

**Lesson Planning: HUM1020: Introduction to Humanities**

**Greeks and Roman contribution to the modern world**

(Two-day course - requires minimum of 60-90 minutes per day)

<b>Unit Objectives</b> (what objectives will the course explore?)	<b>Instructor Activity</b> (what will the instructor do?)	<b>Student Activity</b> (what will the student do before, during, and after class?)	<b>Assessment</b> (how will you know they understood objective)	<b>Supported Reading</b> (Resources available to students)	<b>Graded Tasks</b>
<b>Day One Objectives</b> Review the Greek and Roman Thinkers; Hellenistic Art & Sculptures: Funerary Masks, Death of Sarpedon, Discobolus; Roman Art & Architecture: Colosseum, Aqueducts, Pantheon, Augustus of Prima Porta, Music: Lute, Water Organ; Literature: Philosophy of Plato: The Cave & Ship of Fools, Greek Myths & Gods					
Overview: <i>Origins of Mankind</i>  10 min	Explain: Birth of Civilization Mesopotamia, Persia	Before Class: N/A  During Class: Follow along with instructor Ask questions as needed  After Class: Review Discussion Board Questions	N/A	*Ch. 2: pg. 45-51 Greek thinkers *Handout: Ship of Fools *Handout: The Cave *Ch. 3: pg. 72-73 The Collapse of Rome, Roman Law	N/A
Overview Part II: <i>Objectives to cover</i>  10 min	*Contributions to the Arts *Types of Governments Roman Republic & Greek Senate *Social Classes	During Class: Follow along with instructor Ask questions as needed	N/A	PowerPoint Point Slide	N/A
Practical Application I: <i>Social Classes</i>  20 mins Total  10 mins group 10 mins discuss as a class  Appendix (A)	*Display Media pieces for Grouping Exercise: Roman: Citizens, Aristocrats, Plebeians, Noncitizens, and Slaves Greece: Upper and Lower class, Freedman & Slaves *Form students into groups of two  *Ask: What like elements do you see amongst the media? Group different elements from the media into categories.  *Purpose: Examine how different societies view	Students will use critical thinking skills, Grouping and Synthesis, to deduce and analysis similarities within cross cultures pertaining to the roles of people within different types of Social Classes.	*Instructor/Student Q&A *Discuss activity	(2) Handouts Greek Social Structure Roman Social Structure PowerPoint Point Slides	N/A

	the role of different types of citizens.				
<p><i>Overview:</i> <i>Understand types of government developed in Ancient Rome and Greece.</i></p> <p><i>20 mins Total</i></p> <p><i>10 mins group</i> <i>10 mins discuss as a class</i></p> <p><i>Appendix (B)</i></p>	<p>*Display Media for comprehension Greece: oligarchy/Democracy Rome: The Republic</p> <p>*Ask: What like elements do you see amongst the media?</p> <p>*Purpose: Examine how different societies govern their citizens.</p>	<p>Students will the critical thinking Grouping and Synthesis to deduce and analysis similarities within cross cultures pertaining to how different cultures govern their people.</p> <p>Questions to ask: *What factors are influencing their type of government?</p>	<p>*Instructor/Student Q&amp;A *Discuss activity</p>	<p>Media Handouts PowerPoint Point Slides</p>	<p>N/A</p>
<p><i>Student Questions</i></p> <p><i>10 mins</i></p>	<p>Stand by to receive questions about class materials and assignment.</p>	<p>Students ask questions about day's lecture and/or assignment</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

**Day Two Objectives**

<p><i>Overview Part III: Repeat Objectives to cover 10 min</i></p>	<p>*Types of Governments Roman Republic &amp; Greek Senate *Contributions to the Arts *Social Classes</p>	<p>Before Class: N/A</p> <p>During Class: Follow along with instructor Ask questions as needed</p> <p>After Class: Review Discussion Board Questions</p>	<p>N/A</p>	<p>PowerPoint Point Slides</p>	<p>N/A</p>
<p><i>Practical Application III: Understand Contributions by the Greeks &amp; the Romans in area of art, literature, philosophy, and science.</i></p> <p><i>20 mins Total</i></p> <p><i>10 mins group</i> <i>10 mins discuss as a class</i></p>	<p>*Display Media pieces for Grouping Exercise: Greeks: The Laocoön, Apollo Belvedere, Sculpture of Sophocles, Dying Gaul Romans: Statue of Athena, Augustus of Prima Porta. The Trevi Fountain, Statue of a Roman woman</p> <p>*Form students into groups of two</p> <p>*Ask: What like elements do you see amongst the media? Group different elements from the media into categories.</p> <p>*Purpose: Examine how the Arts reflected their culture.</p>	<p>Students will the critical thinking Grouping and Synthesis to deduce and analysis similarities within cross cultures pertaining to how different cultures govern their people.</p> <p>Questions to ask: *What factors are influencing their Arts?</p>	<p>*Instructor/Student Q&amp;A *Discuss activity</p>	<p>Media Handouts PowerPoint Point Slides</p>	<p>N/A</p>
<p><i>Explain Take Home Assignment: How is our society influenced by the past?</i></p>	<p>End of section assignment *Present Assignment *Ask: How can we understand a society solely based on artifacts left behind for future societies? How are we</p>	<p>In-class: Students will partner up and contemplate their answer and reveal it to the class.</p> <p>After class: using three mediums, students will discuss how each were influenced by the ideas of that society.</p>	<p>*Instructor/Student Q&amp;A *Discuss activity</p>	<p>PowerPoint Point Slides</p>	<p>100 pts possible</p>

<i>20 mins</i>	influenced by prior societies? What will we leave behind?				
<i>Student Questions</i> <i>10 mins</i>	Stand by to receive questions about class materials and assignment.	Students ask questions about day's lecture and/or assignment	N/A	N/A	N/A