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I. Subject and Grade Level: 3rd Grade Social Science

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II. Topic: The Parthenon

III.   STANDARDS

   A. Virginia Standard of Learning:
   SOL 3.3: The student will explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports.

   B. National Standard of Learning:
   NCSS III: People, Places, & Environments Social studies programs should include experiences that provide for the study of people, places, and environments, so that the learner can:
   NCSS III.h: examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions;

IV.   TCA (Teacher Candidate Assessment) Competencies:

   A. **TEACHING COMPETENCIES**:
   Professional Knowledge – This lesson addresses the appropriate SOL and NCSS standards, will link to future lessons in the unit, displays an accurate knowledge of subject matter as I researched the content, and shows my understanding of the age group through my inclusion of age-appropriate activities.
   Instructional Planning – I gathered all necessary materials needed to create the lesson and have aligned the lesson to the state and national standards as required.
   Instructional Delivery – the lesson has been differentiated, uses effective resources, and uses instructional technology properly.
   Assessment of and for Student Learning – pre-assessment is used at the beginning and summative assessment is used at the end of the unit
   Student Academic Progress – appropriate achievement goals have been set
   SCRIP – The diversity section shows my belief that all students can learn as well as my commitment to student learning. I have credited all my sources, showing integrity and conducted myself in a professional manner.

   B. **CONTENT COMPETENCY**:
   D1 – Social Studies – the lesson displays my own competency in history and helps build student competency in history

V. Objectives:
Given the pieces of the Parthenon (roof, stairs, columns) sheet, students will be able to assemble it and label the columns as Doric, Ionic, or Corinthian and indicate which type of column was used to construct the Parthenon getting 3/4 correct.
Students will be able to label Doric, Ionic, and Corinthian columns.
Students will be able to recall the designer of the Parthenon, Pericles.
Students will be able to recall why the Parthenon was created, to honor the goddess Athena.

VI. Materials: Parthenon PowerPoint, Parthenon picture handout, Parthenon pieces worksheet, Ancient Greece Literature (below) for background/additional information, pictures from google images

Background Reading:
Rutland, J. (1995). *See Inside: An Ancient Greece Town.* (R. J. Rustead, Ed.) London: Barnes & Noble.
Samuels, C. (2014). *Technology in Ancient Greece.* New York: Gareth Steves Publishing.

VII. Technology Connection:
Attached PowerPoint will be used.
Websites used during instruction:
http://www.ancientgreece.co.uk/acropolis/story/sto_set.html
http://www.ancientgreece.co.uk/acropolis/explore/exp_set.html
http://www.ancientgreece.co.uk/acropolis/challenge/cha_set.html

VIII. Character Education Principle: Athena, the goddess of wisdom, can be used to teach wisdom and making wise choices. There are many Bible verses which support this character education principle, notably Proverbs 12:15.

IX. Pre Assessment: Takes place during the set/introduction. The teacher asks by a show of hands who knows who the first people to uses columns like the ones pictured. The teacher will then call on one student to answer and once a student gives a correct answer the teacher will ask who knew that was the correct answer. This will give the teacher a rough idea of who already knows about the subject.

X. Procedures:
    A. Set:
        Show students pictures of various structures including the Lincoln Memorial, the White House, and the Parthenon in the PowerPoint {Slides 2-4}. Ask what all these structures have in common [columns] {Slide 5}. Ask the students if they know who first used columns [Greeks].
    B. Developmental Activities:
      1. **Instruction**:
        Go to the British Museum's Acropolis website. Read aloud the first and third paragraphs of the story. In the first paragraph, be sure to replace the word "temples" with Parthenon since you aren't reading the second paragraph.
        After this, select the Explore tab on the left, click "to the Acropolis" then click on the Parthenon at the top and click on the pictures under the picture of the ruined Parthenon to give students an idea of what the Parthenon would have looked like.
        Switch back over to the PowerPoint.
        Describe Doric Columns {Slide 6}. Memory tip: **Dor**ic sounds kind of like **bor**ing.
        Describe Ionic Columns {Slide 7}.
        Describe Corinthian Columns {Slide 8}. Memory tip: Corinthian is the fanciest word and also the fanciest column.
        Ask which columns Pericles used to build the Parthenon [Doric] {Slide 10}. If it's hard for students to see, click on the picture and zoom in once the web page opens by clicking on the picture again.
      2. Guided Practice:
        Return to the Acropolis website and click the Challenge tab. It is now the class's turn to build their own Parthenon! This application is self-explanatory and walks you through the building of the Parthenon.
        Page 1 is the title page
        Page 2: columns. Only two of the three columns are pictured. Ask students what the third column is [Corinthian]. Ask which column Pericles used [Doric]. Have students vote on which column they want to use.
        Pages 3-end: vote on other aspects of your Parthenon. As the columns are the focus, little discussion is needed. It is a good idea to discuss how intricate the art is and how it shows the importance placed on the Parthenon by the Greeks.
      3. Independent Practice:
        Students will be given a worksheet with pieces of the Parthenon on it (the roof, one of each type of column, and the stairs). Students will need to cut out the pieces and assemble them. After assembly, students will need to label each of the columns as Doric, Ionic, or Corinthian and color

in the column used in the Parthenon.

C. Closure:

The teacher will return to the comparison page of the PowerPoint and emphasize the importance of Greek design. Many cultures have adopted the use of columns in buildings, including American culture. Ask students what time of columns the Lincoln Memorial and the White House have based on the pictures. The PowerPoint can be set up to reveal these answers by clicking through, but it is not currently set up this way.

XI. Diversity / Differentiation for Exceptionalities:

a. **Learning Styles** (*modalities / multiple intelligences*) –

Musical – a song about the Parthenon or Ancient Greece could be found and added

Visual – the PowerPoint and pictures cater to those with visual intelligence

Verbal – the spoken portions cater to those with verbal intelligence

Logical – set and closure give those who learn logically rational reasons behind learning this information

Kinesthetic – Being able to assemble the Parthenon caters to those with kinesthetic intelligence

Interpersonal – Working together to assemble the Parthenon on the website caters to those with Interpersonal intelligence

Intrapersonal – working alone on the independent practice caters to those with intrapersonal intelligence

- **Gifted** – Gifted students may complete an additional or substitute assignment where they write a letter to Pericles describing two things they like about his Parthenon and two things they think he should have done differently.
- **LEP** – There are many pictures throughout the lessons which will provide ELLs with context. For difficult words (Doric, Ionic, Corinthian) memory tips are included to help remember what they mean.
- **LD, ED, ADD** – the memory tips also help those with learning disabilities learn the column names. Those with ADHD can be given accommodations to help with focus (standing desk, moving chairs, fidget toy, etc.)
- **Multicultural Connections** – this lesson provides an excellent opportunity to make multicultural connections with Mediterranean culture

B. Evaluation: A summative assessment will be given at the end of the unit in the form of a unit test.

Reflection – use attachment from Blackboard.