

Lesson Plan Template

Grade: 6		Subject: Social Studies	
Materials: Good Guy Bad Guy sheet, pencil,		Technology Needed: Computer	
Instructional Strategies: ⇨ Direct instruction ⇨ Peer teaching/collaboration/ ⇨ Guided practice cooperative learning ⇨ Socratic Seminar ⇨ Visuals/Graphic organizers ⇨ Learning Centers ⇨ PBL ⇨ Lecture ⇨ Discussion/Debate ⇨ Technology integration ⇨ Modeling ⇨ Other (list) Philosophical Chairs		Guided Practices and Concrete Application: ⇨ Large group activity ⇨ Independent activity ⇨ Pairing/collaboration ⇨ Simulations/Scenarios ⇨ Other (list) Explain: Students will fill out their worksheets individually in order to take part in the group discussion	
Standard(s) WH.6_12.3 Analyze the effects of different political systems on people. WH.6_12.4 Analyze the influence of social, cultural, and economic developments on individuals.		Differentiation Below Proficiency: Students below proficiency will be encouraged to participate in some way. They could have a buddy that can feed them information to share with the class. Additionally, they could be praised for their contributions in so that they gain self-esteem. Above Proficiency: Students above proficiency will be able to demonstrate their knowledge by providing quality inputs into the discussion. As well they will be able to practice self-restraint and encouragement of others. Approaching/Emerging Proficiency: Students approaching proficiency will be able to demonstrate their knowledge of the content but may lack critical thinking aspects of their response relating the evidence they have found with the impact they have on the people of Rome. Modalities/Learning Preferences: Kinesthetic, Interpersonal, Linguistic	
Objective(s) By the end of this lesson students will be able to explain the how the development of Roman political systems changed during the rule of Julius and Augustus Caesar and how that rule impacted the lives of the Roman people. Bloom's Taxonomy Cognitive Level: Analyzing, Evaluating			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be briefed on the procedures and expectations of the philosophical chairs debate. Students will be expected to move from one side of the class to the other in an appropriate manner.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to listen well, be engaged, participate, and behave appropriately during the discussion in order for debate to go well.	
Minutes	Procedures		
3	Set-up/Prep: Classroom reorganized, chairs aligned, greeting posted on the board.		
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Ask the students how they are feeling about the debate? If they need additional time to prepare? Students can review with someone near them about a few good points to practice what they will say during the discussion. If more anxiety occurs reassure students that they can be active listeners and demonstrate knowledge during their exit ticket. If further reduction needs to occur students can be led through some breathing and relaxation exercises.		
5	Explain: (concepts, procedures, vocabulary, etc.) Go over procedures on how a proper philosophical debate occurs with respect, listening, and engagement. As well as the performance assessment of the debate itself from participation of asking and responding to a question, being on task, and again engaged. Additionally we can review the three before me procedures to facilitate an appropriate debate.		
20	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Students will begin the debate guided partially by the teacher in order to ensure an active conversation. Ideally teacher input would be as minimal as possible in order to allow students to work through their conversation. Each student will be monitored to give them at least a chance to contribute to the debate. Potential ideas to encourage conversation:		

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	<p>Why do you think X or Y would be a better leader? What made you change from X to Y? How does this impact the people of Rome? Why was Rome better with X or Y?</p>
10	<p>Review (wrap up and transition to next activity): Students will need to reset their chairs and tables in order to complete the exit ticket on their laptop. During this time teachers can monitor the progress and answer any questions that come up.</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Throughout the lessons students will be filling out their Good Guy or Bad Guy worksheet to use for the debate and checkout. Throughout the class periods progress of this sheet will be monitored to ensure student understanding, preparation, learning, and progress.</p> <p>Consideration for Back-up Plan: A back up plan if the debate does not begin to go well for whatever reasons would be to do a hard reset, analyzing with the class the concerns or reasons the discussion did not go well. Ask students to sit back in their chairs, and go over the reasoning people had for choosing either Augustus or Julius Caesar, then assist them in their exit ticket to ensure a summative assessment can be made for this content.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: Students will demonstrate their knowledge of Julius and Augustus Caesar, as well as Roman government by answering the question: Which of these leaders was better for the people of Rome? Why?</p> <p>Using three to five complete sentences.</p> <p>If applicable- overall unit, chapter, concept, etc.: Broader context of answering the first standard: analyze the effects of different political systems on the people, as this has been one of the consistent standards during my practicum.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>Overall I believe the lesson went well, the students were engaged, they knew the content they were discussing, they got the opportunity to practice their speaking skills, and practice a debate/discussion. Students expressed their knowledge of both Julius and Augustus Caesar and why they were a good or bad leader for the people of Rome which ties back to the standard of how political systems (leaders in this case) effected the people. The students could have shared more of the impacts of the leaders on the people during the discussion but on the whole I was satisfied with their contributions. If I were to do the lesson again I would shorten the preparation and review time slightly. Because students will be familiar with the process the second time around and because that would leave more time for the exit ticket which we did not get to which was fine as it was important that the students had enough time to finish the discussion.</p> <p>Good Guy or Bad Guy? - Worksheet/Answer Key Below</p>	

Good Guy or Bad Guy?

Complete the chart as you learn about two great leaders of Ancient Rome. You may do extra research on your own as well, make sure you cite the source. You will use this as you participate in philosophical chairs activity in class next week!

Julius Caesar	
Good things for Rome	Not so Good things for Rome
<p>1. Popular military leader</p> <ul style="list-style-type: none"> • Conquered a lot of farmland for food for people • Had good strategic plans <p>2. Roman people loved him</p> <ul style="list-style-type: none"> • (95% of people were Plebs) • Gave people free food, free entertainment and jobs • Gave people a better life <p>3. Helped to build structures and roads</p>	<p>1. Disrespected the Senate</p> <ul style="list-style-type: none"> • Returned to Rome with his army against their wishes • Overpowered the Senate <p>2. Had a huge Ego</p> <ul style="list-style-type: none"> • Power trip against the Senate instead of trying to work with them • Was murdered by Senate and then a civil war broke out for 30-40 years... destroyed Rome <p>3. Declares himself Dictator for Life</p> <ul style="list-style-type: none"> • Ends the Republic

Good Guy or Bad Guy?

AUGUSTUS Caesar	
Good things for Rome	Not so Good things for Rome
<p>1. First emperor of Rome</p> <ul style="list-style-type: none"> • Rebuilt Rome after years of Civil War destroyed it • Made Rome one of the greatest empires <p>2. Gained Respect</p> <ul style="list-style-type: none"> • Gave land to people • Made taxes fair for all <p>3. Gained loyalty with the army</p> <ul style="list-style-type: none"> • Traveled without bodyguards • Improved the army • Led a modest life <p>4. Respectful to the Senate</p> <ul style="list-style-type: none"> • Didn't have a public ego • Led a modest life <p>5. Restored peace and order</p> <ul style="list-style-type: none"> • <i>Pax Romana</i> 	<p>1. Control Freak</p> <ul style="list-style-type: none"> • Marriage between same social class only • Punished if not married • Exiled people that disagreed with him <p>2. Stacked the Senate in his favor</p> <ul style="list-style-type: none"> • Only allowed people that voted his way in it <p>3. Tried to create a dynasty</p> <ul style="list-style-type: none"> • People didn't want one family in charge <p>4. Did not bring back the republic</p> <p>5. Manipulative</p> <ul style="list-style-type: none"> • Was dishonest and would convince people to do things and not follow through