

Overview of Activities

Unit 6.3

Session 1

The Reader's Theater introduces students to the focus words and topic of the week. Students identify the characters' positions by closely examining the Reader's Theater script. Students practice building arguments by using evidence and anticipating counterarguments.

Session 2

Students learn about how Greek city-states functioned, and then focus in on Athens and Sparta. Students use information about three different kinds of citizens of Athens and Sparta to explain how each person might feel about the place where they live and their counterparts in the other city-state.

Session 3

Students examine a fact sheet about Athens and Sparta to help build an answer to the unit's essential question. Students then read a Reader's Theater highlighting the importance of using evidence to make a strong argument. Finally, students reflect and discuss ways to use historical evidence to properly support a claim.

Session 4

Students debate the unit's essential question from the perspective of different members of society (women, soldiers, or slaves).

Session 5

Using evidence presented throughout the unit, students answer the unit question in essay form.

ELA: Students examine the parallels between the Olympic Games and The Hunger Games novels.

Math: Students read basic information about the Long Walls of Athens and answer mathematical questions based on map scale, rates, and whole number integers to deepen their historical perspective.

Science: Students gain a preliminary understanding of how contagious diseases can spread by reading about the Plague of Athens. They also compare conditions in the past and present that can contribute to the spread of disease.

Focus Words

Students use definitions, sample sentences, and Turn and Talk prompts to gain a deeper understanding of the weekly focus words.

Note to Teachers: These units are intended for middle school students of any grade. Please use them where they align with your curriculum. Most of the Common Core State Standards included in the teacher directions come from the Literacy in History and Social Studies 6-8 (<http://www.corestandards.org/ELA-Literacy/RH/6-8/>) or Literacy in Writing 6-8 (<http://www.corestandards.org/ELA-Literacy/WHST/6-8/>). Others come from the Language and Speaking & Listening strands, which are specific to each grade level, but similar enough from grades 6 through 8 that we grouped them together.

 social
studies


generation

WAS IT BETTER TO BE AN ATHENIAN OR A SPARTAN?

SOCIAL STUDIES ACTIVITIES

Session 1 Reader's Theater Glendale vs. Riverside What do you think?	2–5
Session 2 Building Background Knowledge Take a Perspective	6–9
Session 3 Get the Facts for the Debate Using Facts Within Discussion A Class Discussion About Class Discussion	10–12
Session 4 It's Debate Time!	13–14
Session 5 Writing	15–16

SUPPLEMENTARY ACTIVITIES FOR OTHER CONTENT AREAS

ELA The Hunger Games and The Olympic Games	17
Math Estimation Using Scale	18
Science Conditions Contributing to Disease	19

FOCUS WORDS

Examining the Focus Words Closely	20
-----------------------------------	----



Reader's Theater

Comparing Nearby High Schools

Setting: On the bus after school, four eighth graders talk about the differences between two high schools they have the opportunity to attend next year.

Cora: I cannot wait to get out of middle school.

Ramona: Totally agree. This year can't go by fast enough. So have you decided which high school you're going to?

Hiroshi: Well, I know where I'm not going. I heard the kids at Glendale High are really snobby. My cousin told me that they sit around the lunch room comparing grade point averages, and how many advanced placement classes they're in, and who got into which Ivy League college. They're total **elitists** and I don't want them looking down on me just because I don't always get straight A's.

Josh: But our only other option is Riverside High, and they've got major problems too. They're so **competitive** in sports that they're out of control. All they care about is being the best in football, basketball, baseball, and track. I heard that if you're not a good athlete they completely **ostracize** you. That kind of exclusion is just plain wrong.

Cora: Yeah. And isn't it more important to get into a really good college? The Glendale kids may be **elitist**, but at least they don't make fun of you if you want to study hard and learn in order to go to college. At Riverside, on the other hand, you run the risk of being laughed at if you even look at a book.

Ramona: But studying all day long isn't the only way to get into a good college. You know the star player of Riverside's basketball team? I heard he just got accepted to Stanford. So maybe the pressure that Riverside students put on you to be a better athlete can actually help you get into college. Glendale doesn't do a good enough job developing students' talents outside the classroom.

Hiroshi: Look, I just want to be a part of a **democratic** school where everyone can feel like they're just as good as everyone else. That just doesn't happen at Glendale. The kids with the highest test scores and grades are the most popular and the most powerful. The kids with okay test scores and grades are treated like scrubs. And if you're a bad student, you might as well move to another city because you're nothing at Glendale.

Josh: Dude, I hear you but Riverside is no better. They say they value **individualism** and they do have music, art classes, and a bunch of different clubs for students. But all the school's money still goes into sports. They just built an Olympic-sized swimming pool for their champion swim team, while their chess club has only two ratty old

boards to play with. Athletes are kings at Riverside. Everyone else is a peasant.

Cora: So, the big issue is: Would you rather conform to a culture of athletic achievement or academic achievement? Let's face it. The nerds are destined to be the future leaders and money-makers while the jocks are fated to be losers and to hold minimum-wage jobs. When you think of it this way, Glendale is the better choice.

Ramona: Hold up, Cora. First of all, I've talked to a few Riverside athletes and they're definitely not dumb jocks. They study and care about grades, they're just not very public about it. Riverside is the best of both worlds.

Hiroshi: I hate to sound like a Glendale nerd, but this whole conversation is making me think of the Athens/Sparta debate we had in social studies class. Athens was into the mind—making advances in science, art, and philosophy—while Sparta was all about the body and turning people into the best and fiercest warriors around. It's like Glendale versus Riverside, but a long time ago.

Josh: It sounds like you should go to Glendale and be with your nerdy Athenians, Hiroshi. I think I'll go to Riverside to work on my already tremendous Spartan physique.

Ramona: Spartan physique? I got to go...

In this week's social studies lesson, you will learn about ancient Greece, a place we study today because it was the birthplace of **democracy**—our current form of government. Greece was known for its artists, great thinkers, and beautiful architecture. In addition, Greece was divided into small city-states. Although these city-states united for brief periods to defend Greece from Persian invaders, they were otherwise constantly fighting wars with one another. As you learn about ancient Greece, think about these questions:

- ▶ What factors help explain why ancient Greece was divided into small city-states?
- ▶ What were the major differences between these city-states?

Teacher Directions, Session 1

pages 2-5

The Reader's Theater introduces students to the focus words and topic of the week. Students identify the characters' positions by closely examining the Reader's Theater script. Students practice building arguments by using evidence and anticipating counterarguments.

Reader's Theater

Procedure

1. Introduce the unit's essential question: *Was it better to be an Athenian or a Spartan?* Access background knowledge before students begin reading the Reader's Theater passage by beginning with a quick whole-class discussion on what students already know about ancient Greece and the concept of competition. Ask one or more of the following questions: *What are some ways that people compete against one another at your school? How is competition different than fighting? What drives humans to compete?*
2. Read the Reader's Theater script in one or more of the following ways:
 - a. Teacher reads the script out loud to students.
 - b. Teacher chooses four strong readers to read the script out loud to the class.
 - c. Students read through the script in groups of four
3. Ask students what they know about the cultures at Glendale and Riverside. Students should identify that Glendale values academic achievement and Riverside values athletic achievement. Record this information on the board.
4. Read the text in the box following the Reader's Theater. Invite students to share what they hope they will learn in the unit.
5. Write the focus words on the board and have students practice saying the words out loud.
6. Go over the meaning of the focus words. See the vocabulary chart at the end of the unit for the definitions.
7. Tell students that the best way to learn new words is to practice using them. Keep track of class usage of the focus words by using tally marks. Each time a student uses a focus word, add a tally mark beside the word.

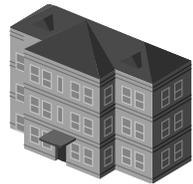
Extension: Have students create a word map for each of the focus words. Word map components vary, but include at least a synonym, antonym, and sample sentence. Here is a link to a word map graphic organizer: http://www.readwritethink.org/files/resources/lesson_images/lesson307/wordmap.pdf

Common Core State Standards

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.
 SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly.
 L.6-8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

Glendale vs. Riverside

Use the text of the Reader's Theater to help you complete this table.



GLENDALE

In this quadrant, summarize a pro-Glendale comment that a student made:

Which student made this comment?

Cora Hiroshi Ramona Josh

In this quadrant, summarize an anti-Glendale comment that a student made:

Which student made this comment?

Cora Hiroshi Ramona Josh



RIVERSIDE

In this quadrant, summarize a pro-Riverside comment that a student made:

Which student made this comment?

Cora Hiroshi Ramona Josh

In this quadrant, summarize an anti-Riverside comment that a student made:

Which student made this comment?

Cora Hiroshi Ramona Josh

Which student's perspective is most like yours?

Cora Hiroshi Ramona Josh

Glendale vs. Riverside

Procedure

1. Tell students that they will be examining the arguments made in the Reader's Theater comparing Glendale and Riverside.
2. Review the terms Pro and Anti. Have students find an example of a pro-Glendale argument made in the Reader's Theater. For example, Cora argues that Glendale's focus on grades can help students get into a really good college. Have students record this into the first quadrant.
3. Repeat step 2 with an anti-Glendale argument.
4. Have students complete the rest of the chart in partners or by themselves.
5. Review the answers as a class by asking student volunteers to share their responses. Clear up any misconceptions about the characters' perspectives.

Answers will vary, use information below for discussion purposes:

Cora, Pro-Glendale: Both student bodies are conformist, but at least Glendale will produce successful future leaders who get into good colleges.

Ramona, Pro-Riverside: Riverside offers athletic opportunities that can help students get into good universities.

Hiroshi, Anti-Glendale: Glendale is undemocratic because its students are total elitists that are too concerned with grades.

Josh, Anti-Riverside: Students at Riverside are too competitive and will ostracize you if you are not a strong athlete.

Common Core State Standards

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.

SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly.

WHST.6-8.1 Write arguments focused on discipline-specific content.

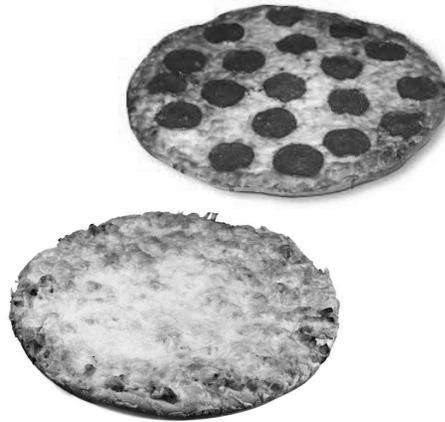
What do you think?

Pepperoni or Plain Cheese?

Now it's your turn to say which school, Glendale or Riverside, you think is better. To successfully present your opinion and convince others that your opinion makes sense, you need to include all the parts of a good argument. But what are these parts? The silly paragraph below has all the parts of a good argument. Read it and then, with a partner, identify the different parts of the argument, and say why each is important. On the next page, you'll use this example as a model for writing your opinion about the two schools.

Which is better, pepperoni pizza or plain cheese pizza?

Pepperoni pizza is far better than plain cheese pizza. First of all, pepperoni pizza has pepperoni on it, while plain cheese pizza has nothing but cheese. Because there are pepperoni slices on pepperoni pizza, this pizza has a greater variety of flavors than plain cheese pizza, making it a tastier pizza. Secondly, pepperoni pizza has more protein than plain cheese pizza because of the pepperoni slices. People need protein in their diets. Pepperoni pizza gives them more protein than plain cheese pizza, so it's better nutritionally. Others may argue that plain cheese pizza is actually better than pepperoni pizza. Their reason may be that pepperoni slices have lots of unhealthy fat in them, so pepperoni pizza is unhealthier than plain cheese pizza. However, many experts say that carbs are actually worse for people's health than fats. Since both pizzas have comparable amounts of carbs, you can't argue that plain cheese pizza is healthier. Pepperoni pizza is clearly the superior pizza because of the variety of flavors it offers and its greater nutritional value.



What do you think?

Procedure

1. Read the directions to the class, and answer any questions that come up.
2. Ask a student volunteer to read the silly paragraph out loud to the class.
3. Have students identify the author's claim and the way in which the author proved his or her point. Ask students what information the author included and what information the author left out. (For example, the author used information about proteins and carbs, but did not mention sodium and overall calories.)
4. Tell students that a strong claim, such as the one made by the author of the pizza paragraph, includes specific components that they will learn on the next page.

Common Core State Standards

RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

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).

Session 1

democratic • elitist • competitive • ostracize • individualism • conformity

What do you think?

Which is the better high school, Riverside or Glendale?

In the model below, the writer argued for pepperoni pizza. We've begun filling out the table to argue for Glendale, but if you would prefer Riverside, edit the text accordingly.



Here are the different parts of an argument.	Silly example: Which is better, pepperoni pizza or plain cheese pizza?	Your turn: Which is the better high school, Riverside or Glendale?
Claim:	Pepperoni pizza is far better than plain cheese pizza.	<i>Glendale is a better high school than Riverside.</i>
Evidence #1:	Pepperoni pizza has pepperoni slices on it, while plain cheese pizza has nothing but cheese.	<i>Glendale students care more about academic achievement.</i>
Explanation of evidence #1:	Because there are pepperoni slices on pepperoni pizza, this pizza has a greater variety of flavors than plain cheese pizza, making it a tastier pizza.	<i>Academic achievement is the most important feature of a high school because...</i>
Evidence #2:	Pepperoni pizza has more protein than plain cheese pizza because of the pepperoni slices.	
Explanation of evidence #2:	People need protein in their diets. Pepperoni pizza gives them more protein than plain cheese pizza, so it's better nutritionally.	
Counterargument:	Plain cheese pizza is far better than pepperoni pizza.	
Evidence to support counterargument:	Pepperoni slices have lots of unhealthy fats in them, so pepperoni pizza is healthier than plain cheese pizza.	
Explanation of evidence against counterargument:	Some experts say that carbs are actually worse for people's health than fats. Since both pizzas have comparable amounts of carbs, you can't argue that plain cheese pizza is healthier.	
Conclusion:	Pepperoni pizza is clearly the superior pizza because of the variety of flavors it offers and its greater nutritional value.	

What do you think?, continued

Procedure

1. As a class, go through the chart and discuss each component and its importance to the overall claim that pepperoni pizza is better than plain cheese pizza. Help students see that the pieces of evidence provide specific information that persuade the reader to agree with the author's claim. Additionally, the counterargument addresses doubts that the reader might have about the author's claim.
2. Have students build their own arguments in the chart. Tell students that the work they did on page 3 can help them fill in the chart. Help students to see that pro-Glendale and anti-Riverside arguments can both be used as evidence in the chart, and anti-Glendale arguments can be used as counter-evidence.
3. Review the chart as a class.

Possible responses:

Explanation of evidence #1: Academic achievement is the most important feature of a high school because it will help you build a better future.

Evidence #2: Students at Riverside will ostracize you if you are not a strong athlete.

Explanation of evidence #2: Students who are not athletic will not have any social life, which is an important part of high school.

Counterargument: Some people say that Riverside is better.

Evidence to support counterargument: They say that Glendale is undemocratic and that students are total elitists who only care about getting good grades.

Explanation of evidence against counterargument: The kids at Glendale may be elitist, but they don't make fun of students who want to study hard and learn.

Common Core State Standards

WHST.6-8.1.A Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly.

Building Background Knowledge

Geography and the Greek City-States

Why so many city-states?

Greece was divided into hundreds of what we call “city-states.” These city-states were independent but part of the larger territory called Greece. Why was Greece divided into **competing** city-states? Geography had a lot to do with it. Greece has small areas of fertile land divided by many rugged mountains. A long shoreline and hundreds of small islands gave city-states good harbors for seaports, which became important trading centers. Because each city-state was independent, each had to develop its own trade partners. Furthermore, unlike Egypt with its single, powerful ruler, Greece was characterized by its many governors and governments for each individual city-state. City-states were fiercely individualistic and independent.



TURN, TALK, AND WRITE

Imagine that you are a super villain (like Magneto or Megamind) and that you are living in ancient Greece. Being the **elitist** that you are, you want to conquer all of the individual city-states and become the sole ruler of the entire land. Using the paragraph and map above, list two major challenges you would face in uniting Greece.

- 1.
- 2.

Can you think of ways to overcome or address these challenges?

The City-States Compete in War and in the Olympic Games

The first Olympic Games were held in Greece in 776 BCE (Before Common Era). Different Greek city-states **competed** against one another, just like different countries **compete** against each other in today’s Olympic Games. Also like today, the Olympics were held every four years. Unlike today, athletes **competed** without wearing any clothing! At first, these games were mainly foot races. Later, wrestling, javelin throwing, chariot racing, and other contests were added. Only men **competed** in the games. Competitors sought fame and honor, both for themselves and their city-state. Winners were honored as heroes. They achieved the individual excellence the Greeks admired in so many ways. Though city-states fought frequently and war was a constant reality in Greek life, all of the city-states chose to stop fighting during the Olympic Games.

TURN AND TALK

The paragraph above suggests that the Greeks greatly valued “individual excellence.” What is this and why do you think the Greeks admired it?

According to the paragraph, the Greek city-states stopped fighting during the Olympics. Even today, people around the world set aside differences to cheer on Olympic athletes, like Guor Marial, from the brand new country of South Sudan. What is it about the Olympics that brings people together?

Teacher Directions, Session 2

pages 6-9

Students learn about how Greek city-states functioned, and then focus in on Athens and Sparta. Students use information about three different kinds of citizens of Athens and Sparta to explain how each person might feel about the place where they live and their counterparts in the other city-state.

Building Background Knowledge

Procedure

1. Connect to prior knowledge by asking students what they know about the different states in America. Ask students how states are alike and different. Remind students that states have their own economies and have power to make their own laws.
2. Write the term city-state on the board. Have students try to figure out what it means to be like a city but also a state.
3. Read aloud or have a student volunteer read the introductory paragraph about city-states.
4. Spend some time discussing the ways that geography (soil fertility and mountains) influenced the development of independent city-states.
5. Have students complete the Turn, Talk, and Write activity in pairs. After a few minutes, have a few students share their responses.
6. Have students read the second passage in partners and then answer the Turn and Talk questions. Spend some time discussing the first Turn and Talk as a class. Compare the individual excellence of the Greek Olympic Games to the group excellence of the Egyptian pyramids.

Common Core State Standards

- RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly.

Building Background Knowledge

Athens Versus Sparta

Ancient Greece was made up of hundreds of city-states, but two stand out: Athens and Sparta. Athens was the birthplace of **democracy**. While other countries were ruled by a few powerful people, Athens introduced the ideal of “rule by the many.” Athenians believed in individual excellence, and its writers and philosophers produced works of such importance that we still study them today. The experiment in **democracy** only lasted for about a hundred years. But they introduced ideas that changed the world.

Sparta also believed in excellence, but they were more focused on physical strength, stamina, and excellence in combat. Spartans had a different philosophy from Athenians. The individual was not important in Sparta. In fact, individuals were expected to put aside personal comforts in order to develop the strength to defend their city-state. Today we use the term “Spartan” to refer to people who are in exceptional physical condition, and to refer to living conditions with very few comforts.

At times Athens and Sparta got along well, but in the second half of the fifth century BCE, they became bitter enemies. Their fear and hatred of each other tore Greece apart.

When people today learn about ancient Greece, they often like **democratic** Athens and dislike oligarchic Sparta. Yet ancient Greeks themselves did not all think this way. Many of them saw much to admire and criticize in both city-states.

On this and the next page are descriptions of three inhabitants of Athens and three inhabitants of Sparta. As you read about these inhabitants, think about how they might have viewed their city-states.

People who lived in Athens



Women in Athens

Although the Athenian government was a **democracy**, many Athenians, including women and slaves, could not participate. Women were thought of as the property of men. They were not allowed to participate in Athens’ government and did not have the same freedoms as men.

However, women did move about in public for a variety of reasons: getting water from the fountains, working in the farm fields, visiting friends and neighbors, etc. They were not completely confined to their homes. Although they couldn’t participate in politics, many did have a say in what happened in smaller villages. There were even women who dominated the social and financial life of several households.



A slave carries his master's shield

Historical evidence suggests that slaves in Athens were treated less badly than slaves in other city-states in ancient Greece. The highest ranked slaves, elites within this group, were given important roles such as police officers and tutors. The second-rank slaves were household slaves. Some of these slaves were able to buy their freedom with money they had earned. The lowest-ranking slaves in Athens worked in silver mines in nearby Laurium. Their working conditions were horrible, and therefore many of them died.

No matter how well slaves may have been treated by some owners, slaves were still considered to be property. They had no rights, they could still be sold to anyone anywhere, and they had few protections under the law.



Young men in Athens studying with Socrates

Socrates was a citizen of Athens who became one of the most well-known philosophers of all time. Students of Socrates, all young men, learned from him by attempting to answer his questions on a variety of topics including politics, beauty, justice, and the duties of citizens. But Socrates’ **individualism** got him into trouble. He was critical of Athens’ government and in 399 BCE, he was accused of corrupting the young and was sentenced to die by drinking poison.

Building Background Knowledge, continued

Procedure

1. Tell students that they will be reading about three different kinds of people from Athens and Sparta, and that the information that they read will help them to answer the unit’s essential question: Was it better to be an Athenian or a Spartan?
2. Read the opening text. Have students work in partners to underline key information about both city-states. On a spare piece of paper, have students create a concept map for each city-state that shows key information, such as values and accomplishments.
3. To read the information on this page and the next, have students work in groups of four. Within the group of four, have one pair of students read about Sparta and one read about Athens, and then have the pairs share their findings with each other. Tell students to highlight or underline information that is surprising or interesting to them. Students can also use a pen to take notes in the margin.
4. Write on the board that students should share their findings with their partners by comparing information in the following way:
 - a. Athenian women vs. Spartan women
 - b. Athenian slaves vs. Spartan helots
 - c. Athenian philosophers vs. Spartan soldiers

Common Core State 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.
- SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others’ ideas and expressing their own clearly.

Building Background Knowledge

Athens Versus Sparta

People who lived in Sparta



Helots living in Sparta
© Look and Learn

Helots were probably the descendants of people who were conquered by the Spartans. They were not slaves, but they were assigned to work the land of individual Spartans. The helots were forced to give half of what they produced to the Spartans who owned the land. Unlike typical slaves, they could not be sold by the Spartans for whom they worked. Also, they had the right to own property and were able to live in their own communities with their own families.

Because the helots heavily outnumbered the Spartans, the Spartans constantly feared that they would revolt. As a result, Spartans conformed to the militaristic ways of their society and often had helots killed without reason. The Spartans even had a secret police force whose job it was to kill any helot who seemed dangerous.



Spartan woman
Credit: Jean-Jacques-Francois Le Barbier

Women in Sparta had more rights than most women in ancient Greece. They had the freedom to leave their homes and move around town. They were allowed to **compete** in sports, and they could also own and manage property. They received formal educations as young girls and were not responsible for household duties, like cooking and cleaning, as adults.

Spartan women, however, did not have complete freedom of choice. They could not participate in politics. They were assigned husbands at the age of 18 and they were pressured by the government to produce strong baby boys who would become strong warriors. Also, the women did not have a say when their male children were taken away from them at seven years of age to train for the military. Spartan women were also forced to shave their heads before getting married and to maintain their hair short after marriage. Women were also required to live apart from their husbands until the men turned 30.



Spartan citizen-soldiers
© Look and Learn

Spartan soldiers were admired throughout the Greek world and beyond. They were the best trained and most feared soldiers in all of Greece. Training started for them at the tender age of seven!

Spartan society emphasized that it was dishonorable for soldiers to be afraid and honorable to die for Sparta. Soldiers' wives were expected to shame their husbands if they did not fight bravely. Even soldiers' mothers would tell their sons, "Either come back with your shield or on it." Men who were considered cowards were **ostracized** and denied all civil rights.

Soldiers were not allowed to live with their wives and children until they reached the age of 30. Rather, they lived in barracks with other soldiers and had to sneak away to see their families. Unless they were in the upper ranks of government, soldiers could not propose laws, make recommendations, or debate the issues that concerned them. They were only allowed to vote "yes" or "no" in the assembly.

Take a Perspective

How would Athenians and Spartans rate?

The table below lists the different historical people you read about on the previous pages. Imagine that each of these people were asked to rate their city-state with a thumbs up or a thumbs down. Using evidence from the previous pages, complete the table.

Who is the rater?	Thumbs up or down?	Why might he or she give this rating? Explain using evidence from previous pages.	What might these raters think of the others? Finish the sentence using evidence.
A Woman Living in Sparta	  rating for Sparta		<i>As a woman of Sparta, I think women in Athens are...</i>
A Woman Living in Athens	  rating for Athens		<i>As a woman of Athens, I think women in Sparta are...</i>
A Young Man in Athens Studying with Socrates	  rating for Athens		<i>As a scholar in Athens, I think Spartan soldiers are...</i>
A Spartan Soldier	  rating for Sparta		<i>As a Spartan soldier, I think young scholars in Athens are...</i>
A Helot in Sparta	  rating for Sparta		<i>As a helot in Sparta, I think Athenian slaves are...</i>
A Slave in Athens	  rating for Athens		<i>As a slave in Athens, I think Spartan helots are...</i>

Take a Perspective

Procedure

1. Read the activity instructions. Answer any questions that come up.
2. Examine the chart as a class by calling attention to the chart's structure and the title of each column.
3. Complete the first row as a class. Tell students to review the passage about Spartan women before offering an answer. Students should point out that there were advantages and disadvantages to being a woman in Sparta. As a class, discuss these pros and cons, and then decide on a rating. Model backing up the claim using evidence from the passage as you fill in your chart. In the last column, students must complete a sentence. Read the sentence starter "As a woman of Sparta, I think women from Athens are..." and have students go back to what they read about Athenian women. *Possible answers could include: They were oppressed because they were considered the property of men, They were lucky because they didn't have to hand over their sons to the army at a young age, or any other answer supported by the text.*
4. Give students several minutes to complete the chart in their groups from pages 7 and 8.
5. Review the responses as a class, encouraging discussion.

Common Core State Standards

RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
 SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly.

Get the Facts for the Debate

Skim the 20 facts in the chart. Some are similar to facts you've already read. Using these facts, decide which city-state you think is better. Finally, select five facts you would use to defend your side and discuss them with a partner.

GOVERNMENT

1. Athens was a **democracy**. Thousands of citizens directly took part in making major decisions for the city-state by debating and voting. Athens even expanded its **democracy** by paying people to attend the assembly, which made it easier for the poor to participate.
2. Only male citizens could take part in Athens' **democracy**. Women, foreigners, and slaves could not vote.
3. Sparta had two kings and a group of elder counselors. This kept any single ruler from having too much power.
4. There was an assembly of Spartan citizens (although women were not included) but they were not allowed to debate and could only vote "yes" or "no." The kings and counselors had all the real decision-making power in Sparta.

MILITARY

5. Athenian soldiers (hoplites) were not professional soldiers. They were largely untrained, but those who chose to fight still did so very bravely.
6. The Athenian army defeated the Persians at the Battle of Marathon even though they were outnumbered 4 to 1.
7. Starting at age seven, every male citizen of Sparta had to train to be a soldier. They did not have a choice. Sometimes food was not given to Spartan boys during this training, so they would have to find or steal it to survive.
8. Spartans were seen by the other city-states as an elite military force, the best and bravest of all Greek soldiers. Because every Spartan male citizen had to spend his life as a soldier, differences between rich and poor remained fairly small.

CULTURE

9. Athens built several temples and other buildings that are still regarded as among the most beautiful in the world. Athens was also a center of art, theater, science, and philosophy. The Athenian philosopher Socrates is still admired today for seeking truth through debates with his students in the streets of Athens. He was one of many great thinkers who made Athens famous as a place of learning.
10. Some individual achievement was valued in Athens, but not all. Socrates was critical of Athens' government, and in 399 BCE, he was accused of corrupting the young and was sentenced to die by drinking poison.
11. Spartan children were raised to live very simply, without a lot of possessions. Furthermore, no one in Sparta was allowed to own luxuries like silver and gold. They valued the military and service to Sparta above all.
12. The culture of Sparta was one of **conformity**. It also supported the shaming of soldiers who did not fight bravely. A common saying of mothers to their soldier sons was, "Either come back with your shield or on it!"

SLAVES AND HELOTS

13. Athens may have had as many as 80,000 slaves in the fifth century out of a population of about 250,000. These slaves had no rights, could be sold to anyone anywhere, and were sometimes forced to work in conditions that were deadly.
14. Historical evidence suggests that Athenian slaves were treated less badly than slaves in other city-states. Some were even given the high positions of police officers and tutors.
15. Sparta had as many as 200,000 helots. These were people who had been conquered and who had no rights as Spartan citizens. Every year, Sparta declared war on its helots so that officials could legally kill any helot thought to be causing trouble.
16. Spartan helots were **ostracized** from Spartan society but were probably allowed to live in their own communities with their own families. They could not be sold like regular slaves.

WOMEN AND GIRLS

17. Athenian women could not own property and were considered to be the property of men. They did not have the same freedoms as men to move about and had no voice in politics.
18. Athenian women were allowed to leave their homes to do work and errands and to visit friends. Some also had great influence in smaller villages and groups of households.
19. Women in Sparta could own property, and they had much more control over their lives than women in other Greek city-states. Girls in Sparta could mix freely with boys, and like the boys, they received intense physical training and **competed** in sports.
20. Women in Sparta could not participate in politics, were assigned husbands at the age of 18, and were forced to give up their sons when the boys turned seven years old.

Teacher Directions, Session 3

pages 10-12

Students examine a fact sheet about Athens and Sparta to help build an answer to the unit's essential question. Students then read a Reader's Theater highlighting the importance of using evidence to make a strong argument. Finally, students reflect and discuss ways to use historical evidence to properly support a claim.

Get the Facts for the Debate

Procedure

1. Ask students to think about the unit's essential question: *Based on what you have learned so far, do you think it was better to be an Athenian or Spartan?* Ask for a show of hands. Separate students into two teams based on their opinions. If the teams are unequal in size, ask for some student volunteers to switch sides.
2. Have students find a partner that supports the same city-state. Read the instructions out loud and tell students to try to circle one fact in each section of the fact sheet. Give students time to skim, circle, and discuss the facts with their partners.

Teaching Tip: Photocopy this page and give students a loose copy so that they can refer to it during the subsequent activities and on debate day. Alternatively, project the page onto a surface that is visible to students.

Alternate Activity: Have students select traits from both cultures to compose an ideal society.

Common Core State Standards

RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly.

Using Facts Within Discussion

Cora, Ramona, Josh, and Hiroshi Demonstrate

Our friends from the Reader's Theater (Cora, Ramona, Josh, and Hiroshi) read the same fact sheet that you just read on page 10 in preparation for their class debate. Read their class discussion below and play close attention to how they are using the facts in discussion. Finally, use their discussion to complete the activities on the next page.

Ms. Thomas: All right, everyone. Let's get this classroom discussion started. Cora! I see from your eye roll that you already have an opinion! Why don't you start us off? Was it better to be an Athenian or a Spartan, and why?

Cora: I wasn't rolling my eyes, Ms. T. My eyes are just hurting. Anyway, I think Athens would be a better place to live so I'd probably want to be an Athenian.

Ms. Thomas: And why do you think that?

Cora: Well, Athens was more **democratic**, so more people had a say. Fact #1 says that thousands of citizens got to make major decisions in Athens and Fact #4 says that only a few people, kings and the like, got to make decisions in Sparta.

Ms. Thomas: And why is having more of a say better?

Cora: I don't know. People are happier? I think if people have more power over their lives they're happier.

Ramona: I don't agree. I think that not making decisions is actually less work. So maybe Spartans were happier because they didn't have to work so hard making decisions. Their kings decided for them.

Ms. Thomas: Unfortunately, I don't think we have evidence of who was happier back then, so maybe we can take this in another direction?

Hiroshi: Ms. Thomas?

Ms. Thomas: What do you think, Hiro?

Hiroshi: Sparta was the man! Sorry, I mean I think Sparta was better than Athens because they had the best military. It says right there in Fact #8. So Sparta never had to worry about being safe because their soldiers were the greatest. I could see myself helping protect Sparta from invaders!

Cora: I see what Hiro's saying, but Fact #6 says that the Athenian soldiers beat the Persians in a battle even when they were outnumbered by the Persians. So even if the army in Athens was not as well trained as the Spartans, it seems like their army was still good enough to keep their city-state safe.

Hiroshi: But Cora, Fact #8 says the other city-states thought Sparta had the best soldiers, which means Athens knew that Sparta could beat them, so they were probably scared. Sparta rules!

Cora: You're forgetting one thing though, Hiro. According to Facts #5 and #7, Athenian soldiers chose to fight while Spartan soldiers did not have a choice. I know that when I choose to do something, I do it a lot better than if I'm forced to do it. Maybe the Athenian army was the same way.

Ms. Thomas: Let's get more voices in this conversation. Josh, where do you fall in this debate?

Josh: I'm thinking Athens was better because they had smarter people. Like Fact #9 says, they studied a lot of science and

philosophy. It sounds like they valued individual achievement, which I think is much better than Spartans' **conformity**. Why be like everyone else when you can be unique?

Hiroshi: Smarter people? That sounds totally **elitist**. Plus, the Athenian people didn't always do smart things. Look at Fact #10. They killed a really great philosopher, Socrates, just because he complained about the government. They killed their nonconformists. Pretty terrible.

Josh: Sparta did some strange things, too. According to Fact #11, their children were hardly allowed to own anything. I can't imagine not having stuff. I think I would die without my Xbox. Those Spartan kids must have been pretty bored.

Hiroshi: Josh, there were no Xboxes back then, and there are plenty of games kids can play without using gadgets. I saw you playing tag at recess; all you needed were your friends. I think people today are greedy and so materialistic. Spartans knew what was important.

Ms. Thomas: What do you think, Ramona?

Ramona: I think Sparta was definitely better than Athens.

Ms. Thomas: Definitely? Say more.

Ramona: Well, helots in Sparta were treated better than slaves in Athens. Facts #16 and #13 say that helots got to live with their own families and they couldn't be sold like slaves, while slaves in Athens could be sold and sometimes they died while working.

Josh: Except that Fact #15 says that helots could be killed if people thought they were causing trouble. I bet anything there were lots of helots killed who were completely innocent. So I think slaves in Athens had a better chance of living a better life because every helot had to be living in fear.

Ramona: I don't know about that. But I do know that Spartan women had it better than women in Athens. Facts #17 and #19 say that women in Sparta could own property while women in Athens were pieces of property.

Josh: True. But Fact #18 makes me think that Athenian women weren't completely miserable. They could work and have friends and they even had lots of power in some places.

Ramona: Josh, I think you're exaggerating the facts. Fact #18 says that some Athenian women had "great influence in smaller villages and groups of households." I think that's a bit different from all the women having lots of power. In the big picture, I think women were pretty much **ostracized** from everything that was really important in Athens.

(Bell rings.)

Ms. Thomas: Ok, class, that's all the time we have. I'm looking forward to tomorrow's debate; I have a feeling it's going to be quite a competition!

Using Facts Within Discussion

Procedure

1. Tell students that in this Reader's Theater, some characters are discussing whether it was better to be an Athenian or Spartan. While characters are using facts to support their claims, they are often inferences based on opinions or guesses. Tell students that using a fact incorrectly can actually make an argument weaker instead of stronger!
2. Set a purpose for reading by having students highlight instances where characters made inferences based on opinions or guesses.
3. Ask for student volunteers to read the parts of the student characters, while you read the part of the teacher.
4. Invite students to share the instances that they highlighted in the text. Make sure to discuss the following instances:
 - a. Cora made a guess that Athenians were happier based on her own opinions.
 - b. Josh said that Athenians valued individuality but he ignored that they executed Socrates, a non-conformist.
 - c. Josh guessed that Spartan kids were bored because they didn't own anything.
 - d. Josh exaggerates the amount of power that Athenian women had because he read they they had great influence in smaller places.

Common Core State Standards

RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
 RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
 SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly.

A Class Discussion About Class Discussion

Rating Academic Participation

Talk about and write brief responses to the questions below with a partner. Use your responses to help you participate in the whole-class discussion.

1. On a scale of 1 to 10, how good was the discussion by the Reader's Theater characters? Circle your rating on the scale below and explain why you choose it.



We chose this rating because _____

2. Look at the picture below. What might you infer about the ancient Spartans from the picture? Give one inference that is based on some kind of evidence and create another that is based on an opinion or a guess.



Evidence-based inference	Inference based on opinion or guess

3. When Cora was talking about Athens' military, she used more than one fact to support her opinion. Why is it good to use more than one fact when supporting your opinion?

4. When Josh and Hiroshi were talking about Spartans and how they lived with few possessions, Josh connected a historical fact to his own life. Why is making this kind of connection sometimes not a good thing?

5. At the end of the discussion, Josh exaggerates Fact #18 and Ramona doesn't let him get away with it. How can you avoid exaggerating the facts in the debate?

A Class Discussion about a Class Discussion

Procedure

1. Read the instructions to the activity.
2. Have students complete the activity in pairs, and then review the answers as a class.
3. Conclude the discussion by asking students how today's activity will help them to become better debaters.

Possible answers:

1. Any rating is fine, as long as students are able to explain their thinking. Some students might feel that the discussion went very poorly because students used facts out of context, and others might feel that it went well since many students were participating and using facts to support their claims while refuting those of others.
2. Evidence-based inference: Spartans introduce boys to weapons at an early age. Opinions or guess-based claims: Spartan boys had fun learning to use weapons.
3. Using more than one fact helps you to avoid taking information out of context or making false inferences. Using multiple facts helps you to think deeply about your claim.
4. When we make connections between our own lives and historical facts, it can help us to think about whether we would like to live the way people did many years ago. However, you cannot assume that people in history thought the way you do or valued the same things as you. When using historical facts, it is better to separate them from our own lives.
5. You can avoid exaggerating by examining all of the facts before making a claim. If you only stick to the facts that support your claim, you might miss other facts that could help you to put your facts into context.

Session 4

democratic • elitist • competitive • ostracize • individualism • conformity

It's Debate Time!

Play a Role! Take a Stand!

As a group, you will take on the role of a woman, a soldier, or a slave. Then, from that perspective, you will take a stand for Sparta or Athens as the better place to live. Record the facts from page 10 that you chose, and explain why they support your stance. You can use these facts and your explanations to support your position during the debate.

As a _____, I think that _____ was
woman, soldier, or slave Sparta or Athens
the better city-state overall.

List the facts your group chose by number. Explain how each fact supports your perspective.

- Fact # _____ because _____

Add any additional evidence or facts about Greece and explain how they support your argument.

How will you argue against the other side? Think about how the other group will use facts to support their argument.

If they say _____

then we'll say _____

Teacher Directions, Session 4

pages 13-14

Students debate the unit's essential question from the perspective of different members of society (women, soldiers, or slaves).

It's Debate Time!

Procedure

1. Tell students that they will be debating the unit topic as different members of ancient Greek society.
2. Have students count off from 1-6 and then assign them to the following groups:
 - 1: Woman - Sparta is better
 - 2: Woman - Athens is better
 - 3: Soldier - Sparta is better
 - 4: Soldier - Athens is better
 - 5: Slave - Sparta is better
 - 6: Slave - Athens is better
3. Have students find the other students that were assigned to the same position.
4. Give students time to gather facts from the fact list to support their positions. Remind students to carefully consider all facts so that they don't make any inferences based on opinions or guesses.
5. Remind students to use focus words to strengthen their arguments.

Common Core State Standards

RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly.

Session 4

democratic • elitist • competitive • ostracize • individualism • conformity

It's Debate Time!

During and After the Debate

Be sure to consider:

- Did they use evidence to support their argument?
- Did they challenge the other group's arguments well?
- Did their arguments make sense?

*Example:
Clearly supported
Sparta.*

*Examples:
• asked authentic questions
• supported the group's argument
• responded to challenge from the other group
• listened and waited her turn to speak*

*Example:
Use "what if" statements
to challenge opposing
arguments.*

Members of My Group	Notes on the Argument	Strengths & Weaknesses	Focus Words My Group Used	Feedback for My Group
			<input type="checkbox"/> democratic <input type="checkbox"/> elitist <input type="checkbox"/> competitive <input type="checkbox"/> ostracize <input type="checkbox"/> individualism <input type="checkbox"/> conformity	

What did you learn from this debate?

Did you change your mind? Why or why not?

It's Debate Time!, continued

The following are two options for running the debate:

Option 1: Whole Class Debate

1. Have the Athens and Sparta supporters sit on opposite sides of the room. Allow time for students to compile evidence from their different perspectives (i.e., women, soldiers, slaves).
2. Flip a coin to decide which team will go first.
3. Have a member of the first team begin by stating the team's position, providing evidence, and explaining how the evidence supports the position.
4. Invite a member of the second team to respond directly to the first team, providing evidence to support the team's position.
5. Allow the debate to proceed with each team responding to the point made by the other team, similar to the Reader's Theater in Session 3.
6. Have students take notes during the debate, and then debrief after the debate has finished. Be sure to ask students if any groups used inferences that were based on guesses or opinions.

Option 2: Small Group Debate

1. Have all of the students assigned to women, soldiers, and slaves assemble into small groups.
2. Tell each team (e.g., women who support Sparta) to choose three members to speak during the debate: one member to read the group's opening statement, one to challenge the other team, and one to defend the group after they have been challenged. The debate will proceed as follows:
 - Round 1:** Students present opening statements. During this round, each group should also be taking notes to challenge the opposing group. Remind students to listen carefully to other groups' arguments for information that is taken out of context or inferences based on feelings.
 - Round 2:** Students work together to challenge the other team's claim by asking for clarification, pointing out facts that are contradicted by other facts, pointing out unsubstantiated inferences, etc. Students present their counterarguments.
 - Round 3:** Students regroup and plan a response to the challenge posed by the opposing team in round 2. Each group will have a chance to present their defense.
3. Have students take notes during the debate, and then debrief after the debate has finished. Be sure to ask students if any groups used inferences that were based on guesses or opinions.

Common Core State Standards

SL.6-8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

SL.6-8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Writing

Writing an Argumentative Essay

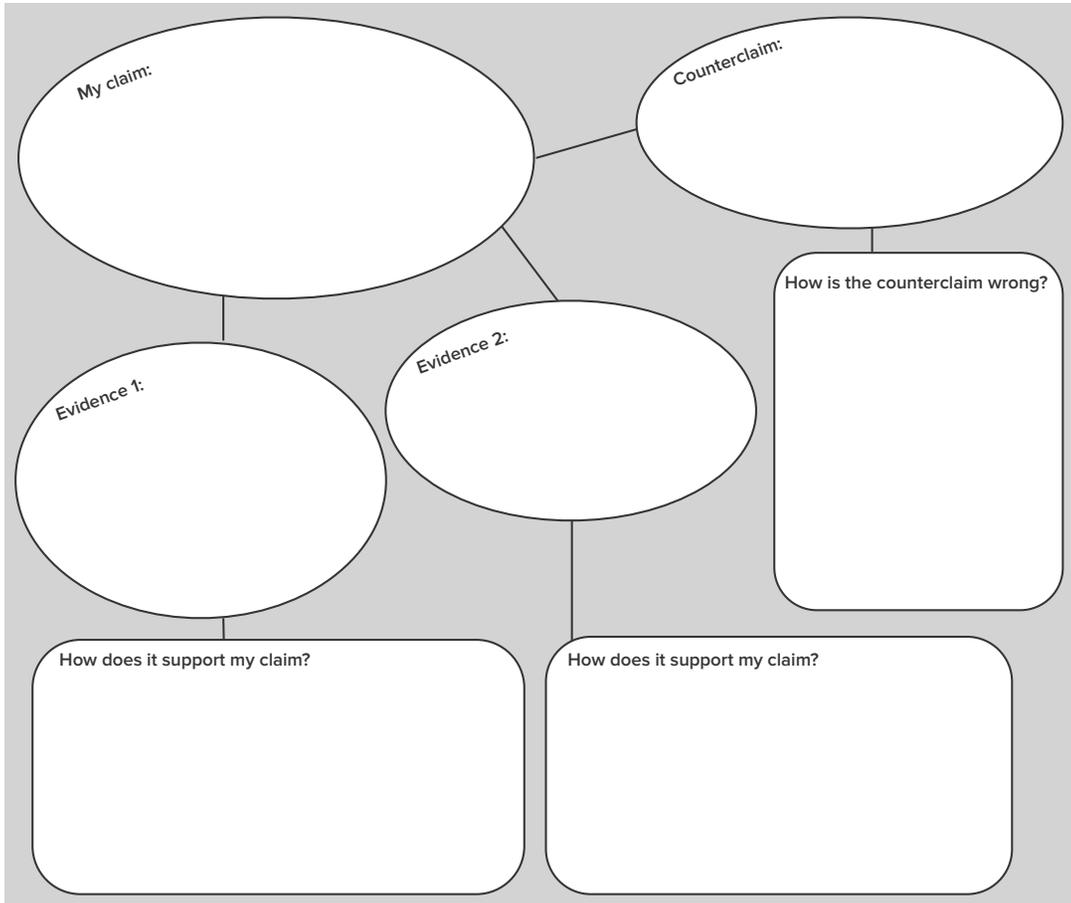
Write a brief essay responding to the following question:

Overall, considering the perspectives of all the inhabitants (men and women, free people and slaves, soldiers and nonsoldiers), was it better to be an Athenian or a Spartan?

A good argumentative essay includes:

1. A clear answer to the debate question that states your claim.
2. Two or more reasons that support the claim.
3. An explanation of how those reasons support the claim.
4. A counterclaim, or reason why people oppose the claim.
5. An explanation of why the counterclaim is not good or valid.
6. A conclusion that summarizes the claim.

Use the graphic organizer below and the components of argumentative essays to plan your writing.



Teacher Directions, Session 5

pages 15-16

Using evidence presented throughout the unit, students answer the unit question in essay form.

Writing

Procedure

1. Praise students for their performance in the last session's debate. Provide specific feedback about what students did well and what they could improve on in the next debate.
2. Tell students that today they will have a chance to present their own opinions about the unit topic.
3. Read through the components of a good argumentative essay.
4. Remind students to use the facts from page 10 as evidence to build their arguments.
5. Depending on the level of your classroom, begin filling in the organizer together (do one piece of evidence), have students fill it out in partners, or have students fill it out themselves.
6. Give students several minutes to write out their responses.
7. If time permits, ask students to share their essays in partners or with the class.

Teaching Tip: Modify the activity for struggling writers by having students use only two pieces of evidence instead of three.

Challenge: Have students who finish early write another essay from the opposing perspective.

Common Core State Standards

- WHST.6-8.1 Write arguments focused on discipline-specific content.
- WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.
- SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly.

The Hunger Games and The Olympic Games

Prior to the start of the competition in *The Hunger Games*, Katniss Everdeen and Peeta Mellark are introduced to Panem's elite in an opening ceremony that is similar to that of the modern Olympic Games. Tributes from Panem's 12 districts are supposed to wear costumes that reflect the individual character of their district. Additionally, before they enter the arena, the characters are interviewed on television and talk about their personal lives. These two details are similar to what you might expect to see throughout the modern Olympic Games.

And there are a few other similarities between Suzanne Collins' *The Hunger Games* and both the ancient and modern Olympics that may be worth considering. For example, in ancient Greece, the winners of the competitions became celebrities in their cities and often were promised meals for the rest of their lives for bringing this victory home. Similarly, in *The Hunger Games*, the survivors of the annual competition are given a large home and a comfortable life in their district for the rest of their lives.

Suzanne Collins may have included some important events from the modern Olympics in her novel as well. Just after Katniss Everdeen volunteers for the annual Hunger Games, there is an expectation that the people of District 12 will cheer as they send two more of their young people to fight to the death in this barbaric annual competition. But instead of cheering, they press three fingers to their lips and hold them up high. There is no applause. This is the sign of respect in District 12 and a rare opportunity to show that they have no allegiance to their rulers. During the competition, Katniss again makes this sign for all of Panem to witness. In a nation with no **democratic** process, this was a small opportunity for her to show her opposition to this event.

Compare that to an event that happened during the 1968 summer Olympics in Mexico City, when two African American members of the United States Olympic track team earned the gold and bronze medals in the 200-meter dash. Tommie Smith and John Carlos were individualists who expressed their beliefs when they received their medals. Before stepping up to the podium, they took off their shoes to reveal black socks that represented poverty among African Americans in the United States. Each of them also wore one black glove, and raised that fist to the crowd. They did this to show their support for the Black Power movement, which opposed racism and worked to empower people of African heritage. After this action known as the Black Power salute, both runners were **ostracized** in the Olympic Village for introducing politics into the games, and were eventually dismissed from the Olympic Games. But like Katniss, Smith and Carlos gave many people hope for change.



"Black Power Salute"
Americans Tommie Smith and John Carlos at the 1968 Olympics

DISCUSSION:

What do fictional characters like Katniss Everdeen suggest about the role of power in societies where people feel like they have little or no power? Compare the actions of this fictional character to the historical figures Tommie Smith and John Carlos. How were they similar? Think of other symbols used as signs of protest.

Sources:

Collins, Suzanne. "The Hunger Games." *Scholastic Press*. 2008.
McCabe, Suzanne. "How the Olympic Games began." *Junior Scholastic*. 20 Mar. 2000: 16. eLibrary. Web. 12 Apr. 2012.
Potts, Courtney. "1936: The 'Nazi Olympics.'" *New York Times Upfront*. 09 May. 2011: 16. eLibrary. Web. 12 Apr. 2012.
Young, Gary. "The man who raised a black power salute at the 1968 Olympic Games." *The Guardian*. 31 Mar. 2012: 18. eLibrary. Web. 12 Apr. 2012.

Teacher Directions, Supplementary Activities

pages 17-19

ELA Activity

Students examine the parallels between the Olympic Games and *The Hunger Games* novels.

Procedure

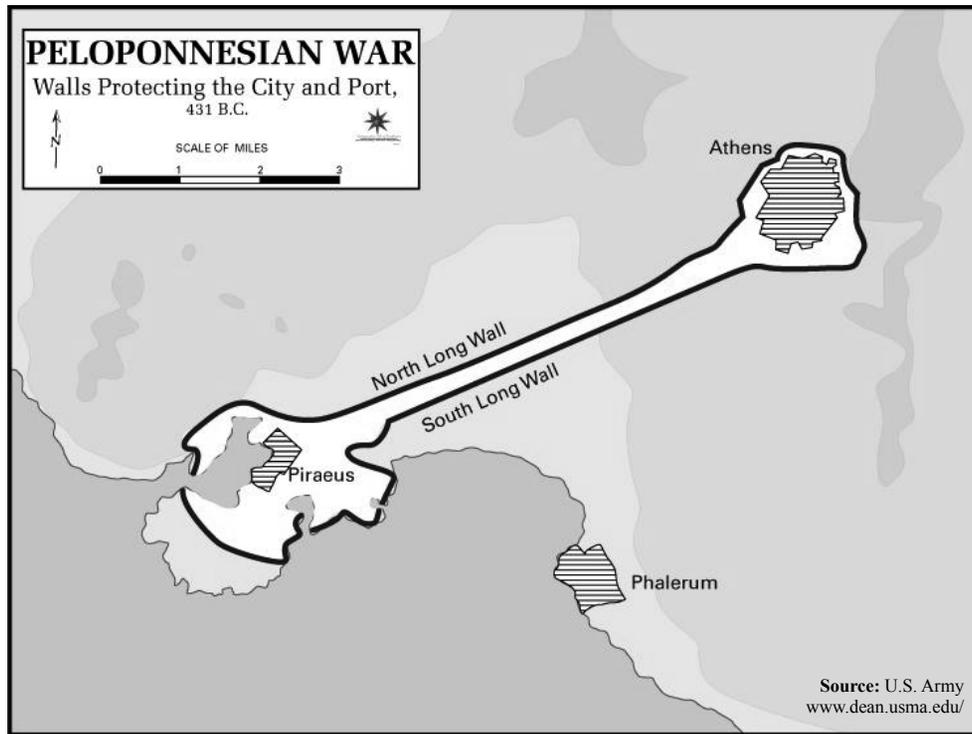
1. Ask students if they have read the book *The Hunger Games* or if they have seen the movie. If they have, ask students to give a short summary of the plot.
2. Draw a set of parallel lines on the board and ask students if they know a word to describe the relationship between the two lines. Explain that just as two lines can be parallel, two stories can have parallels. Parallels are similarities between the stories.
3. Tell students that the article that they are about to read examines parallels between the Olympic Games and the *The Hunger Games* novels.
4. Read the passage as a class, or have students read the passage in partners.
5. Check for understanding by asking the class to list the parallels between the Hunger Games and the Olympic Games. They are: the opening ceremonies, the victors' rewards, and the signs of protest.
6. Hold a class or small-group discussion on the questions at the end of the passage. Challenge students to use the focus words during their discussion.

Common Core State 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.
SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly.

Estimation Using Scale

The Long Walls of Athens



Athenians went to great lengths to protect their supply lines from the Spartans. As you can see from the map above, they built huge walls that surrounded Athens and the nearby port of Piraeus. They also walled off a corridor connecting the two.

Even though Athenian leader Pericles was known for supporting **democracy**, he required that all citizens conform to an important restriction. He said that Athenians must remain within the walls of their city. This was to protect them from the Spartans. Back then, attacking armies could not wage a **competitive** battle against a walled city.

Living inside a walled city meant that the Athenians had to depend on the naval fleet for almost everything, which made for a strong support network between the Athenians and the naval fleet. This included protecting citizens from attack as well as importing food for the city-state.

1. Examine the scale of the map. From this scale, estimate the distance from the port of Piraeus to Athens.
2. If it took an Athenian runner 11 minutes to run 2 miles, how long would it take the runner to get from Athens to Piraeus? At what rate is the runner running?
3. The Spartans tore down the Long Walls in 404 BCE. The Athenians had finished building them 39 years earlier. In what year were the walls finished? Sketch a timeline to justify your answer.

CHALLENGE: Estimate the total area of the walled land in square miles.

DISCUSSION: Considering the circumstances of the walled-in Athenians, which form of government do you think might develop? A **democratic** society or one controlled by an elite few? Why? Finally, what effect might living within a walled city have on one's **individualism**?

Math Activity

Students read basic information about the Long Walls of Athens and answer mathematical questions based on map scale, rates, and whole number integers to deepen their historical perspective.

Procedure

1. Read the passage together as a class. Discuss the map. Point out features such as the title, labels, compass rose, and scale.
2. As a class, review the meaning of scale on a map. Ask students how they can use a scale to find the real distance between two objects on a map.
3. Working in pairs, have students experiment with different techniques for estimation, including the use of string, fingers, rulers, etc. Make sure students use rulers to measure the scale. They should notice that one-centimeter on the map represents one mile in the real world. Encourage students to come up with reasonable approximations in their answers to questions 1 and 2.

Answers:

- 1) About 6 miles.
- 2) It takes 33 minutes to travel from Athens to Piraeus. The runner is running at a rate of 5 minutes 30 seconds per mile, so six miles will take 33 minutes.
- 3) 443 BCE Students are also asked to sketch a timeline to justify their answers. Depending on the amount of exposure students have had to negative numbers, it may be helpful for students to think of BCE numbers as negative numbers. Students should identify 0 on their timeline as a point of reference.
4. For the challenge problem, have the students sketch a square mile on the map next to the scale for linear mile. Using this square (it may be helpful to cut it out) have the students generate reasonable estimates of the area of the walled off land. It will be about 6 square miles.
5. Some possible points of discussion:
 - a. Living within a walled city might make people feel more responsible for each other.
 - b. An elite group of oligarchs might have an easier time controlling the people within a walled city. The people can't leave and they are dependent on getting food through the port.
 - c. A typical assumption would be that living within a walled city would lessen one's sense of individualism.

Common Core State Standards

- 6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
- 6.NS.C.6 Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.

Conditions Contributing to Disease

The Plague of Athens

Walls around cities might protect people from invading armies but not from a horrific plague!

When Pericles ordered the Athenians to stay within the walls of Athens for their own protection, they obeyed despite their **democratic** ways. But Pericles probably did not realize what could happen by crowding Athenians together in this way. The overcrowding allowed a disease to spread through the people that caused as much suffering as a Spartan invasion. The Plague of Athens was a terrible epidemic that killed about a third of the population. In fact, Pericles himself was killed by the plague, along with many members of the religious elite. This caused many Athenians to feel **ostracized** by the gods, and some even thought the gods had begun supporting the Spartans.

The particular germ that caused the Plague of Athens may never be known. Some scientists think it was typhoid, while a **competing** theory is that it was anthrax, which was brought to the city and transmitted through cows, horses, and other livestock. But whatever it was, the conditions within the walled city made the contagious disease more dangerous.

Below is a list of some factors that may have contributed to this outbreak of disease in 430 BCE. With a partner, read and discuss each of the conditions. Then, consider whether that same condition exists anywhere in the world today. Finally, consider whether the condition exists in your community.

Conditions within the walled city of Athens in 430 BCE	Do these conditions still occur in the world today?	Do they occur in your community?
1. <i>overly crowded cities</i>	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> not sure	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> not sure
2. <i>food shortages and contamination</i>	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> not sure	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> not sure
3. <i>lack of clean water</i>	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> not sure	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> not sure
4. <i>shared living areas with humans and farm animals</i>	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> not sure	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> not sure
5. <i>difficulty controlling rodents, insects, fleas, lice</i>	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> not sure	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> not sure
6. <i>problems disposing of human waste properly</i>	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> not sure	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> not sure
7. <i>reliance on food imported on ships</i>	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> not sure	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> not sure

Communities, including the community where you live, have regulations to help prevent unsafe health conditions like those listed above. You may have noticed rules posted on signs at restaurants, stores, public pools, playgrounds, or near waste containers. Community rules are developed and approved through a **democratic** process.

List some rules that you have seen on signs in your community.

- _____
- _____
- _____

After you and your partner recall a few rules you have seen posted, have a class discussion about health codes and disease prevention. How important is it to conform to these rules? Do these rules infringe upon your **individualism**?

Science Activity

Students gain a preliminary understanding of how contagious diseases can spread by reading about the Plague of Athens. They also compare conditions in the past and present that can contribute to the spread of disease.

Procedure

1. Ask if students have ever been in a situation where many people around them got sick all at once. What might have caused it?
2. Read the passage together as a class. Ask students why Athenians would have thought that the gods had ostracized them. (They thought that gods controlled all aspects of life, including health.)
3. Remind students of the time period of the Plague of Athens (430 BCE) and ask them for ideas about how things have changed since then. For example, how has medicine changed?
4. In pairs, have students complete the chart.
5. As a class, ask students to compare how they filled out the chart and discuss items that they marked differently.
6. Have students complete the writing prompt about health regulations that they have noticed in public areas. Some examples may include: employees must wash hands before returning to work, use hand sanitizer when entering a hospital, wear a face mask when you have a cold, no shoes no shirt no service, etc.
7. Invite students to share their responses and have a class discussion about conforming to health codes. Ask students if they ever feel restricted by health codes. Do they feel that these rules can go too far? Can they contribute to paranoia or infringe on personal liberty? Is it important for the rules to be strictly enforced for the good of the community?

Common Core State Standards

RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.

RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly.

Focus Words

democratic • elitist • competitive • ostracize • individualism • conformity

Examining the Focus Words Closely

SoGen Unit 6.3

FOCUS WORD OR *RELATED FORM	DEFINITION	SAMPLE SENTENCE	 TURN AND TALK
democratic (adjective)	relating to a form of government in which citizens can vote; relating to social or political equality	Though Athens had democracy, their society was not at all democratic . In Athens, women were thought of as the property of men.	<i>Is it democratic to require all bicyclists to wear helmets?</i>
* democracy (noun)	a system of government in which citizens can vote	Athens even expanded its democracy by paying people to attend the assembly, which made it easier for the poor to participate.	<i>How would a class president be elected in a democracy?</i>
elitist (adjective)	supporting the belief that a small, privileged group of people deserves special treatment or power	They're total elitists and I don't want them telling me that I'm dumb just because I don't get straight A's.	<i>An elitist group of students just formed a club that only certain students are allowed to join. Is this fair? Why or why not?</i>
* elite (noun)	a small group of people considered superior to others (most wealthy, most educated, most powerful, most athletic, etc.)	The highest ranked slaves, elites within this group, were given important roles such as police officers and tutors.	<i>The elite in most places are usually rich and well-educated. Are there groups considered elites within our democracy? What makes these people part of the elite?</i>
competitive (adjective)	determined to be better at something or more successful than others	They are so competitive in sports that they're out of control. All they care about is being the best in football, basketball, baseball, and track.	<i>In general, are you a competitive person? Why or why not?</i>
* compete (verb)	to fight or struggle against others for something in sports, academics, business, etc.	Athletes from around the world compete against each other in sports events.	<i>Would you rather compete in academics or compete in an athletic event?</i>
ostracize (verb)	to exclude a person or group; (in ancient Greece) to banish someone through a popular vote	I heard that if you're not a good athlete they completely ostracize you.	<i>Imagine a student in your class is being ostracized for not wearing nice clothes. What can you do to make this situation better?</i>
individualism (noun)	the belief that the interests of the individual are of the greatest importance	In many Greek city-states, the people believed in individualism . As a result, they excelled in their own ways.	<i>Do you think your school values individualism? Why or why not?</i>
conformity (noun)	agreement about the way things are done in a society, in the armed forces, in sports, etc.	Sparta stressed conformity over individualism. That is, Spartans were taught to obey, fight, and die for Sparta.	<i>Some people believe school uniforms promote conformity, which helps students to follow the rules. What do you think?</i>

Teacher Directions, Focus Words

page 20

Examining the Focus Words Closely

Students use definitions, sample sentences, and Turn and Talk prompts to gain a deeper understanding of the weekly focus words.

Procedure

- Say each focus word out loud and have students repeat after you.
- Direct students' attention to the word elitist. Read the definition and sample sentence out loud to the class. Ask students if there is another word that could be used in place of the focus word in the sample sentence without changing the meaning of the sentence too much. In this case, *snooty* could be used in place of *elitist*. Explain that it is a synonym for the focus word.
- Raise the first Turn and Talk question. Invite students to share their answers. Make sure that students use the focus word when they are answering the Turn and Talk prompt.
- Have students work through the chart by reading the definitions and sample sentences and answering the Turn and Talk prompts.
- Conclude by having students share their responses to some of the Turn and Talk questions.

Teaching Tips:

- Write the focus words on the board and use tally marks to keep track of how often students use them or notice them in their reading. When the class reaches a certain amount of tally marks in one week (for example, 50 tally marks) reward students with free time or another prize of your choice.
- Create a classroom word wall with the Word Generation focus words. Have students do different activities with the words. For example, they can categorize by part of speech, research etymology, find synonym or antonym pairs, write stories, or have a classroom spelling bee.

Common Core State Standards

SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly.
 L.6-8.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
 L.6-8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.