

Lesson Plans 2024-2025
Subject: SS 6

Week: #1 of Q2 – (October 14 - October18)

Teacher: Staton, Whitman, Volkmar

Unit Title:	Unit 3: Classical Greece/ Hellenistic Greece and Rome (Kingdom, Republic, and Empire)
Unit Vocabulary:	Archipelago, polis, peninsula, strait, Hellas, direct democracy, republic, tyrant, monarchy, oligarchy, classical age, Western Civ., Caesar, checks and balances, Pax Romana, Etruscans, Senate

	Learning Target <i>(All Teachers)</i>	Instructional Plan <i>(Core Teacher)</i>	Differentiation <i>(ELA/Math Inclusion Teacher)</i>	Level Up (Advisory) Plans	Teacher Tips & Notes <i>(All Teachers)</i>
M O N	No School-Teacher workday		•		No School-Teacher workday
T U E	I can analyze how the Roman government and technological achievements impacted our modern world by completing a slideshow on	Achievements- Architecture & Engineering Taken for Grade for 2nd quarter <u>Opening Strategy:</u> Teacher may choose to play both or either: Roman Architecture Influences of Rome on the Modern World	SWD Differentiation Strategy: • Simplified Instructions and Clear Visual Aids • Use Visuals: Create visual aids such as graphic organizers and anchor charts that outline steps for identifying themes. • Simplify Language: Provide instructions in simple, clear language and use key vocabulary highlighted for emphasis.	Review for benchmark testing by completing spiral review assignments.	Taken for a grade for Q2.

	the legacy of Rome	<u>Core Lesson Activities:</u> The teacher will discuss Roman architecture using the slideshow 📄 11. Influence of Classical Arc... . This slideshow will guide students to learn about various Greco-Roman Classical Architecture features. This should be a quick discussion, about 15 minutes <u>Student Strategy:</u> Next, the teacher will direct students to the student slideshow in which they will provide examples on a slideshow of what they have learned about Roman architecture, technology, and government. 📄 Classical Influences Assignm... This assignment may be taken for a grade. The teacher will read the directions with the students and discuss the provided example on slide 3. Students will have the remainder of the class to work on the slideshow. If the teacher chooses, students may work with table partners. <u>Summarizing Activity:</u> Students will submit the slideshow for a grade. .	● Modeling: Demonstrate how to find and explain themes using a sample		
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W E D	I can analyze the causes of the Punic Wars and how it impacted surrounding territories by completing a webquest.	Politics/ Gov't: Punic Wars <u>Opening Strategy:</u> Students will answer two questions in their notebook: 1. What could be some of the causes (or events that lead up to) a war? 2. What could be some results that occur because of a war? Teachers will allow students to turn and talk with their shoulder partner to share. The teacher will play the video. <u>Core Lesson:</u> Teachers will let students watch  The Punic Wars - 60 Second ... to watch a brief video to give a little background on the three Punic Wars. <u>Student Strategy:</u> Students will complete a webquest on the Punic Wars (teachers may take up for a grade) Answer Key <u>Summarizing Activity:</u> Teacher may take the webquest up for a grade or	SWD Differentiation Strategy: • Simplified Instructions and Clear Visual Aids • Use Visuals: Create visual aids such as graphic organizers and anchor charts that outline steps for identifying themes. • Simplify Language: Provide instructions in simple, clear language and use key vocabulary highlighted for emphasis. • Modeling: Demonstrate how to find and explain themes using a sample	Complete on Tuesday due to possible internet outage Staton's class: Finish webquest
T H	<u>Learning Target:</u> I can develop a	<u>Warm Up:</u> What do you know about our three branches of government? Executive, legislative,	SWD Differentiation Strategy: • Simplified Instructions and Clear Visual Aids	Government/Politics

U	timeline of the Roman government to examine its development over time.	and judicial branches? Turn and talk with a partner. (2 mins) Teacher regains focus of class and holds a class discussion of our three branches of government and how it was an important break away from our Monarchy in England. But where did the three branches of giving ideas come from? <u>Teaching Strategy:</u> teacher will guide students through government styles of Rome from Monarchy, Republic, and Empire using google slides. Presentation includes 2 videos 5 and 8 minutes long. <u>Student Strategy:</u> Students will work on completing the assignment of the Tripartite Comparison guide using these google slides and the website linked here. <u>Assessment:</u>Exit Ticket: How did both Classical Greece and Classical Rome contribute to the development of the government of the U.S.	● Use Visuals: Create visual aids such as graphic organizers and anchor charts that outline steps for identifying themes. ● Simplify Language: Provide instructions in simple, clear language and use key vocabulary highlighted for emphasis. ● Modeling: Demonstrate how to find and explain themes using a sample		Economics/Social Structure for HW ● Worksheet (did this as a starter for Wed and Thurs) Reading Benchmark - Adjusted Schedule
F R I	I can work with my group to research and understand the key parts	<u>Warm Up:</u> Project expectations and procedures Teaching Strategies:	SWD Differentiation Strategy: ● Simplified Instructions and Clear Visual Aids ● Use Visuals: Create visual aids such as graphic organizers and anchor		Start Project - Materials: Large poster paper, choice historical figure

	of a classical civilization (Athens, Sparta, or Ancient Rome).	● Model how to research key information using provided resources. ● Guide students in organizing their poster sections and breaking down tasks. ● Offer feedback on drafts of poster sections and presentations to ensure clarity. Student Strategies: ● Students will focus on the writing portion of the project—completing 2 paragraphs each. ● Divide tasks evenly among group members and research specific sections. ● Collaborate to design the poster and practice explaining your part clearly. ● Review feedback from the teacher to improve the final project and presentation. Exit Ticket: Check-In	charts that outline steps for identifying themes. ● Simplify Language: Provide instructions in simple, clear language and use key vocabulary highlighted for emphasis. ● Modeling: Demonstrate how to find and explain themes using a sample		coloring sheet and 8 index cards per group. Anatomy of a Civilization Project Sentence stems for additional student support. Project resources Economics/Social Structure Math Benchmark - Adjusted Schedule
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