

TEACHER  
RESOURCE  
COMPANION

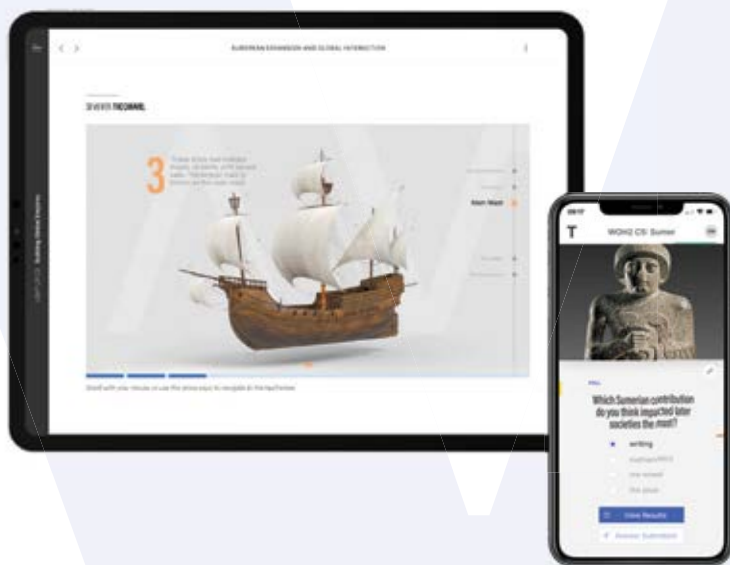
# WORLD HISTORY

Beginnings to the Reformation



# WELCOME TO TRAVERSE

Driven by inquiry and powered by media, Traverse cultivates a dynamic digital learning experience for students of all backgrounds and learning styles.



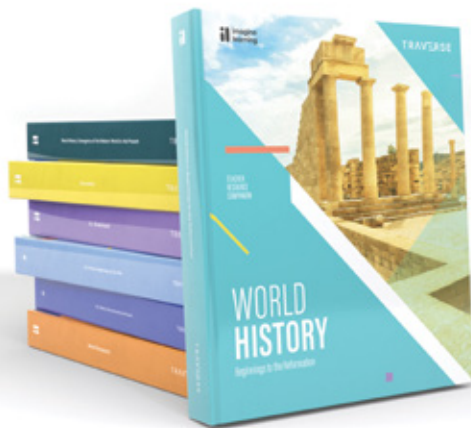
**Traverse is a standards-driven social studies curriculum that enlivens learning with a rich online experience.**

Students investigate primary and secondary sources, explore video and multimedia resources, and collaborate with online learning tools.

The digital teacher's edition (TE) provides teachers a wealth of classroom activities, discussion questions, and assessment options.

## Print Materials to Support Your Classroom

The *Student Source and Skill Companion* emphasizes social studies skill development as students delve deeply into primary and secondary sources. The *Teacher Resource Companion* offers comprehensive supports as well as recommendations for pacing and differentiation to suit your students' needs.



## Courses

- U.S. History: Beginnings to the Civil War
- U.S. History: Reconstruction to the Present
- World History: Beginnings to the Reformation
- World History: Emergence of the Modern World to the Present
- U.S. Government
- World Geography
- Economics

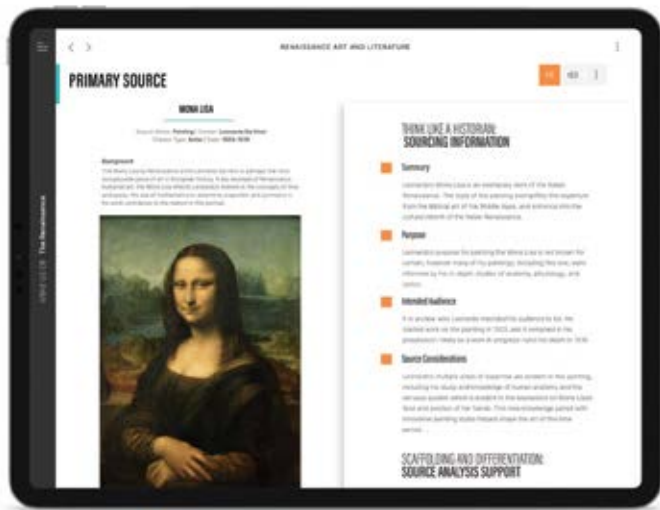
## Program Advisors

**Dr. Kathy Swan** served as the director of the C3 Framework for inquiry and created the C3 Teachers network and the Making Inquiry Possible documentary series. Her expertise in inquiry-based learning and work with educators nationwide have been instrumental in developing the inquiry questions and tasks found within Traverse.

**Dr. Sam Wineburg** founded the Stanford History Education Group (SHEG), now Digital Inquiry Group (DIG). His research and work with SHEG have played a key role in developing the inquiry-driven approach used in the Traverse U.S. History and World History courses.



# WHY TRAVERSE



## 1 BALANCED AND EFFECTIVE SOCIAL STUDIES INSTRUCTION

Traverse balances content, inquiry, and social studies skills to provide a learning experience focused on the standards teachers need to cover. The one-stop curriculum with customizable materials maximizes student learning and allows teachers to approach instruction with confidence.

## 2 INQUIRY-DRIVEN INSTRUCTION WITH ROBUST SKILL DEVELOPMENT

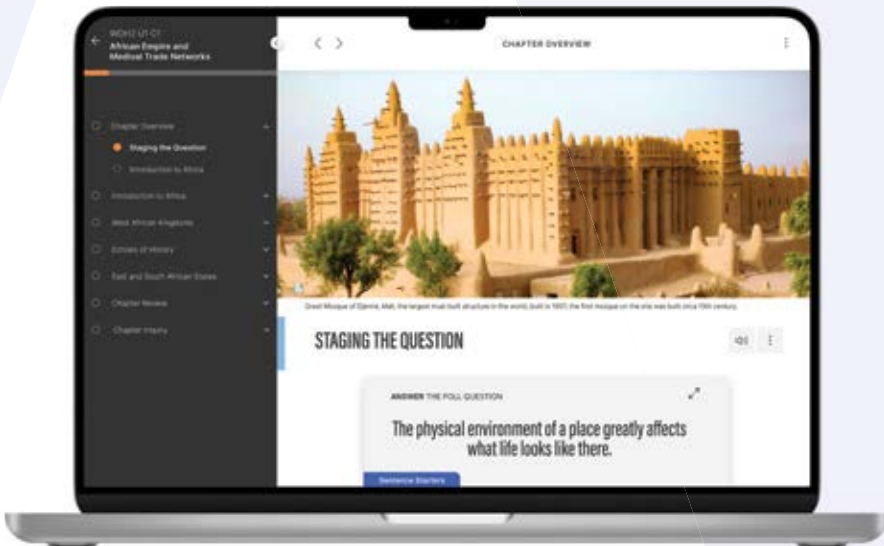
Aligned to the C3 Framework, Traverse develops the social studies skills and knowledge students need for college, career, and civic life.

In Traverse's unique approach to skill-building, featured skill lessons are paired with content. Skills are then revisited in later chapters, reinforcing learning and promoting retention.



### 3 MEDIA-POWERED LEARNING TO ENGAGE INSTRUCTION

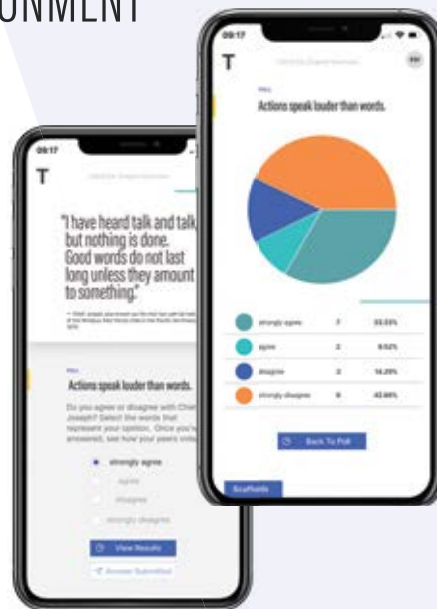
Traverse uses technology and multimedia to enhance instruction, creating digital learners out of digital natives. Students learn through a diverse range of interactive content, which drives peer-to-peer learning, from videos like The Beat to student activities like Share Your Perspective and Echoes.



### 4 DIFFERENTIATION AND ENGAGEMENT FOR AN EQUITABLE LEARNING ENVIRONMENT

Traverse features flexible implementation models and guidance to facilitate social learning and student collaboration.

Teachers can collect data and measure student learning outcomes through a variety of digital activities that engage students and assess their interpretation and analysis skills. Student-facing scaffolds create personalized learning experiences.



# WHAT'S ONLINE

Traverse was built for online learning. Students and teachers can access all elements of the curriculum online.

## CHAPTER NARRATIVE

The chapter narrative was created for this digital environment. It is modular and accessible on all devices, with content broken into manageable portions. Students can engage directly with the curriculum, leading to a student-centered, active learning experience.

### Chapter Contents

Narratives provide complete standards coverage.

### Images and Media

Each section showcases a variety of visual media that enhances student learning.

### Assessment

Formative and summative assessments invite students to reflect on the content, share their perspectives, and display mastery of standards.



## MEDIA-DRIVEN LEARNING

Student actors and presenters engage students in a variety of media formats, and carefully chosen topics reinforce and extend student learning.

### THE VIEW



The View videos introduce each unit.

### TRAVERSE 360



Presenters explore the impactful moments that make history.

### QuickTalk



Quick Talks provide fast and fun insights into the content.

### TimeTunnel



Time Tunnels are focused on events and key moments in history.

### EXPLAINER VIDEO



These videos explain concepts, events, figures, and locations.

### TheBeat



The Beat features a study group modeling inquiry and analysis skills.

### 3D OBJECT



3D object animations highlight details and examine artifacts from all angles.

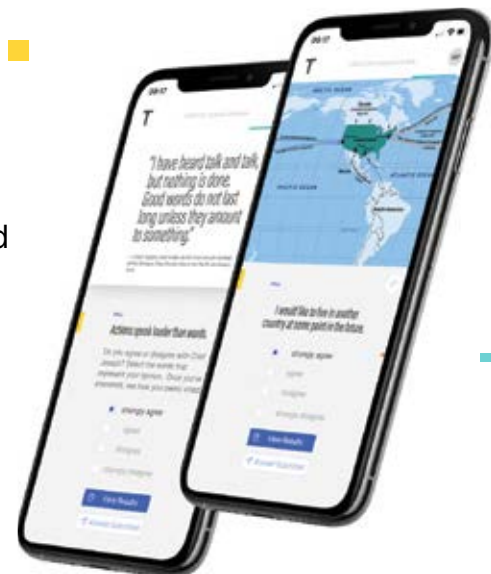
### FLIPBOOK



Information about a person, place, or idea is presented in a story-like experience.

## ONLINE STUDENT ACTIVITIES

Traverse integrates activities within narratives, sources, and inquiries to engage students and assess their progress. Teachers can collect data and remediate content in real time. These built-in tools create an interactive and personalized learning environment.



# WHAT'S IN PRINT

From exploring sources to mastering essential skills, the *Student Source and Skill Companion* empowers students to actively engage with content.

## SOURCES

### Tabbing System

Identify the source's location within the chapter with the section and inquiry tabs.

### Sourcing Information and Background

Set context for students with relevant source details.

### Social Studies Skill Practice

Practice source-analysis skills with questions for every source. These questions are also available online.

## STUDENT Source and Skill Companion

The screenshot shows a digital interface for a source titled "APOLLO 11 MOON LANDING". At the top, there are navigation tabs: "THE SPACE RACE", "FOREIGN POLICY AND CUBA", "FOREIGN POLICY AND GERMANY", and "INQUIRY". The "INQUIRY" tab is selected. Below the tabs, the source title "APOLLO 11 MOON LANDING" is displayed. To the right of the title, there is a callout box that says "Online option" and "Follow your teacher's directions for completing this activity." Below the title, there is a "SOURCE INFORMATION" section with the following details: "Genre: Video", "Director: NASA", and "Date: 1969". To the right of this section, there is a "Source Analysis" callout box that says "Source Analysis: Identify key details in the video, and make inferences about how the event affected the Space Race." Below the source information, there is a "BACKGROUND" section that provides context: "This video clip from the National Aeronautics and Space Administration (NASA) documents the American landing on the moon on July 20, 1969. The video and radio feed describe the opening of the capsule and the descent by Apollo 11 astronaut Neil Armstrong and lunar module pilot Edwin 'Buzz' Aldrin Jr. Armstrong was the first person to walk on the moon." To the right of the background text, there is a video player with a play button and a callout box that says "Log in to your digital student account to watch this video." Below the video player, there is a "Media Element" section with a list of options: "1. motion", "2. overview shot", "3. voice-over", and "4. eyewitness account". Below the list, there is an "Example" section with four options: "A. video of astronaut Neil Armstrong descending a ladder", "B. narrative audio confirmation that the video is working", "C. image of many people working at monitors in Houston", and "D. report from the moon's surface". Below the media element section, there is an "INQUIRY AND RESEARCH SKILL" section with the title "Exploring Evolving Interpretations" and the question "How might the events in the video have influenced public opinion about the Space Race?". At the bottom right of the interface, there is a footer that says "PRIMARY AND SECONDARY SOURCES" and "567".



All sources appear in the digital curriculum as well as print.

## TEACHER Resource Companion

THE SPACE RACE	FOREIGN POLICY AND CUBA	FOREIGN POLICY AND GERMANY	INQUIRY
<b>PRIMARY SOURCE</b> <b>APOLLO 11 MOON LANDING</b>			
<b>THINK LIKE A HISTORIAN: SOURCING INFORMATION</b>			
<b>Summary:</b> The video shows the 1969 moon landing by Apollo 11 astronauts. In this excerpt, Buzz Aldrin and Neil Armstrong describe what they see and experience when descending to the moon's surface.		<b>audience</b> was also the viewing public in the United States and the world.	
<b>Purpose:</b> The purpose of the video was to document Apollo 11's lunar landing.		<b>Source Considerations:</b> The Apollo 11 spaceflight that landed the first two people on the moon was broadcast live. Because of how the video was converted, some images and audio are distorted and might seem crude by today's standards of high-resolution technology. This source helps students answer the Compelling Question because it shows one of the victories the United States had in the Space Race: the first lunar landing.	
<b>Intended Audience:</b> The intended audience was primarily NASA. However, since the video was also broadcast on TV, the			
<b>SOURCE ANALYSIS SUPPORT</b>			
<b>Media:</b> Explain to students that the video was viewed live by more than half a billion people, perhaps the largest-ever TV audience. Special equipment and technology were developed and considered state-of-the-art at the time, allowing the event to be seen from 239,000 miles away.		<b>Style:</b> Explain that the source is an actual transmission and conversation between the astronauts and mission command at NASA. It is not necessarily entertaining, like today's documentaries, but was meant to capture a momentous event as it occurred.	

### ANALYZE AND DISCUSS

- What details do you observe in the video? *Answers will vary but might include Neil Armstrong describing his first steps on the moon.*
- How do these details connect to information you learned in the chapter about the Space Race? *Answers will vary but may discuss how this event proved America's space program was more advanced than the Soviets', pushing the United States further ahead in the Space Race.*

### Online option THE SPACE RACE

**HISTORICAL READING SKILL | Analyzing Auditory and Video Sources**

Match each media element with the correct example. Then explain the significance of the element.

1. motion  
**A. Explanation:** *This was the first human contact with the moon.*
2. overview shot  
**C. Explanation:** *This mission was a large team effort.*
3. voice-over  
**B. Explanation:** *This was broadcast to television viewers who needed context for what was happening.*
4. eyewitness account  
**D. Explanation:** *This was the first close-up eyewitness account of the moon, including tactile description of the moon's surface.*

Go online for immediate student response data that you can use to monitor progress, adjust your teaching plan, or reteach important information.

## Think Like a Historian

Develop expertise with in-depth sourcing information.

## Source Analysis Support

Enrich student comprehension and analysis with additional discussion of a source's genre, style, organization, and more.

## Analyze and Discuss

Encourage student reflection and discussion with questions for each source.

## Social Studies Skill Practice

Answer keys provide clarification and information for you, even when students complete questions online.

CHAPTER OVERVIEW

Access all information in the point-of-use teacher edition next to the student-facing curriculum.



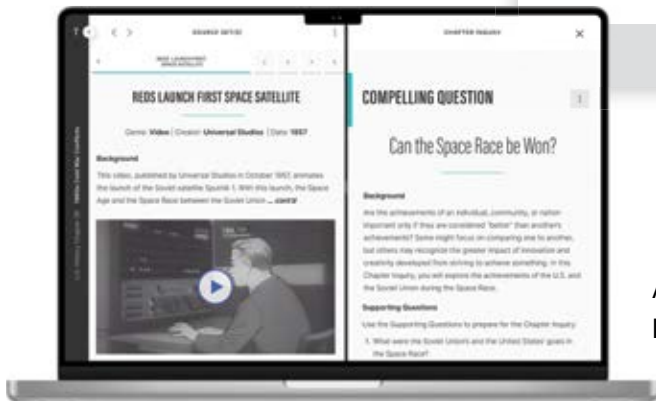
# CHAPTER INQUIRY

## Compelling Question

Introduce each inquiry with the Compelling Question, Supporting Questions, and background information.

## Source Set

Use the source pages to complete the inquiry.



## CHAPTER INQUIRY

**COMPELLING QUESTION**  
Could the Space Race be won?

### 1 | COMPELLING QUESTION

#### BACKGROUND INFORMATION

Are the achievements of an individual, community, or nation important only if they are considered “better” than another’s achievements? Some might focus on comparing one to another, but others may recognize the greater impact of innovation and creativity developed from striving to achieve something. In this Chapter Inquiry, you will explore the achievements of the United States and the Soviet Union during the Space Race.

#### SUPPORTING QUESTIONS

Use the Supporting Questions to prepare for the Chapter Inquiry:

- What were the Soviet Union’s and the United States’ goals in the Space Race?
- What did the Soviet Union accomplish during the Space Race?
- What did the United States accomplish during the Space Race?
- How could a winner be determined?

As you analyze the source set, gather information to add to your answers.

#### GRAPHIC ORGANIZER

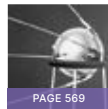
Track your ideas as you work through the source set. Complete one row for each source.

Source Title	Possible Answer to Compelling Question	Evidence
<i>Reds Launch First Space Satellite</i>		

#### INQUIRY PROMPT

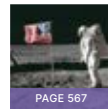
**Adapt an Argument:** Work with a partner to create a podcast in which you respond to the Compelling Question. Be sure to reference information from multiple sources representing how ideas have developed over time. Include a claim, evidence for your claim, and a counterclaim in your podcast. Be sure to explain the strengths and limitations of your claim and explanation, as well as the strengths and limitations of the counterclaim, as you make the case for your position.

### 2 | SOURCE SET



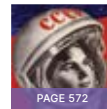
**REDS LAUNCH FIRST SPACE SATELLITE**  
Genre: Video  
Creator: Universal Studios  
Date: 1957

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**APOLLO 11 MOON LANDING**  
Genre: Video  
Director: NASA  
Date: 1969

PAGE 567



**HOW THE SOVIETS WON THE SPACE RACE FOR EQUALITY**  
Genre: Article  
Author: Sophie Pinkham  
Date: 2019

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**IMPACT OF U.S. AND SOVIET SPACE PROGRAMS ON WORLD OPINION**  
Genre: Document  
Author: USIA Office of Research Analysis  
Date: 1959

PAGE 570



**EXPLORER 1, AMERICA'S ANSWER TO SPUTNIK**  
Genre: Radio Program  
Participants: Renee Montagne, Richard Harris, and Michael Neufeld  
Date: 2008

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All elements in the Chapter Inquiry are available online.

## CHAPTER INQUIRY

**?** **COMPELLING QUESTION**  
Could the Space Race be won?

### 1 | COMPELLING QUESTION

#### INQUIRY INTRODUCTION

Read the Compelling Question and Inquiry Prompt. Ensure students' readiness to begin the Chapter Inquiry by discussing the Supporting Questions. Remind students that their answers may be incomplete at this point, but they will gain knowledge from the source set. If students struggle to answer these questions, use the Inquiry Connection questions from the chapter to connect students to their prior knowledge.

#### FACILITATING INQUIRIES

Depending on the needs of your class, determine the best approach for facilitating this Chapter Inquiry: as a whole group, in small groups, or individually. If you are short on time or students need more support with source analysis, suggest that students engage with the following sources only:

- Reds Launch First Space Satellite
- Apollo 11 Moon Landing
- Explorer 1, America's Answer to Sputnik
- How the Soviets Won the Space Race for Equality

#### SCAFFOLDING AND DIFFERENTIATION

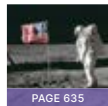
- Have students work independently or in pairs to identify one strength and one limitation of each source. Refer to the sourcing information for examples.
- Have students research another nation's views of the Space Race and include an additional source from that research in their response to the Compelling Question.

### 2 | SOURCE SET



**REDS LAUNCH FIRST SPACE SATELLITE**  
Genre: Video  
Creator: Universal Studios  
Date: 1957

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**APOLLO 11 MOON LANDING**  
Genre: Video  
Director: NASA  
Date: 1969

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**HOW THE SOVIETS WON THE SPACE RACE FOR EQUALITY**  
Genre: Article  
Author: Sophie Pinkham  
Date: 2019

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**IMPACT OF U.S. AND SOVIET SPACE PROGRAMS ON WORLD OPINION**  
Genre: Document  
Author: USIA Office of Research Analysis  
Date: 1959

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**EXPLORER 1, AMERICA'S ANSWER TO SPUTNIK**  
Genre: Radio Program  
Participants: Renee Montagne, Richard Harris, and Michael Neufeld  
Date: 2008

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## Facilitating Inquiries

Determine your path through the inquiry, with options for how to cut back on the number of sources students will analyze to complete the inquiry task.

## Scaffolding and Differentiation

Provide targeted inquiry support for beyond-grade-level students, English language learners, and approaching-grade-level students.

CHAPTER INQUIRY

In the digital environment, sources follow the Compelling Question in a convenient tabbed view. These tabs allow students to navigate quickly between sources, while the teacher edition provides essential information for instruction with each source.



# SKILLS

## The Beat

Go online to watch episodes of The Beat, which follows a study group over one school year. Students will see social studies skills being modeled using the same sources and inquiry prompts that they are completing.

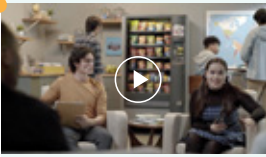
## Checklist

Every skill lesson is accompanied by a checklist that students can use to apply the skill to a variety of sources.

3

INQUIRY AND RESEARCH SKILL

EVALUATING SECONDARY SOURCES



**Examine the “Evaluating Secondary Sources” episode of The Beat** to understand how one group of students approaches the process of evaluating secondary sources. Then read the definition and checklist that students discuss in the video.

**What does it mean to evaluate secondary sources?**  
Secondary sources are works that interpret a historical topic for a particular audience, often through the use of primary sources. Like primary sources, all secondary sources have limitations. A secondary source might have limited reliability, it might omit perspectives important for answering the Compelling Question, or its information may be too broad to answer the Compelling Question. Before using a secondary source to answer the Compelling Question, it is important to identify the source’s strengths and limitations.


**Why is it important to evaluate secondary sources?**  
There are usually multiple secondary sources on a topic, and the makers of those sources often come to different conclusions, even if they all use the same primary source evidence. Analyzing and comparing each secondary source’s interpretation or central argument and evaluating their strengths and weaknesses will help you determine how to effectively use the source to build an argument or explanation.

1. CHECKLIST HOW DO YOU EVALUATE SECONDARY SOURCES?

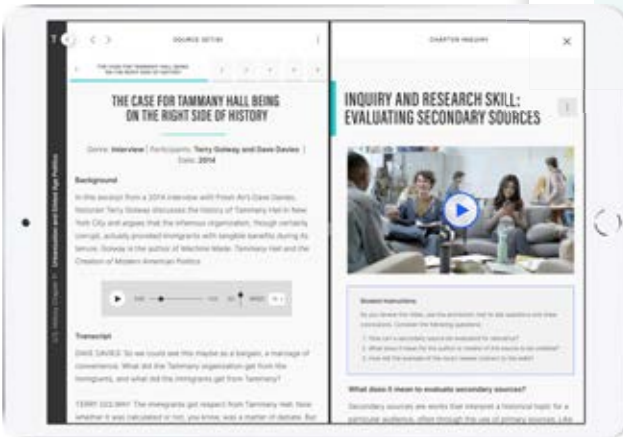
- Analyze the source’s relevance as evidence to answer your Compelling Question.**
  - What is the source’s maker’s interpretation or central argument?
  - How does this interpretation or central argument connect to the Compelling Question?
- Analyze the source’s credibility as evidence to answer your Compelling Question.**
  - Is the information in the source historically accurate? Do other sources contain similar information?
  - Is the maker of this source credible and qualified to discuss the topic?
  - How might the maker’s perspective shape their interpretation or argument?
  - Does the maker support the interpretation or argument in the source with logical reasoning and strong evidence?
- Evaluate the source’s strengths and limitations for use in your Inquiry Prompt response.**
  - Strengths: What makes this source a strong fit for your Inquiry Prompt response? Its credibility? Its relevance? Both?
  - Limitations: After analyzing this source, what do you still need to know? How can you address any gaps by adjusting your claim or using additional sources?

2. SOURCE

Now it’s time to practice evaluating secondary sources with **THE CASE FOR TAMMANY HALL BEING ON THE RIGHT SIDE OF HISTORY**, the first item in your source set. Use the checklist for Evaluating Secondary Sources to read and analyze the source and fill in your graphic organizer. Then you’ll examine a second episode of The Beat showing how the students used the checklist to analyze the same source.



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Skill lessons are also available online. Students can use digital tools to split their screen and view two items side by side for easy application of a checklist.

# TEACHER Resource Companion

3



## INQUIRY AND RESEARCH SKILL EVALUATING SECONDARY SOURCES

Introduce students to the skill definition and checklist for Evaluating Secondary Sources. Then have students read and annotate the definition and checklist in pairs, in groups, or as a class. Use the discussion questions to gauge students' understanding.

- How can a secondary source be evaluated for relevance? *Does the source directly address the topic or Compelling Question?*
- What does it mean for the author or creator of the source to be credible? *The author or creator is credible if they have expertise in the subject they are writing about.*
- How did the example of the music review connect to the skills? *The students evaluated the relevance of the reviews, examined the credibility of the authors, and acknowledged the limitations of their sources.*

Explain to students that this Chapter Inquiry focuses on the skill of Evaluating Secondary Sources. They will get a chance to practice this skill before applying it to the Inquiry Prompt.

### ACADEMIC VOCABULARY

Draw attention to the following academic vocabulary words in the skill:

- **address:** to apply oneself to something; direct one's efforts toward something, such as a question, issue, or problem
- **interpret:** to make sense of and assign a meaning to
- **topic:** the subject matter of a written work, discussion, or conversation

Call on students to share definitions in their own words. Remind students that these words can be used in everyday as well as academic and workplace contexts. Ask students to share examples of how these words might be used in an everyday context. Encourage students to use these vocabulary words in their response.

### SKILL MODEL

Project The Beat episode and use the following questions to prompt discussion. Allow students to use the annotation tool to answer the questions before you discuss them as a class. Encourage students to use the annotation tool to note places where the students are using elements of the checklist in their conversation.

- What conclusions do the students come to about the relevance of the podcast on Tammany Hall? *The students decide that the podcast is relevant to the Compelling Question because it talks about the benefits of Tammany Hall, but they acknowledge that the podcast has a smaller focus than the Compelling Question.*
- What limitations do the students identify with the credibility of the source? *The students acknowledge that the source comes from a historian but notice that he doesn't cite any primary sources.*
- How do the students plan to address the limitations of the source? *The students plan to use a primary source and to look at sources that talk about other political machines.*

### COMMON MISCONCEPTIONS

Students may think that because secondary sources include encyclopedias, scholarly articles, and published books that the interpretations, arguments, and information in them can be taken at face value.

- It is best practice for secondary-source authors to fact-check their work, provide citations for information used, and address competing arguments to convey a balanced perspective. But authors do not always take these measures.
- All sources have limitations. Even secondary sources written by experts and scholars need to be carefully scrutinized and evaluated for credibility.
- A secondary source may contain inaccurate information, bias, omissions, and missing perspectives.

## Academic Vocabulary

Introduce academic terms together with inquiry skills to provide context and a better understanding.

## Skill Model

Integrate media into your classroom with discussion prompts for The Beat skill-modeling videos.

## Teacher Notes

Teacher notes offer information and questions that empower teachers to go beyond the content in the chapter.

The teacher edition for each skill lesson provides materials to inform and engage students both online and in print.



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Machu Picchu, Peru.



# UNIT 4

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*Mona Lisa* by Leonardo da Vinci, circa 1503–1519.

# Unit 4

## Ancient Greece and Rome

In Unit 4, students trace the development of civilizations in the Mediterranean Basin with a focus on how they interacted with each other. Students draw on a range of documents and artifacts as they consider diverse groups such as the Minoans, Mycenaens, Greeks, Etruscans, and Romans. They will evaluate how cultural diffusion spread long-lasting ideas about economics, art, and political systems. The unit provides students with the context needed to evaluate how this time period influenced Europe, the Middle East, and North Africa.



Ancient Roman aqueduct,  
Segovia, Spain.



## UNIT 2

Emergence of Civilizations in the Middle East

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## UNIT 3

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138

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How did early Greek civilizations shape Greek culture?

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How did Alexander's conquests reshape the Mediterranean world?

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How did the Roman Republic create the foundation for the Roman Empire and future government systems?

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### CHAPTER 17 | The Roman Empire

How did the Roman Empire differ from the Roman Republic?

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### CHAPTER 18 | The Rise of Christianity

How did Christianity emerge and develop in the Roman Empire?

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## UNIT 6

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## UNIT 7

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## UNIT 8

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558

# UNIT PREVIEW

Before you explore the video and time line, ask students to list what they already know about Ancient Greece and Rome.

Online

UNIT OPENER

# THE VIEW



## SKILLS INSTRUCTION AND PRACTICE

### FEATURED INSTRUCTIONAL SKILLS

#### HISTORICAL READING SKILLS

Chapter 14: Analyzing Images and Artwork  
Chapter 16: Analyzing Auditory and Video Sources

#### INQUIRY AND RESEARCH SKILLS

Chapter 13: Determining Helpful Sources  
Chapter 14: Searching Effectively Online  
Chapter 16: Reading Laterally

### SPIRALED PRACTICE AND APPLICATION SKILLS

#### HISTORICAL READING SKILLS

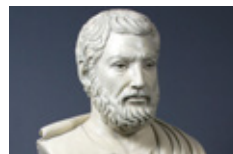
- Analyzing Artifacts
- Analyzing Auditory and Video Sources
- Analyzing Images and Artwork
- Analyzing Maps
- Analyzing Primary Sources

#### INQUIRY AND RESEARCH SKILLS

- Analyzing Cause and Effect
- Analyzing Change and Continuity
- Communicating Conclusions
- Gathering Evidence to Develop Claims
- Evaluating Secondary Sources

3000 BCE

The earliest Aegean civilization emerges.



508 BCE

Cleisthenes comes to power.

327 BCE

Alexander leads the Macedonian armies into Persia.

3100 BCE

550 BCE

350 BCE



800 BCE

City-states known as *polis* develop on the Greek peninsula.

480 BCE

Culture and arts blossom in Athens.



## CAN'T MISS MOMENTS

### CHAPTER 13 | Ancient Greece

- Hotspot: Throne Room of Knossos

Primary Source: Sarcophagus of Agia Triada

### CHAPTER 14 | Society and Culture of Greece

- Traverse 360: Greek Mythology
- Flipbook: The Twelve Olympians
- 3D Object: Greek Odometer

### CHAPTER 15 | The Hellenistic Period

Secondary Source: Alexander and Bucephalus

Creating Classroom Community: Personal Legacy

### CHAPTER 16 | The Roman Republic

- Quick Talk: The Twelve Tables

Primary Source: Tableware from the Tivoli Hoard

- Interactive Time Line: The Roman Republic and Empire

### CHAPTER 17 | The Roman Empire

- 3D Object: Roman Colosseum

Echoes of History: Recreate Ancient Structures with Technology

Multiple Perspectives: Boudicca

### CHAPTER 18 | The Rise of Christianity

- Flipbook: Women of Early Christianity
- Interactive Time Line: Jesus and the Early Christian Church

## ENDURING THEMES



### CULTURE, ART, AND TECHNOLOGY

**How do art, architecture, and literature reflect the values of a culture?**

In this unit, you will examine cultural artifacts from key regions of the Mediterranean, including art, architecture, and literature. You will encounter stories, artwork, and buildings that reveal the values of these ancient people. As you explore these cultures, examine the artistic works in detail. According to these artifacts, what did these cultures value? Why would artists and writers spotlight these elements of society? In what ways do we value similar or different things in the present day?



### GLOBALIZATION AND INTERDEPENDENCE

**How do culture, economics, and government connect people around the world?**

In the ancient world, people from vast geographic territories were brought together through travel, trade, and war. In this unit, you will learn how the early Greek civilizations expanded and found ways to both cooperate and compete. You will explore how Rome developed from a small settlement in Italy to a global power. Pay attention to what connected ancient people around the Mediterranean. How did these people come into contact? What did the people from these places have in common?



### DIPLOMACY AND CONFLICT

**How have the actions of civilizations impacted each other?**

In this unit, you will learn about the various civilizations that inhabited the same geographic region: the Mediterranean Basin. You will investigate how these neighboring societies cooperated and engaged in conflict. Pay close attention to moments in history when the actions of one society affected a different society. How did societies respond to pressures from neighboring groups? How did interactions between cultures affect the entire Mediterranean region? What can present-day people learn from these ancient consequences?

### CONNECTIONS

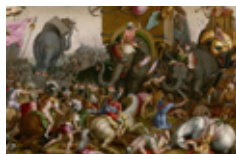
Greece's Golden Age  
The Olympic Games  
Greek and Roman Philosophy  
Hellenistic Period  
Christian Bible

### CONNECTIONS

Trade in the Mediterranean Area  
Alexander the Great's Empire  
Expansion of Roman Influence

### CONNECTIONS

Greek and Persian Wars  
Punic Wars  
Pax Romana  
Edict of Milan



264 BCE

The Roman Republic and Carthage fight in the Punic Wars.

31 BCE

The heir of Julius Caesar defeats his enemies.



284 CE

The Roman Empire grows too large to manage.

150 BCE



44 BCE

Julius Caesar rises to power in Rome.

150 CE

313 CE

Emperor Constantine converts to Christianity.

350 CE

# CHAPTERS AT A GLANCE

## CHAPTER 13 | Ancient Greece

How did early Greek civilizations shape Greek culture?

- Early Greece
- Athens
- Sparta
- Persian and Peloponnesian Wars

### Inquiry Compelling Question

Was Athenian democracy fair for everyone?

### Inquiry and Research

#### Skill Instruction:

Determining Helpful Sources



## CHAPTER 16 | The Roman Republic

How did the Roman Republic create the foundation for the Roman Empire and future government systems?

- Foundations of Rome
- Government
- Life in Rome
- Conflict and Invasion
- End of the Republic

### Inquiry Compelling Question

Who had a say in government in ancient Rome?

### Historical Reading Skill

**Instruction:** Analyzing Auditory and Video Sources  
**Inquiry and Research Skill Instruction:** Reading Laterally



## CHAPTER 14 | Society and Culture of Greece

How did Greek cultural developments reflect the values of the ancient Greeks?

- Religion, Literature, and Philosophy
- Cultural Developments

### Inquiry Compelling Question

Which modern Olympic sport best shows the ideals of the ancient games: fencing, swimming, or basketball?

### Historical Reading Skill

**Instruction:** Analyzing Images and Artwork

### Inquiry and Research

#### Skill Instruction:

Searching Effectively Online



## CHAPTER 17 | The Roman Empire

How did the Roman Empire differ from the Roman Republic?

- Growth of the Roman Empire
- Roman Cultural Developments
- Fall of Rome

### Inquiry Compelling Question

Was the Pax Romana actually a time of peace?



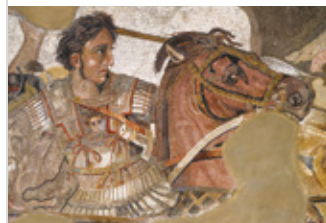
## CHAPTER 15 | The Hellenistic Period

How did Alexander's conquests reshape the Mediterranean world?

- Macedonia
- The Hellenistic Era

### Inquiry Compelling Question

How great was Alexander?



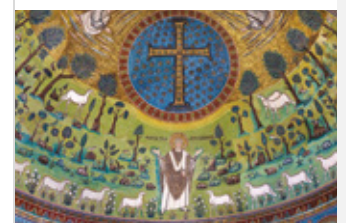
## CHAPTER 18 | The Rise of Christianity

How did Christianity emerge and develop in the Roman Empire?

- Foundations of Christianity
- Early Christianity

### Inquiry Compelling Question

What was the most influential factor that allowed early Christianity to grow: trade, the needs of the people, or government support?



# UNIT PACING OPTIONS

■ Chapter Narrative  
 ■ Chapter Summary  
 ■ Chapter Inquiry

	Narrative or inquiry based on skills placement	All narratives; inquiries with skills	All narratives; all inquiries
SECTION	20 DAYS	25 DAYS	30 DAYS
UNIT INTRODUCTION	1	1	1
<b>CHAPTER 13: ANCIENT GREECE</b> <b>Chapter Narrative</b> Early Greece, Athens, Sparta, Persian and Peloponnesian Wars <b>Chapter Inquiry</b> and <b>Research Skill:</b> Determining Helpful Sources	2 3-4	2-3 4-5	2-4 5-6
<b>CHAPTER 14: SOCIETY AND CULTURE OF GREECE</b> <b>Chapter Narrative</b> Religion, Literature, and Philosophy, Cultural Developments <b>Historical Reading Skill:</b> Analyzing Images and Artwork <b>Chapter Inquiry</b> and <b>Research Skill:</b> Searching Effectively Online	5 6-7	6-7 8-9	7-9 10-11
<b>CHAPTER 15: THE HELLENISTIC PERIOD</b> <b>Chapter Narrative</b> Macedonia, The Hellenistic Era <b>Chapter Inquiry</b>	8-9	10-12	12-13 14-15
<b>CHAPTER 16: THE ROMAN REPUBLIC</b> <b>Chapter Narrative</b> Foundations of Rome, Government, Life in Rome <b>Historical Reading Skill:</b> Analyzing Auditory and Video Sources, Conflict and Invasion, End of the Republic <b>Chapter Inquiry</b> and <b>Research Skill:</b> Reading Laterally	10-11 12-13	13-14 15-16	16-18 19-20
<b>CHAPTER 17: THE ROMAN EMPIRE</b> <b>Chapter Narrative</b> Growth of the Roman Empire, Roman Cultural Developments, Fall of Rome <b>Chapter Inquiry</b>	14-16	17-20	21-22 23-24
<b>CHAPTER 18: THE RISE OF CHRISTIANITY</b> <b>Chapter Narrative</b> Foundations of Christianity, Early Christianity <b>Chapter Inquiry</b>	17-19	21-23	25-26 27-28
UNIT REVIEW AND ASSESSMENT	20	24-25	29-30

# SCAFFOLDING AND DIFFERENTIATION

Scaffolds and differentiation provide targeted support for three levels of English language learners—beginning, intermediate, and advanced—as well as approaching- and beyond-grade-level readers. Instruction and scaffolds are differentiated based on these levels.

## ENGLISH LANGUAGE LEARNERS AND APPROACHING-GRADE-LEVEL READERS

English language learners and approaching-grade-level readers receive scaffolds for every chapter, in both the narrative and Chapter Inquiry. Specific scaffolds are intentionally designed to support the needs of these learners in the social studies classroom, while other scaffolds exist as part of the many standard features in the Traverse digital platform and can be strategically utilized to support students' comprehension and engagement.

LESSON-SPECIFIC SCAFFOLDS	TECH-ENHANCED SCAFFOLDS	TEACHER-PROVIDED SCAFFOLDS
<ul style="list-style-type: none"> <li>Paragraph frames</li> <li>Sentence frames</li> <li>Sentence starters</li> <li>Speaking frames</li> <li>Word banks</li> </ul>	<ul style="list-style-type: none"> <li>Audio with variable speed</li> <li>Leveled text</li> </ul>	<ul style="list-style-type: none"> <li>Reading comprehension strategies</li> <li>Reading comprehension support</li> </ul>

## BEYOND-GRADE-LEVEL STUDENTS

Differentiation for beyond-grade-level students balances the need for additional enrichment without simply providing extra assignments. Each Chapter Inquiry provides an option for teachers to increase the rigor of the Inquiry Prompt for these students.

CHAPTER	CHAPTER INQUIRY TASK	ENRICHMENT FOR BEYOND-GRADE-LEVEL STUDENTS
13	Determine helpful sources.	Have students research to find additional articles that explore the equality of Athenian democracy and then compare the explanations in those articles with their own claim.
14	Conduct online research.	Have students turn their presentation into a paragraph with a clear claim and supporting evidence from their sources.
15	Participate in a Structured Academic Controversy.	Have students conduct research to find additional sources that support their claim.
16	Conduct online research and read laterally.	Have students choose a second Inquiry source, then select and include evidence that supports their argument in their first paragraph.
17	Participate in a Harkness Discussion.	Have students create two additional questions that they can pose during the discussion.
18	Participate in a silent discussion.	Have students use multiple sources to support their claim.

# ASSESSMENT

Assessment in Traverse builds upon a repeated process that includes instruction, assessment, and review. Teachers regularly assess student progress through formative and summative measures and use the individualized data from those assessments to guide choices about instruction, review, remediation, and enrichment for all students.



## 1 INSTRUCTION AND FORMATIVE ASSESSMENT

Students have repeated and consistent opportunities for formative assessment throughout each chapter.

- ✓ Vocabulary and Content Knowledge
- ✓ Primary and Secondary Source Analysis
- ✓ Historical Reading, Thinking, and Inquiry and Research Skills
- ✓ Collaborative Learning

## 2 REVIEW

Use student response data from formative assessment to monitor progress and identify areas for reteaching.

- ✓ Student-Led Review
- ✓ Recursive Vocabulary Practice
- ✓ Chapter Recap
- ✓ Unit Review

## 3 RETEACH

Opportunities for review appear throughout each chapter and at the end of each unit, with opportunities for student- and teacher-directed review.

### TRAVERSE GRADEBOOK

Mastery of skills and standards is tracked via the gradebook, which can be sorted and viewed by assignment, standards, or key terms.

### CHAPTER VOCABULARY

Vocabulary terms provide coverage of all unit standards. Students can self-assess mastery of terms in their digital accounts.

# ASSESSMENT

## 4 | UNIT ASSESSMENT

The unit assessment can be found in the Unit Review inside your digital teacher account. From there, the digital version can be assigned to students, or a paper-based version can be printed. Have students complete the assessment digitally and use the data to monitor standards mastery and overall student progress.

### PART 1 | VOCABULARY AND WORLD HISTORY KNOWLEDGE

**QUESTIONS:** 10

**FORMAT:** Multiple Choice

**CONTENT FOCUS:**

- Draco, Solon, and Hippocrates's influence on Greek society and culture
- Similarities of Athenian and Spartan society
- Impact of Alexander the Great
- Development of Roman civilization
- Punic Wars
- Dictators in the Roman Republic
- Seneca and Stoicism in Roman culture
- The decline of the Roman Empire
- Baptism and Christianity

### PART 2 | PRIMARY AND SECONDARY SOURCE ANALYSIS

**QUESTIONS:** 5

**FORMAT:** Multiple Choice

#### SOURCE SET



Physical Map of Greece

**CONTENT FOCUS:** Geography of ancient Greece

**SKILL FOCUS:** Analyzing Maps



Athenian Constitution (ca. 325 BCE)

**CONTENT FOCUS:** Democracy in Athens

**SKILL FOCUS:** Analyzing Primary Sources



The Bearded Warrior (3rd century BCE–3rd century CE)

**CONTENT FOCUS:** Hellenistic art

**SKILL FOCUS:** Analyzing Artifacts



Twelve Standard Roman Coins (1st–3rd century CE)

**CONTENT FOCUS:** Standardization of money in the Roman Empire

**SKILL FOCUS:** Analyzing Artifacts



Extent of the Roman Empire, 117 CE

**CONTENT FOCUS:** Geography of the Roman Empire

**SKILL FOCUS:** Analyzing Maps

## PART 3

### HISTORICAL READING AND THINKING

**QUESTIONS:** 5

**FORMAT:** Tech-enhanced item types: Group and Sort, Cloze, Choice Matrix, Chart (Drag and Drop)

**CONTENT FOCUS:**

- Comparing ancient Athens and Sparta
- Athenian society
- Leaders of ancient Rome
- Problems with the expansion of the Roman Empire
- Early Christian leaders

## PART 4

### DOCUMENT-BASED QUESTIONS

**QUESTIONS:** 5 + 1 (optional)

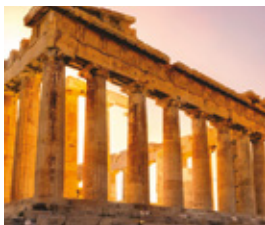
**FORMAT:** Group and Sort, Choice Matrix, Multiple Choice, Cloze, Chart (Drag and Drop); Essay (optional)

**CONTENT FOCUS:** Cultural diffusion in Ancient Rome and Greece

**SKILL FOCUS:** Analyzing Artifacts, Analyzing Maps, Analyzing Primary Sources, Analyzing Cause and Effect

**PROMPT:** What caused cultural practices to spread from ancient Rome and Greece, and what effects did this spread have?

#### SOURCE SET



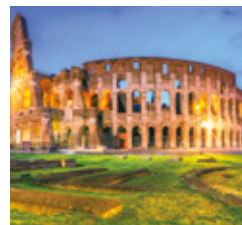
Parthenon (432 BCE)



Trade in the Roman Empire, 200 CE



Description of Augustus based on Suetonius's *The Life of the Twelve Caesars* (121 CE)



Colosseum (72 CE)



Gospel of Mark (circa 60–70 CE)

## WHAT'S NEXT?

Assessment results can be viewed by item, standard, and skill to monitor mastery and make decisions for upcoming instruction.

**RETEACH** chapter content or skills that students have not yet mastered.

**REVISE** your teaching plan to provide more or less explicit instruction into a skill, topic, or source.

**REGROUP** students and levels of scaffolding based on progress.

# 13

## Ancient Greece



Temple of Hephaestus,  
Athens, Greece.

### CHAPTER OVERVIEW

#### CHAPTER OBJECTIVES

1. Explain how the geography of ancient Greece influenced the development of civilization.
2. Analyze the influence of democratic ideals on Athenian economics and culture.
3. Compare and contrast the fundamental values of Athens and Sparta.
4. Explain how the Persian and Peloponnesian Wars led to the end of classical Greek civilization.
5. Determine helpful sources in order to write a paragraph arguing whether or not Athenian democracy was fair.



#### SKILL INSTRUCTION AND PRACTICE

##### Chapter 13 Instructional Skill

Determining Helpful Sources

##### Practice and Application Skills

Analyzing Artifacts  
Analyzing Auditory and Video Sources  
Analyzing Cause and Effect  
Analyzing Historical Significance  
Analyzing Images and Artwork  
Analyzing Primary Sources  
Analyzing Secondary Sources  
Evaluating Secondary Sources  
Writing a Historical Argument



#### CHAPTER QUESTION

How did early Greek civilizations shape Greek culture?

### CHAPTER CONTENTS

#### CHAPTER OVERVIEW

Chapter Narrative Instructional Resources pg. 225

#### PRIMARY AND SECONDARY SOURCES

Sarcophagus of Agia Triada pg. 226

The Athenian Constitution pg. 227

Athenian Democracy pg. 231

Ancient Greeks Voted to Kick Politicians out of Athens if Enough People Didn't Like Them pg. 232

Pottery Ostraka Identifying Themistocles pg. 233

#### CHAPTER INQUIRY

pg. 234

# CHAPTER PLANNING AND PACING

## CHAPTER PACING OPTIONS

Suggested Grouping	
<b>WG</b>	Whole Group
<b>SG</b>	Small Group
<b>IND</b>	Individual

**OPTION A** Balanced Approach    **OPTION B** Inquiry-Focused Approach    **OPTION C** Narrative-Focused Approach

SECTION	FEATURES	OPTION A	OPTION B	OPTION C		
CHAPTER NARRATIVE	Chapter Overview	DAY 1	Homework	DAY 1		
	Early Greece				DAY 2	DAY 2
	Echoes of History					
	Athens	DAY 1				
	Sparta					
	Persian and Peloponnesian Wars					
	Chapter Review					
CHAPTER INQUIRY	Compelling Question	DAY 4	DAY 1	DAY 4		
	Skill: Determining Helpful Sources		DAY 2			
	Source Set					
	Communicating Conclusions: Construct an Argument		DAY 3	Homework		

## SCAFFOLDING AND DIFFERENTIATION



These icons identify differentiation strategies and scaffolded support for a variety of students. See the digital lesson plan for additional differentiation strategies and scaffolds.

ENGLISH LANGUAGE LEARNERS

APPROACHING GRADE LEVEL

BEYOND GRADE LEVEL

Online

A summary, audio recording, and proficiency-leveled version of this chapter are available digitally.

## ENDURING THEMES

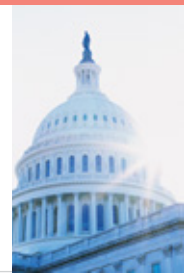
### DIPLOMACY AND CONFLICT

- How have countries, people, and territories addressed international conflicts?
- How have the actions of societies impacted each other?



### GOVERNMENT

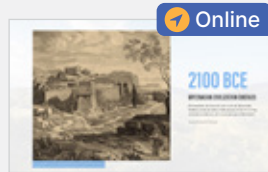
- To what degree are established political ideas and systems fixed? In what ways are they still evolving?
- How do democratic systems compare to other forms of government?



## CHAPTER MEDIA



Hotspot  
**Throne Room of Knossos**



Interactive Time Line  
**Early Mediterranean Cultures**



Explainer Video  
**Democracy in Athens**



Explainer Video  
**The Peloponnesian Wars**

## CHAPTER SUMMARY

### BACKGROUND

- Civilizations in North Africa, Asia, the Americas, and the Middle East developed over thousands of years.
- These civilizations depended on the natural resources in their areas and innovations to survive.
- Ancient Greek civilization developed on rocky islands and peninsulas in the Aegean. Greek advancements in government, philosophy, and culture would lay the foundation for Western civilization.

Settlements in **ancient Greece** developed in isolation due to the islands and mountains surrounding them. The earliest Aegean civilization was that of the **Minoans**, who flourished on the island of **ancient Crete**. The Minoans explored and established **trade routes**. They built palaces that were centers for government, religion, and trade. The **Mycenaeans** were another ancient civilization that ruled mainland Greece. Ancient oral tradition and literature about the Mycenaeans reveal that they may have participated in the **Trojan War**. They used a writing system known today as Linear B, which predates the Greek alphabet. Around 1100 BCE, **Greece's Dark Age** began and marked a period of decline that lasted about 200 years. Around 800 BCE, the Greeks began to form city-states. A **polis** was formed around an **acropolis**, which included government and religious buildings. The most important of these city-states were Athens and **Sparta**.

**Ancient Athens** was originally an **oligarchy**, but Athenian reformers sought to expand power to a larger share of society. **Draco** was tasked with writing Athen's first codes in 621 BCE, but his laws were deemed too severe. In 594 BCE, **Solon** created laws that limited power and protected the poor. Peisistratus overthrew the oligarchy and established the system of **tyranny**. Later, when **Cleisthenes** came to power, he instituted reforms that would become known as **Athenian democracy**, including establishing the **ancient Greek assembly** and reforming the legal system. **Pericles** ruled during **Greece's Golden Age** and ushered in even more reforms, allowing common citizens to hold power and paying assembly members. Athenians created the **Athenian constitution** around 325 BCE. Athenian democratic concepts, principles, and values would influence later democracies and forms of government.

**Sparta** was the main rival of Athens. It was a city-state based around its military. According to legend, a lawmaker named **Lycurgus** created the military society. Spartan boys began military training at a young age and served for most of their lives. The Spartan government was led by two kings and a council of elders, while an assembly voted on day-to-day issues. A council of elected **ephors** oversaw the kings. When Sparta conquered other areas, the people in those areas either became **helots** or **Perioeci**. Helots and Perioeci were the basis of the Spartan economy.

As ancient Greek city-states gained power, they came into conflict with other civilizations. The ancient Greeks fought the Persian Empire in a series of battles known as the **Greek and Persian Wars**. The ancient Greek historian **Herodotus** recorded accounts of the wars. The Greek army used a battle tactic called the **phalanx** to hold off the much larger Persian army. More battles ensued, until the Greek navy was able to overcome the Persian ships. After defeating the Persians, Athens formed the **Delian League** to unite Greek city-states against future attacks. Sparta believed that Athens was growing too powerful, so the Spartans formed the **Peloponnesian League** in response. Athens and Sparta fought each other in the **Peloponnesian Wars**. The two city-states fought for over 20 years. Athens eventually surrendered and Sparta would become the dominant city-state in ancient Greece.

## CHAPTER NARRATIVE INSTRUCTIONAL RESOURCES

 Online

Additional resources and activities are available in your digital teacher edition.

## Early Greece | How did the geography of ancient Greece influence the development of Greek civilizations?



### Subsection Topics

- The Geography of Greece
- The Minoan Civilization
- The Mycenaean Civilization
- Transition to City-States

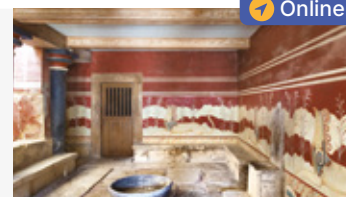
### Section Vocabulary

acropolis, ancient Crete, ancient Greece, Greece's Dark Age, Minoan, Mycenaean, polis, trade route, Trojan War

### DISCUSSION QUESTIONS

#### HOTSPOT: THRONE ROOM OF KNOSSOS

- Based on the map, how were the Minoan and Mycenaean cultures similar and different? *Answers will vary but may include that both the Minoans and the Mycenaean developed in the same area. However, the Minoans flourished on the island of Crete, while the Mycenaean flourished on mainland Greece and throughout the Peloponnese and surrounding islands.*
- Why might historians believe the room at Knossos had some sort of royal or religious importance? *Answers will vary but may include that the room includes a throne and images of griffins on the wall, which may have represented guardians of the person sitting on the throne. As a result, historians can determine that the room had some royal or religious purpose.*
- What do the ruins at Knossos reveal about Minoan culture? *Answers will vary but may include that the Minoans revered the royal family and placed great importance on government, religion, and trade.*



 Online

### MULTIPLE PERSPECTIVES

Although experts are unsure about Minoan religion, they are able to extract details about religious practices through art, artifacts, and other items.

- Minoan art includes depictions of religious ceremonies and rituals involving bull-leaping, in which Minoan young men leapt over a charging bull.
- **Extend Thinking:** What could the images of bull-leaping and bulls reveal about the religious beliefs of the Minoans?

## PRIMARY SOURCE

## SARCOPHAGUS OF AGIA TRIADA

## THINK LIKE A HISTORIAN: SOURCING INFORMATION

**Summary:** Historians believe this fresco depicts a Minoan funeral ceremony from around 1400 BCE. On the right, three individuals bring statues of animals and a boat. On the left, two women carry buckets to an altar, while a third individual plays a lyre.

**Purpose:** Minoan sarcophagi were used to bury people, somewhat like coffins. This example is the only existent Minoan sarcophagus painted entirely with frescoes on all four sides and additional design elements on each leg.

**Intended Audience:** A sarcophagus is designed for use in sometimes elaborate burial ceremonies. Figures similar to the people depicted here bringing gifts to the dead were also found in a separate Minoan tomb, leading to the belief this may have been an established ritual.

**Source Considerations:** The fresco painted on the opposite side of this sarcophagus portrays a woman sacrificing a bull that has been bound upon a table near an altar. In the background, a musician plays a kind of flute, reinforcing the importance of music in the ceremony.

## SOURCE ANALYSIS SUPPORT

ELL

**Genre:** Students may not have experience with frescoes. Assist the class by describing how artists painted directly onto plaster walls and that most Minoan frescoes are found as fragments and reconstructed by archaeologists using motifs found in other Minoan ruins.

**Media:** Students may be curious about what the different skin tones used in this fresco symbolize. Explain to students that it was common in the ancient world to depict females as white, or a light yellow, and males as reddish-brown.

## ANALYZE AND DISCUSS

- What details do you observe in the fresco? *Answers will vary and may identify funeral participants carrying items, a person playing an instrument, or women pouring containers of liquid into a separate container.*
- What do these details reveal about the culture in which the fresco was created? *Answers will vary but may include that the Minoans appeared to have intricate funeral rituals, such as burying items with the deceased—similar to known Egyptian practices—and ceremonies accompanied by music.*

## Online option



## HISTORICAL READING SKILL | Analyzing Artifacts

Match each piece of contextual information to the analyzing question it can answer. Then explain what you can infer about the Minoan culture based on this information.

1. When was this artifact created?

**B. Explanation:** *Funeral ceremonies were important to the Minoans, who lived on the island of Crete.*

2. What is the artifact made of?

**C. Explanation:** *Minoan artists created brightly colored fresco paintings depicting religious ceremonies and intricate designs.*

3. What does the artifact depict?

**A. Explanation:** *A boat or animals, like the ones painted here, were either important to the Minoan people or thought to be important in the afterlife.*

Go online for immediate student response data that you can use to monitor progress, adjust your teaching plan, or reteach important information.



### Subsection Topics

- Early Government
- Democratic Government
- Economy
- Daily Life

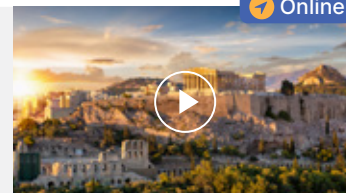
### Section Vocabulary

ancient Athens, ancient Greek assembly, Athenian Constitution, Athenian democracy, Cleisthenes, Draco, Greece's Golden Age, oligarchy, Pericles, Solon, tyranny

## DISCUSSION QUESTIONS

### EXPLAINER VIDEO: DEMOCRACY IN ATHENS

- **Inquiry Connection:** How did democracy change under Pericles? *Pericles introduced reforms that gave the assembly and the law courts the most power. In addition, common citizens could hold positions of leadership. He also began holding elections for offices that required special knowledge or skill and he paid assembly members, which allowed anyone to participate in politics.*
- How has the Athenian constitution influenced modern political systems? *Answers will vary but may include that modern political systems developed constitutions similar to the Athenian constitution, which describes the government's structure and explains the checks and balances of power between the different groups.*



## CIVIC PARTICIPATION

Although democracy was established in Athens, some groups, such as Athenian women, were not allowed to take an active part in government and elections. Instead, their roles in public life were limited to participating in religious activities and planning religious festivals.

- Women citizens won the right to vote in the United States in 1920 with the ratification of the 19th Amendment. In 1893, New Zealand became the first country in the world to grant this right to all women.
- **Extend Thinking:** Why is it important that all citizens can vote in a democratic election?

EARLY GREECE

ATHENS

SPARTA

PERSIAN AND PELOPONNESIAN WARS

INQUIRY

## PRIMARY SOURCE

# THE ATHENIAN CONSTITUTION

### THINK LIKE A HISTORIAN: SOURCING INFORMATION

**Summary:** In *The Athenian Constitution*, Aristotle describes the workings of the government of Athens. The excerpt featured here outlines the requirements for citizenship as well as the selection procedure and responsibilities of the *boule*, or Council of 500.

**Purpose:** *The Athenian Constitution* serves as a history and analysis of Athenian politics in ancient Greece.

**Intended Audience:** The intended audience included students of Aristotle and scholars studying Greek democracy.

**Source Considerations:** Each of the 500 council members were selected by lot and then underwent scrutiny to determine if they were eligible to take office. *Archons* asked each candidate questions about their family history, religious practices, military service, and taxes.

**Media:** Students may struggle with the concept of choosing members “by lot.” Assist students by providing an example. Ask for volunteers for a simple task, assign each volunteer a number, and choose three numbers randomly from a container.

**Vocabulary:** Students may have difficulty with the vocabulary included in this excerpt. Encourage students to make use of the footnotes, the annotation tool, context clues, and outside references to define any difficult words.

**READ, COMPREHEND, AND DISCUSS**

- What training was required to become a citizen of Athens? *Answers may vary but should include young men were required to train in each of the temples and then were assigned to a military post, where they were trained to fight in heavy armor, use the bow and javelin, and fire a catapult. Then they served two years in the military before becoming a citizen.*
- What positive and negative consequences could these requirements for citizenship have? *Answers will vary but may discuss positive consequences, such as temple training producing an educated population, mandatory military service providing a well-manned military, and a population of citizens who understand the politics and duties of the military. Students should also discuss negative consequences, such as that citizenship was impossible for women or males born in foreign nations and that requiring military service could make citizenship impossible for individuals with physical impairments.*

**Online option**

**HISTORICAL READING SKILL | Analyzing Primary Sources**

Why do you think the lawmakers of Athens decided to elect the Council of 500 “by lot”? *The lawmakers of Athens felt that choosing members of the Council of 500 by lot instead of individual elections would create more equality among their citizens. It might increase involvement in community affairs and politics as well as encourage citizens to be more knowledgeable about government. However, regular turnover and random selection might mean that important governmental tasks were not given to the most qualified individuals, and these people might be moved out of their government roles just as they began to excel in them.*

SCAFFOLDING AND DIFFERENTIATION

A word bank, sentence frame, and sentence starters for this activity are available digitally for English language learners.

**Sparta** | How were Athens and Sparta distinct from each other?



**Subsection Topics**

- Government
- Economy
- Daily Life

**Section Vocabulary**

ephor, helot, Lycurgus, Perioeci, Sparta

**CONTEMPORARY CONNECTIONS**

Spartan boys began military education and service at a young age. Their lives were focused on war and on serving the state.

- In the United States, men and women have the option to serve in the United States military starting at age 17. Members of the military train for combat and live on bases or in military housing.
- **Extend Thinking:** Do you think young people in the United States should be required to serve in the military, like the Spartans? Why or why not?



## Subsection Topics

- The Greek and Persian Wars
- Peloponnesian Wars

## Section Vocabulary

Delian League, Greek and Persian Wars, Herodotus, phalanx, Peloponnesian League, Peloponnesian Wars, Thucydides

## DISCUSSION QUESTIONS

### EXPLAINER VIDEO: THE PELOPONNESIAN WARS

- How did the Athenian navy help the Athenian army during the Peloponnesian Wars? *The Athenian navy was able to move troops to Spartan territories, where they carried out large ground offensives.*
- What does the outcome of the Peloponnesian Wars show about the strengths of Athens and Sparta? *Answers will vary but could include that Sparta proved to be stronger than Athens militarily, or that Sparta's powerful army proved to be more important than Athens's powerful navy. Answers may also suggest that the long war showed that the two city-states were mostly evenly matched.*
- What impact do you think the Peloponnesian Wars had on the Greek city-states and their economies? *Answers will vary but may include that the war likely disrupted trade and commerce between the city-states. The war probably caused crops and settlements to be damaged and destroyed. People were hurt and killed or had to spend time away fighting. The war likely had a negative effect on the city-states and their economies. Answers may suggest that Sparta, which relied less on trade and had a militarized society, may have suffered less.*



## DIPLOMACY AND CONFLICT

- Before the Persian invasion, Athens and Sparta had been enemies. By the time Xerxes invaded in 480 BCE, diplomacy between the two cities had made Athens and Sparta into allies who collaborated to defeat their common enemy.
- In the 16th century, several Indigenous tribes in North America allied to form a union called the Iroquois Confederacy. These groups had disagreements and different goals. They fought other Indigenous groups sometimes. But when Europeans arrived in North America, the Iroquois Confederacy united the tribes against common enemies such as the French army.
- **Discussion Question:** How can a common goal or threat cause rivals and enemies to set aside their differences and work together?



## SYNTHESIZING INFORMATION

- How were the Minoan and Mycenaean civilizations similar and how were they different? *Answers will vary but may include that the Minoans lived on the island of Crete while the Mycenaeans lived on the Greek mainland. Similarities include both civilizations trading by sea.*
- How did trade benefit the Minoans? *Answers will vary but may include that trade allowed the Minoans to generate wealth, which they used to build elaborate palaces that became centers for government, religion, and trade.*
- What was an ancient Greek polis like? *Answers will vary but may include that an ancient Greek polis was the center of Greek life. It included an acropolis, theater, marketplace, and other public areas.*
- How did Athens become a democracy? *Answers will vary but may include that Athens began as a society ruled by tyrants like Draco and Solon. Later, a leader called Cleisthenes introduced a democratic system to limit the power of oligarchs and to grant rights to the lower classes of Athenians.*
- How did the mountains and poor soil affect the Athenian economy? *The mountains and poor soil forced Athenians to focus on the sea and develop a sea trade.*
- How do we know that the Athenians thought participation in politics was important? *Male citizens who avoided their political responsibilities were punished. It was also considered a civic virtue to participate in local politics, either through voting or by holding office.*
- How were the Spartan and Athenian governments similar and different? *Answers will vary but may include that Sparta was ruled by two kings and a council of elders. The government of Athens, on the other hand, included an assembly and a Council of 500. In addition, common citizens could participate in Athenian politics.*
- How were Spartan men raised and how were they expected to behave? *Spartan men were raised, from childhood, to be strong and skilled soldiers and to serve the Spartan state.*
- What were the roles of the Perioeci and the helots in the Spartan economy? *The Perioeci created goods and traded with other peoples to bring goods into Sparta. The helots were enslaved and worked as agricultural laborers to produce food.*
- How did the Persian Wars begin and what was the result? *The Persian Empire took over cities in present-day Turkey. When the Greeks gave aid to these cities, Persian leaders decided to invade Greece to punish them. The result was that the Greek city-states defeated the Persian invasions and led to Athens forming an alliance of city-states called the Delian League.*
- Why did the Peloponnesian Wars begin, and what was the result? *The Peloponnesian Wars began when Sparta felt Athens had grown too powerful and Athens was suspicious of Sparta's power. The result was that Sparta defeated Athens, and the war led to the decline of classical Greek civilization as the cities exhausted themselves fighting.*

### NOTES


# PRIMARY AND SECONDARY SOURCES

EARLY GREECE

ATHENS

SPARTA

PERSIAN AND PELOPONNESIAN WARS

INQUIRY

## SECONDARY SOURCE ATHENIAN DEMOCRACY

### THINK LIKE A HISTORIAN: SOURCING INFORMATION

**Summary:** In ancient Athens, citizenship was granted only to adult men who had been born in the city. Citizens came together in an assembly, guided by a council, to make government decisions. The citizens were enlisted in small groups to carry out decisions.

**Purpose:** This source provides an introduction to the structure of the ancient Athenian government to serve as contextual knowledge for this collection of in-depth academic essays concerning Athenian democracy.

**Intended Audience:** This book is intended for academics interested in Athenian democracy.

**Source Considerations:** The direct democracy described in this excerpt is believed to be the first direct democracy in the ancient world. It provides information about the fairness of this government, taking into consideration the restrictions on representation.

### READING COMPREHENSION SUPPORT

ELL

**Style:** Rhodes inserts lengthy parenthetical information, which students may find distracting. Have students skip the parenthetical information in the first reading. Then have them revisit the parentheses. Discuss how the information is related.

**Vocabulary:** This excerpt includes Greek terms, which are italicized. Help students use the definitions in context to define *ekklesia* and *boule*. Guide them to use context or an online dictionary to define other unfamiliar academic terms.

### READ, COMPREHEND, AND DISCUSS

- What groups of people were you able to identify in this excerpt? *Answers may vary but should include adult males of Athenian ancestry, women, immigrants, children, and enslaved people.*
- In what ways was the Athenian government fair or unfair to each group? *Answers will vary but should discuss the lack of representation in the Athenian government for all groups other than adult males of Athenian ancestry.*

#### Online option



#### INQUIRY AND RESEARCH SKILL | Evaluating Secondary Sources

According to the excerpt, who was allowed to participate in the decision-making processes of the Athenian government?

**A. Correct.** *Adult men of Athenian ancestry were the only group eligible to become Athenian citizens, so they were the only ones who could participate in the government.*

Go online for immediate student response data that you can use to monitor progress, adjust your teaching plan, or reteach important information.

## SECONDARY SOURCE

# ANCIENT GREEKS VOTED TO KICK POLITICIANS OUT OF ATHENS IF ENOUGH PEOPLE DIDN'T LIKE THEM

## THINK LIKE A HISTORIAN: SOURCING INFORMATION

**Summary:** Ostracism was a way for ancient Athenians to banish a person they considered a threat to society. Banishment did not require a trial, but it did require at least 6,000 citizens to vote to remove the person. Prominent politicians were often targets.

**Purpose:** This article was written to explore the subject of ostracism in ancient Athens.

**Intended Audience:** *Smithsonian Magazine* publishes historical articles intended for both the general reader and academic research.

**Source Considerations:** Historians believe that Megakles, an Athenian statesman who was known for living an overly luxurious lifestyle, was ostracized twice, once in 486 BCE and then again in 471 BCE. Banishment as a result of ostracism was a punishment of 10 years.

## READING COMPREHENSION SUPPORT

ELL

**Media:** This magazine article includes quotations from experts to support analysis. Help students find the quotation in the first paragraph. Discuss how this quotation helps them better understand ostracism.

**Style:** Students may struggle with some of the vocabulary found in this article. Encourage students to use the annotation tool, footnotes, or outside sources to help them define difficult terms.

## READ, COMPREHEND, AND DISCUSS

- What are two examples of how Athenians used ostracism? *Answers will vary but could include that Athenian citizens could banish someone without a trial and that ostracism could be a guard against anyone gaining too much power and influence.*
- How could ostracism have affected Athenian society? *Answers will vary but could include that ostracism may have kept some people from expressing unpopular opinions because they feared being banished from the city.*

### Online option



#### HISTORICAL READING SKILL | Analyzing Secondary Sources

Match each quote from the excerpt to the content question it best addresses. Then explain how this quote could help you answer the Compelling Question, "Was Athenian democracy fair for everyone?"

1. What was ostracism?

**C. Explanation:** *The ability to banish a citizen who hasn't broken any laws without a trial could be considered unfair.*

2. Who voted in an ostracophoria?

**A. Explanation:** *The fact that only a small group of individuals had representation in a decision to banish a citizen from their home seems unfair.*

3. What was the purpose of ostracism?

**B. Explanation:** *Ostracism could be used to protect the city from a tyrant who could be a threat to society and only resulted in banishment after a vote by at least 6,000 Athenian citizens.*

Go online for immediate student response data that you can use to monitor progress, adjust your teaching plan, or reteach important information.

## SECONDARY SOURCE

# POTTERY OSTRAKA IDENTIFYING THEMISTOCLES

### THINK LIKE A HISTORIAN: SOURCING INFORMATION

**Summary:** Every eligible citizen of Athens was able to vote in an *ostracophoria*, and 6,000 votes were necessary to banish the accused. Themistocles survived this *ostracophoria* in 482 BCE but was eventually banished in 472 BCE. The Athenian military hero died in exile.

**Purpose:** Because of matching handwriting and the fact that several shards fit together, historians believe that many of these *ostraka* were created by the same person, possibly a political rival in an attempt to rally support to banish Themistocles.

**Intended Audience:** The message communicated by *ostraka* was intended for the people of Athens and the individuals who were banished.

**Source Considerations:** Some *ostraka* have been discovered with descriptions of the accused's offenses scratched alongside their names. Historians believe that these were most likely the result of popular slogans used by rivals to rally support for banishment.

### SOURCE ANALYSIS SUPPORT

ELL

**Genre:** Students may not be familiar with physical ballots. Explain that instead of casting a vote on a computer or on paper, ancient Athenians cast votes by inscribing the name of the candidate on a shard of pottery.

**Media:** Students may be confused as to why Athenians would use pottery instead of paper slips. Explain to students that pottery shards were much more common than papyrus across the ancient world and were often used in a manner similar to scrap paper.

### ANALYZE AND DISCUSS

- What details do you observe in the image? *Answers will vary but may include matching names, Greek letters, and different shapes of the pottery shards.*
- How do these details connect to the practice of ostracism in ancient Athens? *Answers will vary but may discuss how Athenian citizens cast votes in an ostracophoria by writing the name of a person on a pottery shard. If a single individual received enough votes, they were banished from Athens for a period of 10 years.*

### Online option



#### INQUIRY AND RESEARCH SKILL | Determining Helpful Sources

Using this artifact as an example, how did the practice of ostracism make Athenian democracy more or less fair toward everyone in their society? *The practice of ostracism in ancient Athens made the Athenian democracy less fair toward everyone in their society. With only 6,000 votes, a person living in the city, who had never been accused of a crime, could be exiled for a period of ten years. In addition, the majority of people living within the city were unable to participate in the decision, because the only people who were allowed to vote in an ostracophoria were Athenian citizens, which included only adult men of Athenian ancestry.*

### SCAFFOLDING AND DIFFERENTIATION

ELL

A word bank, sentence frame, and sentence starters for this activity are available digitally for English language learners.



## COMPELLING QUESTION

Was Athenian democracy fair for everyone?

## 1 | COMPELLING QUESTION

### INQUIRY INTRODUCTION

Read the Compelling Question and Inquiry Prompt. Ensure students' readiness to begin the Chapter Inquiry by discussing the Supporting Questions. Remind them that their answers may be incomplete at this point, but they will gain knowledge from the source set. If students struggle to answer these questions, use the Inquiry Connection questions from the chapter to connect to their prior knowledge.

### FACILITATING INQUIRIES

Depending on the needs of your class, determine the best approach for facilitating this Chapter Inquiry: as a whole group, in small groups, or individually. If you are short on time or students need more support with source analysis, suggest that students engage with the following sources only:

- Athenian Democracy
- Ancient Greeks Voted to Kick Politicians out of Athens if Enough People Didn't Like Them

Students may need help organizing evidence from multiple sources. Consider giving students several pieces of evidence from the source set and having students organize the evidence into an outline or argument.

### SCAFFOLDING AND DIFFERENTIATION

B

- Have students work independently or in pairs to identify one strength and one limitation of each source. Refer to the Sourcing Information for examples.
- Have students research to find additional articles that explore the equality of Athenian democracy and then compare the explanations in those articles with their own claim.

## 2 | SOURCE SET



### ATHENIAN DEMOCRACY

**Genre:** Book Excerpt  
**Author:** Peter John Rhodes  
**Date:** 2004

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### POTTERY OSTRAKA IDENTIFYING THEMISTOCLES

**Genre:** Artifact  
**Creator:** Unknown  
**Date:** 482 BCE

PAGE 233



### ANCIENT GREEKS VOTED TO KICK POLITICIANS OUT OF ATHENS IF ENOUGH PEOPLE DIDN'T LIKE THEM

**Genre:** Article  
**Author:** Megan Gannon  
**Date:** 2020

PAGE 232



Introduce students to the skill definition and checklist for Determining Helpful Sources. Then have students read and annotate the definition and checklist in pairs, in groups, or as a class.

Use the discussion questions to gauge students' understanding.

- What makes a source helpful? *A helpful source provides information that is relevant to the Compelling Question.*
- Why is it important to check which points of view are addressed in the sources you are investigating? *This can be helpful when gathering information from a variety of perspectives, making the response to the Compelling Question more complete.*
- When the same set of sources is used to investigate a question, why might two people come to different conclusions about which of those sources is most helpful? *Two people might respond in different ways to the same question and therefore might find different sources more helpful in supporting their responses.*

Explain to students that this Chapter Inquiry focuses on the skill of Determining Helpful Sources. They will get a chance to practice this skill before applying it to the Inquiry Prompt.

#### ACADEMIC VOCABULARY

Draw attention to the following academic vocabulary words in this skill:

**curious:** eager to investigate and learn or learn more

**ensure:** to be careful or certain to do something

**sufficient:** enough to meet the needs of a situation

Call on students to share a definition in their own words.

Remind students that these words can be used in everyday as well as academic and workplace contexts.

Ask students to share examples of how these words might be used in an everyday context. Encourage students to use these vocabulary words in their response.

#### SKILL MODEL

- How might a student use the point of view in *Athenian Democracy* to answer the Compelling Question? *A student may use the source to show how people in ancient Greece were able to have rights in government. These rights in government were shared by many, but not all.*
- How might a student use the source written by Megan Gannon to answer the Compelling Question? *A student may use the source to show how citizens were able to decide who could live in certain cities and who could not.*
- How might a student use the pottery created by the ancient Greeks to answer the Compelling Question? *A student may use the source as an example of how ancient Greeks used to vote on different matters.*

#### COMMON MISCONCEPTIONS

Students might assume that they always need to use a specific number of sources in their Inquiry Responses.

- In general, students should use at least two different sources to ensure multiple points of view. Otherwise, the number of sources they use to support an Inquiry Response often depends on the scope and complexity of their argument or explanation.
- Encourage students to question what additional evidence can help their argument and whether or not they think they need more evidence.

### CONSTRUCT AN ARGUMENT

Remind students that effective communicators gather evidence to construct arguments. Have students use the Review and Discuss, Plan, and Respond steps to construct their argument to meet the needs of this specific assignment.

Have students use the bulleted outline as needed to create their paragraphs. Depending on the needs of your classroom, consider grouping students to provide peer feedback on their paragraphs or working with a small group who could benefit from additional support. Use these guiding questions to support students in generating ideas for their paragraphs:

- Which of the sources helped you think about democracy in a new way? Why?
- How fair do you think democracy was in ancient Athens?
- Why do you think it was fair or unfair?

### SAMPLE CLAIMS AND SUPPORTING SOURCES

Argument Stem 1	Argument Stem 2
<p>Democracy was fair because it gave greater equality and allowed people to influence how Athens was governed.</p> <ul style="list-style-type: none"> <li>• Athenian Democracy</li> <li>• Ancient Greeks Voted to Kick Politicians out of Athens if Enough People Didn't Like Them</li> </ul>	<p>Democracy was only fair to the small number of people who were able to participate in it.</p> <ul style="list-style-type: none"> <li>• Athenian Democracy</li> <li>• Ancient Greeks Voted to Kick Politicians out of Athens if Enough People Didn't Like Them</li> <li>• Pottery Ostraka Identifying Themistocles</li> </ul>

### SAMPLE STUDENT RESPONSE

*Democracy was fair because it gave greater equality and allowed people to influence how Athens was governed. The source "Athenian Democracy" says, "The classical democracy of the fifth and fourth centuries was based as far as possible on active involvement of the citizens." This source shows that democracy needed citizens to work for its people. A second source, "Ancient Greeks Voted to Kick Politicians out of Athens if Enough People Didn't Like Them," describes how certain people could be kicked out of the city if enough people voted. This shows how democracy could create safety among the people because those who acted badly could be ostracized. These sources were very helpful but provide only a couple of examples of democracy in Greece. It would be helpful to read or see other examples of citizens voting, and what that looked like, to give me a better idea of how good democracy was for Greece.*

### INQUIRY RUBRIC AND RESPONSE

Review the rubric online with students before they begin their responses to the Inquiry Prompt.

Use the scaffolds below to differentiate instruction for your English language learners (ELL) and approaching-grade-level (A) learners.

SCAFFOLDING AND DIFFERENTIATION <span style="float: right;">(ELL) (A)</span>		
<p><b>BEGINNING:</b> Sentence Starters 1 and Word Bank  <b>INTERMEDIATE:</b> Sentence Starters 2 and Word Bank  <b>ADVANCED &amp; APPROACHING:</b> Sentence Starters 2</p>		
<p><b>Word Bank</b>            laws, allowed, equal, passed, rules, everyone, power, rights, privileges, few, unequal, enforced</p>	<p><b>Sentence Starters 1</b></p> <ul style="list-style-type: none"> <li>• Athenian democracy was (fair / not fair) for everyone.</li> <li>• An example of how Athenian democracy was (fair / not fair) for everyone is . . .</li> <li>• One piece of evidence from a source to support this is . . .</li> <li>• Evidence from another source is . . .</li> <li>• The source ____ supports my claim because . . .</li> <li>• After reading the sources, I am still curious about . . .</li> </ul>	<p><b>Sentence Starters 2</b></p> <ul style="list-style-type: none"> <li>• Athenian democracy was (fair / not fair) for everyone.</li> <li>• An example is . . .</li> <li>• One piece of evidence from a source is . . .</li> <li>• The source ____ . . .</li> <li>• After reading the sources, . . .</li> </ul>