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KENTUCKY DIVERSITY LESSON PLAN CONTEST

Format - Lesson plans should follow the format below:

I. **Class Demographics - (5pts)**
   Include contextual information about the class the lesson will be taught to
   such as the total number of students, male/female student ratio, ethnicities,
   G.T., Special Education, grade level, etc

   This is seventh grade advance program class. There are 16 males and 14 females in the class. I have
different ethnic groups throughout this class. There are 2 Hispanic/Latino students, 3 Black or African
American students, 20 White/Caucasian students, 5 Asian students.

II. **Context - (10 pts) Explain how the lesson fits into the unit:**
   A. Identify unit topic and unit objectives
   B. Identify essential questions addressed by this lesson
   C. Describe the students' prior knowledge or focus of previous lesson
   D. Describe any modifications if necessary

   A. The unit lesson is the Greek City-States and the Rise of Democracy. This is a two day lesson.
The objectives for this lesson are for students’ to explain and describe the development of the
foundations of the monarchy, oligarchy, tyranny, and beginning democratic governments and
explain how they had a lasting impact on the world. Also, for students to describe how diversity
and fairness played a role in the development of these governments in Ancient Greece and
impact our world today.

   B. How did the Greek city-state and the rise of democracy affect the world today? How did the
diversity of the social classes help lead to the rise and failure to four different governments in
Greece? How does the diversity of the past impact our world today?

   C. Through the study of Egypt’s Social Pyramid and the Caste system in China, students have
become acquainted with how diversity played a major role in people's lives.

   D. The modifications needed for this lesson is allotted time for intervention. This will help the
students who did not reach mastery to work with teacher in small group or one-on-one instruc-

I. **Lesson Objectives/Learning Targets** - (10 pts)
   A. State what students will demonstrate as a result of this lesson
   B. Objective must be student centered... (Students will.....)  (I can...)

<table>
<thead>
<tr>
<th>Lesson Objectives:</th>
<th>Learning Objectives:</th>
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</thead>
<tbody>
<tr>
<td><strong>I Can</strong></td>
<td><strong>I will</strong></td>
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<tr>
<td>I can describe ways government in Ancient Greece (monarchy, oligarchy, tyranny/dictatorship, and democracy) have had a lasting impact on the world. I can explain the development of the starting foundations for monarch, oligarch, Tyrant, and beginning democracy governments in Ancient Greece.</td>
<td>I will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in early civilizations. I will be familiar with how diversity and fairness played a role in the development of these governments in Ancient Greece and our world today.</td>
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</tbody>
</table>

II. **Connections** - (5 pts)
   List all Kentucky Core Academic Standard(s) being addressed in the lesson. Please include written language of the targeted standard(s)

   SS-07-1.1.1 Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in early civilizations prior to 1500 A.D.

   SS-07-2.3.1 Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in early civilizations prior to 1500 A.D.

   SS-07-2.3.2 Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in early civilizations prior to 1500 A.D.

III. **Lists Resources needed to teach lesson** - (5 pts)

   Color construction paper enough for each student to have one 1x2 strip each.
   - 7 blue 1x2 strips
   - 7 yellow 1x2 strips
   - 7 green 1x2 strips
   - 8 purple 1x2 strips
   - 1 (ONLY ONE) red 1x2 strip

   1 Paper bag (Lunch size)

   Powerpoint “Rise to Democracy”

   4 page activity sheet handout (one set per student)

   Textbook “History Alive! Ancient World” Chapter 26
III. **Instructional Strategies - (15 pts)**

**Anticipatory Set:** **On the first day lesson:** As students enter the room each student will draw a 1x2 strip of construction paper from the paper bag. (Tell them to hold on to it) Discuss the sponge/warm-up question with students for three to five minutes. Let students share what they have written in their social studies notebook. Clarify any misconceptions that students may have if any. Set expectations of activity and handout Activity sheet. Show the slide that states “If you drew a red slip of paper today. You will receive 80 points for the sponge/warm-up. If you are a female and drew yellow or blue strip you will receive 10 points and if you are male then you receive 2 points if you drew yellow or blue strip. All the other colors will receive 4 points for the sponge/warm-up.” This opens the discussion of diversity and fairness. (5 mins.)

**Second day Lesson:** Discuss the sponge/warm-up question with students for three to five minutes. Let students share what they have written in their social studies notebook. Clarify any misconceptions that students may have if any. Review with students yesterday’s lesson on the two governments that were experienced by the Greek people. Have students explain how each government rose and failed and the role and treatment of the social, cultural, gender and ethical classes.

**Guided Practice:** **(Two day lesson 40 minutes each day)** Students will view and interact by discussion with powerpoint “Rise to Democracy”. Different times throughout the powerpoint students will have independent practice for each of the four governments (monarchy, oligarchy, tyranny, and democracy) by reading sections in textbook “History Alive! Ancient World” Chapter 26 and filling out the activity sheet as needed. Students will then work in small groups on a government of Ancient Greece. Students then will come back together as a whole class to share what they have written on their activity sheet. I will clarify any misconceptions that any student may have on the content.

**Closure:** **Exit Slip:** **(One exit slip for each day)**

**Closure; (Both Days)** students discuss what they have learned on each government and how it treated the different social classes of people. How does this relate to our world today?

**Exit Slip:**

**(Day one)** For the two governments discussed in today’s lesson answer the following: How did the monarch and oligarch governments rule and treat the social classes? Give two examples for each government and one example of treatment for each social class in both governments. Tell one reason why each government failed?

**(Day two)** For the two governments discussed in today’s lesson answer the following: How did the tyrant and democracy government rule and treat the social classes? Give one example of treatment for each social class in both governments. Tell one reason why Tyranny failed? Give one reason why some Greeks felt that democracy was not a good government?
IV. **Assessment - (10 pts)**
Include your data results

<table>
<thead>
<tr>
<th>Formative assessment:</th>
<th>Summative assessment:</th>
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<tbody>
<tr>
<td>25 students met or exceed mastery of the learning targets/objectives for this lesson. The results were that 85% (25 students) of the students met or exceeded mastery of the content, 10% (3 students) will need some clarification of content and then a retake of the test to check for mastery. 5% (2 students) of my students will need intervention and a retaught of lesson to achieve mastery.</td>
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<td>Student independent work, exit slips and discussion with students showed that they grasped the concept that was being taught about diversity and how government played/plays a role.</td>
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V. **Reflections - (10 pts)**
After delivering your unit/lesson, reflect on its success.

* What evidence/data demonstrates that students met goals and objectives?
* In what areas did students exceed goals and objectives?
* What might you do differently next time?

The evidence that students met the learning targets/objective for this lesson is through both the formative and summative assessment. Students exceeded the learning target/objective when students related the material to real world events of today. Students related to what they know about the world today by what they are seeing on the news and have experienced the learning target/objective of this lesson. Students became aware of how diversity and fairness played a role in the development of each government each in Ancient Greece and how it plays a role in our world today. This helped students to explain how the past is connected to them today. The only thing that I might do differently is to extend this lesson to three days because I felt that sometimes students felt rushed. This would help the students that did not reach mastery the first time succeed without an intervention.

VI. **Impact on the awareness of diversity on lesson plan - (20 pts)**
A. What impact did your lesson plan have on your students to enhance their awareness of diversity?
B. What is the purpose of the lesson?
C. Why did you select this lesson?
D. Why is it important to your school community?

A: Students are able to explain that diversity has been throughout our world history by a variety of social
inclusiveness and discrepancy and that diversity played a major role in our historical society as much as it does today.

B: The purpose of this lesson is for students identify how diversity played an important role in the development of our world through its governments. Including how people were treated through ethnic, gender and social backgrounds differently.

C: This was part of a unit lesson of Kentucky Core Content that is required to be taught in the seventh grade social studies.

D: Our school is such a diverse community that students need to be aware of the different ethnical/cultural backgrounds. If students have a better understanding of others opinions, ethnic/cultural, gender and social backgrounds students will learn to respect and appreciate what is diverse in our community.

I. Teachability - (10 pts)

This lesson is very easy to teach. There is a 30 to 40 minute prep time for teacher to get the needed materials together before the lesson can be taught. After materials are available for students the lesson is ready to start. The sequence of the lesson guides the interaction of the students and teacher. Students have the benefit of both small and large group interaction. The large group discussions help teacher assess if students are reaching the learning targets/objectives of the lesson. The intervention gives needed students small group or one-on-one instruction.

II. Bonus Points - (3 pts)

Provide a maximum of 3 examples of students work/evidence (no student photos)
Oligarchy

How would you shade in the timeline?

An oligarchy, the power to make political decisions is in the hands of few people, usually called an oligarch.

I ruled by... passing laws that protected and increased our own wealth.
- We lived comfortable lives, while the poor worked all day in the fields.

I lost power because...
- We ignored the needs of the people.
- We passed unpopular laws and used the army to enforce them.
- Rich got richer, poor got poorer.
- The poor turned to leaders in the army. These new leaders overthrew us.
Monarchy:

Under a monarchy, the power to make political decisions is in the hands of one person, usually called a king.

I ruled by...
- making laws, acting as judge
- conducting religious ceremonies and leading the army
- punishing people that disobey laws or didn't pay taxes
- having a council of aristocrats to advise me

I lost power because...
- I sometimes ruled harshly and ignored the needs of the people
- In Athens, the people forced me out of power
The Rise of Democracy

Tyranny

How would you shade in the timeline?

2000 1000 1600 1400 1200 1800 800 600 400

Under a tyranny, the power to make political decisions is in the hands of

One person, usually called a tyrant.

I ruled by...
force, though I was not always unpopular.
I promised people more rights
made changes to help poor

I lost power because...
I sometimes ruled harshly and ignored the needs of the people
In Athens, people forced me out of power
The Rise of Democracy

Democracy

How would you shade in the timeline?

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<th>2000</th>
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Under an democracy, the power to make political decisions is in the hands of __all people__, called __citizens__.

We rule by ...
- having an assembly
- any freeman can speak at an assembly
- vote on new laws or a proposal to go to war
- freemen ran the cities day-to-day business

Not all Greeks thought democracy was a good idea because ...
- powerful speakers sometimes persuaded ordinary citizens to vote unwisely
- they would reverse important decisions after just a few weeks
- most city states returned to earlier forms of governments such as tyrannies and oligarchies
Oligarchy

How would you shade in the timeline?

Under an oligarchy, the power to make political decisions is in the hands of few people, usually called oligarch.

I ruled by:
- passing laws that protected and increased our own wealth
- we lived comfortable lives while the poor worked all day in the fields

I lost power because:
- we ignored needs of people
- passed unpopular laws and used army to enforce them
- rich got richer and poor got poorer
- poor turned to leaders in army and overthrew government.
Shade in the timeline?

**Dictator:**

- Marchy, the power to make political decisions is in the hands of a person, usually called a king.

I ruled by...
- Making laws, acting as a judge
- Conducting religious ceremonies
- Leading the army
- Punishing those that disobeyed laws or didn't pay taxes
- Had to counsel of aristocrats to advise me

I lost power because...
- Ruled too harshly and ignored needs of people
Under an democracy, the power to make political decisions is in the hands of all people, called citizens.

We rule by ...
- have an assembly
- free man can speak at assembly
- voting
- men ran gov.

Not all Greeks thought democracy was a good idea because ...
- powerful speakers persuaded votes
- reversed decisions after few weeks
- returned to other gov. types


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If you shade in the timeline?

In a tyranny, the power to make political decisions is in the hands of a person, usually called **tyrant**.

I ruled by...
- force
- promised more rights
- helped poor

I lost power because...
- ruled harshly & ignored needs of others
- forced out of power
The Rise of Democracy

Democracy

How would you shade in the timeline?

<table>
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We rule by ...

- Having an assembly
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Not all Greeks thought democracy was a good idea because ...

- Powerful speakers sometimes persuaded ordinary citizens to vote unwisely
- They would reverse important decisions after just a few weeks
- Most city states returned to earlier forms of government such as tyranny and oligarchy.
Oligarchy

How would you shade in the timeline?

Under an oligarchy, the power to make political decisions is in the hands of

A few people, usually called oligarch.

I ruled by...
- Passing laws that protected and increased our own health
- We lived comfortable lives, while the poor worked all day in the fields

I lost power because...
- Ignored needs of people
- Passed unpopular laws and used the army to enforce them.
- The rich got richer and the poor got poorer
- The poor turned to leaders in the army.
These new leaders overthrew us
Monarchy:

Under a monarchy, the power to make political decisions is in the hands of one person, usually called a king.

I ruled by...
- Making laws, acting as judge
- Conducted religious ceremonies & leading the army
- Punished people that disobeyed laws or didn't pay their taxes
- Had a council of aristocrats to advise me

I lost power because...
- Sometimes ruled harshly and ignored the needs of the people
- In Athens, the people forced me out of power
I do not think it's fair because people can't control the environment they are born into. Some people are born a millionaire and others don't have a dime. Just because their poor doesn't mean they have to be treated worse. In Ancient Times you were in a caste system. Whatever your parents were, that's what you were.
This showed me how things in life aren't fair. The people living in poverty and struggling are usually the harder workers, but the people who are born in a rich family have it easier and usually don't have to work very hard. People treat the wealthier people better.

I got the red paper and I'm very happy with it.
Purple Paper

The reason I think this is unfair is because we might have the same genetics but different personality and work ethic so we should all be given a fair chance. In society today we still have a very watered down version because some people are born into different versions of life like poverty, middle class, or rich. This is unfair and I believe we try very hard to stop the unfairness that is in the society today because we know it’s wrong. When I reviewed the paper I was just plain angry because I believe this could’ve been handled way more professionally and maybe that’s why I had to take this into my own hands because it wasn’t handled appropriately. But I know how it was handled back then and how it is obviously still a problem to this day even in the classroom, even though we try our best to stop it and help.
Yellow Paper

I believe this is very unfair, we shouldn't be punished for things we didn't do. Still today we are created as "equals" though there are certain levels of poverty we try to help, it's like the cast system where you are born you stay which is unfair because you can't control that. Your rewarding higher class for laying around while other people work hard but get nowhere. Our class shouldn't be divided in by a piece of paper, we should "vote" on what everyone deserves. Democracy is voting even in Greek early times they voted on who was king, this time we just choose, we should have equal and same rights as a democracy.
I think it's wrong that slaves don't get a chance to be at a higher level. A slave can be born a slave but can be so smart, but they aren't allowed to try a higher level and they're stuck at a low level. In today's world, some people are born in poverty and don't get the chance to go to a good school and get a good education, because they don't have the money.
When I first found out the number of points I got, it was upsetting. I don't think it's fair how one person was given more points than all the other people. Each person was born into the way they live, but everyone should work for the way they live. In this experiment, I was a Priest, and I was born into being one because of my parents. I shouldn't have been judged off who my parents were. Each person should have the same chance of getting a position. Today, white men are the most dominate. They are selected for more positions and paid more in those positions. Each person should be given the same chance, no matter what.
2/18/14

Okay, I'm only making this argument b/c we drew cards, we didn't work for them or deserve them, they were
the luck/unfortunate of the draw which is completely
unfair. I mean I'm a total republican, people who work hard to
get where they are deserve a greater say in government
and a better pay grade. However, if you are born into
something, like all people in the class were it is
an iniquity and is completely unfair. For example,
Nathan (doll hail the king) didn't even participate in the
sharing and he got 125 points while turan and I,
and Natalie and Lilly all argued points and we are all
poor. Just for sake of example the people who weren't
getting paid partly anything were more apt and able to
be rich. An example of this today is that people are
born into rich families, and, even though they are dumb
and up being rich, while some people born into poverty
who are much much smarter than the rich rich people
can't obtain a good education and become subject to
the evil iniquity and maliciousness of the world and
stay poor even though they have an IQ of like
50,000,000,000,000 and deserve to be higher in
society or be a king or be a politician or a
doctor. Another example in today's world is that
because all through history white males have been
dominant they are less desirable to colleges and companies
ble basically lots of people think that in a way white
males should work harder ble usually white males are
rich.