Delta County Schools

Curriculum Design

7th Grade Social Studies Unit 6 Plan-Organizer

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| **Subjects(s)** | Social Studies |
| **Grade/Course** | 7th Grade |
| **Unit of Study**  | Ancient Europe |
| **Unit Type(s)** | [x] Topical     [ ] Skills-based   [ ] Thematic |
| **Length of Unit** | 3 weeks [7th Grade Pacing Guide Social Studies.xls](7th%20Grade%20Pacing%20Guide%20Social%20Studies.xls) |

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| **Priority Outcomes (Essentials)** |
| History 1.1(b) Analyze historical sources for accuracy and point of view while formulating historical questions. Sources to include but not limited to art, artifacts, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written textsHistory 1.2(d) Analyze the social, political, cultural, economic, and technological development within the topics listed in above in evidence outcome “c”Geography 2.1(b) Describe the characteristics and distribution of physical systems, cultural patterns and economic interdependence to make predictions. Topics to include but not limited to environmental issues and cultural diffusionCivics 4.1 (e) Give examples illustrating how various governments and citizens interact and analyze how these interactions have changed over time. |

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| **Supporting Outcomes** |
| History 1.1(a) Determine and explain the interdependence of people around the world during significant eras or events.History 1.2(a) Explain how people interact and are interconnected over key periods or eras in history in the Eastern HemisphereHistory 1.2(c) Describe the foundation and development of key historical topics. Topics to include, but not limited to early civilizations, Greece, Rome, ancient China and ancient African civilizations, and the Medieval World incorporating the Crusades and Feudalism.History 1.2 (e) Describe the history, interaction, and contributions of various peoples and cultures that have lived in or migrated to the Eastern Hemispheres. Topics to include but not limited to world religions, the Silk Road, East/West contact and settlement patterns.Geography 2.1(a) Interpret maps and other geographic tools to find patterns in human and physical systemsGeography 2.1 (c) Collect and analyze data to make geographic inferences and predications regarding the Eastern Hemisphere.Geography 2.2 (a) Classify data to construct thematic maps and make inferences.Civics 4.1(a) Compare different forms of government in the world and how they derive their authority.Civics 4.1(b) Evaluate how various nations interact, resolve their differences, and cooperate.Civics 4.2 (a) Compare the definition of citizen in various governments.Civics 4.2 (b) Evaluate how various nations interact, resolve their differences, and cooperate |

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| **“Unwrapped” Concepts****(students need to know)** | **“Unwrapped” Skills”****(students need to be able to do)** | **Bloom’s Taxonomy Levels** |
| * Historical sources for accuracy and point of view

- Historical questions* Social, political, cultural, economic, technological development
* Characteristics and distribution of physical systems, cultural patterns, economic interdependence
* Examples illustrating how various government and citizens interact
* How interactions change
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| **Essential Questions** | **Corresponding Big Ideas** |
| 1. How are monarchy, oligarchy, tyranny, and democracy different?2. How do you see the influence of ancient Rome and Greece in Europe today? |  1. The type of government affects the rights and responsibilities of the citizens. (SYSTEMS BECAUSE ITS ABOUT THE DEVELOPMENT OF GOVERNMENT)2. Culture crosses political boundaries and historical eras. (ORIGINS BECAUSE OF CULTURE AND RELIGION AND INTERACTIONS BECAUSE OF CULTURAL DIFFUSION) |

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| **Standardized Assessment Correlations****(State, College and Career)** |
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| **Unit Assessments** |
| **Pre-Assessment** | **Informal Progress Monitoring Checks** |
| [7th Grade SS Unit 6 Pre Test.doc](7th%20Grade%20SS%20Unit%206%20Pre%20Test.doc) | [Resources/Unit 6 Formative Assessments/Ancient Europe/Ancient Greece Quiz.pdf](Resources/Unit%206%20Formative%20Assessments/Ancient%20Europe/Ancient%20Greece%20Quiz.pdf)[Resources/Unit 6 Formative Assessments/Ancient Europe/Ancient Rome Quiz.pdf](Resources/Unit%206%20Formative%20Assessments/Ancient%20Europe/Ancient%20Rome%20Quiz.pdf)[Resources/Unit 6 Formative Assessments/Ancient Europe/Medieval Europe Quiz.pdf](Resources/Unit%206%20Formative%20Assessments/Ancient%20Europe/Medieval%20Europe%20Quiz.pdf)Alternative test (or use to RE test) –[Resources/Unit 6 Formative Assessments/Ancient Europe/Ancient Europe Test.pdf](Resources/Unit%206%20Formative%20Assessments/Ancient%20Europe/Ancient%20Europe%20Test.pdf) |
| **Post-Assessment** |
| [7th Grade SS Unit 6 Answer Key Post.doc](7th%20Grade%20SS%20Unit%206%20Answer%20Key%20Post.doc)[7th Grade SS Unit 6 Post Test.doc](7th%20Grade%20SS%20Unit%206%20Post%20Test.doc) |
| **Scoring Guides and Answer Keys** |
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| **Unit Vocabulary Terms** |
| **The following vocabulary terms are recommended, but not limited to:****Countries**: Israel, Palestine, Lebanon, Syria, Turkey, Georgia, Armenia, Azerbaijan, Iraq, Jordan, Saudi Arabia, Yemen, Oman, United Arab Emirates, Qatar, Bahrain, Iran, Afghanistan, Pakistan**Physical features**: Arabian Peninsula, Rub’ al-Khali Desert, Plateau of Iran, Kara-Kum Desert, Hindu Kush mountain range, Thar Desert, Euphrates River, Tigris River, Indus River, Mediterranean Sean, Black Sean, Caspian Sea, Red Sea, Gulf of Aden, Persian Gulf, Arabian Sea, Indian Ocean**Religions**: Judaism (covenant, the Torah, Moses, Jew, prophet, diaspora), Christianity (Jesus, messiah, disciple, Christian, epistle, the Bible, martyr), Islam (Muhammad, Mecca, Muslim, mosque, Quran or Koran, the Five Pillars)**Key terms**: Mesopotamia, scribe, Fertile Crescent, city-state, polytheism, myth, empire, Babylon, caravan, bazaar, battering ram, code, Hammurabi, cuneiform, alphabet, monotheism, famine, exile,  |

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| **Authentic Performance Tasks** | **Engaging Learning Experiences****Synopsis of Authentic Performance Tasks** | **Suggested Length of Time** |
| **Task 1** | Students analyze and create maps of ancient Greece and other nearby ancient empires. Students will answer comprehension questions that show how well the students interpret maps to learn about key physical features. | **1 -2 days, 70 minute classes** |
| **Task 2** | Through this HistoryAlive! Experiential Exercise students will use the principles of monarchy, oligarchy, tyranny, and democracy to select and play music for the class, and in turn experience these types of democracy. If time allows, students can also learn about the Persian Wars – a time when the mighty Persians challenged Greek democracy. | **1 – 5 days, 70 minute classes** |
| **Task 3** | In a Problem Solving Groupwork activity, students explore and record events describing the expansion of Roman territory and the creation of the empire. | **2 - 4 days, 70 minute classes** |
| **Task 4** | In a Response Group activity, students play the “Rome to Home” game to discover how aspects of Roman culture, such as art, architecture, and language, influence modern life. Finally, students will find examples of Roman culture in the world today. | **2 – 3 days, 70 minute classes2 – 3 days, 70 minute classes** |
| **Brief Overview of the Engaging Scenario** |
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| **Authentic Performance Task 1**  |
| **Outcomes Addressed in Authentic Performance Task 1**  | **Priority Standards:*** **Geography 2.1(b) Describe the characteristics and distribution of physical systems, cultural patterns and economic interdependence to make predictions. Topics to include but not limited to environmental issues and cultural diffusion**

Supporting Standards:* History 1.1(a) Determine and explain the interdependence of people around the world during significant eras or events.
* History 1.2(a) Explain how people interact and are interconnected over key periods or eras in history in the Eastern Hemisphere
* Geography 2.1(a) Interpret maps and other geographic tools to find patterns in human and physical systems
* Geography 2.1 (c) Collect and analyze data to make geographic inferences and predications regarding the Eastern Hemisphere.
* Geography 2.2 (a) Classify data to construct thematic maps and make inferences.
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| **Description of Authentic Performance Task 1** | Students analyze and create maps of ancient Greece and other nearby ancient empires. Students will answer comprehension questions that show how well the students interpret maps to learn about key physical features.* Introduce the lesson by having students create a KWL chart, so you can evaluate how much the students know about ancient Greece.
* Have students complete the Geography Challenge using technology, textbooks, atlases or library books.
* Discuss the “Critical Thinking Questions” so students can understand the correlation between Greece’s geography and its success
* Finally, students will physically recreate the geography of Greece.

The success of the task will be based on the following:1. Students respond to the Essential Question with the Big Idea by analyzing and even creating sources.
2. Students meet “Proficient” level or higher on Task 1 rubric.
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| **Length: 1- 2 days, 70 minute classes** | **Bloom’s Taxonomy Level:**COMPREHENSION – 2ANALYSIS - 4 |
| **Scoring Guide for Authentic Performance Task 1 (Insert link to document)** | [Resources/General Rubrics/MakingAMapRubric.pdf](Resources/General%20Rubrics/MakingAMapRubric.pdf) |
| **Instructional Strategies and Supporting Activities for Authentic Performance Task 1****(Include vocabulary strategy)** | **Differentiated Accommodations and Modifications Including Strategies for English Language Learners (Vary content, process, product)** | **Differentiated Enrichment/Extension Modifications** | **Resources and Materials (e.g.,** **technical tools, graphic organizers, simulations, multi-media sources, print and non-print materials)**  |
| INDIRECT INSTRUCTION, concept formation:* <http://olc.spsd.sk.ca/DE/PD/instr/strats/formation/index.html>
 | Taken from HistoryAlive!* **ELL or Learners with Special Education Needs** Consider focusing on map-reading questions or limiting the number of “Critical Thinking” questions.
* **Students with Weak Map or Critical Thinking Skills** Assign appropriate pages from the Social Studies Skills Toolkit in the back of the Lesson Masters.
* [Critical Thinking Skills Toolkit.pdf](Resources/AW_Critical_Thinking_Skills_Toolkit.pdf)
 | Taken from HistoryAlive!**Research a Traditional Greek Dish** Have students research the ingredients of a traditional Greek dish, for example, a Greek salad. Students should identify each ingredient, how it is produced, and how it relates to ancient Greece. For the Greek salad, students might explain that olive oil is made from olives, which are grown on trees on Greek hillsides. In small groups, students should share their findings and discuss how their research on the Greek dish ingredients relates to what they learned about in the chapter/task. | Interactive Lesson ideas from HistoryAlive!* [Resources/Greece/History Alive Lessons for Greece/Ancient Greece Lesson\_Guide\_25.pdf](Resources/Greece/History%20Alive%20Lessons%20for%20Greece/Ancient%20Greece%20Lesson_Guide_25.pdf)
* [Resources/Greece/History Alive Lessons for Greece/Greece Complete\_Lesson\_Master\_25.pdf](Resources/Greece/History%20Alive%20Lessons%20for%20Greece/Greece%20Complete_Lesson_Master_25.pdf)
	+ [Resources/Greece/Interactive Notebook - Geography of Greece.pdf](Resources/Greece/Interactive%20Notebook%20-%20Geography%20of%20Greece.pdf)
	+ [Resources/Greece/Visuals for Physical Geo of Greece.pdf](Resources/Greece/Visuals%20for%20Physical%20Geo%20of%20Greece.pdf)

Free resources on Europe from the Department of Education:* <http://www.free.ed.gov/subjects.cfm?subject_id=203&toplvl=22&res_feature_request=1>
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| **Authentic Performance Task 2**  |
| **Outcomes Addressed in Authentic Performance Task 2**  | **Priority Standards:*** **Civics 4.1 (e) Give examples illustrating how various governments and citizens interact and analyze how these interactions have changed over time.**

Supporting Standards:* History 1.2(c) Describe the foundation and development of key historical topics. Topics to include, but not limited to early civilizations, Greece, Rome, ancient China and ancient African civilizations, and the Medieval World incorporating the Crusades and Feudalism.
* Civics 4.1(a) Compare different forms of government in the world and how they derive their authority.
* Civics 4.1(b) Evaluate how various nations interact, resolve their differences, and cooperate.
* Civics 4.2 (a) Compare the definition of citizen in various governments.
* Civics 4.2 (b) Evaluate how various nations interact, resolve their differences, and cooperate
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| **Description of Authentic Performance Task 2** | Through this HistoryAlive! Experiential Exercise students will use the principles of monarchy, oligarchy, tyranny, and democracy to select and play music for the class. As students decide what music to play they will be examining and experience the various forms of government in ancient Greece that led to the development of democracy. At the end of the activity students will be able to answer the essential question:**How are monarchy, oligarchy, tyranny, and democracy different?**The success of the task will be based on the following:1. Students respond to the Essential Question with the Big Idea by analyzing and even creating sources.
2. Students meet “Proficient” level or higher on Task 2 rubric.
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| **Length:** 1 – 2 days for the Democracy lesson, 70 minute classes plus and addition 2 – 3 days to learn about the Persian Wars | **Bloom’s Taxonomy Level:**APPLICATION – 3EVALUATION - 5 |
| **Scoring Guide for Authentic Performance Task 2 (Insert link to document)** | [HistoricalRolePlayRubric.pdf](Resources/General%20Rubrics/HistoricalRolePlayRubric.pdf) |
| **Instructional Strategies and Supporting Activities for Authentic Performance Task 2** | **Differentiated Accommodations and Modifications Including Strategies for English Language Learners (Vary content, process, product)** | **Differentiated Enrichment/Extension Modifications** | **Resources and Materials (e.g.,** **technical tools, graphic organizers, simulations, multi-media sources, print and non-print materials)**  |
| EXPERIENTAL LEARNING, simulation | Taken directly from HistoryAlive!**Brainstorm Symbols** After the debrief step in each phase of the Experiential Exercise, have students work in small groups to brainstorm simple symbols that represent each one of the forms of government. Students can use these examples to help them complete the first part of the Reading Notes for each section. Sample symbols include the following: a crown for monarchy, three smaller crowns for oligarchy, a sword or fist for tyranny, a ballot or ballot box for democracy**Use a Word Bank** Provide a Word Bank to support students in completing the Reading Notes. Using Guide to Reading Notes 26, make a list of all the answers. Students will choose their answers from the list to fill in the blank lines in each section. For the speech bubbles for each section, provide the following words:• Section 26.2: *laws, lead, punish, aristocrats, power* • Section 26.3: *laws, wealth, poor, ignore, unjust* • Section 26.4: *force, promise, poor, harshly, people* • Section 26.5: *assembly, free man, vote, citizens* | Students enjoy learning about the Persian Wars – when democracy is Greece is challenged by the Persians. They especially like watching the History Channel’s version of *300*.Attached are lesson plans:[Resources/Greece/Interactice notebook - persian wars.pdf](Resources/Greece/Interactice%20notebook%20-%20persian%20wars.pdf)[Persian War lesson.pdf](Resources/Greece/History%20Alive%20Lessons%20for%20Greece/Greece%20Complete_Lesson_Master_28-1.pdf)Attached is a worksheet that I created for the movie, and answers:[The Battle of Thermopylae BLANK WKSHT.doc](Resources/Greece/History%20Alive%20Lessons%20for%20Greece/The%20Battle%20of%20Thermopylae%20BLANK%20WKSHT.doc)[The Battle of Thermopylae ANSWER KEY](Resources/Greece/History%20Alive%20Lessons%20for%20Greece/The%20Battle%20of%20Thermopylae%20wksht) | Interactive Lesson ideas from HistoryAlive!* [Resources/Greece/History Alive Lessons for Greece/Greece - development of democracy Lesson\_Guide\_26.pdf](Resources/Greece/History%20Alive%20Lessons%20for%20Greece/Greece%20-%20development%20of%20democracy%20Lesson_Guide_26.pdf)
* [Resources/Greece/History Alive Lessons for Greece/Greece Democracy Complete\_Lesson\_Master26.pdf](Resources/Greece/History%20Alive%20Lessons%20for%20Greece/Greece%20Democracy%20Complete_Lesson_Master26.pdf)
	+ [Resources/Greece/Interactice Notebook - Rise of democracy.pdf](Resources/Greece/Interactice%20Notebook%20-%20Rise%20of%20democracy.pdf)
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| **Authentic Performance Task 3**  |
| **Outcomes Addressed in Authentic Performance Task 3** | **Priority Standards:*** **History 1.2(d) Analyze the social, political, cultural, economic, and technological development within the topics listed in above in evidence outcome “c”**
* **Civics 4.1 (e) Give examples illustrating how various governments and citizens interact and analyze how these interactions have changed over time.**

Supporting Standards:* History 1.1(a) Determine and explain the interdependence of people around the world during significant eras or events.
* History 1.2(a) Explain how people interact and are interconnected over key periods or eras in history in the Eastern Hemisphere
* History 1.2(c) Describe the foundation and development of key historical topics. Topics to include, but not limited to early civilizations, Greece, Rome, ancient China and ancient African civilizations, and the Medieval World incorporating the Crusades and Feudalism.
* Civics 4.2 (a) Compare the definition of citizen in various governments.
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| **Description of Authentic Performance Task 3** | In a Problem Solving Groupwork activity, students explore and record events describing the expansion of Roman territory and the creation of the empire. Students will summarize the following topics, but is not limited to:* Major events in Roman expansion between 509 B.C.E. and 14 C.E.
* Julius Caesar and his role in Rome’s transition from republic to empire
* Map the geographic boundaries of Rome at he height of its empire
* Evaluate the positive and negative effects of military expansion on Roman society and economic growth

After students have a firm understanding of the rise and accomplishments of ancient Rome spend a class or two engaging students in a focused discussion about the “Ten Theories on the Fall of the Roman Empire” through political cartoons. Have students try to relate the problems that Rome had to the world today.The success of the task will be based on the following:1. Students respond to the Essential Question with the Big Idea by analyzing and even creating sources.
2. Students meet “Proficient” level or higher on Task 3 rubric.
 |
| **Length: 2- 4 days, 70 minute classes** | **Bloom’s Taxonomy Level:**COMPREHENSION/UNDERSTANDING – 2EVALUATION - 5 |
| **Scoring Guide for Authentic Performance Task 3 (Insert link to document)** |  |
| **Instructional Strategies and Supporting Activities for Authentic Performance Task 3** | **Differentiated Accommodations and Modifications Including Strategies for English Language Learners (Vary content, process, product)** | **Differentiated Enrichment/Extension Modifications** | **Resources and Materials (e.g.,** **technical tools, graphic organizers, simulations, multi-media sources, print and non-print materials)**  |
| INTERACTIVE INSTRUCTION, cooperative learning* <http://olc.spsd.sk.ca/DE/PD/instr/strats/coop/index.html>

INDIRECT INSTRUCTION, reflective discussion* <http://olc.spsd.sk.ca/DE/PD/instr/strats/reflectivediscussion/index.html>
 | Taken from HistoryAlive!Learners with Special Education Needs**Provide Costs and Benefits** To assist students with the Processing activity, give them the T-chart below. Tell them to highlight the three benefits and the three costs they think were the most important. They can use their highlighted lists to write their paragraphs.**Benefits of Roman Expansion**gained territory wealth new customs Pax Romana education construction art and literatureversus**Costs of Roman Expansion**republic endeddeath toll from ongoing warfaredestruction of farmsneed for large permanent armyplebeian and slave uprisingshigh taxes civil wars | Taken from HistoryAlive!**Create a Children’s Storybook** Have students create a children’s storybook that explains the costs and benefits of Roman expansion. Read Remy Charlip’s *Fortunately* aloud and have students use the same narrative pattern. Consider writing this example on the board: *“Fortunately, Rome was able to conquer the entire Italian peninsula. Unfortunately, many Romans died while fighting these wars of expansion.”* Storybooks should have:• an illustrated cover page with a catchy title.• illustrated story pages that describe at least three costs and three benefits of Roman expansion, using the “Fortunately . . . Unfortunately” pattern.• a “Note from the Author” page that answers the Essential Question in a well-written paragraph.**Compare Roman and U.S. Expansion** Challenge students to compare and contrast the expansion of Rome with the expansion of the United States during the 1800s. Students might consider the initial and final sizes of the two nations, the methods they used to expand, and the costs and benefits of their expansion.**Recommended movie:*** [Resources/Roman Empire/ROME ENGINEERING AN EMPIRE.doc](Resources/Roman%20Empire/ROME%20ENGINEERING%20AN%20EMPIRE.doc)
* [Resources/Roman Empire/ROME MOVIE ANSWER KEY.doc](Resources/Roman%20Empire/ROME%20MOVIE%20ANSWER%20KEY.doc)
 | Interactive Lesson ideas from HistoryAlive!* [Resources/Roman Empire/map Roman\_Empire\_500AD\_A.pdf](Resources/Roman%20Empire/map%20Roman_Empire_500AD_A.pdf)
* [Resources/Roman Empire/Lesson\_Guide\_34.pdf](Resources/Roman%20Empire/Lesson_Guide_34.pdf)
	+ [Resources/Roman Empire/Interactive Notebook - Roman republic to empire.pdf](Resources/Roman%20Empire/Interactive%20Notebook%20-%20Roman%20republic%20to%20empire.pdf)

10 Theories on the Fall of the Roman Empire* NEED TO SCAN IN GRAPHIC ORGANIZER FOR THIS ACTIVITY
* [Resources/Roman Empire/Rise and Fall of Rome.ppt](Resources/Roman%20Empire/Rise%20and%20Fall%20of%20Rome.ppt)

Books recommended by TCI:* *Everyday Life in the Roman Empire* by Kathryn Hinds (Tarrytown, NY: Marshall Cavendish Children’s Books, 2009)
* *The Illustrated Encyclopedia of the Roman Empire* by Nigel Rogers (London: Lorenz Books, 2008)
* *Julius Caesar: Ruler of the Roman World* by Zachary Kent (Berkeley Heights, NJ: Enslow Publishers, 2006)
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| **Authentic Performance Task 4**  |
| **Outcomes Addressed in Authentic Performance Task 4**  | **Priority Standards:*** **History 1.1(b) Analyze historical sources for accuracy and point of view while formulating historical questions. Sources to include but not limited to art, artifacts, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts**
* **History 1.2(d) Analyze the social, political, cultural, economic, and technological development within the topics listed in above in evidence outcome “c”**

Supporting Standards:* History 1.2 (e) Describe the history, interaction, and contributions of various peoples and cultures that have lived in or migrated to the Eastern Hemispheres. Topics to include but not limited to world religions, the Silk Road, East/West contact and settlement patterns.
* Civics 4.1(a) Compare different forms of government in the world and how they derive their authority.
 |
| **Description of Authentic Performance Task 4** | In a Response Group activity, students play the “Rome to Home” game to discover how aspects of Roman culture, such as art, architecture, and language, influence modern life.* Preview Activity
* Vocabulary Development
* Reading – this lesson uses TCI/HistoryAlive! Materials, but I have taught it before without their textbook, and it works fine
* “Rome to Home” game using Information Master (below) and student Reading Notes
* If time allows: **Find Local Roman Influences** Have students find three examples of Roman cultural influences in their community. For example, they might notice a building with a dome, a mosaic, or a sign containing a word derived from Latin. Tell students to sketch or take a photograph of each example. Then, next to each visual, students should write a caption that describes the example, states where it is located in the community, and explains the Roman cultural influences it contains.

By the end of the lesson, students should be able to answer the essential question: how do you see the influence of ancient Rome and Greece in Europe today?The success of the task will be based on the following:1. Students respond to the Essential Question with the Big Idea by analyzing and even creating sources.
2. Students meet “Proficient” level or higher on Task 4 rubric.
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| **Length: 2 – 3 days, 70 minute classes** | **Bloom’s Taxonomy Level:**DESCRIBE/EXPLAIN - 1EVALUATE - 5 |
| **Scoring Guide for Authentic Performance Task 4 (Insert link to document)** | See Scoring Guide in page 6 out of 13 in lesson plan below |
| **Instructional Strategies and Supporting Activities for Authentic Performance Task 4** | **Differentiated Accommodations and Modifications Including Strategies for English Language Learners (Vary content, process, product)** | **Differentiated Enrichment/Extension Modifications** | **Resources and Materials (e.g.,** **technical tools, graphic organizers, simulations, multi-media sources, print and non-print materials)**  |
| INDIRECT INSTRUCTION, inquiry – <http://olc.spsd.sk.ca/DE/PD/instr/strats/inquiry/index.html> | Taken from HistoryAlive!* **Do the Reading Notes Together** In Step 1 of each round of “Rome to Home,” have volunteers read each of the sections aloud while the rest of the class follows along. This will ensure that all groups move to Step 2 at the same time. Complete the Reading Notes as a class and make sure that students understand the aspect of Roman culture discussed in the section. Then play the rest of the game in the same manner, moving quickly from step to step as a class.
* **Frontload the Game** To give students a head start in preparing for the “Rome to Home” game, assign the reading in advance. For each of the four sections in the Reading Notes, tell students to write down two examples of Roman influences in modern society. They can use these examples as guides when they are hunting for pictures to use in the “Rome to Home” game.
* **Simplify the Scorekeeping** Eliminate the require- ment that groups must come up with unique answers for points. On Information Master 38, delete the second instruction line of Step 3. After students have compiled their lists of items, allow them to read their items aloud and give a point for each correct answer, whether or not other groups found the same answer
 | Taken from HistoryAlive!* **Explore Roman Influence Worldwide** Have pairs research and create a presentation showing how a particular aspect of Roman culture has affected the world. For example, students might compare the many variations of triumphal arches or the many languages that borrow from Latin. Presentations should
* show visual representations of the examples—either pictures downloaded from the Internet or from a digital camera, or sketches scanned and inserted.
* explain how the aspect of Roman culture is shown in the images.
* compare and contrast how different nations have been influenced by this aspect of Roman culture.
 | Interactive Lesson ideas from HistoryAlive!* [Resources/Roman Empire/Interactive Notebook - the legacy of the modern world.pdf](Resources/Roman%20Empire/Interactive%20Notebook%20-%20the%20legacy%20of%20the%20modern%20world.pdf)
* [Resources/Roman Empire/Lesson\_Guide\_38.pdf](Resources/Roman%20Empire/Lesson_Guide_38.pdf)
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| **Overview of the Engaging Scenario** |
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| **Ideas/Resources:**[**file://localhost/Resources:Medieval Times/Crusades:InteractiveStudentNotebook- Europe during Medieval.pdf**](file://localhost/Resources%3AMedieval%20Times/Crusades%3AInteractiveStudentNotebook-%20Europe%20during%20Medieval.pdf)[**Medieval Simulation.ppt**](file://localhost/Resources%3AMedieval%20Times/Crusades%3AMedieval%20Simulation.ppt) |

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| **Interdisciplinary Connections** |
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| **Overall Reflections on the Instructional Unit** |
| **Current Status** | **Changes to Implement** |
| COMPLETE ENGAGING SCENARIO |  |