
The Roman Empire & Reading Comprehension

Name(s): _____

CI 171 Summer 2010



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Unit Overview

	Wednesday	Thursday
30 minute instruction	Finding the Main Idea	Character Analysis
20 minute	Group work and Teacher workshop for students needing additional support	

	Monday	Tuesday	Wednesday	Thursday
30 minute sessions	Sequence of Events Romulus & Remus	Compare & Contrast With the Roman Empire	Fact or Opinion Roman Life	Summarizing Stories of Roman Empire
20 minutes	Group work and teacher workshop for students needing additional support.			

Learning Outcomes

Unit Outcomes	Level of Outcome	Type of Outcome	Related Standard
<p><u>Learning Outcome 1</u> Describe the Lifestyle of the Roman Empire in essay format, compare this lifestyle to their lifestyle, and create a chronological sequence of the Roman Empire. <i>Lessons 1-6</i></p>	<p>Knowledge, Comprehension and analysis</p>	<p>Cognitive</p>	<p>History and Social Science, 6th Grade- CCS 6.7; Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</p>
<p><u>Learning Outcome 2</u> Read and summarize expository writing through finding the main idea, fact finding, sequencing, comparing, contrasting, character analysis and timelines. <i>Lessons 1-6</i></p>	<p>Knowledge and Comprehension</p>	<p>Cognitive</p>	<p>Language Arts, Reading Comprehension, 6th Grade- . 2.2 Analyze text that uses the compare-and-contrast organizational pattern. 2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics. 3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction). 2.7. Make reasonable assertions about a text through accurate, supporting citations.</p>
<p><u>Learning Outcome 3</u> Display comprehension of expository text by creating charts or graphs that locate details, sequence, compare, contrast, evaluate and determine if a character or event is real or contrived. <i>Lessons 1-6</i></p>	<p>Knowledge, Comprehension, analysis and evaluation.</p>	<p>Cognitive</p>	<p>Language Arts, Reading Comprehension, 6th Grade- 2.2; Analyze text that uses the compare-and-contrast organizational pattern 2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports. 2.6; Determine the adequacy and appropriateness of the evidence for an author's conclusions. 2.8; Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text 2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics. 2.7. Make reasonable assertions about a text through accurate, supporting citations. 3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).</p>

Assessment Plan

Pre-assessment:

Prior to planning this lesson students were asked to answer the following questions;

1. What do you know about the Roman Empire?
2. What is a fact? What is an opinion?
3. What does sequence of events mean?
4. How do you summarize a story?
5. What does it mean to compare and contrast?

After answering the questions the students worked in groups to create a KWL chart, using their answers to fill in the “know” section. The students then filled in the “what I want to learn” section together. Following the unit completion students will revisit their KWL charts to fill in the “what I learned” section and self assess their progress.

Student Scores

1 out of 5 correct	0
2 out of 5 correct	0
3 out of 5 correct	2
4 out of 5 correct	1
5 out of 5 correct	12

Students were scored based on having at least some understanding of the question in their answer.

Learning outcome 1- Based on our pre-assessment the students do not have a detailed understanding of the Roman Empire. The students have a small level of knowledge about some of the important Roman people and small details pertaining to architecture and ancient lifestyles.

Learning outcome 2- Students seemed to demonstrate an understanding of what a summary is but had a difficult time explaining it and how to summarize a text.

Learning outcome 3- Students understood fact and opinion well but missed the key word “proven” or “not-proven” when explaining. Students struggled in answering sequence of events and most did not mention that you order stories in a chronological pattern. Students understood compare and contrast well, using words such as; “similar”, “in common”, or “different”.

Implications for planning

The students we assessed for these learning outcomes are 6th grade summer school students. The standards we are using for this lesson were already taught to these students in the previous year. Based on students test scores in the previous school year, the summer school teachers were instructed to re-teach the Language Arts standards. Based on this information from the teachers and our pre-assessment we feel that it is important to emphasize the information given to the students about The Roman Empire in every lesson. The fact and opinion section, as well as the compare and contrast section will focus much attention on The Roman Empire emphasis of our lesson considering the students have demonstrated a good understanding during the pre-assessment. We feel that a large focus should be given to summarizing expository texts as well as sequencing events. We will not change our learning outcomes or objectives, but we will alter the lesson content to ensure that all goals are met and emphasis is given to low knowledge areas.

Post Assessment:

After completing the lessons in our unit, the students first completed their KWL charts and then completed a quiz on the unit.

KWL chart: While completing the KWL chart the students were able to recall a large amount of details pertaining to the information taught about the Roman Empire. Many of the details pertained to information they asked in the “what I want to know” section of the KWL chart, including information about Romulus and Remus, and the lifestyle of Romans.

Quiz assessment: 12 students present in class were given a 9 question quiz, worth 10 points. Student scores: No student scored less than 70%.

70%	80%	90%	100%
1 student	3 students	5 students	3 students

Individual question score data:

1. Explain what sequence of events means	7 students answered correct
2. Choose correct sequence of events	6 students answered correct
3. Draw a Ven Diagram and compare and contrast 2 given items	10 students answered correct
4. Identify the fact and opinion in the given sentence	12 students answered correct
5. Write an example of a fact	12 students answered correct
6. Choose the best sentence to summarize the given paragraph	11 students answered correct
7. In one sentence summarize the given passage.	8 students answered correct
8. Write 2 facts you know about Romulus and Remus	9 students answered correct
9. Write 4 things you remember about Rome	11 students answered correct

Implications of student growth:

Learning outcome 1: Based on student recall of information while completing the KWL chart and student responses to quiz questions we can measure a good amount of growth on the Roman Empire and Social Studies standard addressed in our unit. Student knowledge was minimal prior to this unit and after the weeks lessons the students were able to recall many facts and information about Romulus and Remus, and the lifestyle of Ancient Romans.

Learning outcome 2: Following the completion of our unit students were able to correctly summarize short passages by; finding main ideas and details, sequencing events, comparing and contrasting, and identifying facts.

Learning outcome 3: After completion of the unit students displayed comprehension through correctly identifying facts and opinions, creating timelines, and using graphs to compare and contrast.

Jose Lomeli 10/17/11 8:45 AM

Comment: The assessment section is superb. Not only do you include pre and post data but you show evidence of reflection and decision making based on assessment data. This is data-driven instruction.

Finding the Main Idea The Ancient Romans

Materials: PowerPoint created for lesson, projector, short passages about Ancient Rome for each student, pencils, paper, markers, and graph paper.

Standard: History and Social Science, 6th Grade-

6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

Standard: Language Arts- Reading Comprehension, 6th Grade-

2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.

Objective:

Learning Outcome: Students will use reading comprehension strategies to locate details throughout a story that cumulate to a main idea.

Objective: Students will, after being given various passages about the history of the Roman Empire, locate details and identify a main idea, with 80% accuracy.

Set: Students will be given a list of popular movies, asked to pick 3, and write one sentence for each that explains what the movie is about. The students will then be asked if they would consider that one sentence to be the main idea of the movie. I will then explain that stories, even historical stories, have main ideas. The learning objective will be posted on the PowerPoint and the whiteboard. We will recite the learning objective together.

Input/Procedures:

- “What is the main idea of a story, and how can we find it?” Think pair share to activate prior knowledge.
- Overview of what a main idea is and how to locate details in a story to determine it.
- Modeling: A slide containing a paragraph about Ancient Rome is presented
 - *I'll do it-* I will read the passage and highlight the details that correlate with the main idea. I will then explain that even though the story might have various things it discusses, it generally has one, main idea, sometimes very specific and sometimes very general.
 - *You help me do it-* I will repeat the previous procedure but asking students to help me by calling on students at random to tell me a detail. Then the students will think pair share what they feel the main idea is.
 - *I'll help you do it-* The students will now be given a passage about Ancient Rome, printed on a paper. The same passage will be on the board. The students will repeat the procedure with my help.
 - *You do-* this will be incorporated into guided practice.

Guided Practice: Students will be given another passage about Ancient Rome and complete the previous procedure independently.

Group Work: Jigsaw activity: In groups of 4, the groups will be given passages from an article about the different time frames in Ancient Rome. The students will underline all the details that point to the main idea of that passage. The groups will create a visual representation of all their underlined details and their main idea. Once each group has written their main idea, they will send one group member each to write the sentence on large graph paper. Out of these sentences they will develop a main idea for the entire article.

Closure: For closure the students will each present their visual in the order of the story. We will have a class discussion and decide if the main idea we decided on applies to the article, based on each group's details.

Assessment Plan: Students will be assessed throughout the lesson by checking for understanding through questions, group discussion and each group's final product.

Adaptations:

Adaptations for English Learners: ELL students can be given passages coinciding with their personal reading level, and smaller passages. Pictures that represent the main idea can also be shown if available.

Special Education Students: Special Education students can also be given smaller passages, or reading level appropriate passages focusing on a smaller set of information. Students could also be given some or all of the details that support the main idea.

Gifted Students: Gifted students can be given larger and more complex pieces of text that has a more implicit main idea. They could also be asked to explain why they think the author chose to focus the main idea on the chosen topic.

Lesson Rationale

California Content Standards require 6th grade students to be able to identify main ideas in stories, both fictional and non-fictional. The students will gain a better understanding of the history of the Roman Empire by extracting important details and finding main ideas in texts on the subject. Being able to describe the main idea is essential to being able to comprehend and understand the subject. This lesson will allow the practice of extracting details and finding main ideas in various types of activities. The variation of independent, whole class, and group work will address the various needs of the students in the class.

Ancient Rome: Character Lesson Plan

Materials: Teacher: PowerPoint on contrived and realistic characters using Romulus and Remus, projector
 Student: Contrived and Realistic character worksheet, paper, pencil, whiteboard and dry erase marker

K-12 Academic Content Standard

History and Social Science, 6th grade

6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Ancient Rome.

1. Importance of mythical and historical figures such as Romulus and Remus.

English Language Arts, 6th grade

3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (compare use of fact and fantasy in historical fiction).

California Standards for the Teaching Profession:

1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.

4.0 Planning Instruction and Designing Learning Experiences for All Students

Objective: Students will distinguish contrived and realistic characters using the story of Romulus and Remus with 95% accuracy.

Jose Lomeli 7/4/10 8:20 AM

Comment: I would the first tier learning outcome before this.

Set: I will ask students to write the name of their favorite fiction story on their whiteboard (chin it, spin it). Then I will ask students to write the name of a main character in the story on their whiteboard and I will check students' responses. I will ask them to do a pair share on their characters' realistic and contrived characteristics.

Input/Procedures:

I will continue the lesson with concept development on contrived and realistic characters. Definitions and examples will be provided within the PowerPoint.

Modeling: I will display small passages (integrating contrived and realistic attributes of Romulus and Remus) on the PowerPoint slides.

I'll Do It: I will identify one contrived and one realistic attribute for each brother using the PowerPoint slide.

You Help Me: I will display another passage and have volunteers help me identify contrived and realistic characters and/or characteristics.

I'll Help You: Another passage will be displayed. Students discuss in a pair share what they think is contrived and/or realistic. Students will volunteer to identify contrived and realistic characters/characteristics.

You Do It: Incorporated into *Guided Practice*.

Guided Practice:

Students will complete a worksheet on identifying contrived and realistic characters individually. I will be monitoring students' work and working with students one on one if needed. The worksheet will include a story about Romulus and Remus and ten CST style questions. The students will also have to identify by underlining contrived characters/characteristics and circling realistic characters/characteristics.

Independent Practice:

Students will compare contrived and realistic characters with a drawing. Their character will be derived from the story of Romulus and Remus. They will divide a sheet of paper into halves and label one side 'Contrived' and the other 'Realistic'. The drawing has to have the same animal or person on both sides, however, the contrived side should have more 'unrealistic' or 'unbelievable' attributes. The realistic side should be as close to reality as possible. They will also have the option of coloring it.

Closure: Students share their drawings and rationale for their choices of contrived attributes with their group. As a class we will share some of the students' drawings then review objective and concept.

Assessment Plan:

Students will be pre-assessed using the white board, "chin it, spin it" activity. Students will be assessed throughout the lesson by teacher observation of student work. An overall unit assessment will be conducted at the end of the unit.

Adaptations: *English Language Learners:* PowerPoint slides will have many different pictures of the characters, Romulus and Remus so students are able to contextualize contrived and realistic attributes. Pictures will include real life statues, drawings, and actor portrayals.

Special Education Students: Students will work one on one with teacher aide during guided practice and independent practice.

Gifted students: In addition to drawing or in lieu of drawing, students will develop two character descriptions, one for contrived and another for realistic. Character descriptions have to be three to five sentences each.

Use of Technology:

Students will respond to the PowerPoint using whiteboards instead of clickers. A word processing program can be used for gifted students if they wish to type up their character descriptions.

Lesson Plan Rationale

Sixth grade history and social science content standards require students to know the importance of mythical and historical figures such as Romulus and Remus. I decided to incorporate this content with the ELA standard of contrived and realistic characters. This lesson will help

students distinguish the mythical and historical facts of the Ancient Roman brothers, Romulus and Remus, ultimately guiding them how to distinguish fantasy and reality with all characters in all fictional genres. In addition, the learning outcomes for this sixth grade class will be satisfied through guided practice and independent practice. By having students reinforce their guided practice worksheet with a picture or drawing (application) during independent practice, students will gain a deeper comprehension of the content.

Sequence of Events: Romulus and Remus

Subject Area:

- Social Studies
- Language Arts

Topic:

- The lives of Romulus and Remus.

Materials:

- Text on Romulus and Remus for teacher read aloud and for students to follow along (1 per student and one for teacher)
- Premade index cards with events that happened within text (1 per group)
- Small poster board or paper (1 per group)
- Glue (1 per group)

K-12 Academic Content Standards:

- **English Language Arts: 2.0** Reading Comprehension, **2.7.** Make reasonable assertions about a text through accurate, supporting citations.
- **History-Social Science:** World History and Geography: Ancient Civilizations, **6.7** Students analyze the geographic, political, economic, religious, and social structures during the development of Rome. **1.** Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.

Teaching Standard:

- **Standard 3:** Understanding and organizing subject matter for student learning, **3.4.** Utilizing instructional strategies that are appropriate to the subject matter. **2.** Build on students' life experiences, prior knowledge, and interests to make subject matter relevant and meaningful to students.

Objective:

- Learning Outcome: Students will use reading comprehension strategies to analyze and evaluate text through graphic organizers and diagrams.
- Objective: The students will put in chronological order, the sequence of events, and be able to discuss the lives of Romulus and Remus after listening to an article read aloud by the teacher, 95% of the time.

Anticipatory Set:

- I will state the objective directly and clearly. I will then repeat it to the students. Next, I will have the students say it aloud with me. Then, I will have the students say it to their partner. Last, I will choose four students (one from each group) and have them say it individually to the class.
- Next, I will show them all a picture of a structure that was built to symbolize Romulus and Remus. We will then have a discussion about who is in the picture and what information we already know about them.

Teaching Presentation:

A. Input: I will ask the students to define Sequence of Events. I will explain what it means and why it is so important to put information in a particular order. Next, I will give an example of a sentence and explain why it does not make sense and then put it in correct order. Each sentence I give will get harder and harder to help them prepare for the next activity.

B. Modeling:

- **I'll Do It:** *I drove to school. Then I got into the car.*
- **You Help Me:** *I arrived at school. Next, I brushed my teeth. Then I went to class.*
- **I'll Help You:** *Jackie jumped out of the window to safety. Then the fire department arrived. Next, Jackie's house caught on fire. Jackie was trapped inside the house.*
- **You Do It:** *Robin ate a sandwich. She looked in the refrigerator and noticed she did not have any lunch meat. She went to the store to buy lunch meat. Robin was hungry for lunch. She prepared her sandwich.*

C. Checking for Understanding:

- I will be checking for understanding through class discussions and by walking around the room observing the students work collaboratively with each other organizing the events in chronological order.

Structured Practice:

- I will hand out an article about Romulus and Remus. The students will follow along with me as I read it aloud. I will read two paragraphs and then stop to have the students do pair-share what I had just read. Then I will call on one student to summarize what I had just read. I will repeat this process until the entire article has been read and discussed.

Guided Practice:

- After we have finished the article and discussion, I will hand out one piece of paper per group, one glue stick per group, and one premade packet of index cards per group. The index cards contain events that took place during the lives of Romulus and Remus. I will discuss what events are presented and I will show them how to put them into chronological order by doing the first two with them.
- I will then ask the students to review the rest of the cards and to pull out the one that they (as a group) decide what goes next. If students choose the incorrect one, I will explain which one is correct and why.
- The students will then have to work cooperatively to put the rest of the events in order. There will be at least one teacher at each group to help assist the students if they need help.
- Once the students agree on the order, I will come to their group and verify that everything is in its correct place. Once I sign off on it, then they may begin gluing them in order on their paper.

Closure:

- Once all groups are finished, I will check their completed activity for accuracy and then review with them the sequence of events and why they need to be in a particular order.

Assessment Plan:

- The students will be continually assessed throughout the lesson by doing pair-share and then sharing with the class along with class discussion.
- Immediately after we review the sequence of events, we will have a whole class discussion to talk about the lives of Romulus and Remus to see how much they remember. I will also pose questions to get the students to think abstractly. Such as: If you were Romulus and your brother insulted you by jumping over the wall that you had just built to keep him out, what would you have done?

Adaptations:

- ELL: *Level 1*. I will provide only a few events for the student(s) to put into chronological order as well as the article rewritten with easier vocabulary. Also, I will work with them in a group to provide extra assistance while the rest of the class is working independently. *Levels 2-3*. I will provide the students with 2-3 more events than the level one student(s) and also provide the same article as the level one student(s). *Levels 4-5*. I would provide an article with a bit more difficult vocabulary than level 1-3 student(s). They will also have 2-3 more events to put in order than the level 2-3 student(s).
- Gifted: I will provide an article with more difficult vocabulary and more events to put into chronological order than the students at grade level. Also, they will have to write a written response based on what we learned and discussed.
- Special Needs: I would have one teacher work with the student(s) while the rest of the teachers work with the remainder of the class. This student(s) will also have easier vocabulary and fewer events to put into chronological order.

Rationale:

The 6th grade students are required to learn and understand the development of Rome according to HSS 6.7 standard of the California Content Standards. Students need to understand how to put events into chronological order and why it is so important to do so. For example, Romulus and Remus could not have been born after they were put in a basket on the Tiber River.

Without the events going in order, the students would not be able to understand the story of Romulus and Remus. In order for them to get hands on experience, they will put together a time line and read it to each other to make sure that it makes sense to them. The students will also have the text in front of them to assist them with this lesson.

Comparing and contrasting the Roman Empire

Subject Area:

English Language Arts and History-Social Studies for sixth grade

Topic: Comparing and Contrasting using the Roman Empire

Materials

- € Computer/Power Point—Compare and Contrast
- € Student White Boards
- € Expo (white board) Markers
- € White board Erasers
- Book Text
- € Ancient Civilizations by Holt, Rinehart and Winston Pages 83 and 84 “The Early Republic” and “Roman Government”
- € Scholastic Guides-Reading Skills Compare/Contrast
- Online Text Resources
- € The Life of a Roman Child (http://www.mce.k12tn.net/ancient_rome/children.htm)
- € The Baths (http://www.mce.k12tn.net/ancient_roe/baths.htm)

K-12 Academic Content Standard

ELA Standards

- **Reading and Comprehension**
 - 2.2 Analyze text that uses **compare and contrast** patterns
- **Writing Strategies**
 - 1.3 Use a variety of **effective and coherent organizational patterns**, including **comparison and contrast**; organization by categories; spatial order, or order of importance
- **Writing Applications**
 - 2.2 Write expository compositions (e.g., description, explanation, **comparison and contrast**, and/or problem/solution) that: state the thesis or purpose, explain the situation, follow an organizational pattern appropriate to the type of composition, offer persuasive evidence for the validity of the description, proposed solutions, etc.

HSS Standards

- 6.7 Students analyze the geographic, political, economic, religious and social structures during the development of Rome
 - 6.7.2 Describe the government of the roman republic and it’s significance
 - 6.7.8 Discuss the legacies of Roman art and architecture, technology and science, literature, language and law.

Teaching Standard:

- Standard 3: Understanding and organizing subject matter for student learning, 3.4 Utilizing instructional strategies that are appropriate to the subject matter. 2.0 Build on students’ life experiences, prior knowledge, and interests to make subject matter relevant and meaningful to students.

Objective:

Given the reading passage, all students will draw a Venn diagram, and write facts that compare and contrast details of early Roman law and later Roman law with 90% accuracy. Learning

outcome/Goal is that students will be able to draw and use a Venn Diagram to compare and contrast various information, from various sources.

Anticipatory Set:

- The objective will be written on the board when students enter into the classroom, and will also be presented in the power point. I will directly state and read the objective to the students. We will then talk about the Objective activating their prior knowledge of the vocabulary of Comparing and Contrasting. “What does comparing mean? What does contrasting mean?” I will have students to a Pair-share and then share as a classroom
- We will look at a Venn diagram graphic organizer, I will show students how to use this graphic organizer to compare and contrast information. I will ask students to pair share with a partner “why might this be important?” to establish relativity and importance of learning the material.

Teaching Presentation:

Input/Procedures

Input- There will be a short lesson that will include pair share and group discussion, I will also be using small groups with teacher assistance. As the students have prior background knowledge on the subject (learned from a pre-assessment) than I will be stating the objective and have it written on the board and begin a discussion with the class. I will pose the question to the students of what they believe Comparing means. Students will participate in a pair-share for 2 minutes, then write on their white boards what they believe comparing means. (This will help me to check for understanding). We will discuss as a class and clarify what Comparing means. We will repeat this process for the word Contrasting. Students will participate in restating the objective to one another. I will then continue on with my lecture and present the information on a Venn Diagram and explain how to use this graphic organizer

Modeling

I’ll Do it: I will show that students how to use a graphic organizer through the example of similarities and differences between Elementary School and Middle School. This helps to create relativity to the students as they are in 6th grade headed into 7th next year. I will ask students if there is anything else that they can think of that we could add to the chart.

You help me: I will have the students compare and contrast the difference between a Foot ball and a soccer ball. I will have students do a pair share, then write a Venn diagram (to check for understanding). I will then draw a Venn diagram on the board and have a group discussion about a football and soccer ball.

You do it: I will have students break up into groups to work on Venn Diagrams with different sources of information. There will be a total of four groups in which at each there will be different information about Rome. Students will need to read the passages and create a Venn diagram based on the facts that are presented.

Checking for understanding:

I will be constantly checking for understanding through the lecture, pair-share, and class discussions and group work. I will be walking around observing students cooperative, and

independence work. I will be having students write on their white boards during lecture (working cooperatively or independently) and showing me their work so that I can see if we are ready to move forward with our lesson. I will be checking for understanding during guided practice, by working in a group setting with students and being involved and listening to group discussions and observing student work.

Structured Practice:

I will have two examples included in the power point that will be a teacher lead example; students will watch as the teacher goes through and displays information about middle school and elementary school (Starting with an easy example for student comprehension). This will be continued into the guided practice where students will Compare and Contrast a football and soccer ball.

Guided Practice:

In addition to the football and soccer ball comparison listed above. I will have a passage about cats and dogs shown on the wall (from the power-point). I will have the students follow along while I read the passage aloud, than have students do a pair share about what was just read. Than I will have students work to create a Venn diagram in a group, we will then go over the information as a class having at least one student from each group, present information from their Venn diagram. While students are creating their Venn diagrams in the groups I will be walking around the classroom checking for understanding, and to make sure that all students are participating.

Independent Practice/Guided Practice:

(this can be used as additional guided practice)

To reinforce what was learned I will have the student break into four different groups, each group will have a different topic to compare and contrast. Students will need to read the passage and compare and contrast the topic.

Table 1: Students will read the Passage “The Life of a Roman Child” students will create a Venn Diagram (each student will create a separate diagram) and compare themselves to a life as a roman child.

Table 2: Students will read the Passage “The Baths” and compare this social structure with what is considered a modern day bathroom. After this comparison students will be asked “What does the Roman baths sound like? What could it be in today’s world? (A gym)” Students will then compare “The baths” to a gym.

Table 3: Students will be reading passages from Ancient Civilizations about Roman Government. Students will read on pages 83 “The Early Republic” and 84 “Roman Government”

Table 4: This will be a teacher centered group: Students will be working on transferring information from their Venn Diagrams into a written essay. This will be a pre-assessment for the next lesson.

*Additional teaching staff will be helping students as needed in the other groups focusing on ELL and Special Need students providing additional support.

Students will visit each group for approx. 15 minutes. Rotating until all student have participated in each group.

Closure

At the conclusion of group work, I will have students share their work with me to check for completion and accuracy, and have students review what the objective was, what comparing and contrasting is, why it is important. This will be done through a verbal discussion asking students for the information and clarifying any information if still unclear. I will also have students do a final Venn diagram where they compare baseball and football. This will be without any pair-share or classroom discussion, students will have to work independently.

Assessment Plan:

The students will be continually assessed through the lesson through pair-share, class discussion, white board activities, and by group work.

I will have the students turn in their work from the groups, and have students do a final closure activity of comparing and contrasting baseball and football and turn in their work. This will help me to assess if they understood the lesson.

Adaptations For:

English Language Learner: I have made the lesson so that we are starting with more general information that is taught in the P.E. curriculum of the school, and an easy reference (football and soccer). I can also provide a football and soccer ball in the classroom to provide realia. I have offered more guided practice through the use of additional teaching staff that is available, and passages that are at their reading level.

Special Education Students: I will have extra teacher assistance and guided practice for these students, as well as provide a Venn diagram outline (if needed). I would provide passages that are at the students reading level, allowing pair-share and summarizing.

Rational for teaching:

I am teaching about Comparing and contrasting which is a state standard that teachers must present to their students. By using this graphic organizer students will be able to compare and contrast information, although in this lesson we are only using academic learning as a text this new tool will help students to make decisions in the future in making decisions. Students can use this graphic organizer to list the differences between cell phone companies, or electricity, housing, job opportunities, school districts etc. which can help students to make informed decisions through life.

Students will also be learning about Rome, this will help to build information about where law and the justice system that is still widely used today came about. It will help in the rational and understanding of world history.

Fact or Opinion, The Ancient Romans

Materials: PowerPoint created for lesson, projector, short passages about Ancient Rome for each student, pencils, paper, personal whiteboards and dry erase pens.

Standard: History and Social Science, 6th Grade-

6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

Standard: Language Arts- Reading; Expository Critique, 6th Grade-

2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.

2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propa-ganda in text.

Objective:

Learning Outcome: Students will display comprehension of expository text through evaluative critique.

Objective: Students will, after being given examples of facts and opinions through various texts about Ancient Rome, be able to correctly identify facts and opinion in expository texts, 95% of the time.

Set: I will show the students two interesting photos pertaining to recent discoveries of ancient Roman artifacts. I will ask if the students would believe me if I told them about the objects without any supporting evidence. I will explain the importance of knowing how to determine if expository writing is a fact or an opinion and display the lesson objective on the board.

Input/Procedures:

- “What is a fact? What is an opinion?” Think pair share to activate prior knowledge.
- Pre Assessment: Students will write what a fact is on a white board and show me, then the same for opinion. (looking for key word of proven or not proven)
- Overview of fact and opinion definitions and how to determine in a text what is a fact and what is an opinion.
- Modeling: A slide containing a paragraph about Ancient Rome, and also containing various facts and opinions is presented
 - *I'll do it-* I will read the passage and highlight the facts, then circle the opinions, while explaining to students how to determine which is which. I will then tell the students to disregard the opinions and write the facts on a piece of paper.
 - *You help me do it-* I will repeat the previous procedure but asking students to help me by calling on students at random to come to the board.
 - *I'll help you do it-* The students will now be given a passage about Ancient Rome, printed on a paper. The same passage will be on the board. The students will repeat the procedure with my help.
 - *You do-* this will be incorporated into guided practice.

Guided Practice: Students will be given another passage about Ancient Rome and complete the previous procedure independently.

Group Work: In groups of 4, the students will compare fact lists making sure they have all the same facts and that nobody has any opinions on the list. The students will then each be given a group job: material collector, time keeper, note taker, and presenter. They will transfer the list to a large piece of chart paper titled, “Facts about Ancient Romans”. They will be instructed to leave a space at the bottom and title it opinions. The students can then each write an opinion of their own about Ancient Romans or today’s lesson.

Closure: The students will present their group list of facts and as a class we will discuss if all groups had similar lists and share our opinions. I will then ask questions to the students at random about facts, opinions and Ancient Romans. The final closure activity will be to show the pictures from the beginning of class with facts extracted from accompanying newspaper articles. One photo is well supported by facts, the other is not.

Assessment Plan: Students will be pre-assessed using the white board, “chin it, spin it” activity. Students will be assessed throughout the lesson by teacher observation of student work. Final lesson assessment will be the finished group presentation and random questioning. An overall unit assessment will be conducted at the end of the unit.

Adaptations:

Adaptations for English Learners: ELL students can be given passages coinciding with their personal reading level, and smaller passages.

Special Education Students: Special Education students can also be given smaller passages, or reading level appropriate passages focusing on a smaller set of information. Depending on student limitations pictures or sentence strips can be substituted for writing and fact finding activities.

Gifted Students: Gifted students can be given larger and more complex pieces of text, such as entire newspaper articles, for fact finding. The students can also be asked to determine whether the article is validated with facts or is full of opinion and should be disregarded as a source of factual information.

Lesson Rationale

California Content Standards require 6th grade students to begin learning the process of evaluating expository material. In order to determine the adequacy and appropriateness of the evidence for an author’s conclusions, students first need to understand the difference of fact and opinion, and how to tell them apart. In order to note instances of unsupported inferences, fallacious reasoning, persuasion, and propa-ganda in text, students would also need this skill. These skills help students comprehend what they are reading because it serves as one of many tools to understand material. 6th grade students are also required to analyze the geographic, political, economic, religious, and social structures during the development of Rome. In order to do this, students need to be exposed to a variety of information on the subject as well as have the tools needed to comprehend their reading. This lesson provides an appropriate amount of grade level reading on the Roman Empire while also practicing distinction between fact and opinion. The sequence and direct approach of my lesson will present the material in a manner that these particular students are accustomed to, as well as implementing a variety of learning style activities.

Ancient Rome: Summary Lesson Plan

Materials: Teacher: poster paper and markers and/or whiteboard and dry erase pens or Smartboard
 Students: individual white boards and dry erase pens, passages from *Ancient Rome* by Peter Connolly, glossary, and Know What Learned chart (previously worked on).

K-12 Academic Content Standard:

History and Social Science, 6th grade

6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Ancient Rome.

English Language Arts, 6th grade

1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.

2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.

California Standards for the Teaching Profession:

1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests.

1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.

4.0 Planning Instruction and Designing Learning Experiences for All Students

6.0 Developing as a Professional Educator

Objective: After reading short passages about Ancient Rome, each student will create and recite a one sentence summary with 95% accuracy.

Set: I will ask students to write the name of their favorite movie or book on their whiteboard; they will display it so I can check it (chin it, spin it). Then I will ask them to write the main idea of the movie or book on their white board in a complete compound sentence (chin it, spin it). I will tell students that what they just did was summarize in their own words what the movie/book was about. This will lead into a class review of the objective for this lesson.

Input/Procedures:

I will provide the definition of a summary which students will repeat in a pair share. I will continue to develop the concept in further detail using examples and non-examples.

Modeling: I will display short passages and underline the key points to construct a one sentence summary.

I'll Do It: I will display a short passage (two or three sentences) on a poster paper, read it aloud and highlight key points. Then I will create a compound sentence using the key points and read it.

You Help Me: I will display a second short passage on a poster paper and read it. Students will have a minute to engage in a pair share about the key points. I will take volunteers or randomly call on students to help me highlight key points. Then as a class create a compound sentence summary.

Recite the sentence as a class.

I'll Help You: I will display a third short passage on a poster paper. I'll take a volunteer to read it. Students engage in a pair share about the key points. Volunteers will identify key points and I will highlight them. In a pair share students will make a compound sentence summary for the passage. I will write the sentence on the board and class will recite it.

You Do It: This will be incorporated in *Guided Practice*.

Guided/Independent Practice:

Students will work in four groups of three or four and switch centers every 15 minutes. In the first center, students will draw a picture that summarizes the passages they read about Ancient Rome and share it with their group. At the second center, students will make a one sentence summary of the passage they read on Ancient Rome, by turning two simple sentences about the passage into a compound sentence and share it with their group. At the third center, students will read passages about Ancient Rome and answer CST style questions. At the fourth center, students will work on graphic organizers of Ancient Rome living, politics, religion and social structures. Students will add information to their KWL charts at centers two, three, and four.

Closure: I will ask students to write their summary for their assigned passage, then they will chin it and spin it. Then I will ask students if they would like to share their favorite summary. I will write it or have students write it on a larger KWL chart on the board under the 'Learned' column. I will conclude by saying, "When you go home today and someone (mom, dad, brother, sister) asks you what you learned today, you will say...". Then I will have students repeat completed objective (I learned how to create a one sentence summary...).

Assessment Plan:

Students will be pre-assessed using the white board, "chin it, spin it" activity. Students will be assessed throughout the lesson by teacher observation of student work. Student KWL charts will be collected for assessment. An overall unit assessment will be conducted at the end of the unit.

Adaptations: *English Language Learners:* Passages include pictures and other contextualized clues. Passages are designated to students by reading level, hence the sharing of summaries. Simple sentences can be used in lieu of compound sentences.

Special Education Students: Passages are at their reading level and include pictures. Instead of writing a compound sentence students can write a simple sentence or draw a picture to summarize the passage.

Gifted Students: Students are designated to more difficult and/or longer passages with challenging vocabulary. They will construct one simple sentence **and** one compound sentence for their summary.

Use of Technology:

Ideally, this lesson plan should be implemented on a smart board because of the interactive tasks of teacher and students during modeling. However, if a smart board is not accessible in this classroom, low tech methods are applied (poster paper, individual white boards).

Lesson Plan Rationale:

According to HSS 6.7, students have to analyze the geographic, political, economic, religious, and social structures during the development of Ancient Rome. The reading passages provided to practice summary contain content in every area of the standard (ex. Dictatorship and Gods/Goddesses). English Language Arts standard, 2.4, requires sixth grade students to understand text by summarization. This lesson uses this reading comprehension strategy to help students generally describe the lifestyle of ancient Romans. Since the majority of the class are ELLs, students enjoy working in cooperative groups and using KWL charts. Therefore by implementing these SDAIE strategies, students are engaged and motivated to fulfill the learning objectives and outcomes.

Jose Lomeli 7/4/10 8:24 AM

Comment: Your lesson plans were outstanding. They were well written with all the essential components and substantial depth and detail.

Design for Instruction (Rubric)

Rate ↔ Indicator ↓	1 Indicator Not Met	4 Indicator Partially Met	8 Indicator Met	Score
Alignment with Learning Goals and California Content Standards	Few lessons are explicitly linked to learning goals. Few learning activities, assignments and resources are aligned with learning goals. Not all learning goals are covered in the design. No reference to content standards	Most lessons are explicitly linked to learning goals. Most learning activities assignments and resources are aligned with learning goals. Most learning goals are covered in the design. Some reference to content standards	All lessons are explicitly linked to learning goals. All learning activities, assignments and resources are aligned with learning goals. All learning goals are covered in the design. Content standards are articulated appropriately.	8
Accurate Representation of Content	Teacher's use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a large conceptual structure.	Teacher's use of content appears to be mostly accurate. Shows some awareness of the big ideas or structure of the discipline.	Teacher's use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline.	8
Lesson and Unit Structure and Overall Professionalism	The lessons within the unit are not written appropriately, logically organized (e.g., sequenced). The quality of the unit overall is inferior.	The lessons within the unit are adequately written, have some logical organization and appear to be somewhat useful in moving students toward achieving the learning goals. The quality of the unit overall is adequate.	All lessons within the unit are appropriately written, logically organized and appear to be useful in moving toward achieving the learning goals. Professional quality unit evidenced by correct grammar, spelling, etc.	8+
Use of a Variety of Instructional Models, Activities, Assignments & Resources	Minimal variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (e.g., worksheets). No evidence of higher level thinking skills.	Some variety in instruction, activities, assignments, or resources but with limited contribution to learning. Very little evidence of higher level thinking skills.	Significant variety across instruction, activities, assignments, and/or resources. Utilize at least two different models of teaching. Evidence of higher level thinking skill development. This variety makes a clear contribution to learning.	8
Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments & Resources	Instruction has not been designed with reference to students and their context and pre-assessment data. Activities and assignments do not appear productive and appropriate for each student.	Some instruction has been designed with reference to students and their context and pre-assessment data. Some activities and assignments appear productive and appropriate for each student.	Most instruction has been designed with reference to students and their context and <i>pre</i> and <i>post</i> assessment data. Most activities and assignments appear productive and appropriate for each student.	8+
Total:				40

This was an outstanding unit. The selected learning outcomes were supported by the appropriate content standards. Your assessment plan was superb in determining student learning needs and generated substantial lesson plans to address student academic shortcomings. I also appreciated the organization and overall look of the unit. You should be proud of this accomplishment.