

Lesson Plan #

Secondary History / Social Studies

Course	Lesson Topic & Unit Name	Instructor	Date(s)
World History Honors	Fall of Rome/The Great Schism (1 day)/ Rome	Ms. Jane Doe	February 14 th
Lesson Essential Question (LEQ) OR Learning Objective (LLO)	Which external and internal factors led to the decline of the Roman Empire? OR “Students will be able to explain which key external and internal factors led to the decline of the Roman Empire”		
Content Standards Identify <i>at least two</i> NCS content strands (History, Civics & Government, Economics, Geography, Behavioral Sciences), with one content objective as a main focus and content objectives from other areas as supporting focus	<ul style="list-style-type: none"> • Main Content Strand Objective: WH.E.1.2 Explain the influence of economic interdependence on the development, interactions, and transformation of empires, societies, nations, and regions, now and in the past • Supporting Content Strand & Objective(s): WH.H.1.1 Distinguish key turning points in world history in terms of multiple causes and outcomes. 		
Inquiry (Skill) Standard Enter objective(s) from NCS Inquiry Strand	• I.1.4 Developing Claims and Using Evidence - Examine change and continuity over time. / Analyze causes, effects, and correlations.		
Activity	Details of Activities	Purpose-Rationale	Time
The questions below serve as guideposts for each section. If your lesson requires, you may want to rearrange or repeat Acquisition and/or Extending & Refining (leave Pre-Lesson & Closure as is).	What are the students doing? Provide the necessary setting, steps, materials, and prompts. Be explicit so any substitute teacher can effectively conduct your lesson.	Why are students doing this activity? How does the activity align to the content and skill standards and/or LEQ/ LLO?	Provide estimated minutes in each row
Pre-Lesson How do you prepare students for content & skills acquisition, or use students’ prior knowledge? How do you open this new lesson?	Bellringer: “Do you believe all Empires are destined to fail? Why or Why not?” Students will answer question on their weekly bellringer sheet.	This question gets students thinking about factors that may or may not contribute to the fall of an Empire. They will also apply their knowledge on past civilizations we discussed to elaborate on their opinion.	5 minutes
Acquisition How will students acquire new content or skills? Is acquisition teacher or student-centered? [Explain lesson goals by emphasizing LEQ/LLO]	Introduce the group activity: Give students instructions for the group activity and split the students into 4 groups. Give students white boards and expo markers to write their facts down in order to show the class later on. After group activity, begin review on the Fall of Rome with PowerPoint and lead into the Great Schism and rise of Constantinople as the capitol of the Eastern Empire. Students will take notes.	Students will need to complete the Fall of Rome group activity to understand what factors eventually led to the rise of Constantinople and the Great Schism that divided the empire and the Church.	5 minutes for instructions; split students into groups 25-30 mins. to complete PP lecture and notes
Extending & Refining I (group) How will students practice new content and skills by working with classmates? How does this activity promote historical thinking skills and using primary/secondary sources?	Students will be divided into four groups to represent the different factors for the decline of the Roman Empire (Political, Social, Economic, and Militaristic). Depending on the	Students will be responsible for getting their own information for this activity. They will use the documents and materials I have given them to aid in their research, but they will need to	20 minutes

	group students will be given documents containing different information on their specific topic and will need to prepare notes to teach the class about their specific topic.	elaborate on the information in order to teach their classmates about their specific topic. During this, students seated will be expected to take notes and pay attention in order to learn the information from the other groups.	
Extending & Refining II (individual) How do students apply the knowledge they have learned in acquisition and group work? In this section, students begin to work independently with the goal of demonstrating their understanding on their own.	Once the PowerPoint lecture on the Great Schism is complete, students will be given a primary source document packet on Justinian's Code. Students will complete the reading and analyzing of documents to answer questions corresponding to different sections. Once students have completed the assignment they will turn in the packet.	Students will continue their practice analyzing primary source documents. This activity helps them reach higher order thinking skills by applying their knowledge of the fall of Rome and formulating answers that demonstrate their understanding of the importance of Justinian and the Byzantine Empire.	20 minutes
Closure How do students put it all together for today's lesson? The closure activity helps tie this lesson to the overall unit. Re-emphasize LEQ/LLO, UEQ/ULO, and "big picture" understanding	At the end of class I will conduct a question answer period on the primary source readings that the students just completed. The questions will be: "Who was Justinian and why was his Code significant?" / "How did the Code model the concepts of 'Justice'?" / "Why did the Byzantine Empire last for hundreds of years after the collapse of the Roman Empire?"	The student answers to these questions will help me assess how well students understood the document reading assignment before moving on to the next topic.	5 minutes
Accommodations: What adjustments are you making for diverse learners (ELLs, struggling readers, gifted & talented)?			
Target Group of Student	Struggling Readers; Students with possible Executive Functioning challenges [By providing students with a document to take notes on they are able to see what facts and other major points are important to take notes on their own. Students will be able to spend more time listening to the groups present then worrying about organizing their sections since they are already organized]	Strategies	Students will take notes on a graphic organizer I provide them to note the different factors that led to the decline of the Roman Empire. Adjusting - While students are presenting and teaching their peers I will ask questions to the groups and assess their work based on the information they have.
Assessments: How do formative assessments measure progress? How do summative assessments learned skills & content?			
Formative - Informal Which activities act as formative assessments? How might you, or the students, use FAs in this lesson as learning tools?	I will use the questions asked in class as a form of formative assessment for this lesson.		
Summative - Formal Which activities act as summative assessments?	Student presentations on the factors of the fall of Rome will serve as the summative assessment tool.		

How will SAs in this lesson prepare students for the unit summative assessment?				
Materials & Supplies	<ul style="list-style-type: none"> • Graphic organizer worksheet 	<ul style="list-style-type: none"> • Primary Source packet 	<ul style="list-style-type: none"> • Debate documents: created and provided by instructor via Google Doc 	<ul style="list-style-type: none"> • PowerPoint Presentation
Sources & Notes Where did you research content for today's lesson? Where did you find helpful information, primary & secondary sources, and lesson plan ideas?	Sources (cited in Chicago Manual of Style) <ul style="list-style-type: none"> • Course Textbook: <i>Glencoe World History, North Carolina Edition</i> (2008). • <i>Ted Ed Talk</i> on Fall of Rome and Silk Road (https://youtu.be/vn3e37VWc0k) • "Using Document Based Questions with Struggling Readers" at Teachinghistory.org > Teaching Materials (http://teachinghistory.org/teaching-materials/ask-a-master-teacher/14958) 		Notes to self (post-lesson) <ul style="list-style-type: none"> • Closure needs 10 minutes, trim group presentations to 4 min. each 	