

Grade: 6	Subject: Ancient Civ	
Materials: N/A	Technology Needed: Computer	
<b>Instructional Strategies:</b> <ul style="list-style-type: none"> <li>● Direct instruction</li> <li>● Guided practice</li> <li>● Socratic Seminar</li> <li>● Learning Centers</li> <li>● Lecture</li> <li>● Technology integration</li> <li>● Other (list)</li> </ul>	<b>Guided Practices and Concrete Application:</b> <ul style="list-style-type: none"> <li>● Peer teaching/collaboration/cooperative learning</li> <li>● Visuals/Graphic organizers</li> <li>● PBL</li> <li>● Discussion/Debate</li> <li>● Modeling</li> <li>● Large group activity</li> <li>● Independent activity</li> <li>● Pairing/collaboration</li> <li>● Simulations/Scenarios</li> <li>● Other (list)</li> <li>● Hands-on</li> <li>● Technology integration</li> <li>● Imitation/Repeat/Mimic</li> </ul>	
<b>Standard(s):</b> WH.6_12.1 Analyze historical achievements related to science and technology.	<b>Differentiation</b> <p><b>Below Proficiency:</b> For students below proficiency, they MAY be allowed to work with a partner. I would talk with Mrs. Bardell first to see how she feels about a student working with a partner. While the students don't take notes, I have a few small handouts with some basic info incase students need to jog their memory.</p> <p><b>Above Proficiency:</b> I have other questions regarding ancient Roman technology to "stump" these students, can turn it into a fun game.</p> <p><b>Approaching/Emerging Proficiency:</b> I will be available to clarify questions during the pre/posttest if they need additional support.</p> <p><b>Modalities/Learning Preferences:</b> Multiple Choice and T/F questions are included within the Pre/Post test</p>	
<b>Objective(s):</b> Students will be able to identify and describe some of the key technological advancements of ancient Rome. Key terms are: Aqueduct, Concrete, Arches, Roads, Columns  <b>Bloom's Taxonomy Cognitive Level:</b> Understanding, Applying, Analyzing	<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <p>Students expected to sit in their assigned seats, and work alone on Pre/Post test. No grouping, but will have to transition from lunch back to class. I'm expecting</p>	<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> <p>During this lesson, students will be expected to stay seated in their assigned spots and focus on the activity at hand, whether it's listening, or completing the pre- and post-tests. If I notice off-task behavior, (using their</p>

		computer for other things) I'll address it quickly to bring students back on track.
Minutes	Procedures	
	<b>Set-up/Prep: None</b>	
5	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <p>Mrs. Bardell and I are “co-teaching” this lesson, using her slides. The plan is to alternate slides.</p> <p>I will do my Pre-test before the slides, and the Post-test following the slides. The test will be put up on Google classroom before the slides to allow students to take it, and then they will take the same test after the lesson. We have already learned about the innovations seen in the Roman military (highways/roads, phalanx), so I am going to connect that innovation to what we are learning about today.</p> <p>Overall, the lesson should not take more than 30 min.</p>	
20-25	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <p>During this part of the lesson, we will be going over Mrs. Bardell’s slides. Throughout the slides, we will be presenting the key terms found on both the pre/post test. Some slides have one term, some have none. Each slide with a key term has visuals and short descriptions to clarify the purpose and impact of each advancement.</p> <p>From the slides, key terms that will be found on the pre/post test are</p> <ul style="list-style-type: none"> <li>● Aqueduct</li> <li>● Concrete</li> <li>● Arches</li> <li>● Roads</li> <li>● Columns</li> </ul> <p>Included in the pre/post test are “famous” Roman buildings the students have already covered, such as</p> <ul style="list-style-type: none"> <li>● The Forum</li> <li>● The Pantheon</li> </ul>	

	<p><b>5</b></p> <p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <p>In this phase, students will take the post-test, allowing them to apply what they've learned. The overall goal of the test is to reinforce the key terms. I'll move around the room the room to answer questions, check for understanding, and encourage students to recall information they learned during the presentation.</p> <p>After all students are done, I'll use these last few minutes to quickly recap the main points we covered, reinforcing the significance of Roman advancements we covered.</p>
	<p><b>Review (wrap up and transition to next activity):</b></p> <p>This lesson is planned after lunch. 1 min prior to the bell, students will be told to pack up and sit in their spots until class is out.</p>
<p><b>Formative Assessment: (linked to objectives)</b></p> <p><b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b></p> <p>Throughout the lesson, I'll monitor student engagement and understanding by asking questions. On my slides, I plan on asking students what they know about each term. ("Does anyone know what an aqueduct does?") Periodically, I'll check for understanding by asking comprehension questions. ("What did the Romans use concrete for?")</p> <p><b>Consideration for Back-up Plan:</b></p> <p>If wifi is down, I have downloaded the slides on my computer. The pre/post test would be difficult. I could dictate it to students, but I am not sure how well that would go.</p>	<p><b>Summative Assessment (linked back to objectives)</b></p> <p><b>End of lesson:</b> At the end of the lesson, I will review the results from both the pre-test and post-test to assess students' understanding.</p> <p>The post-test is the more valuable of the two, and will confirm if students can identify and describe each key term accurately. However, the pre-test helps set a baseline, which can help me gauge how effective the lesson was.</p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p>

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

I think the lesson and teaching part went pretty well. Students were not as squirrely as expected after lunch. May have been the language of a "pre-test" which worried the students? I think the combination of Mrs. Bardell and I doing slides was a good change of pace and enhanced the student's attentiveness.

I do have a lot to say about the post-test. First off, in the future, I would create two different tests, rather than have students take the same exact test twice. With that, it allows me to do a couple things. 1. Change the wording a touch. 2. The results on a Google Form were much tougher to distinguish when they took the test twice.

The results on the pre/post test were all over the place. I think that is my fault. The wording on the test, specifically some of the options on questions that were frequently answered wrong, was too similar. For example, one question that only 60% of students got right, *column* was the right answer. However, I had buttress as one of the options as well. Both are used to support large structures. I had originally thought the two questions about the Forum and the Pantheon would be easy answers, but those also provided some trouble. It would have been good to revisit those during the slides.