

Unit: Ancient Rome

Class: Global Studies

Weeks: January 29 - February 2

Indiana Academic Standards:

6.1.1, 6.1.2, 6.1.4, 6.1.18, 6.1.19, 6.1.20, 6.1.21, 6-8.LH.1.1, 6-8.LH.2.1, 6-8.LH.2.2, 6-8.LH.3.1, 6-8.LH.3.3, 6-8.LH.4.1

Step 1: Daily Objective

Mon 29: How would you describe/define technology and does that definition change over time?

Tues 30: What factors led to the decline of the Roman Empire?

Wed 31: Explain how the significant people of Rome shaped it's growth and decline.

Thurs 1: Review and apply learned information up to this point in a mid-unit checkpoint quiz.

Fri 2: How can current events influence your life?

Step 2: Instruction (What will the teachers do?)

Mon 29: Teacher will display a guided question on the smart board for students to answer independently on the half sheets of notebook paper on each table when they enter. After 5 minutes, students will discuss their answers with their table groups. After 2 minutes, groups will share with the class what they came up with for each technology themed questions. This will segue-way into the technology smart board lesson. Students will determine if definitions change and what exactly "Technology" means. This will be followed by a quick video and quick quiz to check for understanding. Students will then watch 3 short Horrible Histories videos on the Roman belief system and toilets. Remaining time will be used to start today's homework the Roman Gods worksheet in showbie.

Tues 30: Teacher will monitor students as they independently complete their notes on Rome's expansion through it's decline using teacher created lesson, notes, and guided worksheets in showbie. Students should have headphones to complete this or may borrow a class pair to complete the assignments. Students should be able to complete video notes #1 and #2 in class. SS IXL I.3 is homework and due Monday.

Wed 31: Teacher will review the notes from yesterday, and continue on to cover the Julius Caesar notes. Teacher will then guide students through a smart board lesson on the significant people of Rome. Students will take an understandings quick quiz at the end of the significant people lesson. Remaining time will be used for the week's homework assignments (SS IXL I.3, Roman Gods, Video Notes #1 and #2, and the Julius Caesar Reading and Questions.

Thurs 1: First part of class will be designated a quiet study hall for students to work on the week's homework assignments. During the second half of class, the teacher will guide students to formative where they will take the mid-unit checkpoint quiz. Teacher will monitor students while they complete the quiz independently. Those who finish may go back to working on the week's homework.

Fri 26: The class will watch today's episode of CNN Student News and discuss the topics mentioned and how they may affect us locally and nationally.

Step 4: Evidence of Rigor

DOK 1: **Identify** the Roman names of the Greek gods borrowed for the Roman religion, and **list** what he or she is the god or goddess of in Rome.

DOK 2: **Brainstorm** what it means to be considered “Technology”, and determine how it’s definition may or may not change.

DOK 3: **Develop a logical argument** supporting your definition of what “Techonolgy” is.

DOK 4:

Formative/Summative Assessments (The Material)

SS IXL I.2 and I.3

Actively Learn Reading articles

Video Notes #1 and #2

Roman Gods worksheet

Julius Caesar Reading and Questions

Mid-Unit Checkpoint Quiz in formative

Resources/Materials Needed for Lesson:

Wifi, ipad, Smart board, showbie, Ancient Rome vocabulary, Actively learn, IXL, Rome Keynote, Roman Republic notes, Roman Gods worksheet, Video Notes #1, Video Notes #2, Julius Caesar reading and questions, Horrible histories “Appease the gods” video, Horrible histories “Roman Baths” video, Horrible histories “Roman Gods Direct” video, Significant people smart board lesson, Technology Smartboard lesson, Mid-Unit Checkpoint quiz in formative, and CNN Student News.

Vocabulary:

Plebeian, Patrician, Republic, Senate, Tribune, Consul, Forum, Pantheon

Differentiation Instruction:

Students have options between which actively learn reading articles they choose. They are at different reading lexiles and targeted towards the students’ reading abilities.