

THE ROMAN EMPIRE IN THE FIRST CENTURY

Rome Lesson Plan 4: Mapping an Empire

Introduction:

In this lesson, students will compare a map of the Roman Empire in 44 BC with one of the Roman Empire in 116 AD. Using these two maps as a reference, students will use critical reading skills to learn about the expansion of the Roman Empire during that time period. Relying on the resources available on The Roman Empire in the First Century Web site [<http://www.pbs.org/empires/romans/index.html>], students will learn about which countries/ territories were conquered by each Roman emperor. After reviewing basic map skills and information, students will use the data collected to construct their own maps documenting the historical expansion of the Roman Empire. They will then use the data represented on the map to draw conclusions about the effectiveness of specific emperors as well as the positive and negative aspects of expanding the Roman Empire so much in such a short time.

Subject Areas:

World History, Social Studies, Geography, and Communication Arts

Grade Level: 6-12

Lesson Objectives:

Students will:

1. Compare two different maps and make estimates about the growth of the Roman Empire during the first century.
2. Use primary source materials to gather facts about the expansion of the Roman Empire including the names of conquered countries/territories, the approximate date these lands were added to the empire, and which emperor was responsible for these expansions.
3. Participate in a review of map skills and the key components of maps to prepare for creating their own maps.
4. Work in pairs to create maps that show the historical expansion of the Roman Empire between 44 BC and 116 AD.
5. Analyze the maps they have created to draw conclusions about the expansion of the Roman Empire and how its size may have contributed to its downfall.
6. Complete a series of written response questions with their partner based on their analysis of the map they created.
7. Participate in a class discussion about the expansion of Rome using the conclusions they reached from analyzing the map and their answer to the written response questions.

Roman Empire Lesson Plans

Garth Sundem, Kristi Pikiewicz



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Hands-on History: Ancient Civilizations Activities Sundem, Garth, 2017-03-01 Making learning fun and interactive builds excitement for your social studies students This book includes game formatted activities for the study of Ancient Civilizations such as ancient Mesopotamia Egypt India China Greece and Rome These hands on activities are aligned to state and national standards and supports college and career readiness skills The hands on lessons foster engagement teamwork creativity and critical thinking In addition to history based lessons this resource includes grading rubrics and ideas for assessment The games in *Hands on History Activities* will help you take an active approach to teaching while inspiring your students to make their own explorations of history [Primary Source Fluency Activities: World Cultures](#) Kathleen Knoblock, 2007-02-14 Grab

your passport to discover primary sources related to each of eight different cultures with activities to help teach important fluency strategies While learning about people and cultures from around the world students make content area connections develop fluent and meaningful oral reading and develop vocabulary and word decoding skills Included with each text is a history connection a vocabulary connection and extension ideas This resource is aligned to the interdisciplinary themes from the Partnership for 21st Century Skills and supports Common Core State Standards 192pp *Hands-On History: Ancient Civilizations Activities* Garth Sundem, Kristi Pikiewicz, 2005-05-13 This book includes activities for seven civilizations of the ancient world **Leveled Texts for Differentiated Content-Area Literacy: World Cultures Through Time Kit**

, 2010-09-24 Differentiate content process and product and promote content area literacy with this dynamic kit about world cultures through time This kit provides leveled informational texts featuring key historical themes and topics embedded within targeted literacy instruction Teachers can assess comprehension of informational text using the included Culminating Activity Additionally teachers can use multimedia activities to engage students and extend learning The 60 colorful Leveled Text Cards in this kit are written at four distinct reading levels each card featuring subtle symbols that denote differentiated reading levels making differentiation strategies easy to implement **Leveled Texts for Differentiated Content Area Literacy World Cultures Through Time Complete Kit** includes Leveled Text Cards digital resources Lessons a Culminating Activity Tiered Graphic Organizers Assessment Tools and audio recordings of thematic raps and leveled texts *Ancient Rome* Social Studies School Service, 2003 **COGIC Annual Lesson Commentary 2020-2021 [KJV-AMP]** Church Of God In Christ Publishing House, 2020-08-01 The curriculum produced by the Church Of God In Christ is prepared to train and nurture this generation in the faith Use it and cherish the very opportunity you have to tutor the next generation of Bible reading and Word believing Saints in a world of need This Annual commentary is your source of continued readiness fresh and anointed Word for the entire year Its compilation of the year's International Sunday Uniform Lesson series will help you grow and develop in your knowledge of the Word of God Not only has the Church Of God In Christ provided you the lessons but the Annual Commentary also provides insight into practical ways to utilize the lesson material Tips For New Sunday

School Leaders Tips For Sunday School Growth Through Outreach and The Three C's Of Team Building These informational articles written by fellow Sunday School teachers are sure to bring positive results Thank you for your support of the Church Of God In Christ Publishing Board and Publishing House by your purchase of an Annual Commentary *Reader's Theater William Shakespear Kit* Teacher Created Material,2013-01-01 *A Lesson Plan for Teachers (New and Old!)* Michele Luck,2009 ... *Select Notes on the International Sunday School Lessons ...* ,1875 **Peloubet's Select Notes on the International Bible Lessons for Christian Teaching, Uniform Series** ,1926 **Hands-On History: World History Activities** Garth Sundem,Kristi Pikiewicz,2006-04-25 Making learning fun and interactive is a surefire way to excite your social studies students This book includes game formatted activities for major historical topics While the goal of these activities is to create excitement and to spark interest in further study they are also standards based and include grading rubrics and ideas for assessment Encouraging teamwork creativity intelligent reflection and decision making the games of Hands on History Activities will help you take an active approach to teaching while inspiring your students to make their own explorations of history **Instructional Planning for Effective Teaching** James H. Stronge,Xianxuan Xu,2015-12-02 Cultivate meaningful learning schoolwide Taking a practical approach to instructional planning the authors outline research based planning tools and illustrate how teachers leaders and administrators can use these tools in everyday practice Discover powerful strategies and guidelines for developing quality lessons setting learning objectives planning differentiated instruction and designing technology integrated learning to effectively teach and challenge every student The Church School Journal ,1877 *Content and Language Integrated Learning. An Exemplary Lesson Plan* ,2024-04-18 Seminar paper from the year 2018 in the subject Didactics English grade 2 0 University of G ttingen language English abstract This paper is dedicated to the concept of CLIL Content and Language Integrated Learning In order to get a good impression of what this means the first chapter will introduce the concepts and theory of CLIL and explain why it should be used In the following chapters I will present a lesson I have developed about the structure of North American cities In this lesson the learners will draw their own map of Rochester NY guided by a step by step instruction and finally I will reflect the lesson and evaluate it It becomes indisputably more important to be able to speak more than one language as the world is constantly growing together This raises the question what ways there are to obtain the skill to speak another language apart from the native language The appendix includes the complete material for the lesson including worksheets and everything else that was used as well as the lesson plan **Teaching Critical Psychology** Craig Newnes,Laura Golding,2017-11-10 This edited volume may be the definitive text on methods and content in teaching psychology from an international and critical perspective Chapters from internationally renowned contributors working clinically educationally and in the community with a range of client groups outline critical teaching by and for professionals and service recipients This timely book offers a unique research based and philosophically coherent approach to teaching psychology including teaching methods the lecture

content of radical approaches to modern psychology and debates as to whether the aim of teaching is to liberate or control Themes include the nature of pedagogy the importance of teaching and learning style the relevance of context and content and the ways in which traditional teaching forms a part of the disciplinary rather than critical project Teaching Critical Psychology offers guidance in teaching pupils students peers and those on academic programmes at under graduate and post graduate level Teaching Adolescents and Young Adults with Autism Spectrum Disorder Dianne Zager,Michael Wehmeyer,2019-11-13 Teaching Adolescents and Young Adults with Autism Spectrum Disorder supports teachers in preparing secondary students with autism spectrum disorder ASD to succeed in school work and beyond Focused on enabling students to successfully pursue further education and meaningful career paths chapters incorporate person centered student directed planning into instructional programming throughout the text Featuring helpful vignettes to demonstrate concepts in action curriculum areas address community living skills academics social communication and interaction and career preparation Grounded in current research and Universal Design for Learning practices this guide is an essential resource for educators therapists and anyone seeking to create fluid adaptable programs for students with autism spectrum disorders *International Law in a Global Age* Marshall Croddy,1982 ECGBL 2021 15th European Conference on Game-Based Learning Panagiotis Fotaris,Cate Grundy,Marcus Winter,2021-09-23 Hollywood or History? Scott L. Roberts,Charles J. Elfer,2021-01-01 The challenges of teaching history are acute where we consider the world history classroom Generalized world history courses are a part of many if not most K 12 curricular frameworks in the United States While United States history tends to dominate the scholarship and conversation there are an equally wide number of middle level and secondary students and teachers engaged in the study of world history in our public schools And the challenges are real In the first place if we are to mark content coverage as a curricular obstacle in the history classroom generally then we must underscore that concern in the world history classroom and for obvious reasons The curricular terrain to choose from is immense and forever expanding dealing with the development of numerous civilizations over millennia and across a wide geographic expanse In addition to curricular concerns world historical topics are inherently farther away from most students lives not just temporally but often geographically and culturally Thus the rationale for the present text Hollywood or History An Inquiry Based Strategy for Using Film to Teach World History The reviews of the first volume Hollywood or History An Inquiry Based Strategy for Using Film to Teach United States History strategy have been overwhelmingly positive especially as it pertains to the application of the strategy for practitioner Classroom utility and teacher practice have remained our primary objectives in developing the Hollywood or History strategy and we are encouraged by the possibilities of Volume II and the capacity of this most recent text to impact teaching and learning in world history We believe that students connection to film along with teachers ability to use film in an effective manner will help alleviate some of the challenges of teaching world history The book provides 30 secondary lesson plans grades 6 12 that address nine eras in world history

The Marshall Plan Lessons Learned for the 21st Century OECD, 2008-09-15 This book examines the historical diplomatic economic and strategic aspects of the European Recovery Program ERP popularly known as the Marshall Plan

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