**The Shield**

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| Evaluation | **% of Final Grade** | % of Communication | % of Application | % of Knowledge and Understanding | % of Thinking |
| The Shield  Preliminary Step:  Polis Travel Brochure (Group) | 5% | 1.25% | 1.25% | 1.25% | 1.25% |
| Polis Shield  (Group) | 10% | 2.5% | 2.5% | 2.5% | 2.5% |
| **Or** | | | | | |
| Polis Speech (Individual) | 10% | 2.5% | 2.5% | 2.5% | 2.5% |

**Preamble**

In Ancient Greece city states dotted islands and the coasts of a mountainous peninsula. The terrain was not conducive to the centralization of power. Relative isolation afforded each polis its freedom which resulted in heterogeneous political, social and academic experimentation. Democracy and philosophy, among other endeavors, flourished in a manner that would not be matched for centuries and the uncompromising independence that has resonated in Western Civilization (probably to a fault) can be traced to these roots.

While Ancient Greece is uniquely important relative to its size, it is also challenging to study. It was the antithesis to Egypt, rejecting tyranny and embracing change. To study Ancient Greece is a misnomer, one must study Athens, Sparta, Thebes, Argos, Syracuse, and Corinth, among others, and at that, one must be time specific.

For The Shield you will travel, with a group of peers, to an Ancient Greek polis and this will be your home for a month. Live like a Corinthian, fight like a Spartan, debate like an Athenian!!!! Immerse yourself in the polis and produce a:

Polis Travel Brochure (Group) – A pamphlet advertising your ancient polis

**And one of:**

Polis Shield (Group) – A shield representing your home with artistic designs

**Or**

Polis Speech (Individual) – A rousing speech extolling the virtues, and vices, of your home

As with all assignments in this class there will be a list expectations (curricular relevance) and a list of instructions (how to approach the tasks). There is also a preliminary step (due earlier) separate from the final product. Good luck and have fun ☺

**The Shield Expectations**:

1. Apply in everyday contexts skills developed through historical investigation, and identify careers in which these skills might be useful.
2. Analyse how various factors contributed to the stability, consolidation, and/or expansion of flourishing societies/civilizations.
3. Assess the contributions of various individuals and groups to the development of identity, citizenship, and culture.
4. Analyse the socio-economic, cultural, and political legacies of societies/civilizations.

**The Shield Preliminary Step: Polis Travel Brochure**

The class will be divided into groups. Each group will be assigned an Ancient Greek polis. Each group will imagine travelling back to said polis (in a time parallel with what would be considered Ancient Greece – post Greek Dark Ages and before the Roman conquest, ideally Classical Greece) to conduct detailed research. The Polis Travel Brochure should cover some of the basic information about the polis including location, geographic characteristics, government, politics, patron gods and heroes, architecture, resources, trade and culture, however, ultimately, it should sell the polis to would be travelers. Why would we want to go there as opposed to somewhere else? What amazing sights and experiences would we witness and participate in? What is the entertainment and cultural value? The Polis Travel Brochure should be organized as a folded pamphlet complete with text and visuals of significance.

As with all assignments, follow the specific instructions and look at the rubric to view how marks are derived.

**Polis Travel Brochure Instructions:**

1. Use various online resources and library books to research your polis (do everything you can short of flying to Greece).
2. After attaining a basic sense of the polis, either divide research topics between group members or gather the information together.
3. Cover some of the following areas: location, geographic characteristics, government, politics, patron gods and heroes, architecture, resources, trade and culture.
4. Do not just use the Wikipedia page to research and aim to find primary sources.
5. Do not copy and paste information from the web into your Polis Travel Brochure.
6. Use the research to sell the polis.
7. Write in a convincing manner extolling the entertainment and cultural value.
8. Include visuals; the visuals can be copied and pasted; however, take the time to find the best visuals.
9. Arrange the information in a pamphlet; a standard sheet of paper folded three ways.
10. Divide by topics and use subtitles; logically sequence and effectively design.

**Polis Travel Brochure Rubric**

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| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% | |
| **Communication** | | | | | | |
| Not clear, convincing or enticing text and visuals. | Minimally clear, convincing and enticing text and visuals. | | Mostly clear, convincing and enticing text and visuals. | Clear, convincing and enticing text and visuals. | | Very clear, convincing and enticing text and visuals. |
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| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% | |
| **Application** | | | | | | |
| No research was conducted failing to cover the people, places and events of the polis. | Little research was conducted barely covering the people, places and events of the polis. | | Some research was conducted partially covering the people, places and events of the polis. | Good research was conducted covering the people, places and events of the polis. | | Excellent research was conducted covering the people, places and events of the polis. |
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| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% | |
| **Knowledge and Understanding** | | | | | | |
| Little to no knowledge of the polis; people, places and events, was demonstrated. | Minimal knowledge of the polis; people, places and events, was demonstrated. | | Average knowledge of the polis; people, places and events, was demonstrated. | Good knowledge of the polis; people, places and events, was demonstrated. | | Thorough and detailed knowledge of the polis; people, places and events, was demonstrated. |
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| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% | |
| **Thinking** | | | | | | |
| An inadequate brochure that did not sell the entertainment and cultural value of the polis. | An almost adequate brochure that barely sold the entertainment and cultural value of the polis. | | An adequate brochure that partially sold the entertainment and cultural value of the polis. | A good brochure that mostly sold the entertainment and cultural value of the polis. | | A clever brochure that sold the entertainment and cultural value of the polis. |
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**Polis Shield**

To demonstrate your groups unwavering commitment and respect to your adopted Ancient Greek polis you will collectively design and unveil a Polis Shield. The shield should be constructed similar to an Ancient Greek shield that would have been used in battle. The shield should brandish visuals and text that represent the polis. Good luck and have fun ☺

As with all assignments, follow the specific instructions and look at the rubric to view how marks are derived.

**Polis Shield Instructions:**

1. Review the Polis Travel Brochure.
2. Consider the most important elements of the city; what is it that defines this polis.
3. Brainstorm as to how these will be communicated in an artistic and aesthetically pleasing manner.
4. The visuals; pictures, symbols and text, should capture the essence of the city.
5. The text should be written in Ancient Greek.
6. Sketch a rough draft of the Polis Shield.
7. Construct the shield; you could use cardboard, wood or another suitable material.
8. Paint the shield with representative pictures, symbols and text of the polis.
9. Unveil the shield for the class and briefly explain the visuals.

**Polis Shield Rubric**

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| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% | |
| **Communication** | | | | | | |
| The visuals did not communicate important representations of the polis. | The visuals marginally communicated important representations of the polis. | | The visuals communicated important representations of the polis. | The visuals effectively communicated important representations of the polis. | | The visuals very effectively communicated important representations of the polis. |
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| Below Level 1  0 – 49% | | Level 1  50 – 59% | | Level 2  60 – 69% | | Level 3  70 – 79% | Level 4  80 – 100% |
| **Application** | | | | | | | |
| Very limited design skills and very minimal effort led to an aesthetically inadequate shield. | Limited design skills and minimal effort led to a barely aesthetically adequate shield. | | Average design skills and some effort led to an aesthetically adequate shield. | | Good design skills and above average effort led to an aesthetically pleasing shield. | | Superior design skills and significant effort led to an aesthetically superior shield. |
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| Below Level 1  0 – 49% | | Level 1  50 – 59% | | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% | |
| **Knowledge and Understanding** | | | | | | | |
| The visuals did not capture significant aspects of the polis. | The visuals barely captured significant aspects of the polis. | | The visuals captured some significant aspects of the polis. | | The visuals captured the most significant aspects of the polis. | | The visuals masterfully captured the most significant aspects of the polis. |
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| Below Level 1  0 – 49% | | Level 1  50 – 59% | | Level 2  60 – 69% | Level 3  70 – 79% | | Level 4  80 – 100% | |
| **Thinking** | | | | | | | | |
| The shield was extremely lacking in design and content, it represented the city inadequately. | The shield was very banal in design and content, it represented the city almost adequately. | | The shield was banal in design and content, it represented the city adequately. | | | The shield was creative in design and content, it represented the city well. | | The shield was very creative in design and content, it represented the city perfectly. |
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**Polis Speech**

The Ancient Greeks were renowned orators (at least the Athenians – less so Spartans) and patriotic to a fault (except, sometimes, Alcibiades – more on him later). They would be proud to speak of their polis and extoll its virtues, and vices. As an honorary member of said polis, you will be charged with the task of performing a rousing speech in favor of your home. The speech must be two to three minutes, it will be timed. It should capture the essence of the polis and promote the polis as the best damned polis in the world (which of course wasn’t more than the lands surrounding the Mediterranean).

As with all assignments, follow the specific instructions and look at the rubric to view how marks are derived.

**Polis Speech Instructions:**

1. Review the Polis Travel Brochure and conduct additional research on the polis.
2. Make notes on the most significant, intriguing and curious facts about the polis.
3. Logically sequence the information.
4. Begin to write the speech by communicating the information with grandeur and sophistication.
5. Remember that an effective speech will illicit emotions, be it humorous or heartfelt, motivational or challenging.
6. Practice and time the speech – two to three minutes.
7. Practice and memorize the speech.
8. Practice in front of a peer or parent and ask for feedback.
9. Make adjustments and be prepared to perform.

**Polis Speech Rubric**

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| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% | |
| **Communication** | | | | | | |
| The essence of the polis was not communicated. | The essence of the polis was partially communicated. | | The essence of the polis was eloquently or enthusiastically communicated. | The essence of the polis was eloquently and enthusiastically communicated. | | The essence of the polis was very eloquently and enthusiastically communicated. |
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| Below Level 1  0 – 49% | | Level 1  50 – 59% | | Level 2  60 – 69% | | Level 3  70 – 79% | Level 4  80 – 100% |
| **Application** | | | | | | | |
| The audience was not emotionally engaged as there was little to no reference to the history of the Polis. | The audience was minimally emotionally engaged through reference to the history of the Polis. | | The audience was somewhat emotionally engaged through reference to the history of the Polis. | | The audience was emotionally engaged through reference to the rich and intriguing history of the Polis. | | The audience was very emotionally engaged through reference to the rich and intriguing history of the Polis. |
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| Below Level 1  0 – 49% | | Level 1  50 – 59% | | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% | |
| **Knowledge and Understanding** | | | | | | | |
| No knowledge and understanding of the polis; people places and events, was evident. | Minimal knowledge and understanding of the polis; people places and events, was evident. | | Adequate knowledge and understanding of the polis; people places and events, was evident. | | Good knowledge and understanding of the polis; people places and events, was evident. | | Detailed knowledge and understanding of the polis; people places and events, was evident. |
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| Below Level 1  0 – 49% | | Level 1  50 – 59% | | Level 2  60 – 69% | Level 3  70 – 79% | | Level 4  80 – 100% | |
| **Thinking** | | | | | | | | |
| The speech was not at all logically sequenced and lacked originality. | The speech required improvements in sequencing and more originality. | | The speech was partially logically sequenced and somewhat original. | | | The speech was mostly logically sequenced and original. | | The speech was logically sequenced and highly original. |
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