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| **Greek Language CHW3MR World History to 16th C Monday November 22, 2010** | | **75 mins** |
| Lesson Summary/Big Idea:  300 | | |
| **Curriculum Expectations** | **Learning Goals** | |
| The Battle at Thermopylae through the viewing of 300  Critical viewing of film depicting a historical event | By the end of the lesson students will be better able to:  Compare and contrast 300 and historical fact | |
| ***Minds On*** ***(Elicit and Engage)***  *Approx. Time ( 5-10 min)* | | Assessment for Learning |
| **Purpose of Minds On: establish a positive learning environment, connect to prior learning and/or**  **experiences, set a context for learning**  Show a Persian Wedding for cultural and visual <http://www.youtube.com/watch?v=t9-7kAeRF8g> | |  |
| ***Action!*** ***(Explore, Explain)*** *Approx. Time (45 min)* | |  |
| **Purpose of Action: introduce new learning, provide opportunities for practice and application of**  **Learning**  Begin exploring whether Persians would have fought using elephants and rhinoceros. Shared read of article by paleozoologist, Darren Nash. <http://scienceblogs.com/tetrapodzoology/2007/03/war_rhinos.php>  Rhinoceros were not used in warfare; elephants were likely but not in the Battle at Thermopylae because of its geography  Watch Engineering an Empire: Persia Part I to learn about Cyrus and see what the kings looked like and a bit of innovations they made – built aqueducts (channels) for water 2000 years before Rome; gardens that we model today; Cyrus was liberal in views, freed the Jews, etc <http://www.youtube.com/watch?v=8aukC8GBEsU>  Do a comparison chart of Xerxes in film vs historical fact on board  Discuss the actual battle in historical context to explain that Athens was at war with the Persians at sea at the same time and about the 1000+ men near Phocia (Phocians) that left their post on the plateau allowing the Persians to flank the Spartans, explain that it was Leonidis’ elite 300 who remained when they got new of the Persians flanking them, etc  Show them a bit on Perspolis <http://www.youtube.com/watch?v=DKX2EJFeHmg&feature=related>  Tomorrow hand out a timeline that is wonderfully thorough for putting what we have learned so far in the course in context. | | Observational  Anecdotal for active listening |
| ***Consolidation (Elaborate, Evaluate, Extend)***  ***Approx. Time ( 10 min)*** | |  |
| **Purpose of Consolidation: provide opportunities for consolidation and reflection on learning**  Put for the question whether Hollywood style films about historical events or people are valuable for the study of history. | |  |
| ***Next Steps*** | | |
| Move to the Peloponnesian War Wed and Alexander the Great on Thursday, so students can watch Deadliest Warrior Alexander vs Ghengis Khan or the like | |  |