

Grade: 6	Subject: Ancient Civ.
Materials: Biographies of Roman Leaders, Colored Pencils/Markers, Sheets of Paper, Glue	Technology Needed: Computer
Instructional Strategies: <ul style="list-style-type: none"> ● Direct instruction ● Guided practice ● Socratic Seminar ● Learning Centers ● Lecture ● Technology integration ● Other (list) 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> ● Peer teaching/collaboration/cooperative learning ● Visuals/Graphic organizers ● PBL ● Discussion/Debate ● Modeling
Standard(s): WH.6_12.3 Analyze the effects of different political systems on people. WH.6_12.4 Analyze the influence of social, cultural, and economic developments on individuals.	Differentiation Below Proficiency: Provide additional support, simplified tasks, and/or guided prompts Above Proficiency: Offer extension activities or advanced resources Approaching/Emerging Proficiency: Scaffolded tasks and collaborative learning Modalities/Learning Preferences: Visual Learners- use of images Auditory Learners- Explanations/discussions Kinesthetic Learners- Hands-on activities
Objective(s): WH.6_12.1-6.E1.4 Explain how political systems impacted the people in Greece and Rome and how those political systems connect to the present.	
Bloom's Taxonomy Cognitive Level: Understanding/Applying	
Classroom Management- (grouping(s), movement/transitions, etc.) Grouping- Small Groups. (Will talk with Mrs. Bardell about how we should group students) Movement/Transition- Clear instructions for transition between activities. Use of a timer on the board for work-time.	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Clear expectations for work, respect, and participation within groups.

Minutes- 45 Min Per Day	Procedures
2	<p>Set-up/Prep:</p> <p>Colored Pencils, Biographies, Paper, Glue</p>
10	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>Talk about why Nov. 5th is significant. (Voting for U.S. President)</p> <p>Turn&Talk/Class discussion- Why do the leaders matter?</p> <p>Show PP of campaign slogans, buttons, brochures, signs.</p>
10	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>Explain that students will engage in researching and advocating for their chosen leader</p> <p>Define key terms such as:</p> <ul style="list-style-type: none"> • Campaign • Advocate • leadership qualities <p>Outline the objectives of the activity, emphasizing creativity.</p> <p>Clarify the task: students will select a Roman emperor, explore their biography, and identify their impact on Roman society.</p> <p>Students will need to make:</p> <p>Political Campaign Brochures:</p> <p>Featuring their emperor's platform and policies, and/or include sections on the emperor's background, accomplishments, and impact on Roman society.</p> <p>Explain how to make the brochure- (Each student grabs a strip of paper, and when they're done, glue to a full sheet)</p> <p>AND</p>

	<p>1-2 Minute Speech about their brochure and why to “vote” for their leader.</p>
20	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fcdnsm5-ss14.sharpschool.com%2FUserFiles%2FServers%2FServer_142278%2FFile%2FBecky%2520Carson%2FBiographies%2520of%2520Roman%2520Emperors.doc&wdOrigin=BROWSELINK</p> <p>This is the document containing the Roman leaders. If groups are struggling, they will be allowed to use other sources.</p> <ul style="list-style-type: none"> ● DAY 1- <ul style="list-style-type: none"> ○ Students will begin preparing campaign materials based on their chosen leader’s leadership style/impact, highlighting the strengths and achievements of their leader. ○ IF students get done with everything <ul style="list-style-type: none"> ■ Students will be given time to practice speeches ● DAY 2- <ul style="list-style-type: none"> ○ Review goals of the lesson ○ Work time to finish Brochure&Speech ○ Last 18 minutes will be used to present
3	<p>Review (wrap up and transition to next activity):</p> <p>DAY 1- Students will be asked to wrap up 2-3 minutes before the bell rings.</p> <p>DAY 2- Presentations will probably take 2-3 minutes each, 6 potential leaders= 18 min.</p>

<p>Formative Assessment: (linked to objectives)</p> <p>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>Monitor students' progress during the design process, offering guidance and clarifying questions as needed. For example, if a group seems stuck, I may ask them to think about how their emperor's policies would have impacted ordinary Romans.</p> <p>Consideration for Back-up Plan: If the computer or slideshow fails, I'll have printed images of campaign materials to share with students. Biographies are available as physical copies if needed.</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson: I will evaluate students' campaign materials based on creativity, accuracy, and understanding of the Roman emperor's impact on Rome.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p> <p>These figures found in this lesson will be included in the student's test on Rome.</p>
--	---

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

I would say, overall, this lesson was a 70/100.

Day #1- This was the rougher of the two days. I do believe a majority of the students enjoyed, participated, and got something out of the lesson. I also think my little slideshow at the beginning and talk about voting went over well. However, I think this lesson would be much better with a 7th or 8th grade crowd. Once we got into the actual lesson, many of the questions I received were about synthesizing the information on the bios into something positive. That was my fault. The first day was a bit of a struggle. I also had a first, I had a student cry during class. She wanted to do a profile of her group's leader for the cover page of their brochure, but someone else in her group did that. I just handed that group a couple new sheets of paper, and said they could make two brochures. I think letting the students color and do some art for this lesson was good for them, as I know they enjoyed that aspect of the lesson.

Day #2 for presentations went much smoother. During the first bit of class, while groups were wrapping up their brochures and practicing their speeches, some individuals in some groups struggled to stay on task. However, every group was done and ready by the time we started speeches. There were a few groups who were done much earlier than others, and I wish I would have had a plan for them. In the future, just having something on the board letting the students know what to do if their group is done would be nice. The speeches also went smoothly. I debated back and forth about having everyone talk during the speeches, and ultimately settled on no. I think that was the right call for 6th graders. The speeches themselves were short and sweet, and I believe that none of the groups were too stressed out about talking in front of the class for 90-ish seconds. I do believe that students learned about their individual leaders. There was one group

where a couple of the students tried to tell everyone what to draw, but after I talked with that group, everyone had their own input. Other than that, every group was more collaborative than bossy.

Overall, if I were to do this lesson again, I would make some changes. Ideally, different grade level. However, if it was done in 6th grade, I would write the bios myself, and put mostly positive characteristics of the Roman emperors. I think this is where most of the confusion came from. (Ex: Hadrian's wall. Transform the section about Hadrian's wall to say he built a wall to protect Roman subjects. Simplified, easy to translate into something positive) I also would have created an example brochure for the students. (Maybe had Ella do it) Simplifying and giving examples would have made the lesson much more effective.