Examples of differentiated lesson plans

B. Contents

1. Life in the Greek city-states: Athens and Sparta
   (Colour and Shape Contract)
### Learning and Teaching Resource Pack
for Secondary History Curriculum

#### JS History S1

**Topic**
Life in Greek city-states: Athens and Sparta

**Number of Lessons**
2 lessons (40 minutes per lesson)

### Learning objectives

| Know | • the government systems, people and the ways of life in Athens and Sparta |
| Understand | • democracy in Athens and dictatorship in Sparta  
• the difference between ways of life in Athens (different social groups with different duties) and Sparta (mainly soldiers) |
| Do | • identify the advantages and disadvantages of democracy in Athens  
• find out the differences between Athens and Sparta in government system, ways of living, people’s features, etc. |

### Tools for differentiation / Instructional strategies

| Tools for differentiation | • Form A and B (Appendix 1)  
• Equalizer (Appendix 2) |
| Instructional strategies | • Colour and Shape Contract (Appendix 3)  
It is a learning contract between teacher and student. Students are given choices to select the tasks by colour and shape.  
*You may view chapter 4 in the animated video for reference.*  
• Frayer Model  
It is an assessment tool for understanding students’ prior knowledge and learning difficulties.  
*You may view chapter 2 in the animated video for reference.* |

### Learning and Teaching Materials

| Pre-assessment | • Learning Contract Task 1  
• Frayer Model (Appendix 4) |
| Classwork | • Fill in the blanks (Appendix 5)  
• Role Play Task Sheet and Group Activity Worksheet 1 (Appendix 6)  
• Group Activity Worksheet 2 (Appendix 7)  
• Learning Contract Task 2 |
<p>| Home assignment | • Learning Contract Task 3 |
| Students’ work | • Drawing and writing (Appendix 8) |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Steps in the lesson</th>
<th>Learning and teaching activities</th>
<th>Elements / strategies of Differentiated Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before lesson</td>
<td>Pre-assessment</td>
<td>• Conduct a survey to find out students’ learning interests and understand their knowledge of the teaching topic.</td>
<td>Use the results of Form A and Form B to set the topic that interests students most. (Appendix 1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ask students to complete Frayer model to understand their prior knowledge of ‘democracy’ and ‘dictatorship’.</td>
<td>Equalizer (Appendix 2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Adjust the focus of the teaching topic according to the result of the pre-assessment.</td>
<td>Pre-assessment Task : Learning Contract Task 1 (Appendix 3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Introduce the Learning Contract to students before Lesson 1.</td>
<td>Students are required to collect information about Athens or Sparta. This task addresses students’ readiness. Teacher shares students’ work in the lesson about their impression of Athens or Sparta. If any misconception is found, teacher will clarify and explain the concept in the lesson. (From foundational to transformational)</td>
</tr>
<tr>
<td>15 mins</td>
<td>Review</td>
<td>• Review what students learned last lesson.</td>
<td>Pre-assessment Task : Frayer Model (Appendix 4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The geographical features in Greece led to the emergence of Greek city-states.</td>
<td>Students give their impression and describe the features of democracy or dictatorship with examples. (From abstract to concrete)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Different city-states had different characteristics.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Select two students (one for Athens, one for Sparta) to share their collected materials on Athens and Sparta.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teaching pace will be adjusted timely according to the response from students.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students are required to fill in the blanks during the lesson. Teacher introduces democracy in Athens first. In the second part of the worksheet, students are required to fill in a table to compare the features of Athens and those of Sparta. In the last part of the worksheet, discussion questions require students’ critical thinking skill. It facilitates assessment for learning. (Appendix 5)</td>
<td></td>
</tr>
</tbody>
</table>
### 20 mins  
**Introduction of government system and society in Athens**

- Teacher asks students, ‘**What is democracy in nowadays world?**’
- Share the results of the pre-assessment and explain the concept of ‘democracy’ and ‘dictatorship’.
- Introduce the democratic system in Athens and ask students to identify the features. (No female, only the adults were allowed to join, etc)

**Group Activity 1 : Role Play**

- Teacher prepares a set of materials which consists of three roles. Students A, B and C can choose which role they would like to take up. They read out the duties of the role they choose. Other group members listen and guess which social group they belong to. Student D is the secretary of the group.

**Feedback time**

- Teacher gives feedback on the ‘Who am I?’ activity and selects a few students to share their answers.

### Lesson 2

**10 mins  
Teaching and Students’ responses**

- Introduce Spartan dictatorship.
- Compare the features of Spartan dictatorship with democracy in Athens.  

### 10 mins  
**Questioning and students’ responses**

- Introduce life in Sparta.
- Identify the people in the picture: **Who’s the man? Who’s the woman?** (Government official, mother, baby)
- **What’s the gender of the baby?** (Explain why not baby girl: prepare the boy to become a strong soldier.)
- Why did they abandon the new born baby? (Point out the importance of training a good fighter for the country.)

Students have to think why baby boys, instead of baby girls were abandoned by their mother. Focus on case study, and then explain to students the values held by Spartan society and the importance of fighting in the mind of males in Sparta.  

**From concrete to abstract**

Tiered questions are asked to provoke students’ thinking and let them understand the childhood of Spartan boys and the importance of fighting in the mind of Spartans. Teachers may ask open and challenging questions to train students’ critical thinking and address the needs of the advanced students.  

**From structured to open**

<table>
<thead>
<tr>
<th>Time</th>
<th>Steps in the lesson</th>
<th>Learning and teaching activities</th>
<th>Elements / strategies of Differentiated Instruction</th>
</tr>
</thead>
</table>
| 20 mins | **Introduction of government system and society in Athens** | - Teacher asks students, ‘**What is democracy in nowadays world?**’  
- Share the results of the pre-assessment and explain the concept of ‘democracy’ and ‘dictatorship’.  
- Introduce the democratic system in Athens and ask students to identify the features. (No female, only the adults were allowed to join, etc)  
**Group Activity 1 : Role Play**  
- Teacher prepares a set of materials which consists of three roles. Students A, B and C can choose which role they would like to take up. They read out the duties of the role they choose. Other group members listen and guess which social group they belong to. Student D is the secretary of the group.  
**Feedback time**  
- Teacher gives feedback on the ‘Who am I?’ activity and selects a few students to share their answers.  
**Lesson 2** | Tiered questions are asked to prompt students to answer questions with reference to the given pictures.  
**Role Play Task Sheet and Group Activity Worksheet** (Appendix 6)  
4 students in one group. Each student is required to read the given source to group members. Group members jot down what they listen and report to teacher afterwards. The worksheet is structured to explain different social groups in Athens. While students have to follow the instructions, they are also allowed to write an adjective to describe the life of a certain social group after listening to their classmates.  
**10 mins  
Teaching and Students’ responses**  
- Introduce Spartan dictatorship.  
- Compare the features of Spartan dictatorship with democracy in Athens.  
(Appendix 5)  
**10 mins  
Questioning and students’ responses**  
- Introduce life in Sparta.  
- Identify the people in the picture: **Who’s the man? Who’s the woman?** (Government official, mother, baby)  
- **What’s the gender of the baby?** (Explain why not baby girl: prepare the boy to become a strong soldier.)  
- Why did they abandon the new born baby? (Point out the importance of training a good fighter for the country.)  
Students have to think why baby boys, instead of baby girls were abandoned by their mother. Focus on case study, and then explain to students the values held by Spartan society and the importance of fighting in the mind of males in Sparta.  

**From concrete to abstract**  
Tiered questions are asked to provoke students’ thinking and let them understand the childhood of Spartan boys and the importance of fighting in the mind of Spartans. Teachers may ask open and challenging questions to train students’ critical thinking and address the needs of the advanced students.  

**From structured to open**
### Teaching Flow

<table>
<thead>
<tr>
<th>Time</th>
<th>Steps in the lesson</th>
<th>Learning and teaching activities</th>
<th>Elements / strategies of Differentiated Instruction</th>
</tr>
</thead>
</table>
| 15 mins | Questioning skill and students’ responses | • What kind of skills did a Spartan boy learn? *(At the age of 7, they had to attend military school for training.)*  
• Use picture to explain the skills the boy learned. *(Naked body was for training fitness. Hunger was for their fighting skills. Stealing things did not matter. The goal was to train the boys to become good fighters in the future.)*  
• The three basic skills Spartan children had to learn. *(For boys: wrestling, fighting, singing. For girls: running, throwing spears, wrestling.)*  
• Adulthood (Full citizen) and retirement  
• At the age of 30, a Spartan man was regarded as full citizen. |
| 10 mins | Consolidation activity | • Identify the features of Athens and Sparta.  
**Group Activity 2: Athens? Sparta? Tap! Tap! Tap!**  
• Students are divided into groups of 4.  
• Teacher distributes a set of cards to each group. The cards consist of description about Athens and Sparta.  
• Students take turns to read the cards. Then they call the name of the city-state which matches the card description and tap on that card with their hand as fast as possible. The fastest student can take the card and gain one mark. The winner in the group will gain most of the cards and get the highest mark.  
• Ask the winners to raise their hand and praise them.  
**Follow-up Task:**  
• Instruct students to complete Learning Contract Task 2 to consolidate their knowledge for the topic. They have to choose one out of three tasks. The tasks include drawing a poster, designing a logo or writing a title for a storybook related to the chosen city-state, either Athens or Sparta.  
**Take-home assignment:**  
• Introduce and distribute the home assignment (Learning Contract Task 3). Out of three tasks (write a journal, design an application form for migration, or draw an advertisement), students have to select one and answer the question: Which city-state they would like to live. |

**Group Activity: Worksheet 2 (Appendix 7)**

Students cooperate with their group members to finish the task by taking turns to draw a card. Each student is responsible for giving answers. This task offers visual, auditory and kinesthetic learning approach to cater for learning diversity. It is a game full of fun. The winners are given a certificate for recognition at the end of the game.

**Learning Contract Task 2**

After playing the game, students immediately have to complete the Learning Contract Task 2. They have to select a task and show their learning outcome (i.e. how much they learn about democracy in Athens or dictatorship in Sparta or the features of the two city states). The task also caters for learning diversity because students who are good at drawing may choose to draw a poster or design a logo. For those who like writing, they may choose to write a title for a storybook.

**Learning Contract Task 3**

Task 3 also caters for various learning styles, for examples, writing a journal is set for students who are interested in writing. Designing an application form for migration and drawing an advertisement are set for students who are good at art. The task also enhances students’ critical thinking skills because they are expected to draw or write something related to the government system or features of Athens or Sparta. See Students’ work (Appendix 8).
Data collected from Form A

Number of Students: 36

Data collected from Form B

<table>
<thead>
<tr>
<th>Reading level R(1-3)</th>
<th>Writing Level W(1-3)</th>
<th>Group (G) / Solo (S)</th>
<th>Interests</th>
<th>Visual(V) Auditory(A) Kinesthetic(K)</th>
</tr>
</thead>
<tbody>
<tr>
<td>R1 : 0 %</td>
<td>W1 : 0 %</td>
<td>G : 71%</td>
<td>Reading : 7 %</td>
<td>V/A : 25%</td>
</tr>
<tr>
<td>R2 : 54%</td>
<td>W2 : 57%</td>
<td>S : 25%</td>
<td>Drama : 11%</td>
<td>V/A/K : 75%</td>
</tr>
<tr>
<td>R3 : 46%</td>
<td>W3 : 43%</td>
<td>S&amp;G : 4 %</td>
<td>Public speaking : 4 %</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Critical thinking skills C1(1-3)</th>
<th>Collaboration Skills C2(1-3)</th>
<th>Creativity C3(1-3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1-1 : 0 %</td>
<td>C2-1 : 0 %</td>
<td>C3-1 : 0 %</td>
</tr>
<tr>
<td>C1-2 : 57%</td>
<td>C2-2 : 33%</td>
<td>C3-2 : 54%</td>
</tr>
<tr>
<td>C1-3 : 43%</td>
<td>C2-3 : 67%</td>
<td>C3-3 : 46%</td>
</tr>
</tbody>
</table>

## Equalizer: A tool for differentiating process and product

**Topic: Life in Greek city-states: Athens and Sparta (S1)**

<table>
<thead>
<tr>
<th>Foundational</th>
<th>Transformational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Search pictures, video clips or book/story related to Athens or Sparta</td>
<td>Explain why the sources are useful or not.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concrete</th>
<th>Abstract</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify country/countries which adopt(s) democracy or dictatorship in present day. Give examples of country leaders that represent democracy or dictatorship.</td>
<td>Write down the impression of democracy or dictatorship and give examples of historical figures that represent democracy or dictatorship.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concrete</th>
<th>Abstract</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain why the Spartan boy was abandoned by his mother.</td>
<td>Analyse the importance of fighting in Sparta.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structured</th>
<th>Open</th>
</tr>
</thead>
<tbody>
<tr>
<td>When the Spartan boys were fighting for fish and stealing fish, what kind of fighting skills did they acquire?</td>
<td>What do you think about this kind of training?</td>
</tr>
</tbody>
</table>

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Appendix 3

Learning Contract:
Colour and Shape Contract

Topic: Life in Greek city-states: Athens and Sparta

Due Date: ______________________________

- Collect one picture / cartoon showing ways of life in Athens / Sparta
- Introduce a video / video clip showing ways of life in Athens / Sparta
- Introduce one book on Athens / Sparta
- Draw a poster
- Design a logo
- Write a journal
- Design an application form for migration
- Write a title for a storybook
- Draw an advertisement

Signed by student(s): ____________________________
Preparation
This is one of the tasks in your learning contract. Choose one of the following circles. You may explain why the collected source is useful. Please circle the chosen task.

Collect one picture / cartoon showing ways of life in Athens / Sparta
Introduce a video / video clip showing ways of life in Athens / Sparta
Introduce one book on Athens / Sparta

I am going to introduce a (picture/cartoon), (video/video clip), (book) (circle the chosen task) about Athens / Sparta (Choose one).
Write down the website/title of the source. (For website: e.g. http://www.learner.org) (For title: e.g. ‘Greece’)

Date of access: ________________________________

Explanation (optional):
I find the source is useful because it shows
__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________

1. **Draw a poster** to sum up the major points you have got about Athens or Sparta from the game.

2. **Design a logo** to represent Athens or Sparta using the information you have got from the game.

3. **Write a title for a storybook** about Athens or Sparta which can cover the main ideas you have got from the game.

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**Follow-up Task for TAP! TAP! TAP!**

This is one of the tasks in your learning contract. Choose one of the following triangles. Please circle the chosen task.

1. **Draw a poster** to sum up the major points you have got about Athens or Sparta from the game.
2. **Design a logo** to represent Athens or Sparta using the information you have got from the game.
3. **Write a title for a storybook** about Athens or Sparta which can cover the main ideas you have got from the game.
Learning Contract : Task 3
(Blue Squares)

Consolidation Exercise
Which city-state do you like to live? Athens? Or Sparta?

This is one of the tasks in your learning contract. Choose one of the following squares. Please circle the chosen task. You are going to migrate to a Greek city-state.

1. Write a journal about a visit to Athens or Sparta. Introduce the local people and the culture you experienced there.
2. Design an application form for migration to either Athens or Sparta. Make sure to include the reasons why you are suitable to live there. Use at least 30 words for explanation.
3. Draw an advertisement to attract people to migrate to Athens or Sparta.

Write a journal
Design an application form for migration
Draw an advertisement
Pre-assessment Task (Frayer Model)

Please complete the following task.

What I know about democracy or dictatorship

<table>
<thead>
<tr>
<th>Features</th>
<th>Democracy or Dictatorship</th>
<th>Leader / ruler of that country</th>
<th>Examples of country</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What I know about democracy or dictatorship

Features

Democracy or Dictatorship

Leader / ruler of that country

Examples of country
Complete the following table of comparison between Athens and Sparta.

<table>
<thead>
<tr>
<th></th>
<th>Athens</th>
<th>Sparta</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Location</td>
<td>South-eastern coast</td>
<td>Southern inland</td>
</tr>
<tr>
<td>(b) Government</td>
<td>Democracy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Greek word ‘demo’ = people</td>
<td>2 kings</td>
</tr>
<tr>
<td></td>
<td>‘krato’ = rule</td>
<td>28 elders</td>
</tr>
<tr>
<td></td>
<td>All male citizen aged 20</td>
<td>Citizens were / ... were not allowed to</td>
</tr>
<tr>
<td></td>
<td>Assembly</td>
<td>join the government.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dictatorship</td>
</tr>
<tr>
<td>(c) Ways of living</td>
<td>Loved education</td>
<td>People liked fighting / war</td>
</tr>
<tr>
<td></td>
<td>Children went to school</td>
<td>Good at sports</td>
</tr>
<tr>
<td></td>
<td>Jobs: farming, fishing, trading, making</td>
<td>Jobs: Soldiers (male citizens)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Farming (Slaves)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) Others</td>
<td>Had strongest navy</td>
<td>Had strongest army</td>
</tr>
<tr>
<td></td>
<td>Built beautiful temples</td>
<td>Had / ... did not have beautiful buildings</td>
</tr>
<tr>
<td></td>
<td>It was the richest city-state in ancient</td>
<td>Won prizes in Olympic Games</td>
</tr>
<tr>
<td></td>
<td>Athens</td>
<td></td>
</tr>
</tbody>
</table>

A. What kind of skills did Spartan boys and girls learn?
- At the age of 7, Spartan boys learned _______ fighting, _______ wrestling and _______ Singing.  
- For Spartan girls, they learned _______ running, _______ throwing _______ spears and _______ wrestling.

B. The life of a Spartan soldier
- Spartan men were soldiers for most of their lives. They could marry, but were not allowed to live with their wives.
- Spartan soldiers should be _______ brave, _______ fierce and _______ well-trained.
- At the age of _______ , they became full citizen.
- At the age of _______ , they could leave the army.
- Because of the war(s) in the 2nd century BC, the Spartans almost disappeared.

C. Which city-state do you like to live? Athens? Or Sparta? (See Learning Contract Task 3)
Group Activity 1: Role Play ‘Who am I?’

Instruction: Please read out the script to your group members to help them fill in the group activity worksheet. Student D will take notes and lead a discussion afterwards. Please talk in the discussion session.

Student A
Role: A Free Man in Athens

I am a trader. My job is to travel overseas to buy pottery or art work from Persia, Egypt, etc. Every day I go to Assembly. I like talking. Usually, I can meet other friends at the Council. We discuss a lot of social issues there. For example, today we discussed how many schools should be built for the children in Athens. For leisure, I like reading and playing music. Sometimes, I will meet my friends who are not only traders, but also farmers, fishermen, pottery makers, artisans, artists, etc. I love Athens because I have voting right in the government.

Student B
Role: A woman in Athens

I am a housewife. I have 4 children. When my husband goes to work, I usually stay at home and take care of my children. Luckily, I don’t need to do housework because my husband had bought a few slaves as my helpers to do housework such as farming, cooking, cleaning, gardening, etc. My friend Mary, who was married to a farmer, has to do housework by herself. I enjoy my life very much because I can do things such as reading, listening to music, drawing, etc. just at home and needn’t go out to work or go to Assembly to have meeting for a long period of time.

Student C
Role: A slave in Athens

I am a slave. My master bought me from a market. My friends were all Blacks. I live with my master, who is a trader. I serve him, his wife and the whole family, whenever they need me. The other helpers are also slaves. Our duties mainly are cooking, cleaning houses, gardening, farming, etc. Our jobs are hard, sometimes dirty. Some of my friends were sold to do hard jobs like building bridges, roads, houses, etc. I feel I am lucky because I work inside a house only. I always hear from my master that he is going to Assembly. I don’t know what it is. But I don’t care where he goes. It is none of my business.

Group Activity 1: Role Play ‘Who am I?’

Instruction: Student A, B and C will read out the script to help you finish the group activity worksheet.

Student D
You are responsible for filling in the Group Activity Fact Sheet during the role play activity.
Group Activity 1: Role play: ‘Who am I?’

Circle the appropriate answer.

<table>
<thead>
<tr>
<th></th>
<th>Student A</th>
<th>Student B</th>
<th>Student C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Who am I?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Gender</td>
<td>Male / Female</td>
<td>Male / Female</td>
<td>Male / Female</td>
</tr>
<tr>
<td>3. Nationality</td>
<td>Greek / African</td>
<td>Greek / African</td>
<td>Greek / African</td>
</tr>
<tr>
<td>4. Occupation (jobs) / duties you find from the given sources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Enjoyed voting right</td>
<td>Yes / No</td>
<td>Yes / No</td>
<td>Yes / No</td>
</tr>
<tr>
<td>6. Received education</td>
<td>Yes / No</td>
<td>Yes / No</td>
<td>Yes / No</td>
</tr>
<tr>
<td>7. One adjective to describe their life</td>
<td>Free / comfortable / hard / others :</td>
<td>Free / comfortable / hard / others :</td>
<td>Free / comfortable / hard / others :</td>
</tr>
</tbody>
</table>
Group Activity Worksheet 2

Athens? Sparta? Tap! Tap! Tap!
Here is a set of cards with brief description about Sparta and Athens.

Instructions:
1) Students take turns to draw a card and then read out the sentence related to the city state.
2) Students should tap on the card by calling the name of the city state which matches the card description (Either Sparta or Athens).
3) The first one who taps the card and calls the name correctly will win a card as one mark.
4) Who will be the winner?
   Student who obtains most of the cards from the game will be the winner.

The winner(s) in our group is / are ________________________________

(Name)

<table>
<thead>
<tr>
<th>‘We like fighting.’</th>
<th>‘We like reading.’</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘We are good at sports.’</td>
<td>‘We are good at drawing.’</td>
</tr>
<tr>
<td>‘We have 2 kings.’</td>
<td>‘We have Assembly.’</td>
</tr>
<tr>
<td>‘Boys have to learn wrestling.’</td>
<td>‘Democracy started here.’</td>
</tr>
<tr>
<td>‘Girls have to learn running.’</td>
<td>‘We like music.’</td>
</tr>
</tbody>
</table>
(1) An advanced learner finished all the tasks from the three yellow triangles.

![Image of a Spartan warrior]

(2) One student opted to do one task in a blue square: write a journal about a visit to Athens or Sparta.

![Student's journal entry]

Today, I went to Athens. It was quite amazing there. I got to see some of the great works of Greece! I also went to the assembly to listen to people’s thoughts of the local politics. Going to Athens was wonderful! Tomorrow, I’ll go to Sparta and check out their army!