**MISSOURI STATE UNIVERSITY**

**Daily Lesson Plan**

Name: Christina Levey Date: October 22-23, 2012

Subject: WH – Decline and Fall of Rome Grade Level: 7

**Measurable Objectives:**

* Lesson Objective 1: Identify the causes of the decline of the Roman Empire
* Lesson Objective 2: Describe the changes made by Diocletian and Constantine
* Lesson Objective 3: Explain how the Western Roman Empire fell
* Why? – Lands once ruled by Rome still use many Roman institutions.

**Standards:**

**MoStep: 1.2.1.2 -** The preservice teacher understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students by presenting the subject matter in different ways.

**CF: 2.** Subject Matter

**SS: 6** The Major Elements of Geographical Study and Analysis

**CC: #7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps)

**Anticipatory Set:**

* + Bell Ringer: Hadrian’s Wall, which is located in Britain, marked the northern reach of the Roman Empire
		- Why would a wall such as this be erected at the border of the Roman Empire?
		- Are there any other walls such as this in the World, and if so, can you name one?
		- Students will answer the questions on their bell ringer chart and then discuss the answers with their shoulder partner/class.

**Instructional Input:**

 **Materials and Technology:**

* SmartBoard Lesson – Decline and Fall of Rome
* Computers, SmartBoard, Overhead Projector
* Book: *Word* History: Medieval and Early Modern Times
* Handout(s):
	+ Taking Notes Graphic Organizer
	+ Division and Fall of Rome Handout

**Procedure**

* + Anticipatory Set: Bell Ringer: Hadrian’s Wall, which is located in Britain, marked the northern reach of the Roman Empire
		- Questions to be answered:
			* Why would a wall such as this be erected at the border of the Roman Empire?
			* Are there any other walls such as this in the World, and if so, can you name one?
		- Students will answer the questions on their bell ringer chart and then discuss the answers with their shoulder partner/class.
	+ Day 1
		- Bell Ringer: See above
		- Activity:
			* Students will receive the Internal Factors Graphic Organizer
				+ The teacher will model how to complete this chart using the first sentence in the first paragraph to show how to complete the chart and then explain written instructions
				+ In pairs of two, students will rally read the Section – Internal Weaknesses Threaten Rome and complete the Graphic Organizer
				+ Modification – 4th period will be done as a class
		- Mini-Lesson: Internal Weaknesses Threaten Rome
			* Internal Factors sorting on the SMART Board
		- Closure: Exit Slip
			* What are the three internal factors that led to the Fall of Rome?
			* How did military and political factors weaken the empire?
	+ Day 2
		- Bell Ringer: Students will complete the vocabulary chart and then share their answers with their partner. Class will discuss answers as a group.
		- Mini-Lesson: Division and the Fall of Rome
			* Read and Answer questions about the Division of Rome into East and West
			* Map lesson on the Invasion and Conquest of Rome
			* Complete the causes for the Fall or Western Roman Empire
		- Video: History Channel Fall of Rome
		- Activity: Show down Review
	+ Closure: Quiz: Chapter 2, Section 2 and review the Internal (Economic, Military, and Political) and External (Power shift, Invasion by Huns, Germanic and Slavic Tribes) Factors for the Fall of Rome. Tomorrow we shift to the Eastern Empire.

**Modeling:**

* Teacher will model how to complete the Graphic Organizer
* Teacher will model how to move the answers to the SMART Board around to the correct location
* Teacher will model how to complete the Division/Fall of Rome Handout covering fall of Rome video
* Teacher will model how the students will participate in the showdown activity
* Teacher will model for students how to answer the questions on their quiz

**Comprehension Check:**

* + Informal assessment:
		- Teacher will observe students completing Graphic Organizer in teams
		- Teacher will observe students during Map lesson
		- Students will answer questions on the SMART Board about the Internal Factors for the fall of Rome
	+ Formal assessment:
		- Formative: Internal Factors for the fall of Rome Graphic Organizer
		- Formative: Division and Fall of Rome Handout
		- Summative: Lesson 2 Quiz

**Assignments:**

**Guided Practice:**

* Internal Factors for the Fall of Rome Graphic Organizer
* Division of Rome Handout
* Lesson 2 Quiz

**Independent Practice:**

* No homework

**Closure/Summary:**

* + Quiz: Chapter 2, Section 2 and review the Internal (Economic, Military, and Political) and External (Power shift, Invasion by Huns, Germanic and Slavic Tribes) Factors for the Fall of Rome. Tomorrow we shift to the Eastern Empire.

**Application:**

* Lands once ruled by Rome still use many Roman institutions.

**Modifications:**

* Students whose 504 require additional time to complete work will be given 2 to 3 additional days to complete those assignments.
* Students whose 504 require additional time to complete tests will be allowed to do so with the assistance of the class paraprofessional in a separate environment.
* Students whose 504 require that they turn in all their homework assignments to their first period teacher will be able to so. Those assignments will be delivered to the assigned teacher later in the day.
* Students whose 504 require reduced homework after proven mastery, will received up to 50% reduction on assigned homework.
* Students who need preferential seating per IEP, will be assigned to seats in specified locations of the room.
* Study guides and notes will be provided for that student who’s IEP require it.
* Modified tests will be created for that student who’s IEP requires it.
* An alternative setting (such as the Special Education room) will be set aside for students with an IEP for an alternative test site will be provided.
* Shortened assignments will be created for that student who’s IEP requires it.
* Students with an IEP requiring that questions be read out loud will have this provided to them in a separate location from the classroom.