

Direct Instruction Lesson Plan

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Subject(s): Social Studies, World History

Topic or Unit of Study (Title): Unit 2: Chapter 6- Rome and Early Christianity

Title of Lesson: The Foundations of Rome

Grade Level: 9th

Materials: Textbook (student) / teacher edition, Pencil/ Pen, notebook, construction paper (one for each group), handout (one per student)

Summary (and Rationale): As we begin this unit students will learn how the spread of Christianity caused many of the changes ancient Rome experienced to both its government and culture. Students will see how Rome grew, from a small town on the banks of an Italian river, to control the entire Mediterranean region. It is important for students to see the rise of Rome and the spreading of Christianity during this time period. Students will also learn about the impact of government during this time.

I. Focus and Review (Establish Prior Knowledge): [10 minutes] Review the material that we covered in our previous chapter on Classical Greece. Discuss the impact of the founding of Democracy. Review the civilizations of ancient Greece and briefly talk about the empire of Alexander the Great.

II. Statement of Instructional Objective(s) and Assessments:

Objectives	Assessments
When given a map of Rome, provided in textbook, students will be able to visualize the vast size of the Roman Empire and be able to discuss the opportunities and problems that Rome would have with their far-reaching empire.	In class, grouped by table, the students will discuss and then record their thoughts on the strengths and weaknesses of the Empire. Students will be given a piece of construction paper, which they can fold in half to represent Advantages and Disadvantages.
After teaching the lesson, the learner will be able to understand how Rome's location encouraged both expansion and trade. In an essay the learner will discuss the benefits of Rome's location.	For homework, the students will write a short essay detailing how Rome's location played an impact on its expansion.

State the objective: [2 minutes]

Assessment: [Later assessment will take place at home, assessment for group work will be done during guided practice]

III. Teacher Input (Present tasks, information and guidance): [45 minutes]

1. Introduce the lesson and identify main points: (10 minutes)

The city of Rome was the seat of one of the greatest powers of the ancient world. Over its 1,200 year history, Roman society experienced tremendous changes in both its government and culture. Many of those changes were caused by the beginning and spread of one of the world's largest and most influential religions- Christianity. In this section we will discuss how Roman society developed and see Rome become a Republic and ultimately expand.

2. Lecture with handout (35 minutes)

A handout will be provided to the students which gives a set of Key Terms and People followed by a section which allows for notes on the origin, government and expansion.

-Roman Civilization Develops (10 minutes)

- Italy's Geography
- The Founding of Rome
- The Etruscans

-Rome Becomes a Republic (10 minutes)

- Patricians and Plebians
- Republican Government
- Life in the Republic

- The Republic Expands (15 minutes)

- Military Might
- The Conquest of Italy
- The Punic Wars
- The Conquest of Greece

IV. Guided Practice (Elicit performance): [20 minutes]

The guided practice for this activity is a group work activity. I will go to each group and help them formulate ideas. Students will be grouped together based on the table they are currently sitting at. I will distribute construction paper, which the students will fold in half with one side representing strengths and the other side representing weaknesses of the large empire. It is important for students to see both sides of the issue here. I want them to contemplate the problems that might arise with having such a far-reaching empire, not just the advantages to it.

V. Closure (Plan for maintenance): [5 minutes]

Retouch on what we discussed in class today, assign essay for homework.

VI. Independent Practice: [8 Minutes]

With the time we have left at the end of class I will allow students to start formulating ideas for their essay. They will have time to brain storm some ideas and get an outline on paper. This will be a brief essay but I want them to really think about the impact of Rome's location on expansion. Students should contemplate how successful Rome would have been if location was different.

STANDARDS:

WH.H.1	Apply the four interconnected dimensions of historical thinking to the Essential Standards for World History in order to understand the creation and development of societies/civilizations/nations over time.
WH.H.1.1	Identify the structure of a historical narrative
WH.H.2	Analyze ancient civilizations and empires in terms of their development, growth and lasting impact.
WH.H.2.4	Analyze the rise and spread of various empires
WH.H.5	Analyze exploration and expansion in terms of its motivations and impact.
WH.H.5.2	Explain the causes and effects of exploration

Plans for Individual Differences:

If any student has trouble reading or comprehending the material it may be useful to use a similar looking textbook with a lower reading level, a resource that would still present the student with the adequate amount of information. During the group activity, any student who may have mobility issues can be assisted by other members of the group. For instance if one student has trouble writing, the other students can write out the information and this student can help brainstorm ideas.

References (APA style):

Ramirez, Stearns, Wineburg. (2007). World History: Human Legacy. United States of America.

Attached link to map of Roman Empire AD 117
<http://www.ancient.eu.com/uploads/images/266.png>

Handout:

Rome and Early Christianity

Main Idea: From a small town on the banks of an Italian River, Rome grew to control the entire Mediterranean region.

Key Terms and People:

republic: a type of government in which elected officials govern the state

patricians: elected officials from aristocratic families in the Roman Republic

plebeians: non aristocrats in the Roman Republic

veto: rejection of harmful or unjust laws

Forum: central square in Rome

constitution: Roman political structure that created new offices and government institutions

Senate: a body of legislators who acted as advisors, controlled public finances, and handled foreign relations in the Republic

consuls: elected magistrates that replaced the king as chief executives of the state

dictator: a ruler who has nearly unlimited power

Taking Notes:

Take notes on Rome's origin, government and expansion

Origin:

Government:

Expansion: