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12/17/2012

**Methods Unit Plan:**

**Ancient Greece and the Purpose of Questioning**

**PART #1**

**Unit Title**: Ancient Greece, The Tradition of Questioning

**Subject/Topic Areas:** Ancient Greece, The Persian War, Philosophy, Socrates, The Peloponnesian War, Inquiry

**Time Frame:** Two weeks, Introduction to a larger Unit on the History of Europe

**Key words:** Socrates, Socratic Method, Mock Trial, Ancient Greece, Persian War, Peloponnesian War

**Designed by:** Stefanie Graefe

**PART #2A**

**Rationale for and Brief summary of Unit:**

This two-week long, sub-unit on Ancient Greece introduces a larger unit on European history in my 9th Grade World History class. My world history curriculum is organized by geographic regions. Each geographic region has an overarching theme. For example, the previous unit on African history focused on the concept of economics. For Europe, I will focus on the theme of philosophy, or the history of ideas. With each European historical period I intend to highlight the works and ideas of at least one philosopher. Students will be challenged to consider whether their philosophies supported their society’s general goals or challenged them. Students will be asked to explore life’s ‘big questions’ along with the philosophers that they study.

I will introduce this European history unit with a sub-unit on Ancient Greece. This sub-unit introduces the concept of questioning and inquiry in addition to reviewing the history of Ancient Greece and its most famous philosopher, Socrates. Through studying Socrates and Ancient Greece, students will learn how to generate questions about the world around them. We will specifically explore four reasons to question in our class; 1) To direct further research 2) To challenge or analyze a historical narrative 3) To critique or understand an argument 4) To help develop our own arguments. This unit is particularly well suited for my magnet students partially because of the challenging final project. However, it is also useful because my high achieving students are taught to value answers not questions. I want to encourage them to ask more questions in class and ask more questions of the world around them.

Lessons 1-3 focus on the first purpose of questioning, to direct further research. Through a group activity, we will use these questions to develop general themes. Groups will then use those questions to direct their research and create a short presentation surrounding their group’s theme. Ultimately, this first project and assessment in the unit, reinforces the importance of curiosity, and how specific questions can channel that curiosity into thoughtful research. The fourth lesson addresses the 2nd purpose of questioning, analyzing and critiquing historical narratives. Students will challenge the traditional Persian war, east vs. west, narrative.

Lessons 5 and 6, explore the most famous argument technique in history, the Socratic method. Students will first learn the method from ancient and modern examples. They will then individually refine and practice their own Socratic questioning method by working with partners. Ultimately, the goal of the two days is to demonstrate how questioning can analyze and critique an argument.

The second week of my sub-unit is largely dominated by a 4-day long simulation activity, a mock trial of Socrates. This simulation activity encourages critical thinking, synthesis of multiple sources, and persuasive writing/speech. It also addresses the last purpose of questioning that we will explore in class; using questions to form our own arguments.

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| Day 1  Content:  The Greek City-State  -What is the purpose of questioning | Day 2  -How can we use questions to direct further research? | Day 3  Content: Athens vs. Sparta  -How can we use questions to direct further research? | Day 4  Content: The Persian War  -How can we use questions to challenge traditional historical narratives? | Day 5  -Content: The Golden Age, Socrates, and the Socratic Method  -How can we use questions to analyze and critique an argument? |
| Day 6  Content: Socratic Dialogue  -How can we use questions to analyze and critique an argument? | Day 7  Content: The Peloponnesian War and The Trial of Socrates  -How can we use questions to form our own arguments | Day 8  Content: The Trial of Socrates  -Mock Trial Preparation  -The Apology | Day 9  Content: The Trial of Socrates  -Mock Trial Preparation  -I.F. Stone | Day 10  Content: The Legacy of Greece  -The Mock Trial of Socrates |

**PART #2**

**Enduring Understandings**

1. Learning how to generate questions can help fuel curiosity
2. Humanity can only ‘progress’ when we ask questions about the world and value curiosity.
3. We can ask questions in history classes to direct further research, challenge traditional narratives, analyze or critique an argument or source, and to develop our own arguments or theories.
4. We can use questions to guide individual and group research.
5. While sharing a common Hellene heritage, Athens and Sparta had distinctly different cultures, government structures and gender role expectations
6. Traditional historical narratives have perpetuated hero/villain story lines.
7. We can develop questions to analyze and critique any source that presents a narrative for a historical event.
8. Traditional Western history, has portrayed Western peoples as ‘heroes’ and Non-western peoples as ‘villains’ or ‘backwards’, especially in a historical event that involved violent conflict
9. The ‘winners’ of a conflict often write the historical narrative after the event.
10. When we form a challenge against a belief or rule questions can help direct and organize our argument
11. Socrates development of the elenchus (Socratic method) is one of the most effective method of questioning that continues to be used in the Western world
12. We can use questions to help form an argument or opinion on a topic or scenario.
13. The Peloponnesian War caused a decline in Athens power and prestige on the Greek Peninsula.
14. The act of questioning can challenge authority and government structures
15. We can use questions to help form an argument or opinion on a topic or scenario.
16. The primary sources for the trial of Socrates are limited and extremely biased, these issues have clouded our understanding of Socrates’ guild or innocence
17. Socrates’ philosophic pursuit was viewed as dangerous to the Athenian elite because it questioned authority and threatened their democracy.
18. Socrates’ commitment to questioning laid the foundation for modern Western philosophy, encouraging individuals to pursue curiosity, to evaluate humanity and to consider how we should structure our societies.

**PART #2A**

**Essential Questions**

**Overarching**

1. What do we ask questions, and how can questions help us?
2. What is curiosity and why is it helpful?
3. How can we use questions to further our knowledge of a subject and direct our research?
4. What questions can we develop to question the validity of a historical source or narrative?
5. How can we use questions to challenge a belief or argument?
6. How can we use questions to help us form an argument or opinion?
7. Why does questioning challenge authority?
8. What are the elements of a persuasive speech?

**Topical**

1. How did Ancient Greece’s geography impact its city-states?
2. What were the forces uniting and disuniting Greek city-states?
3. What are the social and political differences between ancient Athens and Sparta?
4. What is the traditional Western narrative of the Persian Wars? How are both sides portrayed?
5. What is the Socratic method and what are its origins?
6. What are the causes of Ancient Athens’ decline?
7. How does Plato frame Socrates’ defense in The Apology?
8. What are the arguments for both Socrates’ guilt and innocence?

**PART #2**

**Key/essential knowledge and skills students will acquire as a result of the unit.**

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| **Students will know… (content/concepts)**  **-**Students will be able connect the importance of questioning to both their academic and non-academic lives.  -Students will be able to explain how Ancient Greece’s geography impacted its organization, specifically the Greek city-states.  -Students will be able to distinguish between the forces uniting city-states and forces that disunited city-states.  -Students will be able to distinguish and explain the differences between Sparta and Athenian society and culture.  -Students will be able to connect their own argument habits to the traditional Socratic Method  -Students will be able to identify the causes of the fall of Athens describe and how it impacted the trial of Socrates.  -Students will be able to explain the arguments for and against Socrates innocence and guilt. | Students will be able to… (skills, performance assessments)  -Students will practice identifying content that interests them personally, using questions to explore their interests further  -Students will be able to organize questions into themes  -Students will be able to identify topics that interest them or spark their curiosity  -Students will be able to generate questions and use the questions to direct formal research  -Students will be able to identify reliable websites that will help them with their research  -Students will be able to use reliable research to start to develop an understanding project  -Students will be able to create a presentation using power point or prezi to display their research  -Students will develop their presentation skills by explaining their group’s theme and guiding questions to the class.  -Students will practice their questioning abilities by developing their own criteria/questions for analyzing the validity of a source.  -Students will be able to write a Socratic dialogue  -Students will be able to use questions to challenge a belief or argument.  -Student will be able to generate questions surrounding a scenario to help inform their research and future argument  -Students will demonstrate active reading skills by highlighting relevant information in a passage and writing notes in the margins.  -Student will be able to identify relevant information in a secondary source that pertains to their goals.  -Students will demonstrate their ability to discuss a reading as a group and come to a consensus on the key information needed for their assignment  -Student will be able to identify the qualities of an effective persuasive speech.  -Students will be able to construct a persuasive speech and questions that could possibly challenge a positions’ argument.  -Students practice their presentation skills by giving a speech or asking questions during a mock trial. |

**PART #3**

Instructional strategies to develop essential skills and content/concepts:

1. Lecture and Student Note-taking
2. Lecture and Guided Note-Taking
3. Guided Group Inquiry into a Topic (Generating research questions)
4. Group Presentation Work
5. Student Presentations
6. Video Analysis
7. Mock Trial Simulation Activity
8. Active Reading Worksheets
9. Group Source Analysis

**Materials/Equipment**

Day 1

1. Power Point Presentation: The Purpose of Questioning and an Introduction to Ancient Greece
2. Student Presentation Note Packet
3. You Tube Video: <https://www.youtube.com/watch?v=E93XPggEPaA>

Day 2

1. Power Point Presentation: Developing Questions
2. Post-it notes (2 for each student)
3. White Board
4. Laptops (3 for each group)
5. Reliable Website Checklist

Day 3

1. Power Point Presentation: Athens vs. Sparta
2. Laptops (3 for each group)
3. Reliable Website Checklist
4. Guided Notes Table: Athens vs. Sparta

Day 4

1. Power Point Presentation: The Persian War
2. Student Presentations (Prezi or PowerPoint)
3. Group Presentation Worksheet
4. Persian War Guided Note-Sheet
5. 300 (Persian War Film) You Tube clips
   1. <https://www.youtube.com/watch?v=QkWS9PiXekE>
   2. <https://www.youtube.com/watch?v=zvILGIIVsMU>

Day 5, 6

1. Power Point Presentation: Introduction to Socrates and Socratic Method
2. Socratic Method Video: https://www.youtube.com/watch?v=ZFxn0ptmkm0
3. Guided Note-Taking and Assignment Packet
4. Dialogue Scenarios

Day 7, 8, 9, 10

1. Power Point Presentation: The Fall of Athens and the Trial of Socrates
2. Student Notebooks
3. Large Post-it Note Paper
4. Persuasive Closing Argument Video: <https://www.youtube.com/watch?v=uvackRgeDwg>
5. Student Case Dossiers
   1. Socrates Rap Sheet
   2. Summary of Plato’s Apology
   3. I.F. Stone Article
   4. Reading and Argument Development Worksheets (Days 1-3)

**PART #4**

**Performance Tasks**

**-**Group Theme and Guiding Questions Presentation: See assignment sheet and rubric in Day 2

-Europe Unit Test including concept identifications and essay questions: Not included in this unit plan

-300 Movie Clip Analysis: Homework for day 4

-Modern-Day Socratic Dialogue: Class work for day 5, 6

-Mock Trial Day 1 Worksheet Questioning Activity: See requirements in dossier rubric

-Mock Trial Day 1 Worksheet A Summary of the Apology: See requirements in dossier rubric

-Final Mock Trial Paper: See requirements in dossier rubric

-Mock Trial Day 2 Worksheet A Summary of the Apology: See requirements in dossier rubric

-Mock Trial Day 2 Worksheet A Brief Interview with I.F. Stone: See requirements in dossier rubric

-Mock Trial Presentation: See requirements in dossier rubric

**Other Evidence of Learning**

-Student Participation in Warm-up Discussions

-Student-generated questions in Lectures

-Student participation in Post-it note activity

-Student completion of guided-note worksheets

-Active student participation in Mock Trial group work

-Teacher led Q&A after each trial