

DRAFT

Grade 6	Lesson: The Legacy of Ancient Rome	New Lesson
Science Standard(s): Standard 1		
Content Objective(s):		Language Objective(s):
<p>Teacher objective Los estudiantes podrán identificar los componentes del gobierno en la república de la antigua Roma leyendo y completando un organizador gráfico.</p> <p>Student objective [posted] Los estudiantes podrán identificar los componentes de gobierno en la república de la antigua Roma leyendo y completando un organizador gráfico.</p>		<p>Teacher objective Los estudiantes podrán explicar cómo los principios de Roma se reflejan en el proceso político estadounidense escribiendo un discurso.</p> <p>Student objective [posted] Los estudiantes podrán explicar cómo los principios de Roma se reflejan en el proceso político estadounidense escribiendo un discurso.</p>
<p>Essential Questions: What should governments do?</p>		<p>Required Academic Vocabulary for Word Wall: Escuchar: foro, república, legión, manípulo, gobierno representativo, patricios, plebeyos, Legislatura, Senado, asambleas, separación de poderes, veto, estado de Derecho, deber cívico, Padres Fundadores</p> <p>Hablar: foro, república, legión, manípulo, gobierno representativo, patricios, plebeyos, Legislatura, Senado, asambleas, separación de poderes, veto, estado de Derecho, deber cívico, Padres Fundadores</p> <p>Leer: foro, república, legión, manípulo, gobierno representativo, patricios, plebeyos, Legislatura, Senado, asambleas, separación de poderes, veto, estado de Derecho, deber cívico, Padres Fundadores</p> <p>Escribir: foro, república, legión, manípulo, gobierno representativo, patricios, plebeyos, Legislatura, Senado, asambleas, separación de poderes, veto, estado de Derecho, deber cívico, Padres Fundadores</p> <p>Sentence Frames:</p>
<p>Materials:</p> <ul style="list-style-type: none"> • My World, Chapter 12, section 1-3 or text: Legacy of Rome • K-W-L Chart • Examples of speeches (Four Square) 		<p>Additional Lesson Vocabulary:</p>
Lesson:		Instructional Time:
<p>Opening:(7 minutes) Strategy: K-W-L Chart (see attachment) – students fill in the first two columns, “what I know” and “what I want to know”</p> <ul style="list-style-type: none"> • Refer to the objectives and the lesson topic: “Las leyes y el gobierno en Roma” la Antigua • Students write what they know about the topic. In column one and what they want to know in column two. • Students share what they wrote in table groups. • Collect this paper to be used again at the end of class. <p>Introduction to New Material (Direct Instruction): (minutes) Strategy: Echo read – teacher reads a sentence, students read the same sentence chorally. The teacher stops and asks comprehension questions after significant sections and provides examples, non-examples, definitions and pictures for key vocabulary words.</p>		

DRAFT

- Students and the teacher echo read the Legacy of Rome or from the textbook.
- The teacher stops at each key word and provides examples, non-examples, definitions and pictures for key vocabulary words.
- Students record the key vocabulary word, definition etc. on their Frayer model handout.

T: "(Reading) La primera forma de gobierno en la Antigua Roma era la monarquía, o forma de gobierno en que el poder está en manos de un rey". La palabra del vocabulario aquí es "monarquía". ¿Qué es una monarquía?

S1: *Es una forma de gobierno en que el poder está en manos de un rey.*

T: "¿Cómo lo saben?

S1: *Lo encontré en la misma oración en el texto.*

- **T: "Excelente. Un ejemplo sería la monarquía en Inglaterra con la Reina Isabel, lo contrario sería la República China. Aquí hay una imagen de un rey en su trono".** As you speak, fill in the Frayer model handout

Guided Practice: (minutes)

Strategy: Graphic Organizer – Students re-read the Legacy of Ancient Rome and fill-in the graphic organizer.

Use the modeling cycle:

Teacher Does:

T: "Voy a leer y cuando encuentre un detalle importante relacionado con el gobierno republicano o las leyes en la Antigua Roma, me detendré. (lee) "...Una república es el gobierno en el que las personas (los ciudadanos) eligen representantes para que las gobiernen. "Esto es importante. Al lado de la viñeta número uno, voy a escribir Los ciudadanos eligen representantes para que los gobiernen. Escriban eso en su hoja ustedes también".

We do

T: "Sigamos leyendo, cuando encuentren algo que les parezca que debemos agregar, levanten la mano".(Read)

- When they raise their hand, tell them to turn and share and then report to the class what their partner said.
- Write the detail on the graphic organizer.

You do

- Students read, raise their hand to stop, discuss with a partner and report out what they wrote on their paper.
- The teacher provides feedback by writing model answers on the graphic organizer under the document camera.

Finish reading the short text and filling in the graphic organizer.

Independent Practice:(minutes)

Strategy: Speech Writing-Students write a short speech directed to the Founding Fathers in Philadelphia in 1787. You must recommend the laws and aspects of government that should be included in the constitution by referring to the laws and republic in ancient Rome. Specifically referencing what worked and what did not.

- Model how to write a speech by showing examples of speeches using argument
- Follow the writing protocol
- Use the Four Square Writing method (past lessons)

Closing: (minutes)

- Students share their speech with a partner.
- Teacher chooses one to be read aloud.

T: "¿Qué aspectos del gobierno y las leyes de Roma se reflejan en la política estadounidense? Piensen..." (pausa) "Díganse a su compañero".

- Ask a few volunteers to share, other students stand up if they agree. If they disagree, ask them why.

Assessment:
Student speeches For homework – have them complete the third column of the K-W-L chart
Extra Ideas:
Technology Integration: Activities incorporating technology; e.g., address lesson content through online resources. a. Have students access Odyssey Online: Rome from Emory University and Memorial Art Gallery, University of Rochester. The Web site examines "objects that were made in the city of Rome and in the provinces that formed the Roman Empire. The Web site is organized by themes: people, mythology, daily life, death and burial, writing, and archaeology. http://carlos.emory.edu/ODYSSEY/ROME/homepg.html b. For lesson plan, "Rome's Influence" visit Discovery Channel: http://www.discoveryeducation.com/teachers/free-lesson-plans/romesinfluence.cfm c. Have students visit "History for Kids" Ancient Rome site for more information on all facets of ancient Rome: http://www.historyforkids.org/learn/romans/index.htm d. Visit MDCPS website to access biographies, events, topics, primary sources, images, maps, video and timelines focusing on ancient Rome. Facts on File- Ancient History: http://www.fofweb.com/NuHistory/default.asp?ItemID=WE49&NewItemID=True Facts on File Curriculum Resource Center- factsheets, timelines, maps, images: http://www.fofweb.com/CRCNU/default.asp?ItemID=WE51 Grolier Online- searchable database for articles by reading level http://go.grolier.com/ World Book- Student- Ancient Rome http://www.worldbookonline.com/student/home World Book for Kids- Ancient Rome: http://www.worldbookonline.com/kids/search?st1=Ancient+Rome&x=0&y=0 World Book Advanced- Research tools & E-book Center http://www.worldbookonline.com/advanced/home e. For background information, ideas, activities and games for Ancient Rome, visit: http://www.mrdowling.com/702rome.html