Investigating History

Grade 7, Unit 5
Europe

How are decisions made in a democratic system, and how do citizens participate?
How do war and conquest shape societies?
How do a society's innovations reflect its values and needs?

UNIT THROUGHLINES

Enduring Understandings

EU 1. A small continent of many borders and much geographic variety, Europe is home to both shared culture and distinct national identities. As a peninsula of peninsulas, Europe has benefited from maritime access and connections in the Mediterranean and Atlantic worlds. To address its long history of conflict and promote peace and prosperity, the European Union was established in 1993.

EU 2. In the realm of civics, ancient Athens pioneered the concept of direct democracy, while Rome pioneered representative democracy through a republic — both of which influenced the organization of the U.S. government. The Greek and Roman values of citizen participation and civic virtue remain important for the functioning of effective democracies today. However, the governments of Athens and Rome were not inclusive of all their peoples, notably excluding women and enslaved persons.

EU 3. War and conquest brought power, wealth, influence and in some cases territory to Greco-Roman societies. However, they also sowed the seeds of conflict, overextension, and decline.

LEARNING PROGRESSION

How Geography Unites and Divides Europe | 5 Lessons

How does geography unite and divide the people and places of Europe?

- L 1. Analyze how Europe's national borders unite and divide the continent using evidence from secondary sources, maps, and a chart.
- L 2. Draw conclusions about Europe's history and ways of life by using maps, photos, and text to describe how physical geography unites and divides the continent.
- L 3. Use a set of maps to describe and analyze how certain characteristics unite and divide the people and places of Europe.
- L 4. Explain how the European Union unites and divides Europe by gathering and analyzing information from a video, informational text, and map.
- L 5. Describe the purpose of time zones and how they divide and unite Europe using evidence from a video, secondary source, and hands-on activity.

Ancient and Classical Greece, c. 1200–300 BCE | 11 Lessons

How did Athens and Sparta shape the lives of their people and the history of Greece?

- L 6. Identify the characteristics of what it meant to be an ancient Greek by using evidence from informational texts and a primary source.
- L 7. Describe how Athens became a democracy and analyze the tools the polis used to put power in the hands of the citizens.
- L 8. Analyze the ways in which women, enslaved people, and metics contributed to and were limited by Athenian society, using evidence from a gallery walk of text and images.
- L 9. Compare and contrast the poleis of Athens and Sparta using information from a video and informational texts.
- L 10. Explain how Athens, Sparta, and the Persian and Peloponnesian Wars affected Greek society using evidence from maps, information texts and a primary source.

How and why did arts and ideas flourish in ancient Greece? How does the Greek legacy endure today?

- L 11. (Inquiry Cycle L11-16) Make general statements about the artistic and intellectual accomplishments of the Classical Greek period by finding evidence from short readings and visuals.

EU 4. Greece and Rome contributed innovations that have profoundly influenced subsequent Western societies. These included democratic practices, schools of philosophy, virtuosity in the arts, advances in engineering and infrastructure, and urban planning. Greco-Roman values also emphasized the development of the mind, body, health and fitness, and philosophical outlooks.

Practice Standards

PS 1. Demonstrate civic knowledge, skills, and dispositions.
PS 3. Organize information and data from multiple primary and secondary sources by sequencing, prioritizing based on a given criterion, categorizing, and synthesizing to construct meaning.
PS 4. Analyze the purpose and point of view of each source; distinguish opinion from fact.

Literacy Standards

R2. Determine the central ideas or information of a source; provide an accurate summary.
R4. Determine the meaning of general academic & domain-specific words and phrases as they are used in a text, including vocabulary specific to history/social studies domains.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
SL4. Present claims and findings, emphasizing salient points with relevant evidence, valid reasoning, & well-chosen details; use appropriate vocabulary, eye contact, and volume.

L 12. Analyze one realm of Greek arts and ideas and describe its legacy, drawing on an individual research process.
L 13. Analyze one realm of Greek arts and ideas and describe its legacy, drawing on an individual research process.
L 14. Communicate conclusions about the importance and legacy of one realm of Greek arts and ideas by crafting a slideshow and a speech with a claim statement, four sub-topics, and supporting visuals.
L 15. Present conclusions about one realm of Greek arts and ideas through a slideshow and a speech with a topic statement, four sub-topics, and supporting visuals.
L 16. Analyze the role of Alexander the Great in the spread and endurance of Greek culture.

The Roman Republic and Empire, c. 500 BCE–500 CE | 12 Lessons

What were the strengths and weaknesses of the Roman Republic?

L 17. Draw conclusions about the strengths and weaknesses of the Roman Empire by gathering evidence from images and informational text.
L 18. Describe the strengths and weaknesses of the Roman Republic and analyze their connections to the United States by participating in a jigsaw activity and whole-class discussion.
L 19. Analyze a set of resources about Rome's destruction of Carthage to gather evidence for an oration arguing whether or not it should be considered a genocide.
L 20. Construct and perform an oration about whether Rome's destruction of Carthage should be considered a genocide using evidence gathered from a variety of sources.

How did the Romans build and maintain power?

L 21. Using a concept map, summarize the means used by Roman emperors to consolidate their power.
L 22. Organize information about Roman tools for empire-building in order to evaluate their usefulness for ruling particular provinces.
L 23. Organize information about Roman tools for empire-building in order to evaluate their usefulness for ruling particular provinces.
L 24. Select and rank three Roman imperial tools for ruling a particular province, and make a case for the chosen strategy or plan.
L 25. Explain how groups and individuals mounted resistance to Roman power, by analyzing and sourcing an ancient account and providing a concise summary.
L 26. Synthesize information from Unit 5 in order to explain how the Roman Empire gained and maintained power and prepare for a summative assessment.

Summative Assessment | 5 Days

Part I: Complete an assessment of knowledge of European geography and history (esp. Greek and Roman).

Part II: Complete two interconnected tasks: analyze a source set (primary and secondary source excerpts), and organize information to draw a judgment. Based on that analysis, create and deliver an oration responding to the question, "What would you do to save the Western Roman Empire in 300 CE?" from the perspective of a Roman emperor speaking to advisors.