Lesson Plans 2024-2025 **Week:** #9 – (Sept. 30- Oct. 4) **Teacher**: Staton, Whitman, Volkmar **Subject**: SS 6

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 *(All Teachers)*	**Instructional Plan** *(Core Teacher)*	**Differentiation** *(ELA/Math Inclusion Teacher)*	**Level UP/Advisory Plans** (Core Content Teachers) (Not NHI time)	**Teacher Tips & Notes** *(All Teachers)*
MON	I can explain how physical geography influenced the development of Roman Classicism to become the foundation of Western Civilization by completing a map.	**Geography** **Opening Strategy:** Students will watch Instructomania Rome Geography for Anc… Romulus and Remus - Th… Founding of Rome **Core Lesson Activities:** The teacher will use both the slideshow and the guide map to aid students in completing the map of Classical Rome 3. Map of Rome Guide fo… Slideshow Roman Maps	**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	**Procedures Review and Notebook Checks (final major grade for Q1)**	Final minor grade Q1. Lesson plans altered due to new schedule for classes 10/9/24. Monday's lesson will be for Wed., 10/9 and will follow chronologically. Carry over remaining lessons for next week.

		<u>Student Strategy:</u> Students will complete the map of the Roman Rep. and Roman Emp. by following the directions on the slideshow. **<u>Summarizing Activity:</u>** Explain one new thing that you learned today that you did not know before.			
T U E	**I can describe the character-istics of Christianity and analyze the lasting influence of Christianity by completing a comparison chart.**	**Religion** **<u>Opening Strategy:</u>** **1) The teacher will show Mankind: The Story of All of Us, Episode 3 from start of video to 6:17 (stop here) on the death of Christ, beginning of Christianity, and the world influence of Christianity.** **Mankind The Story of All of ...** **2) And/ or a video showing the spread of Christianity (2min)** **Animated map shows how C...** **<u>Core Lesson Activities:</u>** **The teacher will read PBS: Roman Empire -Religion with the class which is an overview from polytheism/ paganism in Rome to monotheism with the Jews and then Christianity as a sect of Judaism. Next, the teacher will give the students a graphic**	**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	**Procedures Review and Notebook Checks (final major grade for Q1)**	

		organizer on Roman polytheism/ paganism, Judaism, and Christianity. As the teacher discusses the slideshow with the students, they will record the necessary information on the graphic organizer concerning the beliefs of each group. There are also hyperlinks provided on the slides for Roman polytheism, Judaism, and Christianity. Rise of Christianty: an Exten... Graphic Organizer Compare & Contrast: Roma... **Student Strategy:** Students will record the information on polytheism and monotheism on the graphic organizer and answer the question concerning the expansion fo Christianity throughout the Roman Empire. The charts should be placed in notebook **Summarizing Activity:** The teacher will check the graphic organizer for student understanding during class discussion. **Exit ticket:** How did the Roman Empire promote the spread of Christianity? Answer Key:			

		Compare & Contrast: Ro…			
W E D	I can use continuity and change to explain the impact of technological developments on Roman civilization.	**Achievements** **Opening Strategy:** For an attention grabber, the teacher will play 1) minute or so of a Formula 1 race in Italy. Race Highlights: 2024 Italian Grand Prix 2) The teacher will draw an analogy to the Circus Maximus and Movie Clip from Ben Hur. Ben Hur Chariot Race Scene (start at 6:32 and finish the video clip) **Core Lesson Activities:** The teacher will use the slideshow, 10. Roman Engineering to generate an open discussion in class. The teacher may have students write notes in their notebook during the discussion if desired to prepare for questions at the end of the slideshow. Speaker notes have been provided on the slideshow. The discussion is meant to allow students to	**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	**Procedures Review and Notebook Checks (final major grade for Q1)**	

		formulate opinions supported by evidence and to draw conclusions on the ways Roman technology remains influential still today. **At the close of the slideshow and discussion, (if time permits) the teacher will show students Mankind the Story of All of Us: Episode (8:50- 13:40)** **Mankind The Story of All of ...** **<u>Student Strategy:</u> Students will answer the short answer discussion question on slide 25 in their notebooks, or the teacher may choose to collect this for a grade.** **<u>Summarizing Activity:</u>** **.Student discussion participation and questions on slide 25**			
T H U	**I can analyze how the Roman government and technological achievements impacted our modern world**	**Achievements- Architecture & Engineering** **Taken for Grade for 2nd quarter** **<u>Opening Strategy:</u>** Teacher may choose to play both or either:	**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.	**Procedures Review and Notebook Checks (final major grade for Q1)**	Taken for a grade for Q2.

	by completing a slideshow on the legacy of Rome	**Roman Architecture** Roman Architecture **Influences of Rome on the Modern World** **Core Lesson Activities:** 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 **Student Strategy:** 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 Assign... 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.	• 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		

		<u>Summarizing Activity:</u> Students will submit the slideshow for a grade. .			
F R I	I can analyze the causes of the Punic Wars and how it impacted surrounding territories.	**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	**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	**Procedures Review and Notebook Checks (final major grade for Q1)**	

		grade or Share out (share content *or* share what was easy or difficult during the writing process)			