

**Lesson Plan #**

**Secondary History / Social Studies**

<b>Course</b>	<b>Lesson Topic &amp; Unit Name</b>	<b>Instructor</b>	<b>Date(s)</b>
<i>World History Honors</i>	<i>Fall of Rome/The Great Schism (1 day)/ Rome</i>	Ms. Jane Doe	February 14 <sup>th</sup>
<b>Lesson Essential Question (LEQ)</b>	Which external and internal factors led to the decline of the Roman Empire?		
<b>Content Standards</b> 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"> <li>● Main Content Strand Objective: <b>WH.E.1.2 Explain</b> the influence of economic interdependence on the development, interactions, and transformation of empires, societies, nations, and regions, now and in the past</li> <li>● Supporting Content Strand &amp; Objective(s): <b>WH.H.1.1 Distinguish</b> key turning points in world history in terms of multiple causes and outcomes.</li> </ul>		
<b>Inquiry (Skill) Standard</b> Enter objective(s) from NCS Inquiry Strand	● <b>I.1.4</b> Developing Claims and Using Evidence - <b>Examine</b> change and continuity over time. / <b>Analyze</b> causes, effects, and correlations.		
<b>Activity</b>	<b>Details of Activities</b>	<b>Purpose-Rationale</b>	<b>Time</b>
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
<b>Pre-Lesson</b> How do you prepare students for content & skills acquisition, or use students' prior knowledge? How do you open this new lesson?	BR: "Do you believe all Empires are destined to fail? Why or Why not?" Answer on your weekly bellringer sheet.	Ss consider factors that contributed to the fall of an Empire; they can apply knowledge on past civilizations to justify their opinion. (I.1.4)	5 minutes
<b>Acquisition</b> How will students acquire new content or skills? Is acquisition teacher or student-centered? [Explain lesson goals by emphasizing LEQ/LLO]	Go over directions for group acquisition activity. Split students into 4 groups, each one with white boards and expo markers to write and show class their selected facts. [PowerPoint] Review the Fall of Rome, Great Schism, and Rise of Constantinople (Byzantium). Students follow along, adding notes on graphic organizer sheet & whiteboard	Students should understand what factors led to the rise of Constantinople and the Great Schism that divided the empire and the Church. (WH.H.1.1)	5 min instructions  25-30 mins. to complete PP lecture, notes, facts on whiteboards
<b>Extending &amp; Refining I (group)</b> 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. Each one explains a different factor for the decline of the Roman Empire (Political, Social, Economic, and Militaristic). Each group receives specific documents based on their specific topic, and they will prepare notes to teach the class.	Students will use the documents and materials provided to do their research, but they will need to elaborate on the information in order to teach their classmates. (WH.E.1.2 & I.1.4)	20 minutes

<b>Extending &amp; Refining II (individual)</b> 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.	In the same groups, students will receive a primary source document packet on Justinian's Code. Complete the reading and analyze the documents to answer corresponding questions. When finished, turn in the packet.	Ss practice analyzing primary source documents. Activity addresses higher order thinking skills by applying knowledge of Rome's fall, and how it led to the rise of Justinian and the Byzantine Empire. (I.1.4 <b>Analyze</b> causes, effects, and correlations)	20 minutes
<b>Closure</b> How do students put it all together for today's lesson? The closure activity helps tie <b>this</b> lesson to the overall unit. Re-emphasize LEQ/LLO, UEQ/ULO, and "big picture" understanding	To close, students will submit their one-sentence answers for the following questions (on a sheet of paper): "Who was Justinian?" / "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 Rome's fall?"	Answers will help me assess student understanding of the document-reading assignment before moving on to the next topic.	5 minutes
<b>Accommodations:</b> What adjustments are you making for diverse learners (ELLs, struggling readers, gifted & talented)?			
<b>Target Group of Student</b>	<b>Struggling Readers; Students with possible Executive Functioning challenges</b>	<b>Strategies</b>	By providing students with a document to take notes they can see what facts and other major points are important. Students can spend more time listening to the groups present since sections are already organized
<b>Assessments:</b> How do formative assessments measure progress? How do summative assessments learned skills & content?			
<b>Formative - Informal</b> 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.		
<b>Summative - Formal</b> Which activities act as summative assessments? How will SAs in this lesson prepare students for the unit summative assessment?	Student presentations on the factors of the fall of Rome will serve as the summative assessment tool.		
<b>Materials &amp; Supplies</b>	<ul style="list-style-type: none"> <li>• Graphic organizer worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• Primary Source packet</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Debate documents:</b> via Google Doc</li> <li>• PowerPoint Slides</li> </ul>
<b>Sources &amp; Notes</b> Where did you research content for today's lesson? Where did you find helpful information, primary & secondary sources, and lesson plan ideas?	<b>Sources (cited in Chicago Manual of Style)</b> <ul style="list-style-type: none"> <li>• Course Textbook: <i>Glencoe World History, North Carolina Edition</i> (2008).</li> <li>• <a href="#">Ted Ed Talk</a> on Fall of Rome and Silk Road</li> <li>• "<a href="#">Using Document Based Questions with Struggling Readers</a>" at Teachinghistory.org &gt; Teaching Materials</li> </ul>	<b>Notes to self (post-lesson)</b> <ul style="list-style-type: none"> <li>• Closure needs 10 minutes, trim group presentations to 4 min. each</li> </ul>	