

## Unit 9-1: I, Me, Mine

### **Theme Overview:** *The Rebirth of Ancient Civilization/ Rise of the Individual*

This section of the World History/ English 9 curriculum explores the importance that the ancient civilizations and their literature had on the rebirth of Western society as well as on the intellectual, artistic, and economic growth of Western Europe. The development of individualism in ancient Greece and Rome as well as in the shadow of the Catholic Church created many new conflicts, challenges, and ideas that helped shape the modern world. Similarly, the advancement of transoceanic travel empowered individuals and resulted in the expansion of colonization that led to an international exchange of ideas. Just as the characters of ancient Greek literature struggled against their fates, today's students are faced with creating their own identities in an environment that often encourages conformity. Therefore, through an interdisciplinary study of World Literature and World History, students will investigate the rise of the individual on historical, literary, artistic, and ultimately personal levels.

### **Driving Questions:**

- 1. In what ways did colonization impact the global economies, governments, and cultures?**
- 2. What impact did transoceanic travel have on economics, cultures, politics, and religions?**
- 3. How did the revival of individualism and the Greek and Roman achievements help to encourage the changes in Western Europe?**
- 4. Compare/ contrast the concepts of fate and free will, and how belief in one or the other influence people's (and characters') actions in your nonfiction/fiction texts.**
- 5. Analyze how literary characters express the values of their culture, time, and place; determine the cause of their values and the effects these values have on society.**
- 6. Compare and contrast the struggles, conflicts, and revelations of an individual's "odyssey" from both ancient and modern day times using fiction and nonfiction texts.**

### **Materials:**

#### **Possible core novels and/or primary sources:**

*Gods, Heroes and Men of Ancient Greece* – Rouse -- E

*The Odyssey* – Homer (WHD Rouse) -- A

*The Iliad* – Homer -- C

*Antigone* – Sophocles -- C

*Oedipus Rex* – Sophocles -- A

*The Alchemist* – Paul Coelho – E\*

*Life of Pi* – Yan Martel – E\*

*Whale Talk* – Chris Crutcher – A

*Big Fish* – Daniel Wallace – E

*Epic of Gilgamesh* – Stephen Mitchell -- C

World History Text and World Literature Anthologies

**Possible guided reading:**

*The Prince* – Machiavelli -- C  
*Alive- Read* – C  
*Out of the Flames* – Lawrence Goldstone -- A  
*Death Watch* – Robb White – A  
*Facing the Lion* – J.L. Lekuton – E  
*The Poetics* – Aristotle -- C  
*Utopia* – Thomas More – C  
*Dateline: Troy* – Paul Fleischman -- E  
*A Parrot in the Oven* – Victor Martinez – A  
*Mythology* - Edith Hamilton – A

Excerpts from Socrates' teachings and Plato's *Republic*

Excerpts from *Pericles Funeral Oration*- Thucydides

Excerpts from Luthers' *95 Theses*

Selections from Prentice-Hall *Timeless Voices, Timeless Themes*, including:

*From The Death of Hektor, Damon and Pythias, the Iliad, the Burning of Rome, the Ramayana (note this also fits with India unit), Star Wars: An Epic for Today*

Selections from Holt *Elements of Literature*, including:

*Calypso* (S. Vega), *The Cyclops in the Ocean* (N. Giovanni), *Penelope to Ulysses* (Schwartz), *An Ancient Gesture* (Millay), *Ithaka* (Cavafy), *The Sea Call* (Kazantzakis), *Where I Find My Heroes* (O. Stone), *Heroes with Solid Feet* (K. Douglas), *The Fenris Wolf* (retold by Coolidge)

*\*books leveled as easy due to language but may have challenging concepts and can be used on many levels.*

**Independent reading / research:**

Student choice pending teacher approval

Recommendations from History teacher, English teacher, Library Media Specialist

American Reading Company's Age of Exploration Thematic Collection

**Audio/Visual/Online resources:****Short clips from these movies:**

*Big Fish* (DVD)

*The Clash of the Titans* (DVD)

*Jason and the Argonauts* (DVD)

*O Brother. Where Art Thou?* (DVD)

**Documentaries:**

*The Greek Gods* (DVD)

*Unsolved History: The Trojan Horse*\_(DVD)

*The Truth About Troy* (DVD)

*The Dark Ages* (DVD)

*Michelangelo* (Video)

*The 300 and The Last Stand of the 300*

National Geographic Video Clip Library  
<http://www.youtube.com/user/NationalGeographic>

UnitedStreaming Video Clip Library  
<http://streaming.discoveryeducation.com/home/aboutus.cfm>

<http://www.googlelittrips.org> : provides interdisciplinary activities.

Graphic Organizers

### **Suggested short and long-term PBLs that support driving questions #1 and #2:**

1. Design and publish a website or PowerPoint that illustrates and explains important historical events in the development of transoceanic travel. Compare to the effects the World Wide Web has had on the creation of an instantaneous international society.
2. Research the causes of colonization and explain the effects it had on any particular topic (government, epidemics, trade, cultures).
3. Complete a series of historical heads for the key individuals involved in the development of transoceanic travel and colonization. Determine the effects these individuals had on advancing the world. Present your findings in a multi-media format of your choice.
4. Create an Old World newspaper either online or in print that relates to the relevant standards of transoceanic travel and colonization (see SS standards at end of this unit).
5. Create a graphic novel on a scene from a core text or a scene that depicts a historical event relevant to this unit. Research publishers of graphic novels and self-publishing companies and determine how to publish your book.

### **Suggested short and long-term PBLs that support driving question #3:**

6. Select an “unfair” school, municipal, state, or federal law on which to write a 4-paragraph essay to be presented as a 4-minute speech. (Intended as a pre-reading for *Antigone*).
7. Write a guide/pamphlet for daily life in Greece and Rome using evidence from cited research. Various roles can be chosen: woman, man, child (boy or girl). Write a guide/pamphlet for daily life in Greece and Rome. Various roles can be chosen: woman, man, child (boy or girl).
8. Write a five-paragraph essay that compares/contrasts both Athens and Sparta using evidence from cited research.
9. Create a Venn diagram, which compares/contrasts ancient societies with the current school community.
10. Judge whether Ancient Rome was pushed down by an outside force or simply fell down on its own. Justify your position using evidence from cited research. Debate with classmates who have chosen the opposite position. <http://score.rims.k12.ca.us/activity/rome/rome.html>

11. Create an interactive timeline (using PowerPoint) of the Middle Ages, from the collapse of Rome to the Renaissance.
12. Investigate characteristics of ancient Greek and/or Roman rules or laws that should be applied to our school. Devise a new school rules manual that incorporates at least five rules you see as important. Convince others in the school to adopt your recommendations.
13. Create a “mirror” museum exhibit that shows modern world examples side-by-side with ancient empires.

**Suggested short and long-term PBLs that support driving question #4:**

14. Research the history of ancient gods and goddesses and create your own modern day mythological creature, god/goddess or character. Include the origin of its name, physical description, details of its birth, its habits, any special powers or qualities, any relationship to other gods or goddesses, and any other distinguishing characteristics.
15. Write a four-paragraph essay about a time when you had to stand up for your beliefs even though it was not popular, was difficult, or put you in trouble. It may have been a confrontation with your parents, friends, or in school. Describe the situation and why you felt strongly about it. Would you stand up for your beliefs again if you had the choice? Explain why or why not. (Intended as a pre-reading for *Antigone*)
16. Identify the key characteristics of Calvinism. Review and compare/contrast the ideas and values of Luther and Calvin.
17. Write a formal essay judging the level of controversy behind Calvin’s new religious concepts and whether or not he was simply misunderstood.

**Suggested short and long-term PBLs that support driving question #5:**

18. Choose a major character from either *The Iliad* or *The Odyssey*. Analyze and evaluate this character’s heroic characteristics and compare them to heroic characteristics of today.
19. Identify the characteristics of an epic hero. Analyze Odysseus’ actions in the adventure books of *The Odyssey* as those belonging to an epic hero. Write an open-notebook, open-book documented essay proving that Odysseus is an epic hero.
20. Using a core or guided reading novel, make a list of how the characters express their values by providing evidence from the text. Next, determine in groups the cause of those values: is it a reflection of their times? Culture? Politics? Is it still a value today? If not, how did the value lose appeal? What values have stood the test of time? What values from present day need to be discarded and why?

## Suggested short and long-term PBLs that support driving question #6:

21. Assume the role of a major character from *Antigone*, *The Iliad*, or *The Odyssey* and compose a journal (or monologue) revealing your values, strengths, weaknesses, likes, dislikes, primary objectives and personal philosophy.
19. Analyze and discuss Martin Luther's *95 Theses*. Research other examples of how one person can change the world. Who were they? Through what methods did this person change the world? Possible choices: Gandhi, Einstein, Guttenberg, and Columbus
20. Create a movie trailer in response to the scenario: the world is coming to an end. How can the advice of the important individuals discussed in class (Socrates, Machiavelli, Plato, Sir Thomas More) help save us? What can we learn/take from these individuals?

## Assessments: Teachers are expected to use multiple forms of formative and summative assessments including but not limited to:

- Informal daily observations
- Writing/ Reading tasks
- Tests/ Quizzes
- PBL Rubrics
- Writing rubric
- Speaking rubric
- Oral presentation
- Final exam
- Student self-assessments
- Class discussions/participation

## New Jersey Core Curriculum Content Standards:

### Interdisciplinary Power standards suggested as a focus for this unit:

1. Visualization
2. Compare and Contrast

Power standards are standards that cross content areas and are crucial in building critical comprehension skills. Students must acquire the skill of visualizing the topic of study in order to comprehend and build critical thinking skills; consequently, this power standard has been chosen for the first marking period. Driving questions and PBLs offer opportunities to address both power standards.

## 2009 Standards Social Studies Standards for World History

**Global Studies** -- All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures and the environment affect issues across time and cultures in order to make informed decisions as socially and ethically responsible world citizens in the 21st century.

### The Emergence of the First Global Age, 1450-1770

**Content 1: Renaissance, Scientific Revolution, Enlightenment and Reformation** -- Ideas developed during the Renaissance, Scientific Revolution, Enlightenment and Reformation periods led to political, economic and cultural changes that had a lasting impact on society and nations.

6.2.12.A.3.a. Explain how new ideas by prominent Enlightenment thinkers inspired revolutions and principles of representative government.

6.2.12.A.3.b. Determine the political challenges that occurred as a result of the Reformation.

6.2.12.A.3.c. Explain how governments used religion as a justification of war.

6.2.12.B.3.a. Determine how the location of city-states promoted the development of global trading centers and cultural exchanges.

6.2.12.C.3.a. Relate how the interdependence of technology innovation and scientific thought to a new view of nature and the world.

6.2.12.C.3.b. Explain the economic issues that led to the Reformation.

6.2.12.C.3.c. Determine the extent of the relationship between the printing press, expanded literacy and the spread of scientific discoveries and ideas.

6.2.12.C.3.d. Explain how a desire to change from mercantilism to a laissez-faire economy impacted society and government.

6.2.12.D.3.a. Analyze the effects of the Scientific Revolution and the Enlightenment on understanding of the natural world and human behavior today.

6.2.12.D.3.b. Determine the relationship between new religious thinking and scientific, political and societal beliefs.

6.2.12.D.3.c. Analyze how major achievements in art, architecture and literature are reflected in culture by examining primary sources from this time period.

**Content 2: Transoceanic Travel** -- Transoceanic travel promoted an international exchange of goods and ideas creating a new world wide economy and cultural transformation.

6.2.12.A.1.a. Analyze why governments promoted long distance oceanic voyages during this era.

6.2.12.A.1.b. Explain how and why global interactions and trade goals between countries in Asia and Europe differed.

6.2.12.A.1.c. Evaluate the isolationism policies in China and Japan, how they impacted their countries and their position in an expanding global market.

6.2.12.B.1.a. Judge how geography influenced the shift of trade routes on land to water.

6.2.12.C.1.a. Relate the significance of new technological innovations in shipbuilding, navigation and naval warfare to oceanic travel.

6.2.12.C.1.b. Assess ways in which the exchange of plants, animals and pathogens affected Europeans, Asian, African and American Indian societies and commerce. ( NCHE)

6.2.12.D.1.a Analyze the costs and benefits of new cultures interacting from multiple perspectives.

6.2.12.D.1.b. Determine the factors that influenced people and nations to explore new lands.

6.2.12.D.1.c. Analyze population trends and explain the growth and decline of different groups of people.

6.2.12.D.1.d. Explain how increased globalization promoted the spread of ideas that challenged previous religious and philosophical perspectives.

**Content 3: Colonization** -- Colonization impacted the global economy, land use, spread of disease, and government and class structures of nations around the world.

6.2.12.A.2.a. Determine how government supported policies of mercantilism benefited the colonizers.

6.2.12.A.2.b. Explain how and why some governments participated in slave trade.

6.2.12.A.2.c. Compare and contrast how governments responded to pandemics.

6.2.12.B.2.a. Analyze the role of cooperation and conflict in determining how resources are controlled and used and how places and regions are governed.

6.2.12.B.2.b. Evaluate the impact that new mining and plantation systems had on land use and people.

6.2.12.B.2.c. Analyze the impact of voluntary and forced migrations of people on the land and its resources.

6.2.12.B.2.d. Determine the role that geography played in facilitating the spread of epidemics.

6.2.12.C.2.a. Explain how and why the economy benefited from indentured servants and coercive labor groups.

6.2.12.D.2.a. Explain how new colonies reflected the culture of the colonizing country.

6.2.12.D.2.b. Analyze ways in which cultural groups were able to maintain traditions in a rapidly changing world.

6.2.12.D.2.c. Determine the long term impact of colonization on indigenous societies.

6.2.12.D.2.d. Analyze how Atlantic slave trade impacted population and economic growth in some African nations.

6.2.12.D.2.e. Compare and contrast how cultural attitudes influence individual responses to pandemics.

### **Language Arts Literacy:**

3.1.D1 Read developmentally appropriate materials at an independent level with accuracy and speed.

- 3.1.D2 Use appropriate rhythm, flow, meter, and pronunciation when reading.
- 3.1.D3 Read a variety of genres and types of text with fluency and comprehension.
- 3.1.E1 Identify, assess, and apply personal reading strategies that were most effective in previous learning from a variety of texts.
- 3.1.E2 Practice visualizing techniques before, during, and after reading to aid in comprehension.
- 3.1.E3 Judge the most effective graphic organizers to use with various text types for memory retention and monitoring comprehension.
- 3.1.G1 Identify, describe, evaluate, and synthesize the central ideas in informational texts.
- 3.1.G5 Analyze how works of a given period reflect historical and social events and conditions.
- 3.1.G7 Interpret how literary devices affect reading emotions and understanding.
- 3.1.H4 Read and critically analyze a variety of works, including books and other print materials (e.g., periodicals, journals, manuals), about one issue or topic, or books by a single author or in one genre, and produce evidence of reading.
- 3.2.B1 Analyzing characteristics, structures, tone, and features of language of selected genres and apply this knowledge to own writing.
- 3.2.B4 Write multi-paragraph, complex pieces across the curriculum using a variety of strategies to develop a central idea (e.g., cause-effect, problem/solution, hypothesis/results, rhetorical questions, parallelism).
- 3.2.D2 Demonstrate command of a variety of writing genres, such as:
- Persuasive essay
  - Personal narrative
  - Research report
  - Literary research paper
  - Descriptive essay
  - Critique
  - Response to literature
  - Parody of a particular narrative style (fable, myth, short story)
  - Poetry
- 3.2.D3 Evaluate the impact of an author's decisions regarding tone, word choice, style, content, point of view, literary elements, and literary merit, and produce an interpretation of overall effectiveness.
- 3.3.A1 Support a position integrating multiple perspectives.
- 3.3.A2 Support, modify, or refute a position in small or large-group discussions.
- 3.3.A3 Assume leadership roles in student-directed discussions, projects, and forums.
- 3.3.A4 Summarize and evaluate tentative conclusions and take the initiative in moving discussions to the next stage.

3.3.B4 Select and discuss literary passages that reveal character, develop theme, and illustrate literary elements.

3.3.B5 Question critically the position or viewpoint of an author.

3.3.C1 Speak for a variety of purposes (e.g., persuasion, information, entertainment, literary interpretation, dramatization, personal expression).

3.4.A.1 Explore and reflect on ideas while hearing and focusing attentively.

3.4.A2 Listen skillfully to distinguish emotive and persuasive rhetoric.

3.4.B.1 Listen to summarize, make judgments, and evaluate.

3.5.A1 Understand that messages are representations of social reality and vary by historic time periods and parts of the world.

3.5.A2 Identify and evaluate how a media product expresses the values of the culture that produced it.

3.5.A3 Identify and select media forms appropriate for the viewer's purpose.

## **Technology Standards**

*In grades 9-12, students demonstrate advanced computer skills by publishing products related to real world situations (e.g., digital portfolios, digital learning games and simulations) and understand the impact of unethical use of digital tools. They collaborate adeptly in virtual environments and incorporate global perspectives into problem solving at home, school, and in structured learning experiences with the growing realization that people in the 21st century are interconnected economically, socially and environmentally and have a shared future. – NJDOE*

*To that end, we have included relevant technology standards to aid in articulation among content area teachers.*

8.1.12.B.1 Design and pilot a digital learning game to demonstrate knowledge and skills related to one or more content areas or a real world situation.

8.1.12.C.1 Develop an innovative solution to a complex local or global problem / issue in collaboration with peers and experts and present ideas for feedback in an online community.

8.2.12.F.1 Determine and use the appropriate application of resources in the design, development, and creation of a technological product or system.

8.2.12.G.1 Analyze the interactions among various technologies and collaborate to create a product or system demonstrating their interactivity.