Jan Ch. 32: Geography and the Early Development of Rome

Content Area: **Social Studies**
Course(s):
Time Period: **January**
Length: **3-5 days**
Status: **Published**

Unit Overview

This unit is a study of *Chapter 32: Geography and the Early Development of Rome*

Enduring Understandings

the Etruscans and Greeks influenced the development of Rome in many ways.

Essential Questions

How did the Etruscans and Greeks influence the development of Rome?

Instructional Strategies & Learning Activities

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
	Aim: To understand the location and geographic features of ancient Rome **Rome Activities to Consider** **http://www.mrroughton.com/roman-empire?fbclid=IwAR3l24AR4zSNXKsTfKmEiklV5-bywAvAq_OQogDNzDuuzThgfkH**	**Aim:** Identify the location and describe the geography of Rome **Procedure:** 1. Review Critical Thinking Questions .6. Read "Romulus and Remus" myth 7. View YouTube video "Romulus and Remus" (6	**Aim**: Analyze the effect of Greek culture on Roman culture.	**Aim:** Analyze the effect of Greek culture on Roman culture	**Aim:** Assess C25 **Procedure:**

	Sc2CUNQ **Procedure:** 3. Distribute Unit 6Geography Challenge. 4. Review directions with students. Place check over completed items. 5.Complete Geography Skills as guided practice. 6. Begin Critical Thinking questions **Assessment:** geography challenge	mins.)https://www.youtube.com/watch?v=wA1D9wd29jI **Assessment:** critical thinking questions; preview activity; vocab. activity	**Procedure:** create a poster including: -section # & title - a summary of how the Etruscan or Greek influence affected Rome - an illustration or symbol to represent the influence -As groups present, have all other students fill in their Reading Notes. **Assessment:** C32 posters and presentations	**Procedure:** 1. Finish presentations **Assessment:** C25 packet; Processing Activity	2. Complete Matrix of Knowledge as Graded Task **Assessment:** Processing; Matrix of Knowledge w

Integration of Career Readiness, Life Literacies and Key Skills

9.4.8.CI	Creativity and Innovation
	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.4.8.CT	Critical Thinking and Problem-solving
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.DC	Digital Citizenship
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.GCA	Global and Cultural Awareness
	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.

Technology and Design Integration

Students will create reports using Google Drive.

	Troubleshooting a problem is more effective when knowledge of the specific device along with a systematic process is used to identify the source of a problem.
8.1.8.CS.4	Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.

Interdisciplinary Connections

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including

	vocabulary specific to domains related to history/social studies.
LA.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
LA.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.6-8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
LA.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LA.WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Learners with Special Education Needs

- **Distribute Copies of the Images** Make a copy of the visual *Artistic Renditions of Ancient Greece and Rome*, which you project during the Preview activity. On this copy, circle or draw arrows to three features that are in both images, such as the columns, statues, and arching windows. Tell students to use this for guidance as they complete the Preview activity. During the Response Group activity, provide copies of Visuals in the Response Group activity, on which you have circled the features you want students to consider. Students will then identify the Etruscan and Greek influences that correspond to the circled features.
- **Support the Reading Notes** Provide students with a copy of the Guide to Reading Notes with key words or phrases omitted from each answer. Tell students to fill in the missing words as they read each section of text.

Advanced Learners

- **Explore More Etruscan and Greek Influences** Challenge students to find other Etruscan and Greek

influences on Rome. Consider having students research the following cultural elements that were adapted by Romans:

- • *Etruscan:* government, metalworking, sculpture, social organization, or mysticism
- • *Greek:* coinage, theater, or philosophy Then have students present these influences in a manner of their choosing. They might create a poster or digital presentation, or perform a skit or pantomime.
- **Brainstorm Cultural Influences on the U.S.** Tell students that geography plays a role in how neighboring countries influence each other's cultures. Just as Greek and Etruscan culture had an impact on Roman culture, the neighbors of the United States—Canada and Mexico—have influenced us. Have students brainstorm specific ways in which our neighbors have influenced aspects of our culture, such as architecture, art, sports, food, and language.

Learners Reading and Writing Below Grade Level

- **Read One Section at a Time** Break up the reading during the Visual Discovery activity so that students read only one section at a time.
- To break up the reading for *Physical Geography of Greece*:
- Ask all but the last bulleted question in Step 2. Have students read Section 2 and complete the corresponding Reading Notes.
- Ask the last bulleted question in Step 2. Have students read Section 3 and complete the corresponding Reading Notes.
- To break up the reading for *Ancient Greek Colonies and Trade Routes*: Ask all but the last two bulleted questions in Step 5. Have students read Section 4 and complete the corresponding Reading Notes.
- Ask the last two bulleted questions in Step 5. Have students read Section 5 and complete the corresponding Reading Notes.
- **Scaffold the Reading Notes** Use the Guide to Reading Notes to scaffold the Reading Notes so that students take steps toward working more independently.
- For Section 2, omit key words that students can fill in.
- For Sections 3 and 4, provide prompts that students can complete.
- For Section 5, have students complete as written.

Learners with Special Education Needs

- **Divide the Preview Question** Divide the Preview question in the Interactive Student Notebook into two separate questions: *How do you think the physical geography of Greece influenced where people settled? and How do you think the physical geography of Greece influenced how people lived?* Students should write a brief response to each question.
- **Offer a Choice for the Processing Activity** Have students complete two of the four storyboard pages for the Processing activity. Allow students the choice of doing Pages 1 and 2 or Pages 3 and 4. Alternatively, consider pairing students to work together to complete all four pages of the storyboard.

Advanced Learners

- **Add Questions to the Debrief** Add the following questions to Step 8 in the Visual Discovery activity:

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.
Modifications and Accommodations used in this unit:

IEP and 504 Accommodations will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.
Schoolwide Benchmark assessments:
Aimsweb benchmarks 3X a year
Linkit Benchmarks 3X a year
Additional Benchmarks used in this unit:

sentence construction

paragraph writing

DBQ

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).
Formative Assessments used in this unit:

See assessments listed above.

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and

often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

See assessments listed above.

Instructional Materials

History Alive! textbook series

See materials listed in lesson plans above.

Standards

	The physical and human characteristics of places and regions are connected to human identities and cultures.
6.2.8.GeoHE.2.a	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
	Relationships between humans and environments impact spatial patterns of settlement and movement.
6.2.8.GeoPP.3.a	Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
6.2.8.GeoPP.3.b	Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.
	Cultural patterns and economic decisions influence environments and the daily lives of people.
6.2.8.GeoHE.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.