## APPENDIX F: DETAILED LESSON PLAN TEMPLATE

| LESSON # | |
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| ☐ Click this box if you use AI to complete any part of this section. | |
| **Subject/Topic: Western Civ I: The Greek Polis** | **Grade Level: 9** |
| **Lesson Structure or Grouping:**<br><br>Whole Class X Small Group X 1:1 ☐ | **Learning Segment Theme:** How the Greek Polis developed, producing drastically different societies and ideas on citizenship and government. |
| **Resources and Materials:** Golden Thread Vol I textbook, Sparta/Athens Graphic organizer, primary source excerpts, notebook, exit ticket. | **Technology Connection:** The projector will be used to display a map of Greece and then to display the Sparta/Athens comparison chart. |
| **Standards:** Click or tap here to enter text.<br>**State: VA SOL WHI.4:** The student will apply history and social science skills to understand Persia and Greece by (c) describing the social, cultural, political, and economic development of Greece including, but not limited to the significance of Athens and Sparta, the development of citizenship, and the different forms of democracy;<br><br>**National:** NCSS Theme VI - Power, Authority, and Governance; C3 D2. His.2.9-12 - Analyze change and continuity in historical eras. | |
| **Objective:** The student will be able to compare Sparta and Athens socially, politically, intellectually, and economically, and synthesize which polis better supported civic life, using at least two pieces of primary source evidence with at least 80% proficiency. | |
| **ACADEMIC LANGUAGE DEMANDS** | |
| ☐ Click this box if you use AI to complete any part of this section. | |
| **Language Demands:** Students will describe, compare/contrast, classify, explain cause and effect, and defend a historical claim using evidence.<br><br>**Language Supports:** The teacher will model a comparative sentence using a claim-evidence-reasoning response; a word bank and a labeled graphic organizer with sentence frames will be provided.<br><br>**Essential Vocabulary:** polis, citizen, citizenship, democracy, direct democracy, monarchy, aristocracy, oligarchy, tyranny, assembly, helot, ephor, acropolis, agora. | |
| **INSTRUCTION** | |
| ☐ Click this box if you use AI to complete any part of this section. | |
| **Direct Instruction/Modeling:** Do Now: What makes someone a citizen, and what should citizenship require? The teacher will model how to complete the Athens/Sparta comparison chart by guiding students through the political development box. Thus, the teacher will model the progression of Athens's government from monarchy to tyranny to democracy and Sparta's aristocratic oligarchy. | |
| **Guided Practice:** Jigsaw activity: Students will be sorted into home groups of 3. Each group will send a representative to one of three stations (social, economic, and intellectual). At each station, there will be primary source excerpts for students to gather evidence about their station to take back to their home groups. Each student, once they have returned to their home group, will then share their findings with the other two members of their group. The teacher will then call the class back together for a whole-class discussion, which allows each group to share what they wrote down, and the teacher will correct any misconceptions. | |
| Independent Practice: Students synthesize their answers to the question of whether Athens or Sparta offered the stronger model of citizenship for their respective citizens. Each student must complete an outline for a four-paragraph response (intro, Athens, Sparta, conclusion) by using information from the jigsaw activity and placing it in a CER graphic organizer designed as the next logical step in the scaffolding, helping them organize their thoughts. Students must use at least two sources (one from Athens and one from Sparta) in their paper outline. | |
| Closure: The students, using their CER graphic organizer outline, will put all the pieces together by writing, drawing on their evidence, and putting it into prose form. The student must present information on both sides and then make their decision in the last paragraph, using evidence to inform their opinion. | |
| **CONNECTION TO RESEARCH** | |
| ☐ Click this box if you use AI to complete any part of this section. | |
| **Research Base (Theory):** Social Constructivism and gradual release of responsibility. The students develop their historical methodology through scaffolding provided by teacher modeling, jigsaw group source analysis, discussion, the CER graphic organizer, and the final quick-write assessment. | |

**Research Application to Lesson:** The lesson moves from explicit modeling to collaborative source analysis to an individual evidence-based assessment of the students' historical understanding. The final quick-write assessment forces the student to implement the entire process in a single product.

**APA research citation:** Borich, G. & Blanchette, A. (2022). *Effective teaching methods: Research-based practice* (10th ed.). Pearson Education Inc.

**AI citation (if AI was used for this lesson):** Click or tap here to enter text.

**DIFFERENTIATION**

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**Supporting Students with Special Needs:** Provide chunked readings; students read the sources aloud as a group before analyzing the source; Evidence highlighted and provided; extended time; and sentence frames.

**Challenging Above-Average Students:** Have students evaluate the Athenian form of democracy alongside the American Constitutional Republic and identify why pure Athenian democracy would not work in America due to the scope of government.

**Facilitating a Classroom Environment that Supports Student Learning:** Establish norms for evidence-based conflict. Assign group roles and connect the discussion to the classical virtues of courage, self-control, justice, wisdom, integrity, friendship, and wonder.

**Extension:** Students take the positive elements of both forms of government and write a constitution that blends these elements for their "new" polis.

**ASSESSMENT**

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**Diagnostic/Pre-Assessment:** Opening prompt and discussion on the city-state and the role of the citizen.

**Formative Assessment:** Teacher observation during the jigsaw activity and completion of the source analysis.

**Summative Assessment:** CER quick write assignment with a proficiency target of 80% that gives an accurate and historically evidenced argument on the two forms of government between Sparta and Athens.

