

Unit Two Learning Portfolio

Activity 1 Laying the Foundations (Knowledge and Understanding)

Understanding the history of the classical world, including the ancient Greeks and the ancient Romans, requires a knowledge of the following concepts and events and an understanding of their significance in the development of classical civilizations.

Concepts

Mycenaea
 Delian league
 Parthenon
 Plebeians and patricians
 Roman baths
 Colosseum
 Mithraism
 Pax Romana

Events/People

Minoans
 Sir Arthur Evans
 Olympic Games
 Trojan War
 Herodotus
 Homer
 Heinrich Schliemann
 Cleisthenes
 Peloponnesian War
 Classical Moment
 Hellenistic Age
 Punic Wars
 Romulus and Remus
 Etruscans
 Hannibal
 Gracchus brothers
 Julius Caesar
 Crucifixion of Jesus
 Jewish Diaspora
 Edict of Toleration

Level Four (80–100%)	Level Three (70–79%)	Level Two (60–69%)	Level One (50–59%)
✓ All the definitions clearly identify the terms, concepts, or people. The definitions also reflect a thorough understanding of the relationships between the terms, concepts, or people and the civilization to which they belong.	✓ Most of the definitions clearly identify the terms, concepts, or people. The definitions also reflect a reasonable understanding of the relationships between the terms, concepts, or people and the civilization to which they belong.	✓ Most of the definitions clearly identify the terms, concepts, or people. The definitions also reflect some understanding of the relationships between the terms, concepts, or people and the events and the civilization to which they belong.	✓ Some of the definitions clearly identify the terms, concepts, or people. The definitions also reflect a limited understanding of the relationships between the terms, concepts, or people and the events and the civilization to which they belong.

BLACKLINE MASTER 2-2 CONTINUED

Activity 2 Mythology and the Past (Thinking/Inquiry)

Given what is known about the Minoan mythology and Minoan history and the apparent relationships between the legend of the Trojan War and the history of Mycenae, how should historians view and utilize mythology in their search to unearth the past? Respond in a paragraph that makes a clear connection between how myths have aided historians in the past and their possible role in future historical inquiry.

Level Four (80–100%)	Level Three (70–79%)	Level Two (60–69%)	Level One (50–59%)
<ul style="list-style-type: none"> ✓ The paragraph uses critical thinking skills with a high degree of effectiveness by: □ including a topic sentence that clearly establishes a point of view □ making clear connections between at least two myths and history □ supporting arguments with sound historical evidence □ ensuring that each reference to mythology and history clearly and effectively supports the point of view set out in the topic sentence 	<ul style="list-style-type: none"> ✓ The paragraph uses critical thinking skills with considerable effectiveness by: □ including a topic sentence that attempts to establish a point of view □ making clear connections between at least one myth and history □ supporting arguments with historical evidence □ ensuring that each reference to mythology and history makes a connection to the point of view set out in the topic sentence 	<ul style="list-style-type: none"> ✓ The paragraph uses critical thinking skills with some degree of effectiveness by: □ including a topic sentence, but point of view is not clear □ making reference to a myth and at least two aspects of history □ supporting arguments with some historical evidence □ ensuring that at least one myth is related to how history is uncovered 	<ul style="list-style-type: none"> ✓ The paragraph uses critical thinking skills with a limited degree of effectiveness by: □ not including a topic sentence □ making reference to a myth and only one aspects of history □ supporting arguments with limited historical evidence □ making limited connection between myths and history

Activity 3 From Athens to Canada (Application)

Using a Venn diagram, compare the similarities and differences between Athenian democracy and Canada's current political system. Based on your comparison, do you feel the Athenian system of democracy could work for a country like Canada, or is it limited to use in city-states? Explain your answer in a paragraph.

Level Four (80–100%)	Level Three (70–79%)	Level Two (60–69%)	Level One (50–59%)
<ul style="list-style-type: none"> ✓ The Venn diagram and the paragraph transfer concepts of Athenian democracy to a Canadian context with a high degree of effectiveness by: 	<ul style="list-style-type: none"> ✓ The Venn diagram and the paragraph transfer concepts of Athenian democracy to a Canadian context with a considerable degree of effectiveness by: 	<ul style="list-style-type: none"> ✓ The Venn diagram and the paragraph transfer concepts of Athenian democracy to a Canadian context with some degree of effectiveness by: 	<ul style="list-style-type: none"> ✓ The Venn diagram and the paragraph transfer concepts of Athenian democracy to a Canadian context with a limited degree of effectiveness by:

BLACKLINE MASTER 2-2 CONTINUED

<ul style="list-style-type: none"> <input type="checkbox"/> listing several features of both the Athenian and Canadian political systems <input type="checkbox"/> clearly separating the features of each political system that are similar and different <input type="checkbox"/> clearly stating whether or not the Athenian system could work in Canada <input type="checkbox"/> using ample historical evidence to support your point of view <input type="checkbox"/> making reference to several aspects of Canadian society that support your point of view 	<ul style="list-style-type: none"> <input type="checkbox"/> listing many features of both the Athenian and Canadian political systems <input type="checkbox"/> clearly separating most of the features of each political system that are similar and different <input type="checkbox"/> stating whether or not the Athenian system could work in Canada <input type="checkbox"/> using considerable historical evidence to support your point of view <input type="checkbox"/> making reference to some aspects of Canadian society that support your point of view 	<ul style="list-style-type: none"> <input type="checkbox"/> listing some features of both the Athenian and Canadian political systems <input type="checkbox"/> separating some of the features of each political system that are similar and different <input type="checkbox"/> stating whether or not the Athenian system could work in Canada <input type="checkbox"/> using some historical evidence to support your point of view <input type="checkbox"/> making reference to a couple of aspects of Canadian society that support your point of view 	<ul style="list-style-type: none"> <input type="checkbox"/> listing only a few features of either the Athenian or Canadian political systems <input type="checkbox"/> stating a point of view <input type="checkbox"/> using limited historical evidence to support your point of view <input type="checkbox"/> making reference to a limited number of aspects of Canadian society that support your point of view
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Activity 4 News Article (Communication)

Write a front-page news article that reports on the second Persian invasion of Greece in 480 BCE. Your news article needs a gripping headline, should concisely report on the events unfolding at the time, and will provide some background information to explain the factors that influenced the relationship between the Greeks and the Persians, dating back to 499 BCE.

Level Four (80–100%)	Level Three (70–79%)	Level Two (60–69%)	Level One (50–59%)
<ul style="list-style-type: none"> ✓ The news story communicates information and ideas with a high degree of effectiveness by: <ul style="list-style-type: none"> <input type="checkbox"/> including an attention-grabbing, concise and relevant title <input type="checkbox"/> opening with a paragraph that establishes the time, place, issue, and key people involved 	<ul style="list-style-type: none"> ✓ The news story communicates information and ideas with a considerable degree of effectiveness by: <ul style="list-style-type: none"> <input type="checkbox"/> including a concise and relevant title <input type="checkbox"/> opening with a paragraph that establishes the time, place, issue, and key people involved 	<ul style="list-style-type: none"> ✓ The news story communicates information and ideas with some degree of effectiveness by: <ul style="list-style-type: none"> <input type="checkbox"/> including a relevant title <input type="checkbox"/> opening with a paragraph that establishes the time and place 	<ul style="list-style-type: none"> ✓ The news story communicates information and ideas with a limited degree of effectiveness by: <ul style="list-style-type: none"> <input type="checkbox"/> including a title <input type="checkbox"/> opening with a paragraph that establishes the place or time

BLACKLINE MASTER 2-2 CONTINUED

<input type="checkbox"/> concisely and accurately describing the relationship between the Greeks and the Persians and the factors that led to war <input type="checkbox"/> clearly explaining the events that occurred at the time of the second invasion <input type="checkbox"/> explaining the outcome of the invasion including the critical factors that decided the fate of the Persians	<input type="checkbox"/> concisely describing the relationship between the Greeks and the Persians and the factors that led to war <input type="checkbox"/> explaining the events that occurred at the time of the second invasion <input type="checkbox"/> explaining the outcome of the invasion	<input type="checkbox"/> accurately describing the factors that led to war <input type="checkbox"/> explaining some of the events that occurred at the time of the second invasion <input type="checkbox"/> including who won the battle	<input type="checkbox"/> describing a few of the factors that led to war <input type="checkbox"/> explaining with limited accuracy the events that occurred at the time of the second invasion but not indicating who won the battle
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Activity 5 Daily Lives of the Greeks (Knowledge and Understanding)

Carefully review the section on "Daily Life" in Chapter Four, *Classical Greece*, of *Echoes from the Past*, and, based on the descriptions found there, complete the chart below in your notes.

Members of Greek Society	Social, Economic, and Political Roles in Greek Society
Women	
Men	
Children Boys	
Girls	
Slaves	

BLACKLINE MASTER 2-2 CONTINUED

Level Four (80–100%)	Level Three (70–79%)	Level Two (60–69%)	Level One (50–59%)
<p>✓ You have demonstrated thorough knowledge of facts and terms by:</p> <ul style="list-style-type: none"> □ completing all boxes with a high degree of accuracy □ describing political, economic, and social roles of each of the groups with a high degree of accuracy 	<p>✓ You have demonstrated considerable knowledge of facts and terms by:</p> <ul style="list-style-type: none"> □ completing all boxes with a considerable degree of accuracy □ describing two of political, economic, and social roles of most of the groups with a considerable degree of accuracy 	<p>✓ You have demonstrated some knowledge of facts and terms by:</p> <ul style="list-style-type: none"> □ completing at least three of the boxes with some degree of accuracy □ by describing either political, economic, or social roles of at least three of the groups with some degree of accuracy 	<p>✓ You have demonstrated limited knowledge of facts and terms by:</p> <ul style="list-style-type: none"> □ completing at least two of the boxes with a limited degree of accuracy □ describing either political, economic, or social roles of at least two of the groups with a limited degree of accuracy

Activity 6 Ancient Greece Wall of Fame (Communication)

Create a poster for your classroom's "Wall of Fame," which highlights the life and works of an individual you believe made a significant contribution to the development of legal traditions, political events, military traditions, the arts, or philosophy in ancient Greece. Your poster must clearly communicate the person's major accomplishments and relevant biographical details and effectively use symbols and visuals to create an informative and creative display.

Level Four (80–100%)	Level Three (70–79%)	Level Two (60–69%)	Level One (50–59%)
<p>✓ The poster uses symbols and visuals with a high degree of accuracy and effectiveness by:</p> <ul style="list-style-type: none"> □ including a central depiction of the character and at least four visuals reflecting his or her contributions to ancient Greece □ displaying all visuals using colour, space, and shape effectively □ providing a clear and concise biographical sketch of the individual 	<p>✓ The poster uses symbols and visuals with a considerable degree of accuracy and effectiveness by:</p> <ul style="list-style-type: none"> □ including a central depiction of the character and at least three visuals reflecting his or her contributions to ancient Greece □ displaying most visuals using colour, space, and shape effectively □ providing a concise and mostly accurate biographical sketch of the individual 	<p>✓ The poster uses symbols and visuals with some degree of accuracy and effectiveness by:</p> <ul style="list-style-type: none"> □ including a central depiction of the character and at least two visuals reflecting his or her contributions to ancient Greece □ displaying some visuals using colour, space, and shape effectively □ providing a biographical sketch of the individual with some details and only a few errors 	<p>✓ The poster uses symbols and visuals with a limited degree of accuracy and effectiveness by:</p> <ul style="list-style-type: none"> □ including a central depiction of the character and only one visual reflecting his or her contributions to ancient Greece □ displaying limited visuals using colour, space, and shape effectively □ providing a biographical sketch of the individual with limited details and/or several errors

BLACKLINE MASTER 2-2 CONTINUED

<input type="checkbox"/> using clear captions to identify the individual and the major accomplishments and contributions of the individual <input type="checkbox"/> creating titles and subtitles that are highly relevant and making highly effective use of size, shape, and colour	<input type="checkbox"/> using captions to identify the individual and the major accomplishments and contributions of the individual <input type="checkbox"/> creating titles and subtitles that are relevant and making effective use of size, shape, and colour	<input type="checkbox"/> using captions to identify the individual and a few of the major accomplishments and contributions of the individual <input type="checkbox"/> creating titles and subtitles that make some effective use of size, shape, and colour	<input type="checkbox"/> using limited captions to identify the individual and only one of the major accomplishments or contributions of the individual <input type="checkbox"/> creating titles and subtitles that use size, shape, and colour with limited effectiveness
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Activity 7 Roman Government (Thinking/Inquiry)

Between the mythological founding of Rome in 753 BCE and the end of the Roman Republic, Rome experienced several different forms of government. For each of the following, explain the basis upon which their authority was based.

Etruscan monarchs
 Consuls of the Roman Republic
 Gracchus brothers
 The First Triumvirate
 Julius Caesar

Level Four (80–100%)	Level Three (70–79%)	Level Two (60–69%)	Level One (50–59%)
<input checked="" type="checkbox"/> You use critical thinking with a high degree of clarity and effectiveness by: <input type="checkbox"/> using ample historical evidence to explain the basis of authority of all five groups/individuals <input type="checkbox"/> reflecting with a high degree of accuracy and clarity the differences between each of the groups and the basis of their authority	<input checked="" type="checkbox"/> You use critical thinking with a considerable degree of clarity and effectiveness by: <input type="checkbox"/> using considerable historical evidence to explain the basis of authority of at least four of the groups/individuals <input type="checkbox"/> reflecting with a considerable degree of accuracy and clarity the differences between at least four of the groups and the basis of their authority	<input checked="" type="checkbox"/> You use critical thinking with some degree of clarity and effectiveness by: <input type="checkbox"/> using some historical evidence to explain the basis of authority of at least three of the groups/individuals <input type="checkbox"/> reflecting with some degree of accuracy and clarity the differences between at least three of the groups and the basis of their authority	<input checked="" type="checkbox"/> You use critical thinking with a limited degree of clarity and effectiveness by: <input type="checkbox"/> using limited historical evidence to explain the basis of authority of at least three of the groups/individuals <input type="checkbox"/> reflecting with a limited degree of accuracy and clarity the differences between at least three of the groups and the basis of their authority

BLACKLINE MASTER 2-2 CONTINUED

Activity 8 Paying Tribute (Application)

Prepare an obituary for Tiberius or Gaius Gracchus. An obituary tries to concisely capture the personality and major achievements of the deceased. In the obituary, be sure to assess the role of the Gracchus brothers in bringing about change in the Roman Republic.

Level Four (80–100%)	Level Three (70–79%)	Level Two (60–69%)	Level One (50–59%)
<p>✓ The obituary transfers concepts to new contexts with a high degree of effectiveness by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> concisely and with a high degree of accuracy capturing the character of the Gracchus brothers <input type="checkbox"/> concisely and with a high degree of accuracy explaining the major achievements of the Gracchus brothers <input type="checkbox"/> concisely and with a high degree of insight explaining the role of the Gracchus brothers in bringing about change 	<p>✓ The obituary transfers concepts to new contexts with a considerable degree of effectiveness by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> concisely and with a considerable degree of accuracy capturing the character of the Gracchus brothers <input type="checkbox"/> concisely and with a considerable degree of accuracy explaining the major achievements of the Gracchus brothers <input type="checkbox"/> concisely and with a considerable degree of insight explaining the role of the Gracchus in bringing about change 	<p>✓ The obituary transfers concepts to new contexts with some degree of effectiveness by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> describing with some degree of accuracy the character of the Gracchus brothers <input type="checkbox"/> explaining with some degree of accuracy the major achievements of the Gracchus brothers <input type="checkbox"/> making some reference to the role of the Gracchus brothers in bringing about change 	<p>✓ The obituary transfers concepts to new contexts with a limited degree of effectiveness by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> describing with limited accuracy and detail the character of the Gracchus brothers <input type="checkbox"/> explaining with limited accuracy and detail the achievements of the Gracchus brothers <input type="checkbox"/> making limited reference to the role of the Gracchus brothers in bringing about change

Activity 9 Table Talk (Communication)

Create a dinner conversation among a Roman family that may have taken place during the first century BCE. Your imaginary conversation should capture the roles of different members of society including men, women, and children.

Level Four (80–100%)	Level Three (70–79%)	Level Two (60–69%)	Level One (50–59%)
<p>✓ The dinner conversation communicates information and ideas with a high degree of clarity by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> including the voices of men, women, and children 	<p>✓ The dinner conversation communicates information and ideas with a considerable degree of clarity by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> including the voices of men, women, and children 	<p>✓ The dinner conversation communicates information and ideas with some degree of clarity by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> including the voices of two of men, women, and children 	<p>✓ The dinner conversation communicates information and ideas with a limited degree of clarity by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> including the voices of either men, women, or children

BLACKLINE MASTER 2-2 CONTINUED

<input type="checkbox"/> describing with a high degree of accuracy the daily routines and concerns of Roman men, women, and children <input type="checkbox"/> providing highly accurate descriptions of Roman food, customs and manners, homes, and clothing	<input type="checkbox"/> describing with a considerable degree of accuracy the daily routines and concerns of Roman men, women, and children <input type="checkbox"/> providing accurate descriptions of two of Roman food, customs and manners, homes, or clothing	<input type="checkbox"/> describing with some degree of accuracy the daily routines and concerns of either Roman men, women, or children <input type="checkbox"/> providing a description of two of Roman food, customs and manners, homes, or clothing	<input type="checkbox"/> describing with a limited degree of accuracy the daily routines and concerns of either Roman men, women, or children <input type="checkbox"/> providing a description of Roman food, customs and manners, homes, or clothing
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Activity 10 Augustus (Thinking/Inquiry)

Julius Caesar attempted to seize control and radically alter the functioning of the Roman Republic in a series of bold and rapid moves. By contrast, Augustus used planned and gradual change to establish his authority and solidify his power. Provide a few examples of gradual and planned change used by Augustus. In a well-argued paragraph, explain why you believe his approach was more effective than rapid and radical change would have been.

Level Four (80–100%)	Level Three (70–79%)	Level Two (60–69%)	Level One (50–59%)
<input checked="" type="checkbox"/> You used critical thinking skills with a high degree of effectiveness by: <input type="checkbox"/> including a topic sentence that clearly establishes a point of view <input type="checkbox"/> making clear connections between the rapid change brought about by Caesar and the gradual change under Augustus with a high degree of accuracy <input type="checkbox"/> supporting all arguments with sound historical evidence	<input checked="" type="checkbox"/> You used critical thinking skills with considerable effectiveness by: <input type="checkbox"/> including a topic sentence that attempts to establish a point of view <input type="checkbox"/> making clear connections between the rapid change brought about by Caesar and the gradual change under Augustus with a considerable degree of accuracy <input type="checkbox"/> supporting most arguments with sound historical evidence	<input checked="" type="checkbox"/> You used critical thinking skills with some degree of effectiveness by: <input type="checkbox"/> including a topic sentence <input type="checkbox"/> making connections between the rapid change brought about by Caesar and the gradual change under Augustus with some degree of accuracy <input type="checkbox"/> supporting some arguments with historical evidence	<input checked="" type="checkbox"/> You used critical thinking skills with a limited degree of effectiveness by: <input type="checkbox"/> not including a topic sentence <input type="checkbox"/> describing changes that occurred under Caesar and Augustus with a limited degree of accuracy <input type="checkbox"/> supporting limited arguments with historical evidence

BLACKLINE MASTER 2-2 CONTINUED

<input type="checkbox"/> ensuring that each reference to change under Caesar or Augustus clearly and with a high degree of effectiveness supports the point of view set out in the topic sentence	<input type="checkbox"/> ensuring that most references to change under Caesar or Augustus clearly and with a considerable degree of effectiveness support the point of view set out in the topic sentence	<input type="checkbox"/> ensuring that some references to change under Caesar or Augustus support a point of view with some effectiveness	<input type="checkbox"/> using only a limited number of references to change under Caesar or Augustus to support a point of view
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Activity 11 Slavery and the Roman Economy (Knowledge and Understanding)

Explain how slavery had an impact on the economic structure of the Roman Empire. Be sure to explain the role of slaves in the economy, and how slavery stifled innovation and contributed to the ultimate downfall of the Western Roman Empire.

Level Four (80–100%)	Level Three (70–79%)	Level Two (60–69%)	Level One (50–59%)
<p>✓ The answer demonstrates thorough knowledge of facts and terms by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> clearly explaining the various roles played by slaves in the Roman Empire and the Roman economy <input type="checkbox"/> using historical evidence with a high degree of accuracy and effectiveness to show that the institution of slavery stifled innovation <input type="checkbox"/> clearly and effectively making the connection between slavery and the ultimate decline of the Roman Empire 	<p>✓ The answer demonstrates considerable knowledge of facts and terms by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> explaining the various roles played by slaves in the Roman Empire and the Roman economy <input type="checkbox"/> using historical evidence with a considerable degree of accuracy and effectiveness to show that the institution of slavery stifled innovation <input type="checkbox"/> making the connection between slavery and the ultimate decline of the Roman Empire 	<p>✓ The answer demonstrates some knowledge of facts and terms by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> explaining a few of the roles played by slaves in the Roman Empire and the Roman economy <input type="checkbox"/> using historical evidence with some degree of accuracy and effectiveness to show that the institution of slavery stifled innovation 	<p>✓ The answer demonstrates a limited knowledge of facts and terms by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> explaining a few of the roles played by slaves in the Roman Empire or the Roman economy <input type="checkbox"/> using historical evidence with a limited degree of accuracy to show that the institution of slavery stifled innovation

BLACKLINE MASTER 2-2 CONTINUED

Activity 12 Great Religious Figures (Application)

Create a series of Great Religious Figures trading cards. Each card should have a picture or image of the individual on the front and biographical details on the back including birthplace, birth date, main ideas and beliefs, and the person's role in the development of world religious traditions. You may need to do some additional research beyond the information contained in this chapter. Create cards for four of the following religious figures:

Moses
Mithras
Paul of Tarsus

Jesus
Isis
Constantine the Great

Level Four (80–100%)	Level Three (70–79%)	Level Two (60–69%)	Level One (50–59%)
<p>✓ The trading cards transfer concepts and skills to new contexts with a high degree of effectiveness by:</p> <ul style="list-style-type: none"> □ using a highly effective picture or image on the front of each card to depict the individuals □ providing ample highly accurate biographical details of each of the individuals on the back of the card □ clearly and with a high degree of accuracy explaining the major contributions of each figure to the religious traditions of the world □ using a highly effective layout that makes excellent use of space, colour, and selection of fonts to present the information 	<p>✓ The trading cards transfer concepts and skills to new contexts with a considerable degree of effectiveness by:</p> <ul style="list-style-type: none"> □ using an effective picture or image on the front of each card to depict the individuals □ providing sufficient and generally accurate biographical details of each of the individuals on the back of the card □ clearly and with a considerable degree of accuracy explaining the major contributions of each figure to the religious traditions of the world □ using an effective layout that makes good use of space, colour, and a selection of fonts to present the information 	<p>✓ The trading cards transfer concepts and skills to new contexts with some degree of effectiveness by:</p> <ul style="list-style-type: none"> □ using a suitable picture or image on the front of each card to depict the individuals □ providing sufficient and generally accurate biographical details for at least three individuals on the back of the cards □ explaining with some degree of accuracy the major contributions of three figures to the religious traditions of the world □ using a layout that uses space, colour, and a selection of fonts to present the information 	<p>✓ The trading cards transfer concepts and skills to new contexts with a limited degree of effectiveness by:</p> <ul style="list-style-type: none"> □ using a suitable picture or image on the front of at least two cards to depict the individuals □ providing limited biographical details for at least two individuals on the back of the cards □ explaining with limited accuracy the major contributions of two figures to the religious traditions of the world □ using a layout that uses either space, colour, or a selection of fonts to present the information