

## Ancient Rome Lesson Plan – Day 1

Name of Lesson Plan Preparer: Christine Ammirati

<b>Title:</b> Ancient Rome Introduction		<b>Content Area/s:</b> Social Studies	
<b>Grade level:</b> 3 <sup>rd</sup>		<b>Time Frame:</b> 45 min. 9:30-10:15	
<b>Date:</b> Mon. March 14, 2011			
<b>SOL:</b> Social Studies Standard			
3.1 <u>The student will explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports.</u>			
3.4 <u>The student will develop map skills by a) locating Greece, Rome, and West Africa; b) describing the physical and human characteristics of Greece, Rome, and West Africa; c) explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs.</u>			
3.7 <u>The student will explain how producers in ancient Greece, Rome, and the West African empire of Mali used natural resources, human resources, and capital resources in the production of goods and services.</u>			
<b>Lesson Objectives:</b>		<b>Resources</b> (Text & Technology):	
Given whole class discussion as well as the viewing of a video, the student will identify the characteristics of daily life of Ancient Rome.		<a href="http://player.discoveryeducation.com/index.cfm?guidAssetId=F70B8DFE-0ECD-4A25-AEED-9C35647E4B08&amp;blnFromSearch=1&amp;productcode=US">http://player.discoveryeducation.com/index.cfm?guidAssetId=F70B8DFE-0ECD-4A25-AEED-9C35647E4B08&amp;blnFromSearch=1&amp;productcode=US</a> video (24:37)	
<b>Instructional Procedures</b> (Include Introduction, Focus, and Closing):			
<ol style="list-style-type: none"> <li>1. Warm-up: Instruct students to complete first two columns of KWL activity worksheet after they have finished recording their homework and while teacher enters attendance. In whole class discussion, compile students' individual KWL entries onto a chart displayed on the document camera (after class, transfer this data onto large KWL for classroom display). (10 minutes)</li> <li>2. Distribute to each student an Ancient Rome folder prepacked with video guide, "4 Rs" half-sheet summary, study guide, vocabulary cards, and SOL packet (<i>see attached</i>). Direct students to label, number, and date each item. (7 minutes)</li> <li>3. On world map, identify the Italian peninsula as the location of the city of Rome and show students its proximity to ancient Greece and location on the Mediterranean Sea and in Europe. Introduce the "4 Rs". (3 minutes)</li> <li>4. View first segment of video: Introduction and "Daily Life" from "Discovery Education: Elementary Video Adventures: Life in Ancient Rome." Students fill out viewing guide while watching. (7:20 minutes)</li> <li>5. Discuss video, reviewing student answers as recorded on their video guides. (10 minutes)</li> <li>6. Instruct students to write their initials on corner of each vocabulary card square. Direct students to cut out these vocabulary cards, secure them in a Ziploc, and store the bag in their Ancient Rome folder. (8 minutes)</li> <li>7. Closure: When selecting student tables to line up for the transition to centers, lead a lightning review: call on each of the six tables and ask students to identify one characteristic of ancient Rome.</li> </ol>			
<b>Assessment/s</b> (Formative/brief):		<b>Extension Activities:</b> Direct students to complete a map activity on the Mediterranean Sea, identifying ancient Greece, Rome, and Egypt.	
Observe student participation in whole group discussion of KWL activity and video.		<b>Differentiation:</b> Video guide may be abbreviated and simplified for students with reading difficulties.	
Observe student completion of vocabulary cards. Note completion of first section of video guide (daily life).			
<b>Observations/Reflection for Future Use:</b>			

**Ancient Rome Lesson Plan – Day 2 \* (Note different time)**

*The Ides of March!*

Name of Lesson Plan Preparer: Christine Ammirati

<b>Title:</b> Ancient Rome: Geography and Contributions		<b>Content Area/s:</b> Social Studies	
<b>Grade level:</b> 3 <sup>rd</sup>	<b>Time Frame:</b> 30 min. 1:15-1:45	<b>Date:</b> Tues. March 15, 2011	
<p><b>SOL:</b> Social Studies Standard 3.1 <u>The student will explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports.</u>          3.4 <u>The student will develop map skills by a) locating Greece, Rome, and West Africa; b) describing the physical and human characteristics of Greece, Rome, and West Africa; c) explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs.</u> 3.7 <u>The student will explain how producers in ancient Greece, Rome, and the West African empire of Mali used natural resources, human resources, and capital resources in the production of goods and services.</u></p>			
<p><b>Lesson Objectives:</b>          Given a map, the student will identify geography of ancient and present-day Rome.          Given whole class discussion and the viewing of a video, the student will identify the contributions of Rome.</p>		<p><b>Resources (Text &amp; Technology):</b>  <a href="http://player.discoveryeducation.com/index.cfm?guidAssetId=F70B8DFE-0ECD-4A25-AEED-9C35647E4B08">http://player.discoveryeducation.com/index.cfm?guidAssetId=F70B8DFE-0ECD-4A25-AEED-9C35647E4B08</a> video (6:00)          Map and Comprehension Check</p>	
<p><b>Instructional Procedures (Include Introduction, Focus, and Closing):</b></p> <ol style="list-style-type: none"> <li>8. Warm-up: Instruct students to color in the “Map of Ancient Rome” and complete Comprehension Check (<i>see attached</i>). Using document camera, review correct coloring and labeling and ask students to name the 4 Rs (7 mins)</li> <li>9. Ask students to take ancient Rome folder from desk, place map inside, and remove video guide. View second segment of video: “Inventions” from “Discovery Education: Elementary Video Adventures: Life in Ancient Rome.” Students fill out second segment of viewing guide (“Accomplishments”) while watching. (8 minutes)</li> <li>10. Discuss video by reviewing student answers as recorded on video guides. (5 minutes)</li> <li>11. In whole class discussion using document camera, lead discussion and complete first three sections of SOL packet: physical characteristics (<b>large variety of trees</b>), human characteristics, and specializations. (10 minutes)</li> </ol>			
<p><b>Assessment/s (Formative/brief):</b>          Observe student participation in whole group discussions. Note completion and accuracy of map, second section of video guide (accomplishments), and sections of SOL packet.</p>		<p><b>Extension Activities</b> Provide time and materials for students to conduct a census of the classroom or grade. Instruct students to consider what questions to ask and how they will use this information. Task <b>J. O.</b> with this assignment.</p> <p><b>Differentiation:</b> Provide abbreviated version of video guide for students who are challenged by watching the video and simultaneously taking notes.</p>	
<p><b>Observations/Reflection for Future Use:</b></p>			

Name: \_\_\_\_\_ Date: \_\_\_\_\_ # \_\_\_\_\_

## Rome Comprehension Check

1. Ancient Rome started as villages next to the \_\_\_\_\_ river.
  - A. Niger
  - B. Nile
  - C. Tiber
  - D. Huang He
2. Ancient Rome grew to a much larger area and was located in \_\_\_\_\_.
  - A. Europe
  - B. Asia
  - C. Africa
  - D. All of the above
3. The modern city of Rome is located in \_\_\_\_\_.
  - A. Europe
  - B. Asia
  - C. Africa
  - C. All of the above
4. Ancient Rome surrounded the \_\_\_\_\_.
  - A. Atlantic Ocean
  - B. Mediterranean Sea
  - C. area where ancient Greece was located
  - D. Asia
5. What helped Rome travel and trade with other people?
  - A. the Tiber River and the Mediterranean Sea
  - B. the hills
  - C. The Tiber River and the hills
  - D. The Mediterranean Sea and the hills
6. An occupation of the people in Ancient Rome included
  - A. road builders
  - B. farmers
  - C. traders
  - D. all of the above



## Ancient Rome Lesson Plan – Day 3\* (Note different time)

Name of Lesson Plan Preparer: Christine Ammirati

<b>Title:</b> Ancient Rome: Government, Architecture, and Art		<b>Content Area/s:</b> Social Studies
<b>Grade level:</b> 3 <sup>rd</sup>	<b>Time Frame:</b> 45 min. 2:55-3:40	<b>Date:</b> Wed. March 16, 2011
<p><b>SOL:</b> Social Studies Standards 3.1 <u>The student will explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports.</u></p> <p>3.4 <u>The student will develop map skills by a) locating Greece, Rome, and West Africa; b) describing the physical and human characteristics of Greece, Rome, and West Africa; c) explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs.</u></p> <p>3.7 <u>The student will explain how producers in ancient Greece, Rome, and the West African empire of Mali used natural resources, human resources, and capital resources in the production of goods and services.</u></p>		
<p><b>Lesson Objectives:</b></p> <p>Given a class activity and the viewing of a video, the student will describe the government of ancient Rome.</p> <p>Given the viewing and discussion of a powerpoint, the student will identify the architecture and art of ancient Rome.</p>		<p><b>Resources (Text &amp; Technology):</b></p> <p><a href="http://player.discoveryeducation.com/index.cfm?guidAssetId=F70B8DFE-0ECD-4A25-AEED-9C35647E4B08">http://player.discoveryeducation.com/index.cfm?guidAssetId=F70B8DFE-0ECD-4A25-AEED-9C35647E4B08</a> video (10 minutes)</p> <p>Comprehension Check</p> <p>Powerpoint</p>
<p><b>Instructional Procedures (Include Introduction, Focus, and Closing):</b></p> <p>12. Warm-up: Instruct students to complete comprehension check (<i>see attached</i>). Display answer key on document camera for student self-check. Explain each answer before launching lesson. Ask students to take ancient Rome folder from desk, place warm up inside, and remove video guide. (5 minutes)</p> <p>13. Engagement: Tell students that they will participate in a Representative Democracy activity: (10 minutes)</p> <ul style="list-style-type: none"> <li>- Review the <b>purpose of government</b>: <i>to make and carry out laws, and to decide if laws have been broken</i></li> <li>- Ask students to describe the government of ancient Greece: <b>direct democracy</b> – each citizen has a vote or a say on the laws or decisions that are made. Explain that ancient Rome was a Representative Democracy</li> <li>- Direct the three students at the front table to join another table. Instruct each of the 5 table groups to elect one representative. Meet briefly with these 5 representatives and direct them to return to their tables to discuss which of two special snacks should be served the following day (M&amp;Ms or Starburst candies). After 1 minute of discussion with their tables, instruct the representatives to return to the front of the class and cast a vote. The majority vote wins.</li> </ul> <p>14. View third segment of video: “Government: Discovery Education: Elementary Video Adventures: Life in Ancient Rome.” Students fill out brief viewing guide as they watch. (10 minutes)</p> <p>15. Discuss video by reviewing student answers recorded on video guide. (4 minutes)</p> <p>16. Instruct students to open SOL packets. In whole class discussion using document camera, lead discussion and complete government section of SOL packet. (4 minutes)</p> <p>17. Use powerpoint (<i>see attached</i>) to display images of Roman and present-day architecture, coliseums, and aqueducts and to complete the “architecture and the arts” section of SOL packet. (10 minutes)</p> <p>18. Closure: As students line up for dismissal, conduct a lightning review of characteristics of ancient Rome. (2 minutes)</p> <p><b>HOMEWORK:</b> Complete “Let’s Review” page in SOL packet. DUE THURSDAY</p>		
<p><b>Assessment/s (Formative/brief):</b></p> <p>Observe student participation in whole group discussions of video and powerpoint and democracy activity.</p> <p>Note completion and accuracy of third section of video guide and government and arts and architecture sections of SOL packet.</p>		<p><b>Extension Activities:</b> Provide additional resources for students to research biographies of Roman political leaders</p> <p><b>Differentiation:</b> Provide abbreviated version of video guide for students who are challenged by watching the video and simultaneously taking notes.</p>
<p><b>Observations/Reflection for Future Use:</b></p>		

## Ancient Rome Lesson Plan – Day 4

Name of Lesson Plan Preparer: Christine Ammirati

<b>Title:</b> Ancient Rome: Review		<b>Content Area/s:</b> Social Studies	
<b>Grade level:</b> 3 <sup>rd</sup>	<b>Time Frame:</b> 45 min. 9:30-10:15	<b>Date:</b> Thurs. March 17, 2011	
<p><b>SOL:</b> Social Studies Standard</p> <p>3.1 <u>The student will explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports.</u></p> <p>3.4 <u>The student will develop map skills by a) locating Greece, Rome, and West Africa; b) describing the physical and human characteristics of Greece, Rome, and West Africa; c) explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs.</u></p> <p>3.7 <u>The student will explain how producers in ancient Greece, Rome, and the West African empire of Mali used natural resources, human resources, and capital resources in the production of goods and services.</u></p>			
<p><b>Lesson Objectives:</b></p> <p>Given whole class discussion and Qwizdom review, the student will identify the geography, characteristics, and contributions of Ancient Rome.</p>		<p><b>Resources</b> (Text &amp; Technology):</p> <p>Qwizdom Response Kit</p>	
<p><b>Instructional Procedures</b> (Include Introduction, Focus, and Closing):</p> <p>19. Warm-up: Return Monday’s KWL activity worksheet and instruct students to complete last column after they have finished recording their homework and while teacher enters attendance. Instruct students to leave this document in center of table. (5 minutes) (After class, transfer this data onto large KWL for classroom display)</p> <p>20. Direct students to take ancient Rome folder from desk and turn to the homework in the SOL packet. Check each student’s folder to ensure that the SOL packet and the study guide are both present. Using document camera, elicit student responses and confirm answers on “Let’s Review” (<i>homework</i>) page of SOL packet. (5 minutes)</p> <p>21. Use Qwizdom review to clarify student understanding and highlight subjects where the students must study before the next day’s test. (35 minutes)</p> <p>22. Closure: When selecting student tables to line-up for the transition to centers, lead a lightning review: call on each of the six tables and ask students to name the “4 R’s of Rome” and answer a question about ancient Rome.</p>			
<p><b>Assessment/s</b> (Formative/brief):</p> <p>Observe student participation in KWL brainstorming and Qwizdom discussions.</p> <p>Note completion of homework and KWL column.</p>		<p><b>Extension Activities:</b></p> <p>Direct students to compare the contributions and characteristics of ancient Greece and Rome.</p>	
		<p><b>Differentiation:</b></p> <p>Note on each student’s KWL chart the explicit number of items to be listed in the third column. Vary the number of items based on student ability.</p>	
<p><b>Observations/Reflection for Future Use:</b></p>			

Name: \_\_\_\_\_ Date: \_\_\_\_\_ # \_\_\_\_\_

Color the map as directed, then:

1. Find ancient Greece. Circle this area in red and label it "Greece"
2. Find Egypt. Circle this area in red and label it "Egypt"
3. Find the boot shape of the present-day country of Italy, find the location of present-day Rome, and mark it with a star. Label this star "Rome" and circle it in red.
4. Identify the continent where present-day Rome and the country of Italy are located and write the name of this continent in red.
5. Circle the names of the three continents where ancient Rome ruled.

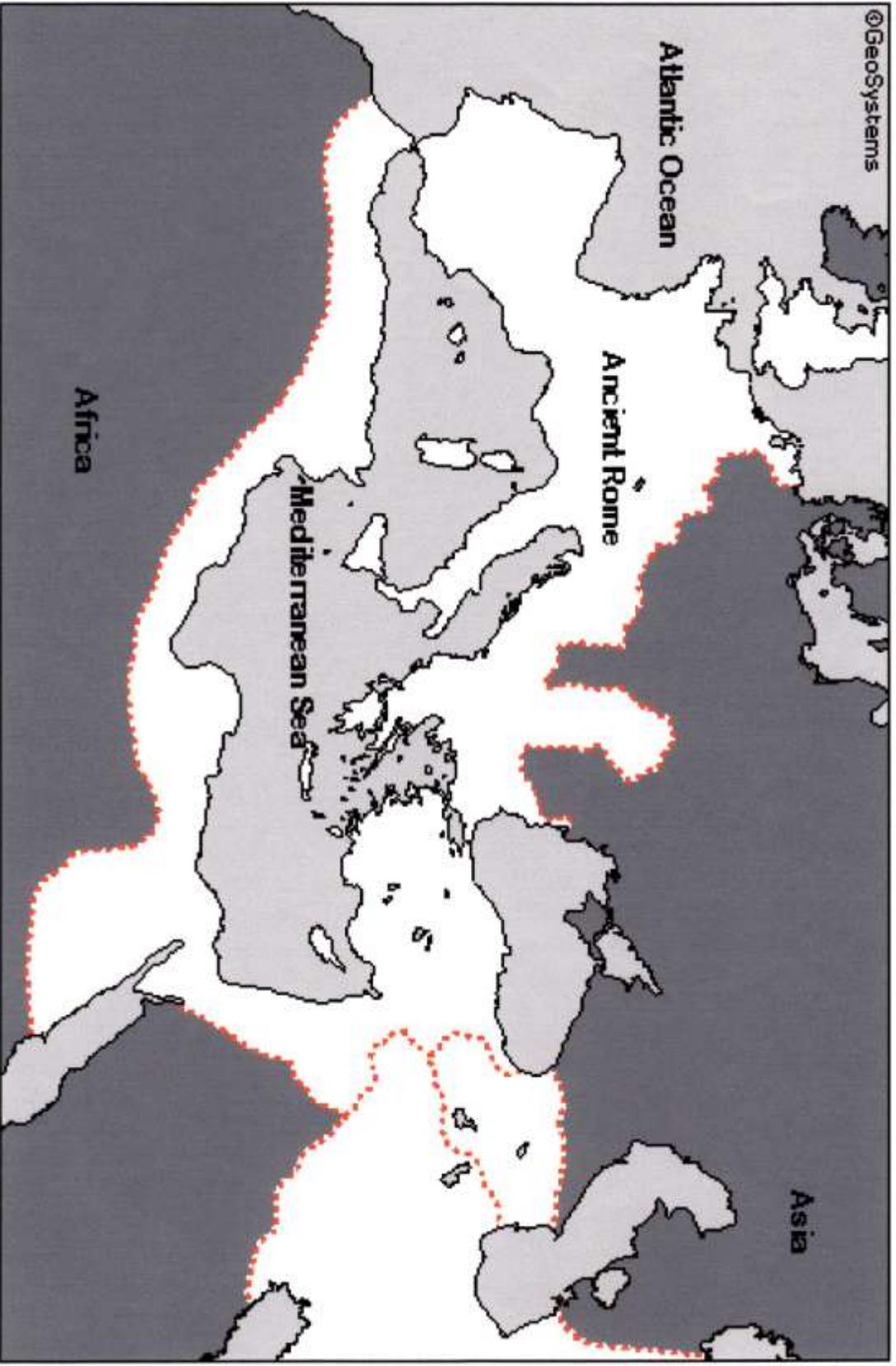
**Name the 4 R's of Rome!**



- R \_\_\_\_\_ builders
- R \_\_\_\_\_ lic
- R \_\_\_\_\_ Democracy
- \_\_\_ R \_\_\_\_\_

Attachment A: Map of Ancient Rome

Name \_\_\_\_\_



Color the Ancient Rome land green.  
Color the Mediterranean Sea blue.

**Ancient Rome Lesson Plan – Day 5** \* (Note different time)

Name of Lesson Plan Preparer: Christine Ammirati

<b>Title:</b> Ancient Rome Test		<b>Content Area/s:</b> Social Studies	
<b>Grade level:</b> 3 <sup>rd</sup>		<b>Time Frame:</b> 30 min. 11:30-12:00	<b>Date:</b> Fri. March 18, 2011
<p><b>SOL:</b> Social Studies Standard</p> <p>3.1 <u>The student will explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports.</u></p> <p>3.4 <u>The student will develop map skills by a) locating Greece, Rome, and West Africa; b) describing the physical and human characteristics of Greece, Rome, and West Africa; c) explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs.</u></p> <p>3.7 <u>The student will explain how producers in ancient Greece, Rome, and the West African empire of Mali used natural resources, human resources, and capital resources in the production of goods and services.</u></p>			
<p><b>Lesson Objectives:</b></p> <p>Given summative assessment, the student will identify the geography, characteristics, and contributions of ancient Rome.</p>		<p><b>Resources</b> (Text &amp; Technology):</p> <p><a href="http://www.brainpopjr.com/socialstudies/ancienthistory/ancientrome/">http://www.brainpopjr.com/socialstudies/ancienthistory/ancientrome/</a></p> <p>Common grade-wide test</p>	
<p><b>Instructional Procedures</b> (Include Introduction, Focus, and Closing):</p> <p>23. During snack, as review, watch BrainPOP Jr on “Ancient Rome”</p> <p>24. Display compilation of student KWL entries as recorded on the classwide paper chart. (3 minutes)</p> <p>25. After snack, oversee unit test on ancient Rome. Instruct students to read independently at desk when finished with assessment.</p>			
<p><b>Assessment/s</b> (Formative/brief):</p> <p>Grade 25-question test. Each question is weighted equally and grade is expressed as a percentage.</p>		<p><b>Extension Activities:</b></p> <p><b>Differentiation:</b></p> <p>No students in the class have an IEP or 504 or receive ELL instruction. All students will be assessed using this single exam.</p>	
<p><b>Observations/Reflection for Future Use:</b></p>			