

How Greek are we?



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Supporting Questions

1. “How did Greek architecture, law, and the Olympic Games influence the present?”
2. How did ancient Athenians’ idea that a community should choose its own leaders affect our form of electing officials?
3. How are the democracies of Athens (direct) and the United States (representative) similar and different?

3 Grade Cobb County School District Hub Greek roots of Modern Democracy

Inquiry by Marti Rosner

How Greek are we?	
Inquiry Standard	<p>SS3H1 THE STUDENT WILL EXPLAIN THE POLITICAL ROOTS OF OUR MODERN DEMOCRACY IN THE UNITED STATES OF AMERICA. (A-C)</p> <p>ELAGSE3RI9: Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>ELAGSE3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>
Staging the Compelling Question	Students will create a list of things they feel are unfair in their classroom and school.

Supporting Question 1	Supporting Question 2	Supporting Question 3
“How did Greek architecture, law, and the Olympic Games influence the present?”	How did ancient Athenians’ idea that a community should choose its own leaders affect our form of electing officials?	How are the democracies of Athens (direct) and the United States (representative) similar and different?
Formative Performance Task	Formative Performance Task	Formative Performance Task
The student will discuss, and note differences and similarities between Ancient Greece and the United States of America.	Students will develop a play .	Students will create a visual that represents direct and representative democracy.
Featured Sources	Featured Sources	Featured Sources
Source A: Greek Politics Source B: Greek Architecture Source C: Greek Olympics	Source A: Greek Scenarios	Source A: Colour, Symbol, Image Routine Source B: Direct-and-representative-democracy

Summative Performance Task	<p>ARGUMENT How Greek are we? Construct an opinion (e.g., play, poster, essay, story map) that addresses the compelling question using the evidence from different sources.</p> <p>EXTENSION ACT Create a propaganda poster or commercial about a school rule you feel needs changing, that will lead viewers to vote to change this rule.</p>
Taking Informed Action	<p>UNDERSTAND UNDERSTAND Brainstorm issues or problems affecting the school or your community.</p> <p>ASSESS APPLY Identify ideas to solve one of these problems or issues.</p> <p>ACTION ACT Identify who could address this issue or problem and write a letter explaining the problem and ideas for solving it.</p>

Inquiry Description

This inquiry is an exploration into the roots of our modern democracy. It uncovers the idea that a deep influence of Greek architecture (columns on the Parthenon, U. S. Supreme Court building), law, and the Olympic Games impacts the present. It also compares and contrasts Athens as a direct democracy and the United States as a representative democracy, finally leading into deep discussion about how ancient Athenians' idea that a community should choose its own leaders is deeply rooted in our present form of electing officials.

Structure

In addressing the compelling question "How Greek are you?", students work through a series of supporting questions, formative performance tasks, and featured sources in order to construct an opinion supported by evidence from a variety of sources.

Staging the Compelling Question

Compelling Question	How Greek are we?
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Staging the compelling question

This inquiry opens with the compelling question “How Greek are we?” To engage students in considering the compelling question, teachers and students can discuss the idea of whether or not democracy is necessary. In doing so, students should develop an understanding of the concept of democracy, and of the relationship between rules, laws, and choice. This inquiry opens with the compelling question “ How Greek are we? ”

Supporting Question 1

Supporting Question	“How did Greek architecture, law, and the Olympic Games influence the present?”
Formative Performance Task	The student will discuss, and note differences and similarities between Ancient Greece and the United States of America.
Featured Sources	<ul style="list-style-type: none">● Source A: Greek Politics● Source B: Greek Architecture● Source C: Greek Olympics

The first supporting question—“How did Greek architecture, law, and the Olympic Games influence the present?”—plays upon students’ understandings of the Greek influence on today’s America. The featured sources are images that will foster deep discussion about similarities and differences between Ancient Greece and today’s America.


Formative Performance Task

Students will rotate through inquiry stations.

Supporting Question 1

Featured Source A

Greek Politics

Consulting the Delphic Oracle After 19th century painting. Priestess of temple of Apollo at Delphi (Delphos now Kastri), known as Pythia, most famous Ancient Greek oracle. Position held by celibate woman over 50 whose words were delivered to supplicant in often ambiguous verse by priests. Suppressed by Theodosius 4th century AD. Greeks considered Delphi at foot of Mount Parnassus to be navel of the world. 



Credit: Universal History Archive/Universal Images Group

Cite

Consulting the Delphic Oracle After 19th century painting. Priestess of temple of Apollo at Delphi (Delphos now Kastri), known as Pythia, most famous Ancient Greek oracle. Position held by celibate woman over 50 whose words were delivered to supplicant in often ambiguous verse by priests. Suppressed by Theodosius 4th century AD. Greeks considered Delphi at foot of Mount Parnassus to be navel of the world.. Photography. Encyclopædia Britannica ImageQuest. Web. 13 Jun 2016. http://quest.eb.com/search/300_2289207/1/300_2289207/cite

Britannica Online

Supporting Question 1

Featured Source B

Greek Architecture

Greek Temples at Paestum, Italy



Credit: John G. Ross / Photo Researchers / Universal Images Group

Cite

Greek Temples at Paestum, Italy. Photograph. *Encyclopædia Britannica ImageQuest*. Web. 13 Jun 2016.
http://quest.eb.com/search/139_1891474/1/139_1891474/cite

Brittanica Online

Supporting Question 1

Featured Source C

Greek Olympics

OLYMPIC GAMES. - The foot race event at the Olympic games of ancient Greece. Line engraving, German, late 19th century.



Credit: The Granger Collection / Universal Images Group

Cite
OLYMPIC GAMES. - *The foot race event at the Olympic games of ancient Greece. Line engraving, German, late 19th century.*. Fine Art. *Encyclopædia Britannica ImageQuest*. Web. 13 Jun 2016.
http://quest.eb.com/search/140_1639374/1/140_1639374/cite

Britanica Online
<http://quest.eb.com/>

Supporting Question 2

Supporting Question	How did ancient Athenians' idea that a community should choose its own leaders affect our form of electing officials?
Formative Performance Task	Students will develop a play .
Featured Sources	<ul style="list-style-type: none">● Source A: Greek Scenarios

The second supporting question—“How did ancient Athenians’ idea that a community should choose its own leaders affect our form of electing officials?”—plays upon students’ understandings of the Greek influence on today’s America. The featured sources are scenarios the children will have to act out.

Formative Performance Task

Each scenario will lead students to understand the difference between direct democracy and autocracy.

Supporting Question 2

Featured Source A

Greek Scenarios

Excerpt

Play Scenarios

https://cobbk12org-my.sharepoint.com/personal/luz_..

Source:

Luz Montanez -Cobb County District

Supporting Question 3

Supporting Question	How are the democracies of Athens (direct) and the United States (representative) similar and different?
Formative Performance Task	Students will create a visual that represents direct and representative democracy.
Featured Sources	<ul style="list-style-type: none">● Source A: Colour, Symbol, Image Routine● Source B: Direct-and-representative-democracy

The third supporting question—“ How are the democracies of Athens (direct) and the United States (representative) similar and different?”—plays upon students’ understandings of the Greek influence on today’s America. The featured sources—are close readings about both forms of government.

Formative Performance Task

Students will use the Color, Symbol, Image Thinking Routine to represent both kinds of democracy. Students will then create a chart, paragraph, or flow chart about their similarities and differences.

Supporting Question 3

Featured Source A

Colour, Symbol, Image Routine

Excerpt

- For each democracy build a visual http://www.visiblethinkingpz.org/VisibleThinking_h..
- For one of these, choose a colour that you feel best represents or captures the essence of representative democracy or direct democracy.
- For another one, choose a symbol that you feel best represents or captures the essence of representative democracy or direct democracy..
- For the other one, choose an image that you feel best represents or captures the essence of representative democracy or direct democracy..

Source:

http://www.visiblethinkingpz.org/VisibleThinking_h..

Supporting Question 3

Featured Source B

Direct-and-representative-democracy

Excerpt

<http://www.differencebetween.net/miscellaneous/pol..>

This close reading article will lead students to better understand the differences and similarities of direct and representative democracy.

Source:

<http://www.differencebetween.net/miscellaneous/pol..>

Summative Performance Task

Compelling Question	How Greek are we?
Argument	How Greek are we? Construct an opinion (e.g., play, poster, essay, story map) that addresses the compelling question using the evidence from different sources.
Extension	ACT Create a propaganda poster or commercial about a school rule you feel needs changing, that will lead viewers to vote to change this rule.

Argument

At this point in the inquiry, students have explored various forms of influence that Greeks had on our government, our way of choosing leaders, our architecture, and even the Olympics.

Extension

During staging the question, the students created a list of rules they viewed were unfair. Now, they will have a choice to persuade voters to change these rules.

Taking Informed Action

Understand	UNDERSTAND Brainstorm issues or problems affecting the school or your community.
Assess	APPLY Identify ideas to solve one of these problems or issues.
Action	ACT Identify who could address this issue or problem and write a letter explaining the problem and ideas for solving it.

Students will get to propose changes in their school or community.

