**Lesson Plan Template**

Author’s Name: Jason Harnish

Lesson Title: Whiteness, Purity, and the Classics

Grade Level: 9-12th

Compelling Question:

1. How did the classical period view issues of race?
2. What misinterpretations made classical art (especially sculptures) associated with whiteness?

**Lesson Foundations**

|  |  |
| --- | --- |
| Content Standards/Lesson Summary | An examination of how concepts of racial whiteness and purity became associated with works of the classical period.  NCSS: I. Culture: Study of culture and cultural diversity |
| Learning Objective(s) | 1. To understand how historical interpretations shape cultural legacies. 2. To complicate the narratives around race in the classical world. 3. To examine claims to foundations of Western Civilization. |
| Assessment(s)  Include LO being addressed | (LO1, LO2, LO3) Source reading, writing, and discussion  (LO3) Synthesis project |
| Materials & Resources | **PPT:**  **Sources:**  <http://origins.osu.edu/article/beware-greeks-bearing-gifts-how-neo-nazis-and-ancient-greeks-met-charlottesville>  <https://hyperallergic.com/383776/why-we-need-to-start-seeing-the-classical-world-in-color/>  <https://www.salon.com/2017/11/30/alt-right-catches-knight-fever-but-medieval-scholars-strike-back/>  <https://www.washingtonpost.com/news/answer-sheet/wp/2016/07/20/historian-reacts-to-that-weird-thing-rep-steve-king-said-about-whites-and-sub-groups/?noredirect=on&utm_term=.a280f16134f6> |

**Instructional Procedures/Steps**

|  |  |
| --- | --- |
| Opening  \_\_\_\_\_\_\_\_\_\_ Minutes | Discussion and document review:  1). When someone says, “Western Civilization,” explain what is being referred to?  2). Explain your understanding of other foundational civilizations in world history.  3). Review the notes of the classical period (600bce – 600ce) (see attached doc) |
| Instruction  \_\_\_\_\_\_\_\_\_\_ Minutes  (will need two fifty minute class periods). | * Read “Why We Need to start seeing the classical world in Color.”   + Write questions or comments on the document as you read.   + Meet with two to three other students and share your questions and comments.   + Present a summary of your group’s reading of the document to the class.   + Note any unresolved questions or conflicts in your group’s reading? * Read “Beware Greeks bearing gifts.”   + Relate the text to the previous day’s reading about seeing the classical world in color.   + Write a 1-page summary of your understanding of the historical issue: Why does it matter whether we “see” the classical world in color? (Group or individual activity). * For homework or other schoolwork days: read the other two assigned articles and explain their relationship to the issue of seeing the classical world in color. |
| Closure  \_\_\_\_\_\_\_\_\_\_ Minutes | **Synthesis:** Create a piece (could be an essay, advertisement, song, work of art) that depicts the classical world in color. You will present your work to the class and explain its connection to the readings. Try to be creative and think about how to represent the classical world in color.  The project will be assessed on the following:   * Connection to the readings and topic. * visual quality and/or written quality. * Presentation to the class describing your piece and its connection to the topic. |
| Accommodations/ Enrichment |  |