Grade: 6	Subject: Ancient Civ
Materials: Computer	Technology Needed: Computer

Instructional Strategies:
- Direct instruction
- ==Guided practice==
- Socratic Seminar
- Learning Centers
- Lecture
- ==Technology integration==
- Other (list)

- ==Peer teaching/collaboration/cooperative learning==
- ==Visuals/Graphic organizers==
- PBL
- Discussion/Debate
- Modeling

Guided Practices and Concrete Application:
- Large group activity
- Independent activity
- ==Pairing/collaboration==
- Simulations/Scenarios
- Other (list)

- Hands-on
- ==Technology integration==
- Imitation/Repeat/Mimic

Standard(s): G.6_12.4 Use geographic tools to locate both the absolute and relative location of places and regions around the world

Objective(s)- Students will be able to identify key geographical features of ancient Rome, and, by proxy, Europe. Also in the map are parts of Western Asia, and Northern Africa.

Bloom's Taxonomy Cognitive Level: Understanding, Applying, Analyzing

Differentiation
Below Proficiency: I'll allow them to work in small groups for extra support and offer one-on-one guidance as needed. For written responses, I can include sentence starters or hints to spring their answers.

Above Proficiency: I will encourage students to make connections between Rome's geographical features and its historical events or cultural development. How was Rome able to control such a large empire?

Approaching/Emerging Proficiency: I plan to check in with these students frequently to clarify any questions.

Modalities/Learning Preferences: Multiple choice, T/F, and short answer questions are available.

Classroom Management- (grouping(s), movement/transitions, etc.)

Students are allowed to work in pairs. They can travel across the room to work with a friend if wanted. I do believe that I will limit groups to two people. Three may make the room too noisy.

Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)

No music or headphones allowed while working on the assignment.

Minutes	Procedures
	Set-up/Prep: N/A
3	**Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)**
	On Friday's, the students normally do map skills, so this is a continuation of their normal routine.
	Students know that music is a no, but partners are a yes, as long as the volume stays down.
	Explain: (concepts, procedures, vocabulary, etc.)
	Not too much to explain. Students have done map skills for every Friday I have been there. Only difference/explanation to make to students is this map is with previous borders, circa 1 C. A.D.
40	**Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)**
	Students are able to complete the MapSkills assignment using Google Forms: https://docs.google.com/forms/d/1x2_EMIYGUUDm0zZR0xXhRkNj_CzUNujvZoJN11zfkL8/edit
	Once they are done, show Mrs. Bardell/myself:
	● Completed assignment ● Dreambox ● No missing work
	For a sticky note
	Following completion, students have free time. Use leftover time to work on other homework not yet due, silent read, or use Mrs. Bardell's resources.

2	**Review (wrap up and transition to next activity):** Bring students back to their original seats. This will be before lunch, so they will be excited and energetic. May take longer than two minutes to put computers, maps, chairs, etc away.

Formative Assessment: (linked to objectives)

   Progress monitoring throughout lesson- clarifying questions, check-

   in strategies, etc.

Throughout the lesson, I will walk around to observe students' understanding as they complete the assignment. Proximity will be key, as this is her biggest class.

   Consideration for Back-up Plan: If the website is unavailable, I have located backup maps which can be used with the google forms.

Summative Assessment (linked back to objectives)

End of lesson:

Students will complete a google form as their assessment for the lesson. Previously linked above.

If applicable- overall unit, chapter, concept, etc.: This lesson is part of the student's map skills unit.

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

I really believe the lesson went well. Students knew the procedure on Friday's, thanks to Mrs. Bardell. It went without hiccups until it was time to dismiss students for lunch. I mistakenly told them to line up for lunch before asking them to clean up the room, so there was no way I was getting students back to their desks. Room wasn't messy by any means, just a few backpacks on the floor and chairs not pushed in. That was the first time I've dismissed students for lunch, so I've learned my lesson. Room cleaned first, then dismiss students for lunch.

One small thing, I learned not to input "correct" answers into google forms. There are a multitude of ways to put the right answer, so in the future, I will make sure to leave the correct answer blank.

I believe the students learned well. When it comes to specific map skills, they nailed directions, physical features. One thing they struggled with was using the scale on the map. Rulers were available, but not every student used one. The availability of rulers is something I should have brought attention to in the beginning. Average score was a 13/15.