

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? ("Students will be able to explain which key external and internal factors led to the decline of the Roman Empire")		
NC Essential Standard(s)	<ul style="list-style-type: none"> • Content: WH.H.2.7 "Analyze the relationship between trade routes and the development and decline of major empires" (primary focus) // Also address elements of WH.H.2.4, 2.8, and 2.9 • Skills: (NCES) WH.H.1.3 "Analyze cause-and-effect relationships and multiple causations" and (C3 Framework) Dimension 2: History D2.His.14.9-12. "Analyze multiple and complex causes and effects of events in the past" 		
Activity	Details (Setting, steps, prompts)	Purpose-Rationale	Time
<p>Pre-Lesson</p> <p>How do you prepare students for content & skills acquisition, or use students' prior knowledge? How do you open this new lesson?</p>	<p>Bellringer: "Do you believe all Empires are destined to fail? Why or Why not?"</p> <p>Students will answer question on their weekly bellringer sheet.</p>	<p>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.</p>	<p>5 minutes</p>
<p>Acquisition</p> <p>How will students acquire new content or skills? Is acquisition teacher or student-centered? [Explain lesson goals by emphasizing LEQ/LLO]</p>	<p>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.</p> <p>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.</p>	<p>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.</p>	<p>5 minutes for instructions; split students into groups 25-30 mins. to complete PP lecture and notes</p>
<p>Extending & Refining I (group)</p> <p>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?</p>	<p>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 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.</p>	<p>Students will be responsible for getting their own information for this activity. They will use the documents and materials I have given them do aid in their research, but they will need to 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.</p>	<p>20 minutes</p>
<p>Adjustments</p> <p>What adjustments will you make if students struggle or progress too quickly (before advancing further)?</p>	<p>E&R (group) - Students will take notes on a graphic organizer I provide them to note the different factors that led to the decline of the</p>	<p>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</p>	<p>25 minutes: 5 minutes per group and 5</p>

	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.	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.	minutes extra to provide additional info if needed
Extending & Refining II (individual) How do students (and teacher) know if they are mastering the content and/or skills for this lesson? [Formal, informal assessments to measure learning]	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
	Formative - Informal	Summative - Formal	
Assessments	I will use the questions asked in class as a form of formative assessment for this lesson. I will also use student presentations on the factors of the fall of Rome as an assessment tool.	None today	
Materials & Supplies	<ul style="list-style-type: none"> • Debate documents: created and provided by instructor via Google Doc 	<ul style="list-style-type: none"> • Projector • PowerPoint Presentation 	<ul style="list-style-type: none"> • Primary Source packet • Graphic organizer worksheets
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 <ul style="list-style-type: none"> • Course Textbook: <i>Glencoe World History, North Carolina Edition (2008)</i>. • <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 <ul style="list-style-type: none"> • Closure needs 10 minutes, trim group presentations to 4 min. each. 	