

CLASS: 7 th Grade World History	DATE: Thursday, November 29, 2012	UNIT: Classical Civilizations – Ancient Greece – Government in Athens
ENDURING UNDERSTANDING: What will my students be able to do or understand by the end of class?		
1) SSU the different forms of government in Ancient Greece. 2) SSU how the different forms of government impacted the people of Ancient Greece. 3) SSU that Ancient Greek democracy and Modern American democracy are similar and different in many ways.		
ESSENTIAL QUESTION: What 1-2 major themes/ideas do I want to explore with students in this unit?		
1) How did each of the three forms of government in Ancient Greece impact the people of Ancient Greece. 2) How did the induction of direct democracy in Ancient Greece have a lasting impact on modern times.		
MICHIGAN GLCE: Which state standards does my plan address?		
1) 7 – W3.1.4: Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions. 2) 7 – W3.1.5: Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy. 3) 7 – W3.1.8: Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).		

HOOK/INITIATION: What will you do to get the students invested in the lesson?	
<ul style="list-style-type: none"> 5 mins – I will gauge students understanding of government, democracy in specific. They will take a few minutes to write down all they know about democracy and then we will discuss what they wrote as a class. 	
TEACHER ACTIVITIES: How will I convey the knowledge/skills of the lesson to help my students understand?	
1. 15 mins – I will lead a review and discussion of worksheet 8.1 from the previous day. This will give students to ask about what they did not understand and to see where they may have gone wrong to make corrections. 2. 20 mins – I will lead the class as we read Ch. 8.2 together. I will pose discussion questions and have students write down ask their own along the way. 3. 15 mins – Students will work alone and with a partner to complete worksheet 8.2. During this worksheet, they will work with their partner to share their ideas and beliefs on government. I will walk about the room and visit each group to assist them in completing this task and to learn from one another. I will make sure that students are working together and I will ask questions to spur further thought.	
STUDENT ACTIVITIES: What will the students do to demonstrate their understanding?	
1. Students will question what they don't understand and will correct what they may have wrong on worksheet 8.1 from the previous day. 2. Students will take turns reading. They will discuss questions that I present to them and will write down and ask questions that they have throughout the reading. 3. Students will work alone and in partners to complete this worksheet. It is important for them to work together and learn from one another during this assignment. Students will begin to learn information from one another and will share beliefs back and fourth.	
CLOSURE/SHARE BACK: How will the students share/interpret knowledge for others in the class?	
<ul style="list-style-type: none"> 5 mins – Student may not be done with the worksheet, but by this time, they will have done the partner section. I will bring the class back together and have students share about their partner's beliefs as well as their own. 	

MATERIALS: Textbook, Worksheet 8.2	ANNOUNCEMENTS:
	Vocabulary Test Tomorrow
	HOMEWORK:
	<ul style="list-style-type: none"> Finish Worksheet 8.2 Study Vocabulary