Ancient Rome: Web Quest and Lesson Plan

(Teacher Copy)

A Web Quest for 3rd Grade Integrated Social Studies Unit

Designed by

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Introduction

This lesson is designed for 3rd grade students to interactively learn about democracy. This lesson is designed to help students develop an understanding of how democracy was developed and how it has influenced our government. Based on the SLC Scope and Sequence for 3rd grade Social Studies fourth quarter, students will create interactive material reflecting what they have learned through a variety of multimedia presentations.

Learners

This web quest is designed for 3rd grade. Adaptations and remediation allow for students of all levels to participate. The use of ReadPlease2003, a free software program that reads to students, is available at http://www.readplease.com/.

Standards

Students will identify the following standards based on the Lesson Plan attached below.

Process

1. Review essential question.
2. Explain what the lesson will be about.
3. Give a brief review of what the students will be expected to do.
4. Outline what the whole group, differentiated group, and independent practice will be used for.
5. Give a brief overview of Ancient Roman history.
6. Have a Q and A session and post responses on the board.
7. Have students begin.

Resources

- Discovery Education
- Internet Links through web quest
- Harcourt Horizons or related material
- Microsoft Office or equivalent software

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Title : **03 SS LPQ4 028 Rome Creates a New Government**

Grade Level : Grade 3

Subject : Social Studies - Elementary

Standards/Assessed Benchmarks:
SS.A.123 reads and interprets a single timeline identifying the order of events
SS.A.221 knows significant scientific and technological achievements of various societies (for example, bow and arrow, pottery, Egyptian pyramids).
SS.D.2.2.4: The student knows that the government provides some of the goods and services that we use and that the government pays for the goods and services it provides through taxing and borrowing.
SS.A.222 understands selected developments in transportation prior to the Renaissance (for example, Roman roads, trade routes by camel caravan linking Asia and Africa, developments in marine vessels).
SS.A.225 knows selected cultural and intellectual achievements of various early and ancient civilizations.
SS.A.224 understands the emergence throughout history of different laws and systems of government (for example, monarchy, republic).
SS.A.2.2.7: The student understands how developments in the Middle Ages contributed to modern life.
SS.D.2.2.1: The student understands economic specialization and how specialization generally affects costs, amount of goods and services produced, and interdependence.

Description/Abstract of Lesson :
To evaluate how the Roman government changed from a monarchy to a republic to a dictatorship to an empire.
To describe the buildings that made up the ancient city of Rome.
To explain family life in ancient Rome.
To identify religious changes that occurred in ancient Rome.

Essential Question-Scope & Sequence :
How did civilizations grow in different ways?

Technology Connections and Teacher Materials :
Harcourt Horizons text,
Reading and Vocabulary
http://www.unitedstreaming.com/search/assetDetail.cfm?guidAssetID=F70B8DFE-0ECD-4A25-AEED-9C35647E4B08

Technology Connections and Student Materials :
poster board,
Internet

Duration : 7 Weeks

Vocabulary : republic, conquer, dictator, monarchy, forum

Steps to Deliver Initial Instruction :
Ask students to write down the lesson vocabulary terms and their definitions. Go over definition of monarchy on page 303, *Harcourt Horizons* text. Then read aloud the Big Idea statement. Ask volunteers to explain how each term relates to the Big Idea of the lesson.

Read and discuss poem on page 284-285, Harcourt Horizons TE.

BIG IDEA
Ancient Rome changed over time.

Guided Practice with Feedback :
Have students read the introductory paragraph on page 324, *Harcourt Horizons* text. Ask them to list changes they think Rome might have gone through as it grew. After students have read the lesson and watched the video http://www.unitedstreaming.com/search/assetDetail.cfm?guidAssetID=F70B8DFE-0ECD-4A25-AEED-9C35647E4B08, have them check and revise their answers.

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Read and discuss background information on pages 325,326, 328, Harcourt Horizons TE.

Ask students to think about specific ways their community has changed in recent years.

Independent Practice : Buddy read pages 324-329, *Harcourt Horizons* text. Have students begin work on the Ancient Roman Web Quest. Have students answer questions below each link.

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Differentiated Instruction/Small Groups : Work in pairs to fill in graphic organizer (Reading/Vocabulary Transparency 5-8) after reading and begin working with students to decide how they will present their information (e.g. interactive newsletter, Power Point, video). Have samples available.

Have pairs of students complete a flow chart of how Rome changed over time (p. 329, #1, Harcourt Horizons text TE).

Using the chart from above, assign each pair of students a topic from the chart and have them make a poster that depicts its assigned topic. Have students use that topic as the title of the poster.

ESE/ESOL Accommodations & ESE/ESOL Strategies : Have students illustrate and use each vocabulary word in a sentence. Students can work together to create individualized projects. Use ReadPlease2003 to help with text that may be too difficult or if they need assistance with reading Internet passages.

Lesson Closure/Review : As a quick review, ask students to look back at page 321, Harcourt Horizons text and reread the paragraph that describes the democratic government of Athens. Also point out the information on page 324 that compares Athens's form of democracy (direct democracy) with Rome's form (a republic or representative democracy). Have students take note of the specific similarities and differences between the two kinds of democracy.

Complete graphic organizer (Activity Resource book 74)

Assessment with Clear & Compelling Product Standards : Use the Internet and library to research present-day democratic governments. Use what you learn to compare these democracies to the governments of Greece and Rome. Students' reports should accurately compare present-day governments with the governments of Greece and Rome. **See rubric below.**

Explain Selected Design Qualities : Have students' research Roman government as it changed from monarchy to republic. Then write a short news story about how these changes might have improved/not improved the lives of the Roman people.

Use the same research from above to create a presentation that also shares the information of the Romans not wanting one person to have all the power. For this reason, they elected two leaders called consuls. The consuls shared power and rules for just one year, with advice from the senate. Display finished reports and news stories in the classroom.

	Useful Verbs	Sample Question Stems	Potential activities and products
Knowledge 10 pts	tell list describe relate locate write find state name	How many senators where in the Greek government? Who was it the leader of Greece? Can you name the capital of Greece? Describe what happened at a forum? What is an aqueduct? Which is true or false only males could be in the Olympics?	Make a list of the main events. Make a timeline of events. Make a facts chart. Write a list of any pieces of information you can remember. List all the Gods.
Comprehension	explain interpret	Can you write in your own words a Greek myth? Can you write a brief outline of what happened in Greece?	Cut out or draw pictures to show a particular event.

10 pts	outline discuss distinguish predict restate translate compare describe	What was the main idea behind the Olympics? Who was the key character in the Gods? Can you distinguish between what we have in common with ancient Greece? What differences exist between ancient Greece and the United States? Can you provide a definition for democracy?	Illustrate what you think the main idea was. Write and perform a play based on the story. Retell the story in your words. Paint a picture of some aspect you like. Prepare a flow chart to illustrate the sequence of events.
Application 10 pts	solve show use illustrate construct complete examine classify	Do you know another instance where…? Can you group by characteristics such as…? What factors would you change if…? What questions would you ask of Zeus? From the information given, can you develop a set of instructions about to solve a problem using trails?	Construct a model to demonstrate how it will work. Make a diorama to illustrate an important event. Take a collection of photographs to demonstrate a particular point. Make up a puzzle game suing the ideas from the study area. Make a clay model of an item in the material. Write a textbook about… for others
Analysis 20 pts	analyze distinguish examine compare contrast investigate categorize identify explain separate advertise	Which events could have happened to change history? How was this similar to the United States government? What was the underlying theme of scholars? What do you see as other possible outcomes? How are our cities similar to ancient Greece? What are some of the problems of democracy? Can you distinguish between Greek art and today's art? What were some of the motives behind war? What was the turning point in the game? What was the problem with women not being able to be in the Olympics?	Design a questionnaire to gather information. Write a commercial to sell a new product. Construct a graph to illustrate selected information. Prepare a report about the area of study. Review a work of art in terms of form, color and texture.
Synthesis 25 pts	create invent compose predict plan construct design imagine propose devise formulate	Can you design a city to show how the aqueducts worked? Why not compose a song about the Gods? Can you see a possible solution to using democracy? What would happen if you could travel back in time to ancient Greece? What would you take? Can you write a new recipe for a tasty dish? What type of machines would the Greeks have used?	Invent a machine to do a specific task. Design a building to house your study. Write a TV show, play, puppet show, role play, song or pantomime about a Greek myth? Design a record, book, or magazine cover for traveling to ancient Greece? Make up a new language code and write material

			using it. Devise a way to build an aqua duct.
Evaluation 25 pts	judge select choose decide justify debate verify argue recommend assess discuss rate prioritize determine	Is there a better solution to solve problems besides a trail? Judge the value of what we use from Greek society. Can you defend your position about why Greece was such a powerful influence on our society? Do you think … is a good or a bad thing? How would you have handled living during ancient Greece? What changes to our society would you recommend? Do you believe in the Greek gods? How would you feel if the myths were real? What do you think about working as a democracy in your group?	Prepare a list of criteria to judge a … show. Indicate priority and ratings. Conduct a debate about an issue of special interest. Make a booklet about 5 rules you see as important. Convince others. Form a panel to discuss views, e.g. "Learning at School." Write a letter to … advising on changes needed at… Write a half yearly report. Prepare a case to present your view about

Table 1.1: Evaluation adapted from Applying Bloom's Taxonomy (1986)

****This lesson is revised from F.O.C.U.S. for use with the Ancient Roman Web Quest designed to help students answer the essential question.**