HISTORY LEARNING PLAN

Topic of lesson:	Origins of drama and mythology	Subject Area:	History
Grade level:	Cycle 1, Secondary 1	Unit:	Ancient Greece
Big Idea:	Culture and Religion	Essential Questions:	How has Ancient Greece influenced western society? What aspects of this society do we continue to use today? What sort of cultural artefacts did Ancient Greece produce?
Understandings:	Explanation, Interpretation, and Perspective	Relevance:	Ancient Greece has gifted modern society a variety of different cultural artefacts and customs. Drama and mythology in particular continue to play a big part of our culture. By studying the origins of these customs, students will learn about how present society has been influenced by one that existed more than two thousand years ago.

Comment [LJS1]: Explain these more specifically in relation to the learning in THIS lesson. Just listing it does not demonstrate that you understand what they are and how to address them effectively

Organize this section to include:

Introduction (explain learning objectives & planned learning)
A great hook for this lesson is to connect Ancient Greece to the modern world, demonstrating ways in which aspects of Ancient Greek life is still prevalent (name of weeks, days, months, math symbols, Olympics, Greek mythology, names of brands)
This lesson plan will precede the lesson devoted to democratic institutions. This lesson will focus on the broader ideas of Greek culture and every-day life. Ideas presented in this lesson will introduce philosophy, mythology, every-day life, political organizations, and cultural groups.
Students will learn about: differences between philosophy and mythology; festivals (Bacchae)
An introductory video could also be shown in order to gain the students attention
(https://www.youtube.com/watch?v=VdHHus8IgYA
Introduction to the Olympics)
Learning objectives:
- learn about organization of Ancient Greek life
- difference between mythology and philosophy
- extend Greek mythology into contemporary society

Development (content, key ideas, tasks or deliverables, activities)
An introductory lesson will be devoted to discussing any preconceived ideas students might have about Ancient Greece. This class will be devoted to clarifying understanding, answering general questions, defining vocabulary etc.
Students will fill out a KLM chart about things they already know, things they will learn about.
The content of this lesson will be devoted to an overview of Ancient Greek culture. It would begin with a general history of Ancient Greece and how it came to be.
Over a couple of classes, students will learn about the philosophies of Socrates, Plato, and Aristotle. They will be exposed to different cultural organizations such symposiums,

Resources required:
Computers, projector, poster paper, creative utensils (markers, pencil crayons) cheat sheet template.

QEP Subject Area Competencies
History and Citizenship Cycle One
Competency 1: Examines social phenomena from a historical perspective. Students will examine cultural features of Ancient Greece.
Competency 2: Interprets social phenomena using the historical method. Students will then use their knowledge of these cultural aspects to analyze how they still apply in the modern world.

Student will know (learning objectives):
Students will know key terms and proper historical vocabulary (democracy, mythology, philosophy, citizenship, phratries, symposium, Bacchae, Olympics etc.), important people (Socrates, Plato, Aristotle, Zeus), and key dates.

Comment [LJS2]: Good.

Comment [LJS6]: Good

Students will understand (learning objectives):
This lesson places an emphasis on investigation, communication, and group skills. The activities allow students to investigate and research, while bringing back their knowledge to share with the rest of the class. These skills will form the basis of the competencies within the History and Citizenship program but also for cross-curricular competencies.

Comment [LJS7]: This should be directly connected to the understandings you listed above.

Cross Curricular Competencies:
This particular lesson focuses the greatest on Competency 1, Competency 8 and Competency 9, uses information, cooperates with others and communicates appropriately respectively. Students will have to consolidate their knowledge about the subject, discuss and share ideas with their peers to enrich their knowledge.

Comment [LJS8]: Explain these more specifically in relation to the learning in THIS lesson. Just listing it does not demonstrate that you understand what they are and how to address them effectively

Broad Areas of Learning:
This lesson is closely attached to Media Literacy as the focus on Greek mythology allows students to analyze how these myths have continued into contemporary society media. A second broad area of learning would be Citizenship and Community Life: in analyzing Greek organizational structure, it will allow students to reflect more deeply on the organization structure of their own world.

Differentiated Instruction:

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phratries (fraternities), Olympics.

Activities:

1. General overview activity:

Students will be broken into groups and will have the opportunity to research and put on a short presentation about a particular aspect of Greek culture (Olympics, phratries, Socrates, Aristotle, Plato, democracy). This will be a largely informal presentation as most of the time devoted to research will be in class. Also these presentations will be largely to explain to the rest of the class the importance and functioning of these organizations and institutions in the greater context of Ancient Greek society.

2. Mythology Activity/ Deliverable

Watch the following videos from Disney's Hercules (1997)
https://www.youtube.com/watch?v=swpN-h5tkPc
https://www.youtube.com/watch?v=Jxg0W6QQ_Ac
Except for Hercules being Zeus and Hera's son, the clip is fairly accurate in depicting Greek mythology and their symbols. Greek gods and symbols depicted in this clip include Zeus, Hera, Athena, Aphrodite, Hermes, Narcissus, Poseidon, Ares, Hades, Hephaestus, Orpheus, Dionysus, River Styx, Cerberus, and of course, Hercules.
Each student will choose an aspect of Ancient Greek mythology portrayed in these videos and then do their own research on the subject, judging the truthfulness of the depiction in Hercules. Students might then find more accurate representations of these mythological creatures in the media, discovering more about their symbology.
Deliverable: Each student will put together a cheat sheet about their chosen mythological being for other students to peruse and learn about. This cheat sheet will consist of information of how each god, goddess, or creature relates to each other, and placing them in the larger context of Greek mythology. Other information would include in what ways these myths are represented in contemporary society. All of these cheat sheets will be photocopied and distributed to students as an information packet to be used for the final deliverable.

3. Final Deliverable

Students will make up their own myth using at least 3 aspects from the information packet about Greek mythology. They will be asked to create a short story, newspaper article, or other written format, using the information packet about Greek mythology as well as the knowledge gained from the first activity. Information on this first activity will have been distributed from the instructor prior so students can brush up on their knowledge.

Conclusion (check for understanding, what next)
The final deliverable, as well as the other activities will be used to check for understanding. The final deliverable will demonstrate if students understand how the piece of Greek mythology fit together, the relationships between gods, goddesses, and their original stories.
The next component will be the further discussion of political

The information presented will take on a variety of forms: either as a traditional lecture or with students having to do the research themselves. Introductory content will be given through the media of film as it attracts wider attention from students. As well the deliverables vary between informal presentations before the class, informal writing, and finally a more formal writing piece to maximize the ways in which students can demonstrate their understandings. By using multiple formats, technology, and self-research, this lesson hopes to stimulate interest and motivation for learning.

Further considerations:
Technology is incorporated through the introduction of video and film clips to stimulate interest. It will also be used to allow students to research their different components for the presentation and cheat sheet. Creativity will be demonstrated in the informal presentation as well as the created myth in the final deliverable.

FORMATIVE - Assessment FOR learning:
The informal presentation will be primarily used to assess for learning. Research skills and ability to convey information clearly will be assessed so the instructor might be able to make comments to each student as they progress farther into this lesson and complete the other activities.

FORMATIVE - Assessment AS learning:
The research done for the cheat sheet will allow students to become critical of the things they are learning; because they are mostly in charge of this activity, it is up to them to be proficient in their research with minimal check ups from the instructor. It will allow students be reflective of their research because these cheat sheets will be relied upon in the final deliverable.

SUMMATIVE - Assessment OF learning:

Each deliverable will be assessed for evidence of achievement however the final deliverable will demonstrate the culmination of Greek mythology and other organizational aspects of Greek life.

institutions and the functioning of democracy in Athens.	