Lasting Contributions of The Roman Empire

## Goals & Objectives

Goals: Students will learn multiple legal, cultural, and architectural influences the Roman Empire had on Western Civilization.

Objectives: Students will list and draw 3 different architectural structures developed in the Roman Empire that are still used today.

Students will criticize the philosophy of one Roman Philosopher (this might be a separate lesson/not enough time with the reading lesson)

## California State Content and Common Core Standards

### Lesson Introduction

The teacher will remind students of the previous lesson on the Roman Empire’s early strengths and ask each student one thing they learned from that lesson.

The teacher will then ask the class “Why do you think we still study the Roman Empire today? Why should we care?”. Instruct them to share their ideas with their partner for a few minutes. Walk around to hear their ideas and then call on a few groups to share their ideas with the whole class.

Introduce the title of today’s lesson, “Lasting contributions of the Roman Empire”.

### Vocabulary

Important vocabulary for the lesson:

* Greco-roman Culture
* Hellenistic
* Legacy
* Epic
* Architecture
* Philosophy
* Aqueducts
* Colosseum
* Stoic philosophy
* Enduring

The teacher will write these words up on the white board at the beginning of class. As the teacher scaffolds the reading (reading out each heading, stopping when there is a vocabulary word in a heading or subheading) he/she will pause and “think out loud” while figuring out what the word means. The teacher will ask different students for their help as he/she scaffolds how to figure out the meaning of the words.

All students will be asked to write down all of the vocabulary words into their word bank in their reading journals and define them as they learn the words (with the class before reading, during the reading, or with the class after reading).

### Content Delivery

The content for this lesson will be delivered in the form of a reading activity. Students will all be given a copy of the chapter embedded below. The teacher will have students follow along as he/she reads the headings and subheadings of the reading (prior to actually reading). Any vocabulary words in the headings or subheadings will be learned together as a class before students read the chapter. The teacher will ask students what they think each section is about based off of the headings and subheadings.

The teacher will then have students create a foldable and give them instructions on how to complete it.

Students may start reading as soon as their foldable is ready.

### Student Engagement

Students will be completing a foldable assignment for this lesson. As they are reading the chapter, students will be searching for and recording the following:

Art and Literature: Students will list, draw, and describe (in your own words) 2 different forms of art and 1 form of literature practiced by the Romans that are still influential in our society today.

Law: List 3 principles of Roman law that you believe exist in our legal system today. Include a drawing that represents the principle and a brief description of why it is important.

Architecture: List, draw, and describe (in your own words) 3 different architectural structures developed in the Roman Empire that are still used today.

Foldables will be collected at the end of the class to be graded. They will be returned to students the following day so students can use them to study later.

### Lesson Closure

Students will be asked to reflect on the question asked at the beginning of class again (“why are we studying the Roman Empire”). They will share with their partner next to them why they think it is important to study the Roman Empire, and discuss what they chose to include on their foldable and why.

### Assessment

Students will be assessed at the beginning of the lesson with a whip around activity where they are asked to share one thing they learned from the previous lesson. If too many students are stumped, a quick review on the Early Strengths of the Roman Empire is needed.

The teacher who will be walking around the classroom, observing students, and asking them about their progress on their foldable so far, will assess students during the reading activity. The teacher will use the app “confer” to make notes on students progress with reading, analyzing, and organizing new information.

Students will also be turning in their foldables at the end of the class period. Foldables will be graded. Based on the descriptions students write, the teacher will know if they need to re-learn the material in a different activity the next day or not.

## Accommodations for English Learners, Striving Readers and Students with Special Needs

* Graphic organizers to help with the reading activity (foldables)
* Striving readers, ELL students, and students with special needs will receive a list of the vocabulary words defined. The words will have an image next to them along with a space for the students to use the word in their own sentence.
* Striving readers, ELLs, and students with special needs will be paired with bilingual students or organized students who are willing to help/encourage the students in need.
* Teacher will scaffold the reading activity. The teacher will read aloud the headings and subheadings and work with the class to guess what each reading section will be about prior to doing the reading activity.

## Lesson Resources

<http://www.elkriver.k12.mn.us/webpages/jhood/files/w5b06ead.pdf>

Dinah Zike’s Reading and Study Skills: Foldables