

EDUC 322 Section: 002

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Lesson # 2

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| I. Subject and Grade Level: 3 rd Grade Social Science |
| II. Topic: Government in Ancient Greece |
| III. STANDARDS A. Virginia Standard of Learning: Social Studies 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 VI: Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance. |
| 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. Objective: Given a graphic organizer, students will be able to identify three similarities and three differences between the governments of the U.S. and Ancient Greece getting 5/6 correct. |
| VI. Materials: Independent practice worksheet Direct democracy PowerPoint Background Reading/Sources: Keller, M. (1995). <i>Ancient Greece Activity Book</i> . (D. Celecia, Ed.) Dana Point: Edupress. Samuels, L., & Arnold, L. (2010). <i>Our World Far & Wide: Teacher's Edition</i> . Weston: Five Ponds Press. |
| VII. Technology Connection: PowerPoint |
| VIII. Character Education Principle: The Bible calls for us to be good citizens. This means voting, obeying laws, and paying taxes. One passage exemplifying this is Matthew 22:20-22. |
| IX. Pre Assessment: Included in the set. The Pre-Assessment is the questions in the set about who runs the |

government and who came up with democracy.

X. Procedures:

A. Set:

Say: “Who can tell me who runs our government? [expected answers: the president, congress, etc.]. Yes, those people do run our government, but who is it that chooses them? [the people]. We do. We put them there by voting. Does anyone know where this idea comes from? I’ll give you a hint, we’ve been studying them for the past few weeks. [the Greeks]. That’s right! Now, the Greeks did it a little differently than we did.”

B. Developmental Activities:

1. Instruction:

I. Direct Democracy

Say: “Both the United States of America and Ancient Greece have **democracy**, meaning that people who live there get to vote. In America, we have what’s called a representative democracy. The Greeks had a **direct democracy**. This meant that everyone in Greece who met certain requirements could vote. In Ancient Greece, every single person who could vote voted on every single new law. There was no king or ruler and no central power like a president. The people came up with and made all the laws

II. Requirements

Say: “What were these requirements?”

“Everybody stand up. If you are a boy, stay standing up. Everyone else sit down. In Greece, only the men could vote. If you own property, stay standing up. Everyone else sit down. We’re all sitting down now, right? Even I’m sitting down! Since none of us own any land ourselves, none of us could vote. The Ancient Greeks had very different rules about voting than we do in America. Can anyone tell me what the requirement is to vote in America? [18yrs old]. That’s right. The only requirement is that you need to be eighteen years old. In here, if we every vote, all of you are allowed to vote.

III. Differences between Ancient Greece and the U.S.

Do we still vote on every single law in America? [No]. No, in America, we vote for people who vote on every law. That’s why what we have is called a **representative democracy**. We vote on people to represent us, and these people vote on laws.

2. Guided Practice (Simulated Direct Democracy):

Say: In Ancient Greece, when the men met to vote they used a **clepsydra** or water clock to keep track of speaking times. I happen to have one right here that I made (Keller, 1995). I’m going to tell you a rule I think we should have in here, and why I want that rule. I have until the water clock stops. After I’m done, you need to think of why that is a good rule or a bad rule. Raise your hand and when I call on you, I’ll start the water clock. You have until the water clock stops.”

First, you need to make up a rule and say why you think that rule should be made in your classroom. Start the water clock argue for your rule until the water clock stops or until you finish your argument. Keep the rules/arguments simple!

Next, call on a student to argue for or against your rule. After a few students have argued, call for a vote. Do this a few times and let students also introduce rules. The rules can be silly or serious and should last for only the day. Make sure students know they can speak more than once, they just can’t go over time. Make sure every student speaks at least once. Say something like, “John, what do you think of Billy’s rule?” to get students involved.

Example 1:

Teacher: “I think that all of you should give me any candy you brought to school. I think you should do this because I really like candy.”

Student 1: "I don't want to give you my candy. It's my candy and I shouldn't have to give it to you."

Vote results: One for candy reappropriation (me) and all the rest against.

Example 2:

Student 1: "I think we should be allowed to chew gum in class for the rest of the day. I really like gum, and I don't get why we're not allowed to."

Student 2: "I don't think we should be allowed to chew gum. It's really loud and annoying, and I didn't bring any gum today."

Student 3: "I agree with student 1. We should be allowed to chew gum in class today."

Student 1: "I'll share a piece with you student 2!"

Vote results: Majority for gum-chewing.

3. Independent Practice (Venn Diagram):

Students will complete a graphic organizer. Students need to write three ways Direct Democracy (Ancient Greece) and Representative Democracy (U.S.A.) are different. Students may use a table, a Venn Diagram, or any other comparative graphic organizer they have learned to use. Graphic organizers will be provided. Students will fill them out and glue them to the provided worksheet. A Venn Diagram has been included as an example.

C. Closure:

To close out the lesson, encourage students to talk to their parents/guardians or older siblings who can vote about voting. Students should ask questions like "How often do you vote?, do you vote every year?" etc.

XI. Diversity / Differentiation for Exceptionalities:

- **Learning Styles** (*modalities / multiple intelligences*) –
 - Musical – A song about direct vs. representative democracy could be added to engage any students who are musically intelligent
 - Visual – The PowerPoint is full of pictures and descriptions which engage visual learners.
 - Verbal – Auditory learners are engaged by the teacher teaching the lesson out loud and by
 - Kinesthetic – During the guided practice students can sit down and stand up during "speeches" and are engaged by acting out a direct democracy.
 - Interpersonal – The guided practice allows students to interact with each other through the simulation.
 - Intrapersonal – The independent practice allows students to work alone.
- **Gifted** – Gifted students can help LDs or ELLs (see below) or can be given an additional assignment where they need to write down another rule, an argument for it, and poll their classmates or their family and see whether it passes or fails.
- **LEP** – The pictures in the PowerPoint add context to the ideas being presented for ELLs. During the guided practice, ELLs can have buddies help them present rules or make arguments and to explain the rules being presented if need be.
- **LD, ED, ADD** – LD students can work together or with another student so long as both students are working. Those with ADHD can be given accommodations to help with focus (standing desk, moving chairs, fidget toy, etc.)
- **Multicultural Connections** – Like the previous lesson, multicultural connections can be made to Mediterranean culture. Connections can also be made to the governments of other governments.

XII. 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.*