

**6TH GRADE SOCIAL STUDIES
ANCIENT GREECE
UNIT OF STUDY/VAPA**

HISTORY	ELA	ARTS
<p>Students will use primary/ secondary sources to provide an accurate summary, understand the academic terms and names, and make use of visual information in print or digital texts.</p> <p>CSS: RH 2, 4, 7</p> <p>Religious practice of Ancient Greece: - 12 main gods/goddesses - Polytheism</p> <p>What role did Greek gods and goddesses play in the lives of Ancient Greeks?</p> <p>Resources: McDougal Littell World History Ancient Civilization Ch. 11 Lesson 2</p> <p>Procedural Lesson #1 Independent Practice #1</p> <p>Internet links: Greek Mythology Video</p> <p>Classzone</p>	<p>Students will cite textual evidence and draw inferences, describe the story’s plot and how the characters respond or change with the plot, understand the meaning of words and phrases as they are used in the text, and analyze the overall structure of the text (theme, setting, plot)</p> <p>CSS: RL 1, 3, 4, 5</p> <p>Read and analyze myths from Ancient Greece</p> <p>Resources: McDougal Littell The Language of Literature</p> <ul style="list-style-type: none"> • “The Boy Who Flew” Procedural Lesson #2 Independent Practice #2 • “Arachne” Procedural Lesson #3 Independent Practice #3a Independent Practice #3b <p>Internet Links: Greek Myths Video</p> <p>How were Greek myths and religion connected?</p>	<p>Students will research and discuss the role of the visual arts in selected periods of history, using a variety of resources (both print and electronic).</p> <p>VAPA: CE 3.1</p> <p>Display of different gods/goddesses</p> <p>Resources: McDougal Littell World History Ancient Civilization Ch. 11 Lesson 2</p> <p>Internet Links: Ancient Greek gods and goddesses- The British Museum Art Display</p>
<p>Students will use primary/ secondary sources to provide an accurate summary, understand the academic terms and names, and make use of visual information in print or digital texts.</p>	<p>Students will write a narrative to develop imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>Students will create a drawing using varying tints, shades, and intensities. Also, students will create, perform, and participate in oral presentations of their Greek god/goddess.</p> <p>VAPA: CE 2.0, CE 2.3</p>

<p>CSS: RH 2, 4, 7</p>	<p>CSS:W 3 Creative writing: If you could be a god or a goddess, which god/goddess would you choose to be and why? If you could choose your mythological weapon, which would you choose and why? If you could have a mythological creature as your pet, which creature would you choose and why?</p>	<p>Create their own new god/goddess which includes the following:</p> <ul style="list-style-type: none"> ● Traits ● Powers ● Weapons ● Pets ● Symbol of power ● Relationships
		<p><u>GREEK DAY</u>: culminating day long events (Optional)</p> <ul style="list-style-type: none"> ● Greek Coin ● Olympics ● Geometry ● Constellations

*Overall, this unit will take approximately 10 days.

CULMINATING TASK: What skills do we want students to be able to demonstrate at the end of this unit?

- The connection between the history of the religion(mythology/polytheism) as it is related to their mythology in literature
- Greek Day: students will be involved in a variety of hands-on activities and experiences that culminate their Greek unit