

**APPLYING
COMMON
CORE**

WORLD HISTORY

ANCIENT GREECE

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Introduction

Goals

The main goal of this book is to help students develop skills outlined in the Common Core Standards by clarifying what the standards are asking for and by giving teachers specific activities they can use to address the standards.

Organization

The book is mostly organized by the categories into which Common Core places its standards. The first three chapters are “Key Ideas and Details,” “Craft and Structure,” and “Integration of Knowledge and Ideas.” Because “Range of Reading and Level of Text Complexity” is addressed every time students read, it does not have its own chapter. Also, because it is common for many writing categories to overlap on a paper, the fourth chapter covers all the writing standards and is divided into the three main paper types: argumentative, informative, and narrative.

Activities open with an introductory page that includes every standard covered by the activities, directions, estimated lesson length, and additional teaching ideas. At the back of the book are selected answers for the reading activities.

Tracking Common Core Standards

On page 3, there is a chart that can help you track which Common Core Standards you have addressed and with which activities.

Narrative Writing

Narrative writing is not required for social studies teachers, which is why there is no WHST.6-8.3. However, this form of writing was included in this book (W.6.3-W.8.3) because numerous social studies teachers also teach language arts, for the many educators who find creative writing a valuable way to explore history, and because other required writing standards can be covered with narrative writing.

Common Core Standards

If a teacher covers the six reading activities and three papers outlined in this book, he or she will have addressed every 6–8 History/Social Studies Common Core Standard at least once. Although it is not expected that teachers cover every standard in each unit of study, this gives teachers a great way to see examples of every standard and have numerous assignments to choose from.

Common Core Standards

READING

Key Ideas and Details

RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

» *Summarize primary or secondary sources.*

RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

» *Summarize the steps of a process or historical event.*

Craft and Structure

RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

» *Use context to decipher the meanings of difficult words.*

RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

» *Determine how the author has ordered the information.*

RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

» *Interpret a reading with a visual.*

RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

SPEAKING AND LISTENING

Comprehension and Collaboration

SL.6.1–SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6–8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

WRITING

Text Types and Purposes

WHST.6-8.1

Write arguments focused on *discipline-specific content*.

» *Argumentative writing.*

WHST.6-8.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

» *Informative writing.*

W.6.3–W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

» *Creative writing. (This is not required for social studies teachers.)*

Production and Distribution of Writing

WHST.6-8.4

Produce clear and coherent writing in which the development, organization,

and style are appropriate to task, purpose, and audience.

» *Write for a specific audience.*

WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

» *Use writing process.*

WHST.6-8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

» *Publish writing for an audience.*

Research to Build and Present Knowledge

WHST.6-8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

» *Research to answer a question.*

WHST.6-8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

» *Use multiple credible sources when researching and summarize findings in own words.*

WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

» *Support essays with information or quotes from texts.*

Range of Writing

WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Tracking Common Core Standards

CCSS.ELA-LITERACY	Assignment	Assignment	Assignment	Assignment
<u>RH.6-8.1</u>				
<u>RH.6-8.2</u>				
<u>RH.6-8.3</u>				
<u>RH.6-8.4</u>				
<u>RH.6-8.5</u>				
<u>RH.6-8.6</u>				
<u>RH.6-8.7</u>				
<u>RH.6-8.8</u>				
<u>RH.6-8.9</u>				
<u>RH.6-8.10</u>				
<u>SL.6.1–SL.8.1*</u>				
<u>WHST.6-8.1</u>				
<u>WHST.6-8.2</u>				
<u>W.6.3–W.8.3*</u>				
<u>WHST.6-8.4</u>				
<u>WHST.6-8.5</u>				
<u>WHST.6-8.6</u>				
<u>WHST.6-8.7</u>				
<u>WHST.6-8.8</u>				
<u>WHST.6-8.9</u>				
<u>WHST.6-8.10</u>				

*Not required for social studies teachers.

ACTIVITY 1

CHAPTER
Key Ideas and Details

DURATION
1 class period

The Mysterious Minoans

COMMON CORE STANDARDS

RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

DIRECTIONS

- The class reads the first section of the reading together, recording five important facts in the "Introduction" section on the "Key Aspects of the Minoans" sheet.
- Students are assigned one of the next three sections ("Achievements," "Other Distinctive Aspects of the Minoan Civilization," and "Connections to Greek Mythology"). Students read their part independently, recording three to five important facts in the relevant section on "Key Aspects of the Minoans."
- Students meet with someone else who was assigned their same section, share what they wrote, and add any key information they missed. It is okay for students to have more than five bullet points.
- Students meet in groups of three, with every member of the group having read a different section. Group members trade off sharing key information from their readings, with other students recording what they are told in the appropriate section. Students share what they wrote with the class.
- The class reads "How Did the Minoans Fall?" together, recording five important facts in the appropriate section on the "Key Aspects of the Minoans" sheet.
- Students independently complete "The Mysterious Minoans Questions."

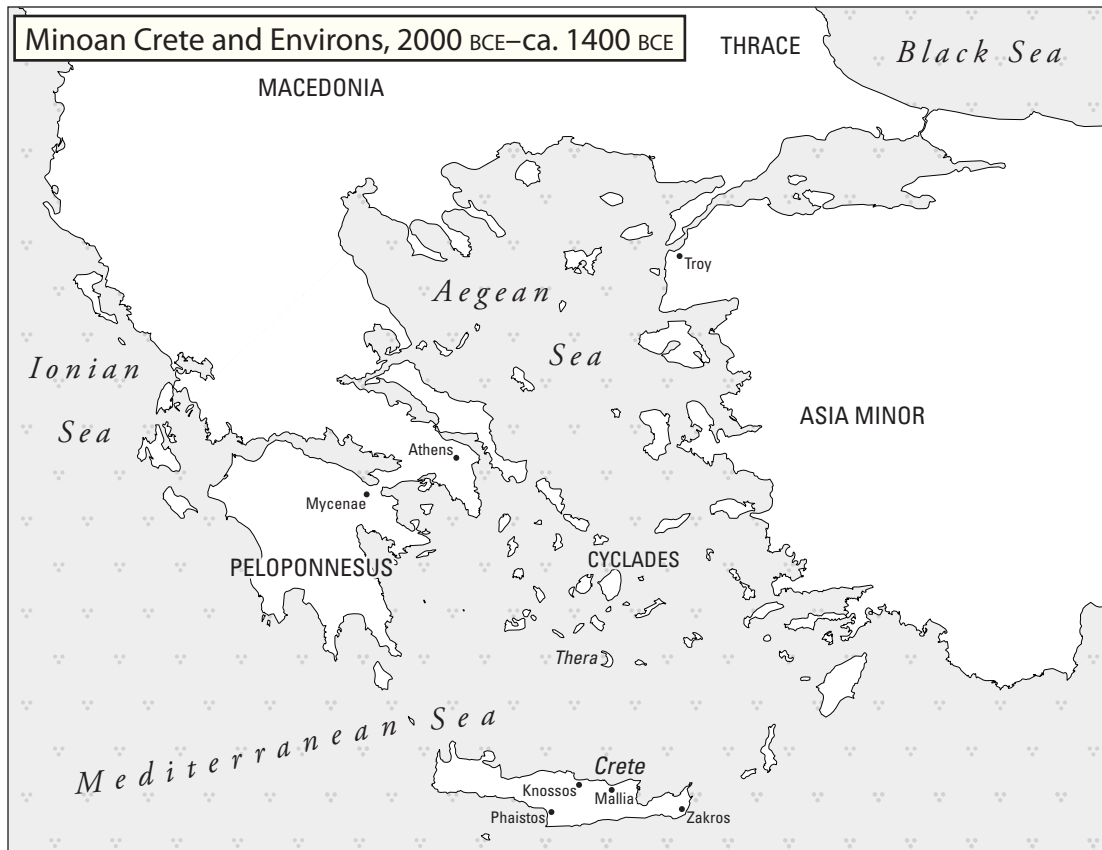
IMPORTANT/DIFFICULT VOCABULARY

There are many ways to review vocabulary. Below are some words/phrases you may choose to create a review activity with.

- | | | |
|--------------|--------------|-----------|
| ▪ Currants | ▪ Geologist | ▪ Pigment |
| ▪ DNA | ▪ Maurauding | ▪ Saffron |
| ▪ Fossilized | ▪ Mycenaeans | ▪ Thera |
| ▪ Frescoes | ▪ Peninsula | ▪ Tsunami |

THE MYSTERIOUS MINOANS ^{1/4}

Introduction



The Minoans are considered by many historians to be the first advanced European civilization. They settled Crete, gradually expanding to various nearby islands and the Peloponnese peninsula. Crete is one of the biggest islands in the Mediterranean Sea, located between Europe, Asia, and Africa. The Minoans took advantage of this geographical location and became great traders, exporting wine, olive oil, saffron, purple dye, currants, and timber. Interestingly, no one knows what the Minoans actually called themselves. Arthur Evans, an archaeologist, named them after King Minos, who according to Greek mythology ruled Crete for a time.

Although the Minoans had been on Crete for a long time, it wasn't until approximately 1900 BCE that they began to build the giant palaces they became famous for. Many of these were destroyed around 1700 BCE, possibly by an earthquake, but were quickly rebuilt. Then, suddenly, in the fifteenth century BCE the Mycenaean took over the Minoans.

A DNA analysis of Minoan skeletal remains published in 2013 shed more light on their history. First of all, their DNA was of European descent. This finding opposed the belief that some historians had that the Minoans came from Asia or Africa. Second, the study found that the modern people on Crete still had DNA from the ancient Minoans. This implied that fewer people had died during their fall from power than had been previously believed.

Discussing the myth that claimed the gift of writing was given by the Egyptian god Theuth to the Egyptian king Thamus:

8- But when they came to letters, This, said Theuth, will make the Egyptians wiser and give them better memories; it is a specific both for the memory and for the wit. Thamus replied: O most **ingenious** Theuth, the parent or inventor of an art is not always the best judge of the utility or **inutility** of his own inventions to the users of them. And in this instance, you who are the father of letters, from a **paternal** love of your own children have been led to attribute to them a quality which they cannot have; for this discovery of yours will create forgetfulness in the learners' souls, because they will not use their memories; they will trust to the **external** written characters and not remember of themselves. The specific which you have discovered is an aid not to memory, but to reminiscence, and you give your **disciples** not truth, but only the **semblance** of truth; they will be hearers of many things and will have learned nothing; they will appear to be **omniscient** and will generally know nothing; they will be **tiresome** company, having the show of wisdom without the reality.

Source: Plato. *Phaedrus*. Translated by Benjamin Jowett. Blacksburg: Virginia Tech, 2001.



The Death of Socrates, Jacques Louis David, 1787

THE SHORTCOMINGS OF WRITING QUESTIONS ^{1/3}

1. Cite two lines or phrases that put oratory in a good light.
2. Cite two lines or phrases that put writing in a bad light.
3. In the fourth quotation, the Socrates character says, "Having proceeded thus far in his analysis, he will next divide speeches into their different classes: 'Such and such persons,' he will say, 'are affected by this or that kind of speech in this or that way.'" How does your audience change the arguments you make to persuade someone? Do you use the same type of arguments with your mom and dad? With a parent and a sibling? With a teacher and a classmate? Discuss.
4. In the fifth quotation, the Socrates character mentions that one should also know when to "refrain" during an argument. Some say the hardest persuasive skill to learn is to know when to refrain from saying more. Think of a time you either did this well or wish you had. Describe what happened.
5. In the seventh quotation, the Socrates character says, "Even the best of writings are but a reminiscence of what we know." What do you think he means by this?