories as seen in the table below:

Table 4: Lesson Template

<table>
<thead>
<tr>
<th>Lesson #</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Knowledge and Understanding (CCSS)</td>
<td></td>
</tr>
<tr>
<td>Success Criteria</td>
<td></td>
</tr>
<tr>
<td>21st Century Skills</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td></td>
<td>Collaboration</td>
</tr>
<tr>
<td>Materials:</td>
<td></td>
</tr>
<tr>
<td>Procedures:</td>
<td></td>
</tr>
<tr>
<td>Discussion Question(s):</td>
<td></td>
</tr>
</tbody>
</table>

Within each of the five main ancient Greek topics were many subtopics. In order to teach as much as I could in a 4-week time period, I needed to pick and choose subtopics that I knew my students would be the most interested and engaged in. For example, under the topic of Daily Life, the subtopics were: Olympics, daily life of men and women, work and school, weddings, and games. While learning about the Olympics, students are asked to compare and contrast the Olympics in ancient times, and the Olympics today. After using a graphic organizer to compare and contrast, students write an essay explaining the similarities and differences between the Olympics now and in the past. The essay would then be used in their digital book along with at least three different text features, which could include different types of text, headings, title,
photographs, etc. As an ending activity, students participate in a mock Olympics in the
gymnasium similar to that of ancient times. Here is the complete lesson on the Olympics:

Table 5: Lesson Plan for Olympics: Past and Present

<table>
<thead>
<tr>
<th>Key Knowledge and Understanding (CCSS)</th>
<th>4.2.5.5) Describe the overall structure (chronology, comparison, cause/ effect, problem/ solution) of events, ideas, concepts, or information in a text or part of a text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success Criteria</td>
<td>As students read the ReadingA-Z book “The Olympics: Past and Present,” they will practice comparing and contrasting information in a non-fiction text. Students will also explain how at least three different text features in “The Olympics: Past and Present” help them understand the text better. Students will create a page in their book about the Olympics today and in the past. Page should include either a Venn diagram or a compare/ contrast essay, and at least one photograph or picture.</td>
</tr>
<tr>
<td>21st Century Skills:</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td></td>
<td>Creativity</td>
</tr>
<tr>
<td></td>
<td>Collaboration</td>
</tr>
<tr>
<td></td>
<td>Communication</td>
</tr>
<tr>
<td></td>
<td>- Knowledge Survey sheet</td>
</tr>
<tr>
<td></td>
<td>- Compare/ Contrast sheet</td>
</tr>
<tr>
<td></td>
<td>- Text Features sheet</td>
</tr>
<tr>
<td></td>
<td>- “The Olympics: Past and Present” discussion questions</td>
</tr>
<tr>
<td>Procedures:</td>
<td>1. Teacher will guide students through the Knowledge Survey worksheet to build background on the Olympics</td>
</tr>
<tr>
<td></td>
<td>2. Groups of students will read “The Olympics: Past and Present” together. As students read they will compare and contrast past and present day Olympics. (Teacher will work with a group of 6 students that need extra support. The text is written at a 4th or 5th grade level so some support may be needed).</td>
</tr>
<tr>
<td></td>
<td>3. Teacher will model how to use the Venn Diagram and notes taken to write a compare and contrast essay on the Olympics of past and present.</td>
</tr>
<tr>
<td></td>
<td>4. The essay will be added to their digital book, along with a title and image.</td>
</tr>
<tr>
<td></td>
<td>5. Students will participate in a mock Olympics in the gymnasium. Groups of students will run the length of the gym in separate heats until one winner is crowned.</td>
</tr>
<tr>
<td>Discussion Questions</td>
<td>Name three ways that the lives of the ancient Greeks contributed to our modern, daily lives. How would our lives be different without these three things?</td>
</tr>
</tbody>
</table>

Discussion Questions

Name three ways that the lives of the ancient Greeks contributed to our modern, daily lives. How would our lives be different without these three things?
In all, the Ancient Greece curriculum consists of sixteen lessons that combine a total of eleven language arts common core state standards and one social studies common core state standard. 21st century skills were thoughtfully placed throughout the unit in order to give students opportunities to practice the skills of creativity, collaboration, communication, and critical thinking. It is my hope to push students to show their creativity in each page they create in their digital books. Creating lessons that group students in a variety of ways would allow students to practice communication and collaboration skills. Discussing questions at the end of each lesson and thinking of ways to present information to other students would give them opportunities to practice creativity, communication, and critical thinking skills. The curriculum, along with all of the materials needed, can be found in Appendix D.

The final product for the ancient Greece unit is the digital book that students have continuously worked on throughout the three ancient civilization units and will be shared with other students, teachers, and parents during a presentation event held at the school.

Results from Feedback

After completing the curriculum on ancient Greece, I asked four staff members at my school to evaluate and assess the curriculum. Of the four staff members, two were classroom teachers, and two were continuous improvement coaches. After reading the consent letter (Appendix B), all staff members agreed to read through the curriculum written for this research and provide feedback based on a rubric provided (Appendix C). While sending out the curriculum, I also asked all four members to think about these questions as they read through the curriculum:

1. Are the activities going to be engaging enough?
2. Based on the rubric provided, is the curriculum truly project based learning?
3. Is there anything I could add or remove?

The feedback that was given by each of my four coworkers, was very diverse. Some feedback was focused on the small details, while others focused on the bigger picture. For the purpose of this research, all staff member’s names have been omitted and replaced with the pseudonyms of Teacher A, B, C and D.

Teacher A gave feedback on almost every single lesson, which ranged from minor editing details to asking clarifying questions about procedures. The questions and suggestions from Teacher A helped clarify my thinking and reasoning behind each lesson. On the rubric, Teacher A noted that all areas on the rubric were met, except for the Public Product Presentation category/ criteria. The way the curriculum had been written did allow for the reader to clearly understand what the public product would be and the purpose behind it. In order to clarify what the public product would be, a bullet point on the first page of the curriculum was added:

- Each student will also be creating a book on the app Book Creator. Each book will contain information about all three civilizations. Books will be put on display for an audience (students, teachers, parents, etc) to view. Students should be able to answer questions about the choices they made and information included in their books.

Teacher B focused on the bigger picture of the curriculum and asked about the Challenging Problem or Question criteria. I explained to Teacher B that I was still unclear of what I thought the Challenging Question should be. After thinking about the curriculum as a whole, and what I wanted students to gain from the curriculum, we came up with the challenge question, “How did the lives of the ancient Greeks contribute to our modern, daily lives?” Teacher B suggested that I made sure that I was assessing the final product with this question in mind, and that every lesson was geared towards the challenge question. Teacher B noted that
most lessons within the curriculum already had that focus, but to make sure that it was more consistent throughout. After receiving feedback from Teacher B, the biggest changes I made were adding discussion questions that focused on the contributions that ancient Greeks made to our daily lives at the end of each lesson so that students were consistently thinking about the challenge question. The challenge question was also added to the first page of the curriculum.

Teacher C was the only person that kept their feedback focused on the rubric (see Appendix D) to give feedback about the curriculum. For the categories of Key Knowledge, Understanding & Success, Authenticity, Student Voice & Choice, Reflection, and Critique & Revision, Teacher C noted that the curriculum included features of effective project based learning. For the categories of Challenging Problem or Question, Sustained Inquiry, and Public Product, Teacher C noted that the curriculum included some features of effective project based learning but has some weaknesses. Teacher C commented on how the driving question seemed to be implied as the theme of the unit, but not clearly stated as an overarching goal. I explained to Teacher C that Teacher B and I had already had a discussion about the Challenge Question and I had edited the curriculum to make it more of a focus throughout the curriculum. We also had a conversation about whether or not the curriculum had enough sustained inquiry. I explained that I did not feel that my students were ready for sustained inquiry at this point in their fourth grade year. The curriculum written for this research project was also written for the group of students I am currently working with, and was written at their current inquiry level. On the rubric, in order for the project to show strength in the area of sustained inquiry it must show that:
- Inquiry is sustained over time and academically rigorous (students pose questions, gather and interpret data, develop and evaluate solutions or build evidence for answers, and ask further questions)

- Inquiry is driven by student-generated questions throughout the project.

Although Teacher C marked that the curriculum needed further development in this area, I believe the ancient Greece curriculum lacks sustained inquiry, and that the digital book is more like an activity or “hands-on” task, rather than an extended process of inquiry. Throughout the curriculum, I did my best to scaffold the learning process so that there was a gradual release of responsibility- where some lessons needed to be modeled and others allowed students to work more independently or in groups. Although there are many opportunities for students to find information on their own, as a class in its first year of experimenting with project based learning, the current students and I as their guide still have a lot to learn about the inquiry process.

The fourth and final teacher to give me feedback, is currently in her third year of teaching project based learning and is also the social studies lead for our building. Teacher D commented on how the entry event of playing Knucklebones, a game played in ancient Greece, was a great way to first engage students into the actual content area for project based learning. She also thought that the activities in each lesson were a perfect way to tie content in with language arts skills, and liked how I had used common language arts assessment formats and made them relevant in social studies.

The one suggestion she made to make the curriculum more inquiry based was to, “take your KWL and do a “Need to Know which would be used after the entry event. The driving question would need to be in place and students deconstruct the driving question and come up with their own content areas that they will need to know in order to fully understand the concept
(personal communication, February 10, 2016).” Again, I feel that in order to deconstruct the driving question, this is something that would need to be scaffold for students throughout the school year so I decided to not adapt the curriculum at this time. Teacher D’s suggestion about deconstructing the driving question did help me understand the inquiry process better for future lessons.

Receiving feedback from all four teachers was extremely beneficial in helping me create my curriculum on ancient Greece. The variety in feedback given was probably the most beneficial, as it helped me clarify my explanations and create a clear challenge question that in return helped make the curriculum more focused and consistent as a whole.

Summary

Chapter four has explained the steps taken to write the curriculum for this research. I first explained the curriculum writing process, which included the three main steps in backwards planning. Examples from the curriculum were also given. Next, I explained the feedback I received from four other teachers I currently work with and how I used that feedback to edit my curriculum. Lastly, I reflected on my curriculum writing process while also noting challenges, strengths, and weaknesses.
CHAPTER FIVE

Introduction

Chapter four highlighted the curriculum that answered the research question: How can I create curriculum using the principals of project based learning and the Language Arts Common Core State Standards in a fourth grade social studies setting that may increase student engagement? Chapter four explained the results of the feedback given, and how the curriculum was edited based on the feedback. The end of chapter four reflected upon the strengths and weaknesses of the curriculum. Chapter five will reflect upon what I have learned about my own teaching and the curriculum writing experience.

A little over a year ago, I began this capstone by reflecting on my teaching career up to this point. What I realized was that I had become disappointed by the way I had compromised my teaching philosophies of teaching to the whole child, for that of teaching to the test or standard. Through this research on engagement, 21st century skills, and project based learning, I had hoped to start putting the pieces together that make up an engaging curriculum that directs learning instead of controlling it (Schlecty, 2011). Through the literature review, I learned that many other people also believed in active learning, 21st century skills, and life-long and critical thinking skills. Theorists such as John Dewey, many other institutes, schools, and teachers all believe that what is best for students, is that they should be actively participating in their learning and that learning should be relevant to their lives.
After learning more about what the literature has to say about engagement, 21st century skills, project based learning, and the common core state standards, I was motivated to create a curriculum that incorporated all of these pieces. Reflecting upon my research question: How can I create curriculum using the principals of project based learning and the Language Arts Common Core State Standards in a fourth grade social studies setting that may increase student engagement? I believe that I have achieved my answer. Through the use of backwards planning and the Project Design Overview created by the Buck Institute for Education, I was able to map out my curriculum from beginning to end.

Challenges

The main reason for writing this curriculum was to plan activities that would actively engage students in their learning. After writing the literature review for this capstone, and reflecting on my own teaching experiences, I knew that project based learning was what I really wanted learn more about and attempt to do more of with my own teaching. The actual process of matching social studies and language arts targets, incorporating materials already in place within the fourth grade ancient Greece curriculum, and weaving my own ideas and lessons into the curriculum for this capstone was far more challenging than I had originally expected.

First, after choosing ancient Greece as the main content area for the curriculum, I had to learn all about ancient Greece. I had some basic background knowledge on ancient Greece, but it was limited, which also made it difficult to initially find inspiration to begin writing lessons. Second, with backwards planning, I first needed to know what I wanted students learn or be able to do at the end of the unit. I also needed to know how I was going to assess learning throughout the unit. I knew that I had wanted students to be able to explain how the ancient Greeks contributed to our lives today. I also knew that I needed to teach them specific content in order
to compare Greece to other ancient civilizations. In order to figure out the end result and how I
was going to assess them along the way I needed to make sure I knew as much about ancient
Greece as possible. Figuring out how to formally and informally assess students in a variety of
ways throughout the unit did not happen until I had planned all of the lessons for the unit.
According to backwards planning, I should have known how to assess before planning lessons.
Perhaps the more I practice using a more formal way of backwards planning, the more organic it
will become to write curriculum. The first time around felt a bit unnatural and clunky.

Strengths

After many hours, days, and revisions to my curriculum, I feel that there are many
strengths and still some weaknesses with it. As for the strengths, there are three main areas in
the curriculum that I am proudest of. First, I feel that I was able to successfully incorporate the
language arts common core standards with the social studies target of teaching ancient
civilizations. Along with giving students more opportunities to practice language arts standards
in other content areas, I think it could also benefit other teachers that teach the ancient
civilizations unit. Second, by choosing to use a digital book as a way to show student learning
and as a final product, it also allows students to practice the 21st century skills of collaboration,
creativity, critical thinking, and communication. Third, my attempt at using the gradual release
of responsibility method throughout the unit felt successful. I tried to model certain lessons that
needed extra teacher support, while also giving students opportunities to learn in a variety of
ways through group and individual work. Above all, the ancient Greece curriculum created for
this research included all necessary information in order to answer the challenge question- How
did ancient Greeks contribute to our modern, daily lives?
By analyzing and evaluating the common core targets I needed to teach in language arts and social studies, I was able to integrate the two classes into one. Having the project be focused on a digital book on their iPads allows students to show their understanding in a creative and engaging way. Many of the lessons require students to work collaboratively and communicate their learning through different independent and group work. With the challenge question for the curriculum being, “How did the ancient Greeks contribute to our modern, daily lives?” each lesson attempted to create a connection from ancient Greece to the students lives today. In all, I do believe I was able to use project based learning and the language arts common core standards to increase student engagement in a fourth grade social studies setting.

I am confident that the curriculum can benefit other teachers, even though I have not yet taught this curriculum to students. Finding opportunities to integrate the language arts standards throughout the other content areas, may allow teaching to be more efficient and purposeful. It would also show students that the skills and strategies used in language arts are beneficial in all content areas, not just in one stand alone class. Along with integrating content areas, the curriculum also shows the use of projects and assessing throughout a unit, not just at the end. By having students work on a culminating project throughout the entire unit, gives them opportunities to synthesize information while putting their own individual creative touch to it. It also gives them motivation to do well and take pride in their projects, because they know other people besides their teacher will be viewing it. Most importantly, students are actively participating in their learning with this curriculum because much of the learning and creating is done by the students and guided by the teacher.
Weaknesses

Although I feel very proud of the curriculum I wrote, I know there are still some areas that could be improved. The biggest area that I need to work on is the area of inquiry. Inquiry is something that needs to be modeled and scaffold for students. Having students pose questions, gather and interpret data, develop and evaluate solution, and continuously generate questions throughout a project would need more time to develop and establish than the amount of time allowed for the curriculum written for this research. I also think that a curriculum cannot be fully evaluated until it has been implemented and taught from beginning to end with students.

Limitations

While it is easy enough to say that other teachers could benefit from the research and curriculum presented, I also have to be very honest in saying that there are many different limitations to planning a project based unit. First of all, in order to really understand what project based learning is, and all the different pieces to it, it would take a lot of professional development—either at an individual or school wide level.

Although my current school has been very supportive in the area of innovation, much of the innovation has come from individual teachers. There has been little to no professional development on how to be innovative, or what that exactly looks like. There is a team of four teachers at my school that have had the opportunity to teach project based learning for the past three years and the first two years were solely up to them to learn about, plan and teach project based lessons. Because of their success, the district provided them with a complete overhaul of their classrooms—opening up a large space with a variety of new furniture that encourages cooperative learning. Learning about project based learning, planning for units, and creating effective learning spaces takes a lot of time, money, and hard work, which can be daunting.
Other limitations to moving forward with project based learning, include teachers being tied to teach specific standards within a specific amount of time, or making sure students receive certain grades on those standards. With project based learning, inquiry is at the heart of learning where students ask questions that push them further to learn about an idea, topic, or issue. When there is pressure from schools, districts, or even states to teach a specific list of standards, it can be intimidating and overwhelming to let learning meander off its fixed course. Again, knowing how to teach project based learning and inquiry takes lots of time to learn about, plan, and scaffold for students- time we often do not have.

Recommendations

At the beginning of this school year, I had the opportunity to work with two other teachers that were also passionate about teaching project based learning. There were many different roadblocks at the beginning of the year that made it difficult for us to really feel like we would be able to teach project based learning the way we had wanted to. We were not given extra time to plan, or given any sort of different space to work with that would allow for our students to work more collaboratively. Personally, I was very frustrated and disappointed at how little we had accomplished from September to December. What I had to keep reminding myself, and even my principal had to remind me of, was that starting something like project based learning doesn’t just happen over night. It takes time and very small steps for both the teacher and students to learn how to work collaboratively, think critically, communicate effectively, and push themselves to make further inquiries about their learning.

Lastly, from all that I have researched, and the amount of time I have spent writing the curriculum for this capstone, I really think that in order to have a quality project based learning program, there needs to be 1) teams of teachers that work well together in order to support each
other and plan quality units, or 2) a whole school or district initiative to support project based learning through professional development, which may include observing project based learning that is already being taught in other classrooms or schools, connecting with other teachers within the district or at other schools to learn more from their experience, or providing teachers with project based learning articles or resource books. I think it would be a lot to ask a whole school to move to project based learning, but finding teams of teachers that are willing to put in the extra time and work may be more attainable.

Reflection and Summary

Overall, I learned a lot about writing curriculum. This was the first time I had used any sort of formal guide, such as backward planning and the project based learning templates, to help me write out lessons. In the past I would have big ideas about units, and would think of lessons day by day. Using backwards planning, the Project Design Overview (Appendix A), and the Project Design Rubric (Appendix C) really helped me put all the pieces together to create a project based curriculum that purposefully used language arts common core standards in a social studies unit. Knowing the fourth grade students I have this year, I believe the digital book and accompanying activities will keep them engaged in their learning about ancient Greece.

At the time of writing this chapter, now March, I have seen my students come a long way since the beginning of the year. My team has taken our students through two project based units, which have both gone well, but we now know our students could do so much more. To take project based learning into the next steps, I think it would be ideal to continue working with the same group of students into their fifth grade year so that they can continue to work on the 21st Century skills of collaboration, communication, creativity, and critical thinking- all of which takes a lot of guidance and practice. Having the opportunity to work with the same group of
students would allow us all to take those next steps. No matter what happens next year, and even though it was a challenging path to explore project based learning, I will most definitely continue my pursuit in teaching project based learning to students.
### Key Knowledge and Understanding (CCSS or other standards)

<table>
<thead>
<tr>
<th>Social Studies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• (3.4.3.9.1): Compare and contrast daily life for people living in ancient times in at least three different regions of the world <em>(Note: At the time of writing this curriculum, 4th grade was still teaching ancient civilizations even though it is a 3rd grade standard.)</em></td>
</tr>
<tr>
<td>• (4.2.2.2): Determine the main idea of a text and explain how it is supported by key details; summarize text</td>
</tr>
<tr>
<td>• (4.2.3.3): Explain events, procedures, ideas or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text- Cause/ Effect</td>
</tr>
<tr>
<td>• (4.2.5.5) Describe the overall structure (e.g., chronology, comparison, cause/ effect, problem/ solution) of events, ideas, concepts, or information in a text or part of a text.</td>
</tr>
<tr>
<td>• (4.2.7.7) Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</td>
</tr>
<tr>
<td>• (4.6.2.2) Write informative/ explanatory texts to examine a topic and convey ideas and information clearly</td>
</tr>
<tr>
<td>• (4.6.5.5) With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing.</td>
</tr>
<tr>
<td>• (4.6.6.6): With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others.</td>
</tr>
<tr>
<td>• (4.6.7.7) Conduct short research projects that build knowledge through investigation of different aspects of a topic</td>
</tr>
<tr>
<td>• (4.6.8.8): Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources</td>
</tr>
<tr>
<td>• (4.6.9.9): Draw evidence from literary or informational text to support analysis, reflection, and research</td>
</tr>
<tr>
<td>• (4.8.1.1): Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and expressing their own clearly.</td>
</tr>
</tbody>
</table>

---

©2015 Buck Institute for Education

or more PBL resources visit bile.org
### Success Skills (to be taught and assessed)

<table>
<thead>
<tr>
<th>Critical Thinking/Problem Solving</th>
<th>Creativity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration</td>
<td>Communication</td>
</tr>
</tbody>
</table>

### Project Summary

The purpose of this unit is for students to be able to answer: How did the lives of the ancient Greeks contribute to our modern, daily lives? Students will be led through daily activities that discuss the geography, daily lives, beliefs, government, and social classes of ancient Greece. Throughout the unit, students will synthesize knowledge on ancient Greece, non-fiction text structure, and text features to create a book on the app Book Creator. Along with creating a book on ancient civilizations, students will write a research report on how the lives of the ancient Greeks contributed to our daily lives.

### Driving Question

How did the lives of the ancient Greeks contribute to our modern, daily lives?

### Entry Event

Students will play a board game called Knucklebones, which is a game that ancient Greeks played. This entry event will be an introduction to the ancient civilizations unit while also tying in ways that ancient Greece influenced the way we presently live.

### Products

**Individual:** Each individual will create a book, using the app Book Creator, to demonstrate learning of the ancient civilizations unit.

**Individual:** Each individual will also write a research report answering the driving question.

**Team:** Information gathering and oral presentations

Specific content and success skills to be assessed:

**Social Studies:** Ancient Greece

**Language Arts:** Non-Fiction Text Structures and Text Features, Informational Writing

### Project Design: Overview

#### Making Products Public

Throughout the unit: Students will work on creating an ancient civilizations book.

At the end of the unit: Students will write a research report on how the lives of ancient Greeks contributed to our daily lives today. Parents and other school members will be invited to view each students’ book and research report on ancient civilizations. Students will also be prepared to answer any questions about the information within their books.

#### Resources Needed

**On-site people, facilities:**

- Teachers: Team 4C Teachers
- **Equipment:** iPads and smartboard
- **Materials:** Book: iPads, Reading A-Z resources, Ancient Greeks workbooks, graphic organizers for taking notes, Chatter Pix, and BookCreator Apps.

**Community Resources:**

#### Reflection Methods

**Rubrics**

- Throughout unit and at completion of unit

**Whole-Class Discussion**

- Throughout unit and at completion of unit

**Survey**

- Other:

### Focus Group

- Fishbowl Discussion

For more PBL resources visit ibse.org
Notes:
Teacher will check in on a daily basis with all students about how note-taking and book progress is going.

A rubric will be given at least once during the book portion, once during the research report process, and at the end of the project. Rubrics will be used to adjust and adapt project as needed.

PROJECT DESIGN: STUDENT LEARNING GUIDE

Projects: Ancient Greece

Driving Question: How did the lives of the ancient Greeks contribute to our modern, daily lives?

<table>
<thead>
<tr>
<th>Final Product(s)</th>
<th>Learning Outcomes/Targets</th>
<th>Checkpoints/Formative Assessments</th>
<th>Instructional Strategies for All Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Individual and team)</td>
<td>Ancient Greece Book</td>
<td>We can use technology to produce writing as well as to interact and collaborate with others in order to provide information about an important event in Ancient Greece history (Writing 4.6.6.6)</td>
<td>- Group presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>We can explain how the geography of ancient Greece affected the daily lives of ancient Greeks.</td>
<td>- Teacher led discussions on cause and effect of geography on ancient Greeks daily lives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>We can explain how the geography contributed to daily lives today</td>
<td>- Teacher led discussions on cause and effect of geography on ancient Greeks daily lives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>We will be able to determine the meaning of words and phrases as they are used in a text by learning about the contributions ancient Greeks made to language and literature (Language Arts 4.1.4.4)</td>
<td>- Group presentations on root words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>We will compare and contrast the daily lives of men and women from ancient Greece. (Language Arts 4.2.5.5)</td>
<td>- Teacher checks in on groups and asks/answers question about assignment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>We will compare and contrast the Olympics from past and present. (Language Arts 4.2.5.5)</td>
<td>- KWL to document knowledge of Olympics of past and present</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Individuals collaborate to create a whole class Venn diagram. Teacher facilitates compare/contrast notes on board for all students to use.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Discussion questions at end of lesson to check learning</td>
</tr>
</tbody>
</table>

© 2015 Buck Institute for Education

or more PBL resources visit biz.org

57
| We will use the writing process to develop and strengthen writing as needed through peer and teacher feedback. (Writing: 4.6.5.5) | - Using a rubric, students will assess others’ work.  
- Students will use feedback from the rubric to edit work | - Teacher will show class exemplary student work and model how to use rubric to give others feedback. |
| --- | --- | --- |
| We will research and learn about Greek Gods and Goddesses and share our research with others. (Reading: 4.2.5.5, Writing: 4.6.8.8) | - Group presentations  
- Note taking | - Student choice  
- Collaborative work  
- Graphic organizers for note taking |
| We will use our knowledge of story elements and Greek gods and goddesses to write a mixed-up myth. (Reading: 4.1.3.3) | - Oral presentations  
- Teacher will check for understanding of story elements during presentations | - Student choice of group or individual work  
- Student choice of different elements (characters, setting, problem/solution) |
| We will learn about the art and architecture of Ancient Greece and explain how it contributed to our current art and architecture | - Student projects for architecture, fresco, amphora, and mosaic | - Student choice |
| We will identify the main ideas and details about ancient Greece government. (Language Arts: 4.2.2.2)  
We will identify the overall structure of the text (Language Arts: 4.2.5.5) | - Student product: topic sentence and summarizing paragraph in book. | - Graphic organizers  
- Teacher led discussion and note taking (based on difficult readability level of text) |
| We will compare and contrast the view from which different stories are narrated by identifying and acting as different social class | - Student presentations on scripts written for each social class | - Teacher modeling  
- Collaborative writing |
| **(Reading: 4.1.6.6)** | | |
| We will compare and contrast two perspectives on a specific event (4.2.5.5) | - Note taking using graphic organizer  
- Essay | - Collaborative work  
- Graphic organizers |
| We will conduct short research projects on that build knowledge through investigation of different aspects of ancient Greece. (Writing: 4.6.7.7)  
**Topic/ Guiding Question**: How did the lives of ancient Greeks contribute to our modern, daily lives? | - Note taking  
- Paraphrasing  
- Rough draft  
- Editing, revising  
- Final research paper | - Teacher modeling of taking notes and paraphrasing  
- Teacher support  
- Small group and independent work |
To Staff Members Requesting Permission to Take Part in Research

January 4, 2015

Dear Staff Member,

My name is Andrea Peterson and I am currently working on an advanced degree in education at Hamline University, St. Paul, Minnesota. As part of my graduate work, I plan to conduct research on curriculum development in the area of social studies during the months of January-February of 2015. The purpose of this letter is to ask your permission to take part in my research. This research is public scholarship as the abstract and final product will be catalogued in Hamline’s Bush Library Digital Commons, a searchable electronic repository and that it may be published or used in other ways.

The topic of my master’s capstone is developing a curriculum that uses project based learning and the language arts common core standards to increase student engagement in a fourth grade social studies unit. I plan to give rubrics in order to assess the curriculum I write in mid-January. Based on feedback, I will evaluate the curriculum and make changes as suggested. The rubrics will also go into my final findings for the research I am conducting. I will be summarizing the findings within my capstone and may share results with other teachers or school administrators. The curriculum itself will be shared with other fourth grade teachers to use as they wish to teach or supplement their own social studies units. Fourth grade students will benefit from 21st century skills such as critical thinking, problem-solving, communication, and creativity throughout the duration of the social studies curriculum.

There is little to no risk for participation. All results will be confidential and anonymous. I will not record information about individuals, such as names, or report identifying information or characteristics in the capstone. Participation is voluntary and you may decide at any time and without negative consequences that information about you and will not be included in the capstone.

The capstone will be catalogued in Hamline’s Bush Library Commons, a searchable electronic repository. My results might also be included in an article for publication in a professional journal or in a report at a professional conference. In all cases, your identity and participation in this study will be confidential.

If you agree to participate, keep this page. Fill out the duplicate agreement to participate on page two and return to me in person or email no later than January 8. If you have any questions, please email or call me at school.

Sincerely,

Andrea Peterson
Westwood Intermediate School
Apetel@district16.org
763-600-5400
If you agree to participate in the study, please sign below. Please include your current role/title at the school:

1. 
2. 
3. 
4. 
5. 
6. 
APPENDIX C

PROJECT DESIGN RUBRIC
# Project Design Rubric

<table>
<thead>
<tr>
<th>Essential Project Design Element</th>
<th>Lacks Features of Effective PBL: The project has one or more of the following problems in each area:</th>
<th>Needs Further Development: The project includes some features of effective PBL but has some weaknesses:</th>
<th>Includes Features of Effective PBL: The project has the following strengths:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Knowledge, Understanding &amp; Success</strong></td>
<td>• Student learning goals are not clear and specific; the project is not focused on standards. • The project does not explicitly target, assess, or scaffold the development of success skills.</td>
<td>• The project is focused on standards-derived knowledge and understanding, but it may target too few, too many, or distant important goals. • Success skills are targeted, but there may be too many to be adequately taught and assessed.</td>
<td>• The project is focused on teaching students specific and important knowledge, understanding, and skills derived from standards and central to academic subject areas. • Important success skills are explicitly targeted to be taught and assessed, including critical thinking/problem solving, collaboration, and self-management.</td>
</tr>
<tr>
<td><strong>Challenging Problem or Question</strong></td>
<td>• The project is not focused on a central problem or question (it may be more like a unit with several tasks); or the problem or question is too easily solved or answered to justify a project. • The central problem or question is not framed by a driving question for the project, or it is seriously flawed, for example: • it has a single or simple answer. • it is not engaging to students (it sounds too complex or “academic” like it came from a textbook or appeals only to a teacher).</td>
<td>• The project is focused on a central problem or question, but the level of challenge might be inappropriate for the intended students. • The driving question relates to the project but does not capture its central problem or question (it may be more like a theme). • The driving question meets some of the criteria (in the includes features column) for an effective driving question, but lacks others.</td>
<td>• The project is focused on a central problem or question, at the appropriate level of challenge. • The central problem or question is framed by a driving question for the project, which is: • open-ended; it will allow students to develop more than one reasonable answer. • understandable and inspiring to students. • aligned with learning goals; to answer it, students will need to gain the intended knowledge, understanding, and skills.</td>
</tr>
<tr>
<td><strong>Sustained Inquiry</strong></td>
<td>• The “project” is more like an activity or “hands-on” task, rather than an extended process of inquiry. • There is no process for students to generate questions to guide inquiry.</td>
<td>• Inquiry is limited (it may be brief and only occur once or twice in the project; information-gathering is the main task; deeper questions are not asked). • Students generate questions, but while some might be addressed, they are not used to guide inquiry and do not affect the path of the project.</td>
<td>• Inquiry is sustained over time and academically rigorous (students pose questions, gather &amp; interpret data, develop and evaluate solutions or build evidence for answers, and ask further questions). • Inquiry is driven by student-generated questions throughout the project.</td>
</tr>
<tr>
<td><strong>Authenticity</strong></td>
<td>• The project resembles traditional “schoolwork”; it lacks a real-world context, tasks and tools, does not make a real impact on the world or speak to students’ personal interests.</td>
<td>• The project has some authentic features, but they may be limited or feel contrived.</td>
<td>• The project has an authentic context, involves real-world tasks, tools, and quality standards; makes a real impact on the world, and/or speaks to students’ personal concerns, interests, or identities.</td>
</tr>
<tr>
<td><strong>Student Voice &amp; Choice</strong></td>
<td>• Students are not given opportunities to express voice and choice affecting the content or process of the project. • Students are expected to work too much on their own, without adequate guidance from the teacher and/or before they are capable.</td>
<td>• Students are given limited opportunities to express voice and choice, generally in less important matters (deciding how to divide tasks within a team or which website to use for research). • Students work independently from the teacher to some extent, but they could do more on their own.</td>
<td>• Students have opportunities to express voice and choice on important matters (questions asked, tests and resources used, people to work with, products to be created, use of time, organization of tasks). • Students have opportunities to take significant responsibility and work as independently from the teacher as is appropriate, with guidance.</td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>• Students and the teacher do not engage in reflection about what and how students learn or about the project’s design and management.</td>
<td>• Students and teachers engage in some reflection during the project and after its culmination, but not regularly or in depth.</td>
<td>• Students and teachers engage in thoughtful, comprehensive reflection both during the project and after its culmination, about what and how students learn and the project’s design and management.</td>
</tr>
<tr>
<td><strong>Critique &amp; Revision</strong></td>
<td>• Students get only limited or irregular feedback about their products and work-in-progress, and only from teachers, not peers. • Students do not know how or are not required to use feedback to revise and improve their work.</td>
<td>• Students are provided with opportunities to give and receive feedback about the quality of products and work-in-progress, but they may be unstructured or only occur once. • Students look at or listen to feedback about the quality of their work, but do not substantially revise and improve it.</td>
<td>• Students are provided with regular, structured opportunities to give and receive feedback about the quality of their products and work-in-progress from peers, teachers, and if appropriate from others beyond the classroom. • Students use feedback about their work to revise and improve it.</td>
</tr>
<tr>
<td><strong>Public Product</strong></td>
<td>• Students do not make their work public by presenting it to an audience or offering it to people beyond the classroom.</td>
<td>• Student work is made public only to classmates and the teacher. • Students present products, but are not asked to explain how they worked and what they learned.</td>
<td>• Student work is made public by presenting or offering it to people beyond the classroom. • Students are asked to publicly explain the reasoning behind choices they made, their inquiry process, how they worked, what they learned, etc.</td>
</tr>
</tbody>
</table>

For more PBL resources, visit [BEC.org](http://BEC.org)  
©2015 Buck Institute for Education
APPENDIX D

ANCIENT GREECE CURRICULUM
Enduring Understandings and Essential Questions: How do cultures vary? Human beings seek to understand their historical roots, and to locate themselves in time.

Central Question: How did the lives of the ancient Greeks contribute to our modern, daily lives?

Target: Compare and contrast daily life for people living in ancient times

- Ancient Greece is one part of a three-part unit. Ancient Rome and Ancient Greece will be taught by two other teachers on the same team. Students will be asked to compare and contrast daily life for people living in ancient times as their final assessment after all students have been taught all three civilizations.
- Each student will also be creating a book on the app Book Creator. Each book will contain information about all three civilizations. Books will be put on display for an audience (students, teachers, parents, etc) to view. Students should be able to answer questions about the choices they made and information included in their books.

<table>
<thead>
<tr>
<th>Content:</th>
<th>Skills:</th>
<th>21st Century Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td>Sequencing</td>
<td>Communication</td>
</tr>
<tr>
<td>- Timeline</td>
<td>- Compare/ Contrast</td>
<td>- Collaboration</td>
</tr>
<tr>
<td>- Beliefs and Values</td>
<td>- Cause/ Effect</td>
<td>- Creativity</td>
</tr>
<tr>
<td>- Daily Life</td>
<td>- Main idea and details</td>
<td>- Critical Thinking</td>
</tr>
<tr>
<td>- Government</td>
<td>- Summarizing</td>
<td></td>
</tr>
<tr>
<td>- Social Classes</td>
<td>- Text structure of myths</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 1: Entry Event: Knucklebones
30 minutes

<table>
<thead>
<tr>
<th>Success Criteria:</th>
<th>Students will learn how to play the Greek game, Knucklebones as an introductory activity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>21st Century Skills:</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Communication</td>
</tr>
<tr>
<td>Materials:</td>
<td>- Five sets of five clay pieces shaped as a bone</td>
</tr>
<tr>
<td></td>
<td>- Paper to keep score</td>
</tr>
<tr>
<td>Procedures:</td>
<td>1. Teacher will explain the rules of knucklebones and explain how to play the game.</td>
</tr>
<tr>
<td></td>
<td>2. Students will be given 10-15 minutes to play knucklebones in group of 3-5.</td>
</tr>
<tr>
<td></td>
<td>3. Teacher will guide discussion about how ancient civilizations from Greece have impacted our daily lives in the present.</td>
</tr>
<tr>
<td></td>
<td>4. As an introduction to the Ancient Civilizations unit, a compare/contrast diagram will be displayed on a large piece of paper throughout the duration of the unit. Students will be asked to compare/contrast life in Ancient Greece and Life Today after each topic covered. Notes will be kept on the diagram.</td>
</tr>
</tbody>
</table>
THE GAME OF KNUCKLEBONES

The ancient Greeks liked to play all sorts of games. They enjoyed great athletic competitions, but they also played board games. There is evidence that the Greeks played a kind of chess and checkers, using 36 squares instead of 64.

Children and women especially liked to play Knucklebones. Pieces for the game were made from the ankle joints of small animals.

HOW TO PLAY THE GAME

The object of the game is to get all five knucklebones on the back of your hand at the same time. In this game you will only use one hand to play.

1. Place all five game pieces in the palm of one hand.
2. Throw the pieces into the air and quickly flip that hand over.
3. Try to catch the pieces on the back of your open hand.
4. If you catch all five pieces, you win.
5. Keep trying to see if you improve.
## Lesson 2: KWL Chart and Vocabulary Sort

30 minutes

<table>
<thead>
<tr>
<th>Key Knowledge and Understanding (CSS):</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success Criteria</td>
<td>Students will fill out a KWL chart on Ancient Greece</td>
</tr>
<tr>
<td></td>
<td>Students will show current knowledge on Ancient Greece vocabulary and key terms</td>
</tr>
<tr>
<td>21st Century Skills:</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td></td>
<td>Collaboration</td>
</tr>
<tr>
<td>Materials:</td>
<td>Large piece of paper</td>
</tr>
<tr>
<td></td>
<td>Markers</td>
</tr>
<tr>
<td></td>
<td>Vocabulary Sort Worksheet</td>
</tr>
<tr>
<td>Procedures:</td>
<td>1. Teachers will guide students into filling out the K and W sections of a KWL chart. The chart will be displayed throughout the duration of the unit.</td>
</tr>
<tr>
<td></td>
<td>2. Groups of 3-4 students will be given a list of 18 Ancient Greece key terms and vocabulary. Each group will work together to decide where the words should go based on these headings:</td>
</tr>
<tr>
<td></td>
<td>- Geography, Government, Culture</td>
</tr>
<tr>
<td></td>
<td>3. Each paper will be kept until the end of the unit. At the end of the unit, groups will try the word sort again and compare their answers to their first attempt.</td>
</tr>
</tbody>
</table>
Ancient Greece Terms and Names:
Sort the words into 3 categories: geography, culture, and government

<table>
<thead>
<tr>
<th>Geography</th>
<th>Culture</th>
<th>Government</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peninsula</td>
<td>Athens</td>
<td>Apollo</td>
</tr>
<tr>
<td>Alphabet</td>
<td>Polis</td>
<td>Parthenon</td>
</tr>
<tr>
<td>Olympics</td>
<td>Sparta</td>
<td>Amphora</td>
</tr>
<tr>
<td>Democracy</td>
<td>Myth</td>
<td>Stade</td>
</tr>
<tr>
<td>City-state</td>
<td>Citizens</td>
<td>Aristocracy</td>
</tr>
<tr>
<td>Zeus</td>
<td>Metics</td>
<td>Mount Olympus</td>
</tr>
</tbody>
</table>
Lesson 3: Timeline of Important Events in Ancient Greece
60 minutes

| Key Knowledge and Understanding (CCSS): | (4.6.6.6): With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others
(4.2.5.5) Describe the overall structure (chronology, comparison, cause/ effect, problem/ solution) of events, ideas, concepts, or information in a text or part of a text |
| Success Criteria | Students will create a list of important events and dates in ancient history, including factors that contributed in their greatness and decline. |
| 21st Century Skills: | Critical Thinking | Creativity |
| | Collaboration | x | Communication | x |
| Materials: | - iPads
- Important dates and events in Greece’s history prepared for students to research.
- White pieces of construction paper
- Markers/ Crayons/ Colored Pencils |
| Procedures: | 1. Teacher will re-introduce unit on ancient Greece, explaining that it is important to know when the important dates, places, and/or people occurred in Greece history.
2. Teacher will explain the abbreviations of B.C. (before Christ), A.C. (after Christ), and/or C.E (common era).
3. Students will be put into 12 different groups of 2-4.
4. Each group will be responsible for a specific date or event. Students will use either the internet or Ancient Egypt/ Greece packets to research their specific event. Groups should include these things on their timeline poster:
- Date (given)
- Important Event (given)
- Brief description or explanation of event
- Picture(s) |
| The important dates are as follows: |
| Greece: | • 2000 BC Minoan Civilization
• 1600 Mycenaeans’s conquered the Minoans
• 1200 BC Trojan War
• 1100 BC End of Mycenaean Age. Beginning of monarchies
• 776 BC First Olympic games
• 690 BC Coins first introduced
• 507 BC World’s first democracy developed
• 490 BC Persian invasion of Greece |
<table>
<thead>
<tr>
<th>Discussion Question(s)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Do you notice any similarities between these important dates from thousands of years ago in ancient Greece and our lives today?</td>
<td></td>
</tr>
<tr>
<td>~ Discussion around Olympics, coins, and democracy</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 4: BookCreator Introduction
30 minutes

<table>
<thead>
<tr>
<th>Key Knowledge and Understanding (CCSS):</th>
<th>N/A</th>
</tr>
</thead>
</table>

**Success Criteria**

Students will be introduced to the app, Book Creator. Students will also be given time to explore and use these apps in order to become comfortable using them for the remainder of unit.

<table>
<thead>
<tr>
<th>21st Century Skills:</th>
<th>Critical Thinking</th>
<th>Creativity</th>
<th>Collaboration</th>
<th>Communication</th>
</tr>
</thead>
</table>

**Materials:**
iPad
Pic Collage app
Book Creator app
Chatter Pix app

**Procedures:**

1. Teacher will introduce BookCreator
2. Students will be given time to explore the app, practicing how to add text, photo’s, and other media.
3. Teacher will direct students to create the cover of their books using Book Creator. Students will need to add a title, their name, and possibly a picture. All of these things can be changed at any time throughout the duration of unit.
4. Teacher will direct students to create a Table of Contents on the second page. The main headings of each page will only be included at this time.
# Lesson 5: Ancient Greece Geography

60 minutes

<table>
<thead>
<tr>
<th>Key Knowledge and Understanding (CCSS):</th>
<th>(4.2.5.5) Describe the overall structure (chronology, comparison, cause/ effect, problem/ solution) of events, ideas, concepts, or information in a text or part of a text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success Criteria</td>
<td>Students will explain where and why early civilizations developed using different kinds of maps as resources. Students will be able to explain how the geography of Greece affected Greek civilization</td>
</tr>
<tr>
<td>Book Page:</td>
<td>- Cause/ Effect paragraph of the affect that geography had on ancient Greeks. - Map of Ancient Greece - Labels or captions for the map</td>
</tr>
<tr>
<td>21st Century Skills:</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td></td>
<td>Collaboration</td>
</tr>
<tr>
<td>Materials:</td>
<td>SmartNotebook file with images of ancient Greece maps</td>
</tr>
<tr>
<td>Procedures:</td>
<td>1. Using a Smart Notebook file with maps and facts about the geography of Greece, the teacher will model and guide how to find cause and effect relationships between the geography of Greece and the ways Greeks live. - Mountains: caused great barriers to unify a nation - Sea: caused people to develop a sense of freedom and independence - Caused Greeks to become skilled traders and develop a sophisticated culture - Rugged landscape: made it difficult to travel and unit</td>
</tr>
<tr>
<td>Discussion Question(s)</td>
<td>What do you think are some of the advantages and disadvantages of Greece’s location and landscape?</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>How did the mountains affect life in Greece?</td>
</tr>
<tr>
<td></td>
<td>How did the sea affect life in Greece?</td>
</tr>
</tbody>
</table>
Lesson 6: Language and Literature of Ancient Greece
60 minutes

<table>
<thead>
<tr>
<th>Key Knowledge and Understanding (CCSS):</th>
<th>4.1.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Success Criteria</strong></td>
<td>Students will be able to describe how language demonstrates beliefs and values of a culture. Students will create a page in their book about Greek root words</td>
</tr>
<tr>
<td><strong>21st Century Skills:</strong></td>
<td>Critical Thinking</td>
</tr>
<tr>
<td></td>
<td>Collaboration</td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
<td>Page 80 from History Pockets: Ancient Greece</td>
</tr>
<tr>
<td><strong>Procedures:</strong></td>
<td>1. Teacher will introduce students to the language and literature of ancient Greeks using pages 76 and 77 from the History Pockets: Ancient Greece workbook.</td>
</tr>
<tr>
<td><strong>Discussion Question(s)</strong></td>
<td>How can knowing some of these Greek root words help you while you are reading? How has Greek language contributed to our life today?</td>
</tr>
</tbody>
</table>
LANGUAGE AND LITERATURE

Facts:

- The English word *alphabet* comes from the first two letters of the Greek alphabet: *alpha* and *beta*.
- The Greek alphabet contains 24 letters.
- About 12 percent of the words in the English language come from ancient Greece.
- The *Iliad* and the *Odyssey* are famous epic poems. The *Iliad* contains 15,000 verses and the *Odyssey* has 11,000 verses. Homer, a blind poet, wrote them.
- Sappho, a female poet, wrote nine poetry books. It was very unusual for a female writer to become so famous.
- Aesop was a Greek slave who wrote stories called fables. Aesop's fables contain a moral, or lesson, to be learned.
- Sophocles, a famous Greek general and politician, wrote 123 plays in his lifetime.
- Greek plays could be very long. All of the actors were men. They even played the female parts. Each actor played several different parts.
Many forms of literature can be attributed to the ancient Greeks. Greek storytellers, poets, and playwrights all contributed to the rich legacy of ancient Greek culture.

Fables are one of the oldest forms of literature to be used by the Greeks. Aesop was a Greek slave who wrote many fables in the 600s B.C. His famous stories were based on animals that talked and acted like humans. There was always a lesson to be learned. One of Aesop's best-known fables is "The Tortoise and the Hare."

The Greeks considered poetry a fine art. During festivals, male performers recited poems. Dances or music often accompanied their words. Epic poems were the most popular form of poetry in ancient Greece. They were long poems that told stories about great heroes from the past. Greece's most famous epic poems are Homer's Iliad and Odyssey. The Iliad tells about the Trojan War, and the Odyssey tells of the long journey of Odysseus to his home after fighting in the Trojan War.

The Greeks also wrote lyric poetry. Lyric poetry was more personal, concentrating more on love and friendship. Sappho was a great female lyric poet in ancient Greece.

Perhaps the greatest achievement of Greek literature was the Greek plays. There were two main kinds of plays, the tragedy and the comedy. Greek tragic plays were meant to show people how to behave. They were serious dramas about heroes or the gods and ended sadly.

The comedies were performed to make fun of politicians and social issues of the day. Actors were exaggerated costumes to make people laugh, and the endings were happy. Satyr plays were comedies that made fun of the gods.

The ancient Greeks built magnificent amphitheaters for performances, and thousands of people enjoyed the plays.
GREEK TO ENGLISH

About 12 percent of all English words come from the ancient Greeks. Knowing Greek root words helps people to understand the meaning of more difficult vocabulary words. For example, putting two Greek root words together can form a whole new word. Here are a couple of examples: *auto* (self) + *graph* (write) = *autograph* (self-writing). *bio* (life) + *logy* (study of) = *biology* (study of life).

Students are given a list of Greek root words to use to play a dictionary game. You may choose to play this word game as a whole class, in small groups, or individually.

MATERIALS
- page 81, reproduced for each student
- pencil
- dictionary for each student

STEPS TO FOLLOW
1. With students, read the Greek root words and meanings on page 81.
2. Tell students that it is their job to fill in the third column with an English word that begins or ends with the Greek root word. They may use a dictionary to help with spelling. For an added challenge, you may want them to write two or more English words and give them a limited time in which to complete the sheet.
3. Make a composite list of all the words students find. Post the list for use as a writing reference. Encourage students to suggest additions to the class list and to add other Greek roots they come across. (Be sure to verify that these additions are Greek, and not Latin.)

POSSIBLE ANSWERS

<table>
<thead>
<tr>
<th>Astro</th>
<th>Geo</th>
</tr>
</thead>
<tbody>
<tr>
<td>astronomy, astron, astronomical</td>
<td>geology, geography, geometry, geophsics, geodesic</td>
</tr>
<tr>
<td>astral, astrology, astrophysics</td>
<td></td>
</tr>
<tr>
<td><strong>Aud, Audio</strong></td>
<td>meter</td>
</tr>
<tr>
<td>audiovisual, audience</td>
<td>thermometer, centimeter (etc.), diameter, barometer</td>
</tr>
<tr>
<td>auditorium, audition, audible</td>
<td></td>
</tr>
<tr>
<td>auto</td>
<td>micro</td>
</tr>
<tr>
<td>automobile, autograph, automatic</td>
<td>microscope, microchip, microscopic, microfilm, microwave, microcosm</td>
</tr>
<tr>
<td>automation, autoimmune</td>
<td></td>
</tr>
<tr>
<td>bio</td>
<td>mono</td>
</tr>
<tr>
<td>biology, biography, biopsy, biosphere, biochemistry</td>
<td>monarch, monotone, monotonous, monorail, monopoly, monoplane</td>
</tr>
<tr>
<td>chron, chron</td>
<td>phono</td>
</tr>
<tr>
<td>chronology, chronological</td>
<td>phonograph, phonics, microphone, symphony</td>
</tr>
<tr>
<td>chronicle, chronometer, chronic, synchronize</td>
<td></td>
</tr>
<tr>
<td>cycl</td>
<td>tele</td>
</tr>
<tr>
<td>bicycle, cyclone, cycle, encyclopedia, recycle</td>
<td>television, telephone, telegraph, telescope, telethon</td>
</tr>
<tr>
<td>GREEK ROOT WORD</td>
<td>MEANING</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------</td>
</tr>
<tr>
<td>astro</td>
<td>star</td>
</tr>
<tr>
<td>aud, audio</td>
<td>hearing</td>
</tr>
<tr>
<td>auto</td>
<td>self</td>
</tr>
<tr>
<td>bio</td>
<td>life</td>
</tr>
<tr>
<td>chron, chrono</td>
<td>time</td>
</tr>
<tr>
<td>cycl</td>
<td>circle</td>
</tr>
<tr>
<td>geo</td>
<td>earth</td>
</tr>
<tr>
<td>meter</td>
<td>to measure</td>
</tr>
<tr>
<td>micro</td>
<td>small</td>
</tr>
<tr>
<td>mon, mono</td>
<td>one</td>
</tr>
<tr>
<td>phon, phono</td>
<td>sound</td>
</tr>
<tr>
<td>tele</td>
<td>far</td>
</tr>
</tbody>
</table>
English Words with Greek Roots

Some English words have word parts that are from the Greek language. Knowing what these Greek words are, and what they mean, can help you understand the meaning of new words you read.

1. **architect**: a person who designs buildings
   - **arch**: chief, first, rule

2. **bibliography**: list of source materials used to prepare a written work
   - **biblio**: book

3. **biologist**: person who loves books
   - **biol**: life

4. **geography**: the study of rocks, soil, and minerals
   - **geo**: earth

5. **photograph**: a picture made using a camera
   - **graph**: writing, recording

6. **apology**: an expression of regret for a mistake or an action that hurts someone
   - **apology**: a word, study, speech

7. **prologue**: a section at the beginning of a piece of writing, often one that provides background information
Lesson 7: Daily Life of Women and Men
60 minutes

<table>
<thead>
<tr>
<th>Lesson 7 (60 minutes)</th>
<th>Daily Life of Women and Men</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Knowledge and Understanding (CCSS):</strong></td>
<td>(4.2.5.5) Describe the overall structure (chronology, comparison, cause/ effect, problem/ solution) of events, ideas, concepts, or information in a text or part of a text</td>
</tr>
</tbody>
</table>
| **Success Criteria** | Students will use primary and secondary sources to draw conclusions about daily life in ancient cultures.  
Students will compare and contrast the daily lives of men and women in ancient Greek.  
Students will complete a page in their book about the daily lives of men, women, and children. Page should include daily life essay and at least one photograph/ picture |
| **21st Century Skills:** | Critical Thinking x  
Creativity x  
Collaboration x  
Communication x |
iPads  
Compare/ Contrast graphic organizer |
| **Procedures:** | 1. Teacher and students will read the introduction to daily life together, filling out the compare/ contrast worksheet as an example and guide for the rest of assignment.  
2. Students will get into groups of 3. Each group will be given a specific daily life topic to learn about and fill out a compare/ contrast graphic organizer on the lives of men and women in ancient Greece. Topics include: Children, Clothing, Fashion, Food, Men/ Women’s Roles, Work and School.  
3. After graphic organizer is complete, students will jigsaw their information to other students, so that all students hear information about each of the topics.  
4. As a whole class, the teacher will guide the students into creating a whole class compare/ contrast chart about the
<table>
<thead>
<tr>
<th><strong>Discussion Question(s)</strong></th>
<th>Are there any similarities to the way ancient Greeks lived their lives, to the way we live today?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>similarities and differences in the lives of women and men in ancient Greece.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>5. Teacher will guide students to write a compare/ contrast essay on the daily lives of women and men in ancient Greece (found on back of organizer)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>6. Using the essay, students should create a page in their books about the daily lives of women and men in ancient Greece.</strong></td>
<td></td>
</tr>
</tbody>
</table>

**QR Code for Daily Life from History Link 101 website**

**Topics on children, clothing, fashion, food, and men/ women’s roles can be found on the website:**

Name ______________________________

**Compare and contrast the daily lives of men and women in ancient Greece**

**Directions:** Write down the things that only men can do, in the column labeled Men. Write down the things that only women can do in the column labeled Women. For things that both men and women can do, write it in the column labeled Both. If you come across any other facts about the daily life of ancient Greece, write them down under the Additional Facts section.

<table>
<thead>
<tr>
<th>Men</th>
<th>Both</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
<td>5.</td>
</tr>
</tbody>
</table>
Topic Sentence:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Ways that women and men’s lives were different:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Ways that women and men’s lives were similar:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Concluding Sentence:

____________________________________________________________________________________

____________________________________________________________________________________
ABOUT DAILY LIFE

Daily life in ancient Greece was very different for men and women. Men had much more freedom. Women led very sheltered lives, devoted to the home and the family.

The Greeks had small families. Boys were more valued because they would become the next citizens of the city-state. Girls could not become citizens. They left home at age 14 or 15 to get married.

Until the age of about 7, boys and girls were brought up at home. Children played with yo-yos, spinning tops, and hoops. Boys were expected to go to school at age 7. The purpose of education was to create good citizens to take part in running the government. Girls remained at home, learning from their mothers, until they married.

Most people lived in one- or two-story houses built around a courtyard. The mud-brick and plaster houses had gently sloping roofs covered with clay tiles. Larger houses had a small kitchen, a room for bathing, a men's dining room, and a women's sitting area. Women and children lived separately from the men in larger homes.

A typical meal included bread, fish, goat cheese, and vegetables such as lentils, leeks, and onions. For dessert, Greeks loved almonds, figs, apples, grapes, and pomegranates. On special occasions, they ate meat cooked in olive oil and garlic. Wine mixed with water was the Greeks' favorite drink.

Men, women, and children wore simple rectangular woolen or linen tunics called chitons. A woolen outer cloth called a himation was then wrapped around the body like a cloak. Adults and children went barefoot indoors and wore leather sandals when outdoors. Both men and women wore hats to prevent a suntan. Pale skin was a sign of true beauty. Greeks bathed regularly and rubbed olive oil onto their skin to keep it soft. Beauty and cleanliness were very important.

Storytelling and music were also important in the daily lives of the ancient Greeks. The Greeks also believed that dance improved both physical and emotional health.
DAILY LIFE

FAST FACTS

• A typical house was built around a central courtyard. Doors to each room of the house faced the courtyard.
• When families ate together, the women and children sat on stools. Men reclined on couches to eat.
• Men spent a lot of time away from home. However, they did do all the grocery shopping, since women were rarely seen in public.
• Women were expected to stay home and manage the finances, food, housework, and take care of the children. Richer women had servants to help them.
• Both men and women wore hats to protect themselves from the sun. Having a suntan was not considered attractive.
• Children played with yo-yos, spinning tops, and hoops. Babies were given rattles and dolls.
• Favorite pets included birds, tortoises, and mice. Every family had a pet goat that gave them milk and cheese.
# Lesson 8: The Olympics: Past and Present
(60 minutes)

<table>
<thead>
<tr>
<th>Key Knowledge and Understanding (CCSS):</th>
<th>4.2.5.5) Describe the overall structure (chronology, comparison, cause/ effect, problem/ solution) of events, ideas, concepts, or information in a text or part of a text</th>
</tr>
</thead>
</table>
| Success Criteria                       | As students read the ReadingA-Z book “The Olympics: Past and Present,” they will practice comparing and contrasting information in a non-fiction text.  

Students will also explain how at least three different text features in “The Olympics: Past and Present” help them understand the text better.

Students will create a page in their book about the Olympics today and in the past. Page should include either a Venn diagram or a compare/ contrast essay, and at least one photograph or picture. |
| 21st Century Skills:                   | Critical Thinking | Creativity |
|                                        | Collaboration     | x           | Communication | x |
|                                        | Knowledge Survey sheet |
|                                        | Compare/ Contrast sheet |
|                                        | Text Features sheet |
|                                        | “The Olympics: Past and Present” discussion questions |
| Procedures:                            | 1. Teacher will guide students through the Knowledge Survey worksheet to build background on the Olympics  
2. Students will be put into small groups of 3 or 4 (Teacher will work with a group of 6 students that need extra support. The text is written at a 4th or 5th grade level so some support may be needed).  
3. Each group will read “The Olympics: Past and Present” together. As students read they should be comparing and |
contrasting the Olympics from the past and present. They should also fill out the text features worksheets during or after reading.

4. When all students have finished the assignment, all students will be asked write down answers to the discussion questions independently at their desks.

5. The whole class will share out their answers to the discussion questions.

<table>
<thead>
<tr>
<th>Discussion Questions</th>
<th>Name three ways that the lives of the ancient Greeks contributed to our modern, daily lives. How would our lives be different without these three things?</th>
</tr>
</thead>
</table>
Name ________________________________

Instructions: Before reading the book, answer Yes or No to each question. After reading the book, answer the questions again and compare your answers.

KNOWLEDGE SURVEY

**YES** = I agree with the statement.

**NO** = I do not agree with the statement.

<table>
<thead>
<tr>
<th>BEFORE READING</th>
<th>THE OLYMPICS: PAST AND PRESENT</th>
<th>AFTER READING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The summer Olympics are held every four years.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Olympics began in ancient Greece.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Records show that the first Olympic Games were held in 776 BC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Only men competed in the ancient Olympics.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The modern-day Olympics began in 1896.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wars and political unrest have affected the Games.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Olympic medal winners can earn lots of money.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Winners of the Olympic Games in ancient Greece were given olive branches.</td>
<td></td>
</tr>
</tbody>
</table>
The Olympics: Past and Present

4.2.7.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

List 3 text features that were used and explain how they helped you understand the text.

1. Text Feature: ______________________________________
   How did it help you understand the text?
   ___________________________________________________________________________________
   ___________________________________________________________________________________

2. Text Feature: ______________________________________
   How did it help you understand the text?
   ___________________________________________________________________________________
   ___________________________________________________________________________________

3. Text Feature: ______________________________________
   How did it help you understand the text?
   ___________________________________________________________________________________
   ___________________________________________________________________________________
The Olympics: Past and Present

Why do you think that it has always been important for the Olympics to be held in times of peace?

Analyze

The Olympics: Past and Present

What is the cause-and-effect relationship that happened as a result of modern people becoming interested in the ancient Olympics?

Cause and Effect

The Olympics: Past and Present

Olympic athletes train very hard to compete.
Is this statement a fact or an opinion?
How do you know?

Fact or Opinion

The Olympics: Past and Present

What is the main idea of the book?
What are three supporting details from the text?

Main Idea and Details

The Olympics: Past and Present

What are three major events that happened, in order, after Theodosius put an end to the Olympics in AD 393?

Sequence Events

The Olympics: Past and Present

How is our world made better by honoring the traditions of the Olympic Games?

Evaluate
### Lesson 9: Mock Olympics

**30-60 minutes**

<table>
<thead>
<tr>
<th>Key Knowledge and Understanding (CCSS):</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Success Criteria</strong></td>
<td>Students will compete in three different ancient Olympic events: the discus throw, the footrace, and the long jump.</td>
</tr>
<tr>
<td><strong>21st Century Skills:</strong></td>
<td>Critical Thinking</td>
</tr>
<tr>
<td></td>
<td>Collaboration</td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
<td>- Gymnasium</td>
</tr>
<tr>
<td></td>
<td>- Discus (Frisbee)</td>
</tr>
<tr>
<td></td>
<td>- Tape for marking start and finish</td>
</tr>
<tr>
<td><strong>Procedures:</strong></td>
<td>1. Students will participate in an opening ceremony where they will “parade” around the gym one time. One student will carry the Olympic torch.</td>
</tr>
<tr>
<td></td>
<td>2. Each student will give the Olympic Oath</td>
</tr>
</tbody>
</table>
|                                       | 3. First event: Discuss throw  
Second event: Long Jump  
Third event: Foot race (two lengths of the gym, down and back) |
|                                       | 4. Teacher will keep track of students that place in top three of each event |
|                                       | 5. Top three competitors will receive a laurel wreath (made of paper) and a medal |
FOOTRACE
The footrace was called the stade. Athletes sprinted 400 yards (366 m) up and down the length of the stadium. That means the runner ended up sprinting for about 3 miles (5 km). The runners could be disqualified if they cut in front of, tripped, or elbowed other runners.

WRESTLING
Two men wrestled until one wrestler threw his opponent to the ground three times. This could take hours to achieve. The match could also end if one of the men was too injured to continue. Gouging and biting disqualified the wrestlers.

LONG JUMPING
Long jumpers carried heavy weights to give them more momentum when they took off. They jumped on a bed of smoothly raked, crumbled earth. This left clear footprints so the judges could measure the distance each man jumped. A long jumper was disqualified if he tried to inch forward once he had landed.

JAVELIN OR DISCUS THROWING
Athletes chose to throw either a javelin, which is a long pole, or a bronze discus. The athletes had to find the best throwing angle and know exactly when to let go of the javelin or discus. An athlete could be disqualified if he stepped over the starting mark when throwing.
THE OLYMPIC OATH

In the name of all competitors, I promise that we shall take part in these Olympic Games, respecting and abiding by the rules which govern them, in the true spirit of sportsmanship, for the glory of the sport and the honor of our teams.
**Lesson 10: Formative Assessment of Digital Book**  
30 minutes

<table>
<thead>
<tr>
<th>Key Knowledge and Understanding (CCSS):</th>
<th>4.6.5.5 With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Success Criteria</strong></td>
<td>Students will be given time to revise, edit, add or get caught up with their Ancient Civilization book.</td>
</tr>
<tr>
<td></td>
<td>Students will use a rubric to assess their work.</td>
</tr>
<tr>
<td></td>
<td>Students will use a rubric to assess other student’s work.</td>
</tr>
<tr>
<td><strong>21st Century Skills:</strong></td>
<td>Critical Thinking</td>
</tr>
<tr>
<td></td>
<td>Collaboration</td>
</tr>
</tbody>
</table>
| **Materials:**                         | Ancient Civilization Rubric  
IPad                                                                 |
| **Procedures:**                       | Students will be given this time to get caught up with their ancient civilizations book and to also edit and revise as needed. |
|                                        | The teacher will use this time to also use the rubric to assess students work and give suggestions and support as needed.     |
Digital Book Rubric

Research Report: Ancient Civilizations Book

Teacher Name: Mrs. Peterson

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Information is very organized with well-and easy to read and understand.</td>
<td>Information is organized and easy to read and understand</td>
<td>Information is somewhat organized and easy to understand/</td>
<td>The information appears to be disorganized.</td>
</tr>
<tr>
<td>Amount of Information</td>
<td>All topics are addressed with more than 3 sentences or facts about each.</td>
<td>All topics are addressed with at least 3 sentences or facts about each.</td>
<td>All topics are addressed with 1-2 sentences or facts about each.</td>
<td>One or more topics were not addressed.</td>
</tr>
<tr>
<td>Quality of Information</td>
<td>Information clearly relates to the main topic. It includes several supporting details and/or examples.</td>
<td>Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.</td>
<td>Information clearly relates to the main topic. No details and/or examples are given.</td>
<td>Information has little or nothing to do with the main topic.</td>
</tr>
<tr>
<td>Diagrams &amp; Illustrations</td>
<td>3 or more text features are present on each page, accurate and add to the reader's understanding of the topic.</td>
<td>At least 3 text features are present on each page, accurate and add to the reader's understanding of the topic.</td>
<td>1-2 text features are present on each page, and sometimes add to the reader's understanding of the topic.</td>
<td>Text features are not present OR do not add to the reader's understanding of the topic.</td>
</tr>
</tbody>
</table>

Adapted from [www.Rubistar.com](http://www.Rubistar.com)
## Lesson 11: Greek Gods and Goddesses

### 60 minutes

| **Key Knowledge and Understanding (CCSS):** | 4.2.5.5) Describe the overall structure (chronology, comparison, cause/ effect, problem/ solution, **description**) of events, ideas, concepts, or information in a text or part of a text  
(4.6.8.8): Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources |
| **Success Criteria** | Students will research and learn about Greek Gods and Goddesses  
Students will share their research with others.  
Students will write about their favorite Greek God or Goddess based on this prompt: What Greek God or Goddess would you want to be, and why? Support your answer with at least three reasons. |
| **21st Century Skills:** | Critical Thinking | Creativity | x  
Collaboration | x | Communication | x |
| **Materials:** | iPads  
Greek Gods QR codes  
Greek Gods and Goddesses note taking sheet |
| **Procedures:** | 1. Teacher will ask students- If you could have any super power, what power would that be and why? Students will think, pair, share their ideas.  
2. In groups of 2-3, students will find important facts about one of the eleven Greek Gods or Goddesses. QR codes will be provided to students that will lead them to two different websites. Each group will be asked to present their findings to the class using their iPad and Air |
Presentations should include these details:
- Name, God of, Famous for, Symbol(s), Sacred Animal, and Skills

3. While each group is presenting, the rest of the students should be taking notes on their own Greek Gods and Goddesses fact sheets.

4. Independently, students will write about their favorite Greek God or Goddess using this as their prompt: What Greek God or Goddess would you want to be, and why? Support your answer with at least three reasons.

5. Students will create a Greek Gods and Goddesses page in their Ancient Greece books, using their answer to the writing prompt for this page. Students should also include a graphic/photograph.

<table>
<thead>
<tr>
<th>Discussion Question(s)</th>
<th>Are there any similarities between Greek gods and goddesses and the religion you practice? Are there differences?</th>
</tr>
</thead>
</table>

**National Geographic**
http://www.ngkids.co.uk/history/greek-gods

Zeus, Hera, Poseidon, Aphrodite, Hades, Hermes, Demeter, Apollo, Athena
Zeus, Aphrodite, Apollo, Hera, Athena, Hermes, Ares, Artemis, Demeter, Hephaestus, Poseidon

Woodlands Junior
http://www.primaryhomeworkhelp.co.uk/greece/gods.htm
Lesson 12: Mixed Up Myth Writing Activity  
60 Minutes

| Key Knowledge and Understanding (CCSS): | 4.1.3.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text

4.2.5.5) Describe the overall structure (chronology, comparison, cause/ effect, problem/ solution, description) of events, ideas, concepts, or information in a text or part of a text |

| Success Criteria | Students will use their knowledge of story elements and Greek gods and goddesses to write a mixed up myth. |
### 21st Century Skills:

<table>
<thead>
<tr>
<th>Skill</th>
<th>Critical Thinking</th>
<th>Creativity</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>

### Materials:

Copies of pages 51-53 from the Ancient Greece Pockets workbook.

### Procedures:

1. The class will read the story on page 51, “Persephone and the God of the Underworld” and have a discussion about the different story elements: characters, setting, problem or situation, and ending or resolution.
2. Students will work together or independently on writing their own mixed-up myth, using pages 52-53 to guide their thinking. Students will be directed to choose two characters, one setting, one problem or situation, and one ending or resolution.
3. Students will share their stories with the class.
**PERSEPHONE AND THE GOD OF THE UNDERWORLD**

Persephone was the lovely daughter of Demeter, goddess of the harvest. One day Persephone wandered off while helping her mother in the garden. Hades, god of the Underworld, saw Persephone and immediately fell in love with her. Hades grabbed poor Persephone and swept her off to his gloomy underground palace.

Hades made her a beautiful throne and gave her precious jewels and fine robes. This did not please Persephone, who missed the sunlight of Earth and her mother. She refused to eat the food of the dead that Hades gave her. Only a few seeds from a pomegranate kept her alive.

On the earth above, Demeter was beside herself with grief over the loss of her daughter. She was so depressed and angry that she refused to let anything grow. The earth became icy and the plants died. People and animals were starving, and the gods pleaded with Demeter to bless the earth again.

Zeus knew he must help the earth, even though he hesitated to interfere with Hades' plans. After all, Hades was his brother. Zeus called Hermes, messenger of the gods, to tell Hades that he must release Persephone for at least part of the year.

On winged feet, Hermes sped downward to the Underworld. He told Hades that Zeus had ordered the release of Persephone. Persephone would stay with Hades half of the year, but she would get to live with her mother on Earth the other half. Hades dared not disobey the king of the gods, so he sent Persephone home in a chariot.

Demeter was so happy to see her daughter that she blessed the earth and it blossomed anew again.

**STORY ELEMENTS**

**Characters:** Persephone, Demeter, Hades, Zeus, and Hermes

**Setting:** Earth and the Underworld

**Problem or situation:** The earth died when Demeter was sad.

**Ending or resolution:** The earth came alive when Persephone returned to her mother.

**Explanation:** This Greek myth explains the changing of the seasons from winter to spring.
### MIXED-UP MYTHS

**STORY ELEMENTS OF A MYTH**

<table>
<thead>
<tr>
<th>CHARACTERS</th>
<th>SETTINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zeus, king of the gods</td>
<td>agora, a busy marketplace</td>
</tr>
<tr>
<td>Hera, queen of the gods</td>
<td>Acropolis, sacred hill</td>
</tr>
<tr>
<td>Athena, goddess of wisdom and war</td>
<td>Mount Olympus, home of the gods</td>
</tr>
<tr>
<td>Apollo, god of the Sun, light, and music</td>
<td>Olympic Games, at Olympia</td>
</tr>
<tr>
<td>Artemis, goddess of the hunt</td>
<td>Parthenon, temple for Athena</td>
</tr>
<tr>
<td>Hermes, messenger of the gods</td>
<td>Aegean Sea</td>
</tr>
<tr>
<td>Aphrodite, goddess of love and beauty</td>
<td>(other places may be added to your list)</td>
</tr>
<tr>
<td>Poseidon, god of the sea</td>
<td></td>
</tr>
<tr>
<td>Hestia, goddess of the home and hearth</td>
<td>Problems or Situations</td>
</tr>
<tr>
<td>Demeter, goddess of the harvest</td>
<td>earthquake shakes city</td>
</tr>
<tr>
<td>Ares, god of war</td>
<td>monsters in the sea</td>
</tr>
<tr>
<td>Hades, god of the Underworld</td>
<td>solar eclipse</td>
</tr>
<tr>
<td>(other gods and heroes may be added to your list)</td>
<td>volcanic eruption</td>
</tr>
<tr>
<td></td>
<td>battle for power</td>
</tr>
<tr>
<td></td>
<td>love and jealousy</td>
</tr>
<tr>
<td></td>
<td>(other problems may be added to your list)</td>
</tr>
</tbody>
</table>

### PROBLEMS OR SITUATIONS
- earthquake shakes city
- monsters in the sea
- solar eclipse
- volcanic eruption
- battle for power
- love and jealousy

### ENDINGS OR RESOLUTIONS
- built a new temple
- reclaimed the kingdom
- sent to Sparta to live
- defeated the serpent
- rode off on a golden chariot
- found the treasure

(Other endings may be added to your list)
Write the elements on your cards below.

**CHARACTERS**

- 
- 
- 

**SETTING**

- 
- 
- 

**PROBLEM OR SITUATION**

- 
- 
- 

**ENDING OR RESOLUTION**

- 
- 
- 

---

title

---

©2003 by Evan-Moor Corp. • EMC 3705 • Ancient Greece
# Lesson 13: Art and Architecture

60 minutes

<table>
<thead>
<tr>
<th>Key Knowledge and Understanding (CCSS):</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Success Criteria:</strong></td>
<td>Students will learn about the art and architecture of ancient Greeks. Students will have the choice to learn about and explore one or more of the following stations: 1. Architecture 2. Fresco 3. Amphora 4. Mosaic</td>
</tr>
<tr>
<td><strong>21st Century Skills:</strong></td>
<td>Critical Thinking</td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
<td>Architecture: Reading A-Z picture cards about Doric, Ionic, and Corinthian columns  Plain white paper, pencils, colored pencils</td>
</tr>
<tr>
<td></td>
<td>Fresco: Water colors, white paper, paintbrushes, pencils, black pens, pictures of dolphins or fish</td>
</tr>
<tr>
<td></td>
<td>Amphora: page 73 of amphora, construction paper, pencil, scissors, glue, examples of Grecian pottery</td>
</tr>
<tr>
<td></td>
<td>Mosaic: 1” squares of paper in assorted colors, construction paper, scissors, glue</td>
</tr>
<tr>
<td><strong>Procedures:</strong></td>
<td>There will be four stations set up around the room. All materials and directions will be set up ahead of time. 1. Teacher will explain each of the four stations 2. Students will be given the opportunity to learn about and explore one or more of the stations.</td>
</tr>
</tbody>
</table>
3. The expectations will be that students must stay at one station until they are finished. They must clean up after they are finished. Only 6 students may be at a station at one time. If the station is full, they should pick a different one.

4. At the end of this activity, students should take a picture of their favorite creation on their iPad. The photograph should be used to create an Arts and Architecture page in the Ancient Civilizations book. A title and description of what their art/architecture is should be included.

| Discussion Question(s) | In what ways did the ancient Greeks make contributions to our modern art and architecture? |
MOSAIC TILES

Mosaic is an art form in which small pieces of cut stone or glass are embedded in plaster.

Mosaic tiles were used by the ancient Greeks to make the floors of important rooms in their houses. The andron was the room in which men entertained their guests. Mosaic tile floors were often found there.

Students design and create their own mosaic tile “floors.”

MATERIALS

• 1” (2.5 cm) squares of paper in assorted colors
• 8” x 8” (20 x 20 cm) white construction paper
• 9” x 12” (23 x 30.5 cm) colored construction paper
• writing paper, cut into a strip of 5 lines
• pencil
• scissors
• glue

STEPS TO FOLLOW

1. Discuss the art form of mosaic and the fact that it originated in ancient Greece. Share pictures of mosaics from reference books, and bring in actual mosaics if possible.

2. Pass out the white construction paper squares. Tell students that this is their plain floor tile.

3. Direct students to use the colored squares to make a mosaic pattern on the plain floor tile. Tell them to leave small, equal spaces between the colored pieces to resemble the look of mortar. Encourage them to cut the colored squares into rectangles and triangles to make a more complicated pattern.

4. After they are happy with the pattern, have them glue the mosaic pieces into place.

5. After the mosaic tile is dry, have students glue the mosaic tile to the larger piece of construction paper.

6. You may want to have them create a decorative border around the completed floor tile for added interest.

7. Write the definition of mosaic on the board. Direct students to copy the definition on writing paper, and then glue it to the back of the tile.
The Artistic and Stylish Greeks
The ancient Greeks filled their homes and lives with style, design, order, and harmony. The Greco-Roman influence lives on with many similar designs and styles in modern homes.

Mosaics
Floors were an important decorative feature. Intricately set tiles made gorgeous mosaics that are still imitated today.

An ancient 6th century BC tile floor, Delos, Greece
A modern 21st century AD hallway in London, England

Pottery
The ancient Greeks loved painting and decoration in their homes. Greco-Roman patterns revived in the 18th century are still stylish and tasteful.

Red and black pottery from ancient Greece featured decorations of mythic gods and heroes. Note the flute player on the right side.

A 20th century Wedgwood pitcher includes decorations that reflect ancient Greek culture. Note the lute player in the oval.

© Learning A-Z. All rights reserved.
continued on next page
www.readinga-z.com
AN AMAZING AMPHORA

Skilled craftsmen of ancient Greece made beautiful pottery that became an important export. Craftsmen made pottery vases of different shapes according to their different uses. The most recognizable vase was the amphora, a two-handled jar with a flared neck. Amphorae were used to store and transport wine, water, or olive oil. They held about 10 gallons (38 L).

Students use their geometry skills when they complete the symmetrical picture of the amphora jar.

MATERIALS

• page 73, reproduced for each student
• 9" x 12" (23 x 30.5 cm) colored construction paper
• scratch paper
• pencil
• fine-tipped marking pens or colored pencils
• scissors
• glue
• writing paper
• pictures of Grecian pottery

STEPS TO FOLLOW

1. Discuss Grecian pottery and the amphora, using the information found in this pocket. Show pictures of Grecian pottery using resources that are available. (An Internet search for Greek pottery will supply a number of sites with drawings and photographs.)

2. Pass out page 73 and talk about symmetry (the exact matching of shapes on opposite sides of dividing lines).

3. Instruct students to draw the other side of the amphora, making it as symmetrical as they can. You may want to have extra copies available for students who have difficulty with this task.

4. Have students make designs on the jar and then color it. They may wish to use the black-figure technique or the red-figure technique as described on page 65.

5. Instruct students to cut out the amphora and mount it on construction paper.

6. Students use the information they have learned about the amphora to write a descriptive paragraph. Glue the paragraph to the back of the picture.
AN AMAZING AMPHORA
FRESCO OF THE SEA

The early Minoans of ancient Greece painted fantastic frescoes on the walls of their palaces. Most Minoan frescoes showed scenes from palace life or nature. Popular frescoes showed women watching a ceremony, games, battles, and life in the sea. The frescoes give archaeologists clues to the lives of these ancient people.

Students create modern frescos using watercolors.

MATERIALS
- 9” x 12” (23 x 30.5 cm) art paper
- watercolor paints
- paintbrush
- pencil
- black marking pen
- paint cloth or newspapers
- pictures of dolphins and fish

STEPS TO FOLLOW
1. Share the information about the frescoes from page 65 and other resources that are available. Tell students that they will be re-creating a beautiful underwater fresco, such as the one found in a Minoan queen's room in the magnificent palace at Knossos. This fresco showed lively dolphins and fish swimming underwater.

2. Have students sketch lightly with pencil and then paint their underwater scene. Let the painting dry.

3. Instruct students to write the definition of a fresco on the back of their painting.

4. You may choose to make a large fresco (mural) in the classroom using all the students' paintings put together.
You’re the Architect!

Pretend you are an architect in Grecian times. You are asked to draw up plans for a brand new building in the city of Sparta.

Choose one of the styles that was used in ancient Greece- Doric, Ionic, or Corinthian. Use the examples to draw your new building. Make sure it’s grand enough for the Gods!
Greek Orders

Doric
The Doric column is the simplest, heaviest, and proportionally shortest of the three orders. The capital is plain. This column has no base and seems to push up from the floor of the building. The column's shaft has flutes.

The columns of the Parthenon are Doric. They impart harmony and gravity. Because of their size and strength, Doric columns hold up the largest buildings and the upper stories of multi-story buildings. Buildings on mainland Greece and in the South have Doric columns. The Lincoln Memorial in Washington, D.C., has Doric columns.

Ionic
The graceful Ionic column is seen mostly on buildings in eastern Greece and on the Greek Islands. The capital on an Ionic column has decorative scrolls called volutes. The column shaft is fluted or plain. A stack of circular discs forms its base.

Ionic columns are proportionally taller and thinner than Doric columns and rest on strong, smaller buildings, and the upper levels of buildings feature Ionic columns. The small temple of Athena Nike at the Acropolis in Athens has Ionic columns, as does the Jefferson Memorial in Washington, D.C.

Corinthian
The Corinthian column is named for the city of Corinth, but it was developed in Athens. It is ornate and elegant.

The column is the tallest and most elegant of the three orders. The capital has flowers, acanthus leaves, and volutes. The fluting decoration gives the column a more graceful appearance. The column is decorated with volutes. The base is a stack of disks and a square pedestal. Rarely used in Greece, it was more widely used in Rome. The Roman Pantheon and Colosseum have Corinthian columns, as does the Supreme Court in Washington, D.C.
**Lesson 14: Formative Assessment of Digital Book**

30 minutes

<table>
<thead>
<tr>
<th>Key Knowledge and Understanding (CCSS):</th>
<th>4.6.5.5 With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing.</th>
</tr>
</thead>
</table>

**Success Criteria**

- Students will be given time to revise, edit, add or get caught up with their Ancient Civilization book.
- Students will use a rubric to assess their work.
- Students will use a rubric to assess other student’s work.

**21st Century Skills:**

<table>
<thead>
<tr>
<th>Critical Thinking</th>
<th>x</th>
<th>Creativity</th>
<th>x</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration</td>
<td></td>
<td>Communication</td>
<td>x</td>
</tr>
</tbody>
</table>

**Materials:**

- Ancient Civilization Rubric
- IPad

**Procedures:**

- Students will be given this time to get caught up with their ancient civilizations book and to also edit and revise as needed.
- The teacher will use this time to also use the rubric to assess students work and give suggestions and support as needed.
Lesson 15: Government in Ancient Greece  
60 minutes

| Key Knowledge and Understanding(CCSS): | 4.2.2.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text  
4.2.5.5 Describe the overall structure (chronology, comparison, cause/ effect, problem/ solution, description) of events, ideas, concepts, or information in a text or part of a text |
| Success Criteria | Students will identify and compare forms of government in ancient Greece  
Students will find the main idea and details of the text, “How did the Greek government change over the years?”  
Students will use the summary of the article in their ancient Greece book. |
| 21st Century Skills: | Critical Thinking  
Creativity  
Collaboration  
Communication |
| Materials: | “How did the Greek government change over the years?” text  
Main idea and details graphic organizer  
iPad |
| Procedures: | 1. Teacher will guide students into finding the main idea and details of “How did the Greek government change over the years?”  
Topic: Governments in Greece  
Main Idea: There are four types of government that Greece went through over time  
Details: Monarchies (with definition), Oligarchies (with |
definition), Tyrannies (with definition), and Democracies (with definition).

Summary (example): There are four types of government that Greece went through over time. The first type of government was Monarchy, where city-states were ruled by one person. The second type of government was Oligarchies. In ancient Greece, the city states were ruled by a few rich men that took over the executive, legislative, and judicial branches of the government. The third type of government was ruled by tyrants. Tyrants created laws that were very harsh. The last type of government that is still used today, is democracy. Democracy gives equal powers to each part of the government and is also ruled by the people, not by one or a few people. The democracy formed in Greece thousands of years ago is much like the democracy used in American Government today.

2. Students will also be asked (come back to this after teaching it) to describe the overall text structure of “How did the Greek government change over the years?” and explain how they know.

3. Students will use the summary of Greek Government to create a page in their Ancient civilization book. Students should also include a graphic/photograph

**Discussion Question:** How do you think the United States would be different if democracy had not been created by the ancient Greeks?

Name four ways in which the lives of the ancient Greeks contributed to our modern, daily lives.
Aristotle said, "He who is to be a good ruler must first have been ruled." American leaders are not born into the job of President, like some other countries ruled by a king or aristocracy. Instead, voters elect the president. Each president has been "ruled" by other elected officials. Therefore, American voters have to be careful in choosing their leaders in a democracy.

Greece is often compared to the United States because of its history of democracy. In this and the next lesson, you will not only learn about the changes Greek government went through over time but also compare and contrast Greek democracy with that of the United States.

Aristotle divided the government types into categories: monarchies, oligarchies, tyrannies, and democracies. He was born in 350 B.C., over 2300 years ago, and we still use his definitions to categorize governments today!

**Greek Suffixes:**
- *ism* = forms nouns and means "the act, state, or theory of"
- *ist* = forms nouns from verbs like copy becomes copyist (a person that copies things)
- *ize* = forms verbs from nouns and adjectives like modernize (to become modern)
- *ogram* = something written or drawn = cardiogram (heart information from a test)
- *graph* = something written or drawn & the instrument used to write or draw = seismograph (recording the size of an earthquake)
Early in its history, Greece, like Mesopotamia, was made up of many city-states, each with their own laws and traditions. Most city-states had monarchies for their government. Mono means “one” and archy is defined as “ruler”. In the epic Iliad by Homer, many kings came together to fight for Greece. These monarchies had almost totally disappeared by about 1200 B.C. with the exception of Sparta. Sparta had two kings, often brothers or cousins, so that one could stay home and rule while the other went off to lead the men in war. You will read more about Sparta in later lessons.

Other city-states eventually evolved into oligarchies. Olig is a root word that means “rule by few,” so the government was ruled by a few rich men. These few men took over the executive, legislative, and judicial branches of the government. They were in charge of the economy, making decisions about trade and pricing of goods. As generals, these rich men made decisions about allies and enemies. They also were the judges and the jury members.

Eventually, some aristocrats became more popular than others and were given sole control. These leaders were tyrants. One of these leaders was named Draco, the ruler of Athens in the 621 B.C.E. He made laws so harsh that almost every transgression was punishable by death. Today we call very harsh laws “draconian.” Draco did several important things in his reign as tyrant. He codified, or wrote down, the first laws in Athens. He also made vendettas, or killing people as a punishment without using the law, illegal by saying that the government was to punish murder, not the family of the murdered.

Around 590 B.C.E., a ruler named Solon came to power in Athens and relaxed the harsh laws. He made every free man in the area a citizen with a vote in the new government and he helped the economy by encouraging the production of olive oil and wine, two very lucrative trading products. He was still the ruler and the aristocracy was still in charge, but it was a step toward freedom.

But in 561 B.C.E., Peisistratus, an Athenian aristocrat, tried to take power from the oligarchy and become a tyrant. He failed in his first attempt to take over the government of the city and was driven out, but eventually he hired mercenaries, or hired fighters, to help him take the city over in a popular coup.
By 546 B.C.E., he was in complete control as a tyrant. A tyrant rules like a king, but his family has no right to rule after he is gone. His right to rule is based solely on his power, usually of the military. Many Greek tyrants, like Peisistratus, were peaceful and good rulers. He ruled for 19 years. He lowered taxes and increased Athens' economy. He banished those who opposed him and took their lands. Like Robin Hood, he gave the land to the poor (and his supporters). He built Athens up and was well-liked by Athenian citizens.

However, by 510, Peisistratus tried to create a monarchy and have his two sons become tyrants after his reign. With the help of Sparta, a wealthy family overthrew the sons. Sparta then put their hand-picked Athenian leaders in the government. The Athenians would not stand for a new and terrible tyrant. They had some freedoms and did not want to give them up. Cleisthenes was a wealthy aristocrat who could have seized power, but instead, he formed Athens' first democracy. He reformed the government, giving equal powers to each part of government: the legislative, executive, and judicial branches of the government. The Athenians refined their government over the 170 years that the government was a democracy. Athens became a center for art and literature, rich in architecture. Unfortunately for the Athenians, the Macedonians from the north conquered and ruled over the Greeks.

The Athenian democracy lasted a mere 170 years. It does not seem like a very long time, but you should realize that the American democracy has only been around for just over 200 years. In those 200 years, our democracy has almost been changed to other forms of government several times. George Washington was a man similar to Cleisthenes. He was a wealthy, well-liked leader poised to be a tyrant or a king. He, like Cleisthenes, refused to exert his power solo, but created a democracy based on freedom. Like Greece, the United States only allowed some Americans to vote. Slaves were not allowed to vote for 80 years and, likewise, women were not allowed to vote for 130 years. However long it took for the voting franchise to become equal, both Greek and American democracies allowed for more freedom for all citizens.

Write a word using each suffix (not using the example words).
1. ism
2. ist
3. ize
4. gram
5. graph

GLO Academy LLC 2008
GREECE

1. Vocabulary: Oligarchy: _____________________________

2. Monarchy: _____________________________

3. Tyrant: _____________________________

4. Democracy: _____________________________

5. Codified: _____________________________

6. Vendetta: _____________________________

7. Lucrative: _____________________________

8. Mercenary: _____________________________

9. Coup: _____________________________

1. What is the difference between a monarchy and an oligarchy?

2. Describe the rule of Draco, the tyrant.

3. Discuss what Cleisthenes did for Athenian government.
### Lesson 16: Social Classes in Ancient Greece

60 minutes

| Lesson 14  
(60 minutes) | Social Classes in Ancient Greece |
|----------------|---------------------------------|

**Key Knowledge and Understanding (CCSS):**

4.1.6.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations

**Success Criteria**

Students will identify social classes and describe the rights and responsibilities of individuals in each ancient civilization.

Students will act as characters of a certain social class in ancient Greece.

**21st Century Skills:**

<table>
<thead>
<tr>
<th>Critical Thinking</th>
<th>Creativity</th>
<th>x</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration</td>
<td>x</td>
<td>Communication</td>
</tr>
</tbody>
</table>

**Materials:**

Definitions and explanations of the four different social classes: Athens, Metics, Freedmen, Slaves.

**Procedures:**

1. Students will be put into four different social groups: Athens, Metics, Freedmen, and Slaves.
2. Each group will be responsible for writing a script for a male and female from each social group. Basically each group will be changing the notes they are getting from third person point of view to a first person point of view. Groups can nominate one boy and girl from each group to read the scripts, or split up all the lines amongst themselves.
3. Each social group will present their lines to the class.

Example for a man in the Metics social class:

“I am not a native to Athens, but came to Athens to settle down. I am part of the middle class. I am a free man, but I do not possess very many rights as compared to the upper class. I am mostly involved in trading and manufacturing jobs. I can own land and can play sports.”
Depending on how this lesson goes, students may or may not create a page on social classes. If the lesson goes well, we will summarize our findings as a whole class and add a page in our Ancient Civilizations book.

**Discussion Question:** Do you think we have social classes in the United States? Why or why not?

**Social Classes in Ancient Greece**

- Athens – The Upper Class
- Metics – The Middle Class:
- Freedmen – The Lower Class:
- The Slaves

**Athens – The Upper Class:** The topmost class in the Ancient Greek Hierarchy was the Upper Class. The people of this class possessed the uppermost power and position in the society. One has to be born in Athens to be a part of the Upper Class as the rights for this class could only be inherited on the hereditary basis. The upper class symbolized a good civil character, good artistic taste, and highly socialized individuals.

The people from this class handled all the government work, philosophy as well as the literature department, and also the war. Athens people always got slaves so as to perform their materialistic works so as to save their precious time which they had to use for administrative purposes. The Upper Class can also be symbolized as the Leisure Class. They kept their time for the important activities related with the administration of the kingdom.
**Metics – The Middle Class:** This was the next class in Ancient Greece Social Hierarchy. These people were not the natives of Athens, but came to Athens to settle down. They came to Athens for earning their livelihood. Such people were apt for the Middle Class. They were free men, they were not slaves but they possessed very little rights as compared to the Upper Class. They were majorly involved in the trading and manufacturing related jobs.

**Freedmen – The Lower Class:** Freedmen were the next class in the Ancient Greek Social Hierarchy and it incorporates those people who were once slaves but somehow were freed by their owner by any mode. This was the lower class people category but did not belong to Athens, i.e. these were neither Athens nor were granted citizenship in their life what so ever money they earned. These were the people who possessed least amount of privileges, but still got few, as compared to slaves who had zero privileges.

**The Slaves:** This is the lowest most class, actually a level because Greeks never considered it as a class. These people were either rescued from war, some criminals or even bought upon people. These people possessed zero rights or authority. They did not even possess right of their own life. Very little number of Greeks were slaves otherwise the majority of slaves were non-Greeks. They had to pay a ransom amount to buy their freedom and get themselves free.

# Lesson 17: Athens vs. Sparta

- **60 minutes**

## Key Knowledge and Understanding (CCSS):

4.2.5.5 Describe the overall structure (chronology, **comparison**, cause/ effect, problem/ solution, description) of events, ideas, concepts, or information in a text or part of a text

## Success Criteria:

Students will be able to identify and describe two or more perspectives on a specific situation or event

## 21st Century Skills:

<table>
<thead>
<tr>
<th>Critical Thinking</th>
<th>Creativity</th>
<th>Collaboration</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Materials:

Pages 10-12 from Ancient Greece History Pockets

## Procedures:

1. Teacher will read page 11, Athens and Sparta: Brains vs. Brawn. Students will be directed to pay attention to similarities and differences between the two city-states.
2. As individuals or in small groups, students will fill out the compare/ contrast chart on Athens vs. Sparta.
3. Students will contribute to a whole class compare/ contrast chart.
4. Students will write a compare/ contrast essay on city-states Athens and Sparta. As a concluding sentence, students should explain what city-state they would prefer to live in and why.
5. The compare/ contrast essay will be used to create a page on Athens vs. Sparta. A graphic/ photograph should also be included.

## Discussion Question:

Would you have fought with Athens or Sparta? Why?
ATHENS AND SPARTA: BRAINS v. BRAWN

ATHENS

Athens, a port on the Aegean Sea, was a major trade center. It traded goods such as olive oil and grapes for much-needed wheat. Athens developed a strong navy. Large fleets of fighting ships called triremes defended Athens. A city wall almost 7 feet (2 m) thick and 23 feet (7 m) tall protected the city-state.

Athens developed the world’s first democracy. Every male citizen over the age of 18 took part in the government. Women, slaves, and men born outside the city were all excluded from this process.

Education for boys was important. From age 7 to 12 boys learned reading, writing, math, history, and music. At age 18, they served two years of military service. Girls were not allowed to go to school. They learned household chores from their mothers and often married at the age of 15.

As the cultural center of ancient Greece, Athens attracted the best artists and scholars. Athenians developed new ideas about architecture, art, literature, philosophy, politics, and science.

SPARTA

Sparta was located in an inland valley 150 miles (241 km) from Athens. High mountains formed a natural wall protecting the city-state. Spartans disapproved of trade and contact with outsiders. Male citizens received a plot of land to farm, but they also had to be soldiers. Sparta had the strongest army in the ancient world.

Sparta was the only city-state that did not develop a democratic government. Two kings, who were also army commanders, led it. Only men born in Sparta could be citizens. Women were not citizens, but they could own land.

Only Spartan boys were educated. At age 7, boys were sent to military school. They learned reading and writing, but the emphasis was on physical and military training. Boys had to be in the army until at least age 30. As in Athens, girls learned household chores from their mothers and often married at the age of 15.

Sparta was not famous for beautiful buildings or works of art because Spartans did not believe in luxuries. Sparta is remembered for its army, considered the best in the ancient world.
ATHENS AND SPARTA: BRAINS v. BRAWN

ATHENS

SPARTA

BOTH

I think ________________________________

could have ruled all of ancient Greece because ________________________________

______________________________

______________________________

12 POCKET 1 • INTRODUCTION TO ANCIENT GREECE
Topic Sentence:

Ways that Sparta and Athens were different:

Ways that Sparta and Athens were similar:

Concluding Sentence: Explain what city-state you would live in and why
## Lesson 18: Final Assessment of Digital Book

**60 minutes**

<table>
<thead>
<tr>
<th>Lesson 16 (30 – 60 minutes)</th>
<th>Final Assessment of Digital Book</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Knowledge and Understanding (CCSS):</strong></td>
<td>4.6.5.5 With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Success Criteria</th>
<th>Students will be given time to revise, edit, add or get caught up with their Ancient Civilization book.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will use a rubric to assess their work.</td>
</tr>
<tr>
<td></td>
<td>Students will use a rubric to assess other student’s work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>21st Century Skills:</strong></th>
<th>Critical Thinking</th>
<th>Creativity</th>
<th>x</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Collaboration</td>
<td>Communication</td>
<td>x</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Materials:</strong></th>
<th>Ancient Civilization Rubric</th>
<th>IPad</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Procedures/Assessment of final product:</strong></th>
<th>Students will be given this time to get caught up with their ancient civilizations book and to also edit and revise as needed.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The teacher will use this time to also use the rubric to assess students work and give suggestions and support as needed.</td>
</tr>
<tr>
<td></td>
<td><em>All books will be given a final grade at the end of the 10 week civilizations unit</em></td>
</tr>
</tbody>
</table>


APPENDIX E

ANCIENT CIVILIZATIONS BOOK RUBRIC
# Research Report: Ancient Civilizations Book

**Teacher Name:** Mrs. Peterson

**Student Name:**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Information is very organized with well-and easy to read and understand.</td>
<td>Information is organized and easy to read and understand</td>
<td>Information is somewhat organized and easy to understand/</td>
<td>The information appears to be disorganized.</td>
</tr>
<tr>
<td>Amount of Information</td>
<td>All topics are addressed with more than 3 sentences or facts about each.</td>
<td>All topics are addressed with at least 3 sentences or facts about each.</td>
<td>All topics are addressed with 1-2 sentences or facts about each.</td>
<td>One or more topics were not addressed.</td>
</tr>
<tr>
<td>Quality of Information</td>
<td>Information clearly relates to the main topic. It includes several supporting details and/or examples.</td>
<td>Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.</td>
<td>Information clearly relates to the main topic. No details and/or examples are given.</td>
<td>Information has little or nothing to do with the main topic.</td>
</tr>
<tr>
<td>Diagrams &amp; Illustrations</td>
<td>3 or more text features are present on each page, accurate and add to the reader's understanding of the topic.</td>
<td>At least 3 text features are present on each page, accurate and add to the reader's understanding of the topic.</td>
<td>1-2 text features are present on each page, and sometimes add to the reader's understanding of the topic.</td>
<td>Text features are not present OR do not add to the reader's understanding of the topic.</td>
</tr>
</tbody>
</table>
RESOURCE LIST

http://www.primaryhomeworkhelp.co.uk/greece/gods.htm

Bas, G., Beyhan, O. (2010). Effects of multiple intelligences supported project-based learning on students’ achievement levels and attitudes towards English lesson. International Electronic Journal of Elementary Education. 2 (3), 365 - 386


Looks Greek to me. (2016). Tucson, AZ: LearningA-Z


Minnesota Department of Education. (2011). Minnesota K-12 academic standards: social studies


Ross, D. (2012, May 11). The common core is the “what.” PBL is the “how.” Retrieved from: http://bie.org/blog/the_common_core_is_the_what_pbl_is_the_how


