



Activity/Project Title

The Roman Record

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Subject Area

Social Studies

Grade Level

7th Grade

Content (Concept/Understanding or Skill/Ability)

- Concept: Teaching The Rise and Fall of Ancient Rome Based on the Theory-Based and Standard-Based curriculum: *History Alive! The Ancient World*. Palo Alto: Teachers' Curriculum Institute. 2004.
- Skill: researching, interpreting, reading, writing, illustrating, collaborating, and mapping

Prerequisites

- Characteristics that made the Mesopotamian culture, the Ancient Egyptian culture and the Ancient Greek culture civilizations. (from *History Alive*)
 - Physical geography and location in the Mediterranean Region
 - Stable food supply
 - Social structure
 - Government
 - Religion
 - Technology

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Instructional Goals and Objectives

Objectives

1. **Technology Goals:** Demonstrate competencies in using tools such as word processing, database, web browsing and internet research, presentation and graphics applications.
 - a. Legal, ethical, safety issues
 - b. Use multiple websites for research
 - c. Communication of learning with all audiences
 - d. Technology vocabulary
2. **Social Studies Goals:** Demonstrate competencies in researching, writing, illustrating, and collaborating in a group the Ancient Roman topics required for Grade 7 from the Massachusetts State Frameworks to create a background edition of "The Roman Record."
 - a. Early development of Rome-Influences from other Civilizations
 - b. Geographical Features and Location-Role in Survival of a Civilization
 - c. Patricians and Plebians - Rise of the Republic
 - d. Roman Forum - Influence in Family Life

Description of Activity

(Introduction – Direct Instruction – Guided Practice/Check for Understanding – Independent Practice – Closure):

Collaborative groups of 4-5 students will design, write, illustrate and edit a newspaper online that integrates the Social Studies Curriculum with the Massachusetts State Technology Standards. All resources are located online in a teacher-created Google Site page (<http://sites.google.com/site/theromanrecord/>)

Introduction

Day 1: Guided Practice and Independent Practice

- Students will preview the project goals, objectives, procedures, and assessments in its entirety with the entire class using the projector prior to starting "The Roman Record."
- Students will highlight content goals as well as technology goals
- Students will review and discuss the role of "netiquette" in a project that utilizes online technologies such as Google Documents and Blogger.
- Students will be required to review "You Are the Reporter" activities as a homework assignment.
- Students will write a blog entry describing their understanding of the project goals and their understanding that their work will be continually monitored online by teacher and fellow classmates

Day 2: Direct Instruction, Guided Practice and Independent Practice

- Editor-in-Chief will model how to access the Google Earth 3D Ancient Rome site using a projector.
- Students will practice using the Google Earth 3D Ancient Rome ruler tool and the zoom tools in a whole class format.
- Students will identify icons representing roads, hills, and bridges used in Google Earth 3D Ancient Rome.



- Students will use individual laptops to practice navigating the Google Earth 3D Ancient Rome area as Editor-in-Chief answers questions using projector.
- Students will complete first assignment: Assignment Briefing and Begin

Day 3: Group Work and Independent Learning

- Students meet with their newspaper groups to discuss assignments of the reporters under “You Are the Reporter.”
- Students will be “Ready to Start.”
- Students will access previewed websites
- Students will complete “Cite Your Sources” ongoing activity, while referring to School guidelines.

Day 4,5,6,7: Independent Work and Collaboration

- Students will read and edit each other’s work in Google Docs, sharing documents with other group members
- Students will check and recheck “Site Map” for help in reminding of directions
- Students will follow upload and downloading rules
- Senior editors will compile and proofread Classroom Newspaper on their section of the Google Site page
- Students will present and share their work with the entire class and community via links on school website

Materials/Equipment Needed

- Google Earth
- Google Maps
- Blogger
- Google Forms
- Google Sites/Pages
- Projector
- Laptops

Additional Resources

Links

<http://sites.google.com/site/theromanrecord/>

Standards Addressed

Massachusetts Social Studies Standards

From the Massachusetts Department of Education's History and Social Studies Standards (<http://www.doe.mass.edu/frameworks/hss/final.pdf>) "Seventh graders study the origins of human beings in Africa and the early civilizations that flourished in the Mediterranean area. They study the religions, governments, trade, philosophies, and art of these civilizations as well as the powerful ideas that arose in the ancient world and profoundly shaped the course of world history. These ideas include monotheism, democracy, the rule of law, individual worth, personal responsibility, the alphabetic principle for a writing system, and scientific reasoning."



The Roots of Western Civilization: Ancient Rome, c. 500 BC/BCE-500 AD/CE

7.35 On a historical map, identify ancient Rome and trace the extent of the Roman Empire to 500 AD/CE. (H, G)

7.36 Explain how the geographical location of ancient Rome contributed to the shaping of Roman society and the expansion of its political power in the Mediterranean region and beyond. (H, G, E)

7.37 Explain the rise of the Roman Republic and the role of mythical and historical figures in Roman History. (H)

7.38 Describe the government of the Roman Republic and its contribution to the development of democratic principles, including separation of powers, rule of law, representative government, and the notion of civic duty. (H, C)

7.43 Describe the contribution of Roman civilization to law, literature, poetry, architecture, engineering, and technology (e.g., roads, bridges, arenas, baths, aqueducts, central heating, plumbing, and sanitation). (H)

7.44 Explain the spread and influence of the Roman alphabet and the Latin language, the use of Latin as the language of education for more than 1,000 years, and the role of Latin and Greek in scientific and academic vocabulary. (H)

Massachusetts Technology Standards

From the Massachusetts Department of Education's Instructional Technology Standards (<http://www.doe.mass.edu/edtech/standards/itstand.pdf>)

- G6-8: 1.4 Identify and use a variety of storage media (e.g., CDs, DVDs, flash drives, school servers, and online storage spaces), and provide a rationale for using a certain medium for a specific purpose.
- G6-8: 1.7 Create, save, open, and import a word processing document in different file formats (e.g., RTF, HTML).
- G6-8: 1.18 Use Web browsing to access information (e.g., enter a URL, access links, create bookmarks/favorites, print Web pages).
- G6-8: 1.19 Identify probable types and locations of Web sites by examining their domain names, and explain that misleading domain names are sometimes created in order to deceive people (e.g., .edu, .com, .org, .gov, .au).
- G6-8: 1.20 Explain and correctly use terms related to networks (e.g., LANs, WANs, servers, and routers) and Internet connectivity (e.g., DSL, T1, T3).
- G6-8: 1.21 Explain and correctly use terms related to online learning (e.g., IP address, post, thread, Intranet, discussion forum, drop box, account, password).
- G6-8: 2.1 Explain ethical issues related to privacy, plagiarism, spam, viruses, hacking, and file sharing.
- G6-8: 2.2 Explain how copyright law protects the ownership of intellectual property, and explain possible consequences of violating the law.
- G6-8: 2.3 Explain fair use guidelines for using copyrighted materials (e.g., images, music, video, text) in school projects.
- G6-8: 2.4 Describe appropriate and responsible use of communication tools (e.g., chats, instant messaging, blogs, and wikis).
- G6-8: 3.1 Explain and demonstrate effective searching and browsing strategies when working on projects.
- G6-8: 3.2 Collect, organize, and analyze digital information from a variety of sources, with attribution.

- G6-8: 3.9 Use a variety of telecommunication tools (e.g., e-mail, discussion groups, Web pages, blogs, Web conferences) to collaborate and communicate with peers, experts, and other audiences (at district's discretion).

NET Standards addressed

- 1a, 1b, 1c, 1d,
- 2a, 2b, 2c, 2d,
- 3a, 3b, 3c, 3d,
- 4a, 4b, 4c,
- 5a, 5b, 5c, 5d

Assessment/Evaluation

- Assessment: Graded Elements of Newspaper Project
- Forum Question for Social Studies Content: Open Response Blog writing with details from research.
- Take a multiple choice quiz created by fellow group members using Google Forms incorporating information from their assignments as reporters.
- Online multiple choice quiz created in Google Forms on technology vocabulary and skills.
- Forum Question for Technology Learned: Open Response enhanced with technology vocabulary.
- Blog Narrative - Evidence of respectful and constructive criticism - Netiquette.
- Final Product- Quality of articles and illustrations, Quality of presentation and design, Evidence of technological tools, Adherence to Directions and guidelines of newspaper project.

What's Next

Follow-Up: Sharing newspapers with a variety of audiences

Next Steps: Reading, researching, questioning, reflecting the Ancient Roman Curriculum that includes:

- Expansion Periods
- Punic Wars
- Origins and Spread of Christianity
- Fall of Rome
- Future Lessons: Teaching with Maps - Student visualization of the above four topics in the continuation of their study of Ancient Rome-
- Focus on Google Earth - 3D Ancient Rome and Google Maps (using projector)
- Creation of individual interactive maps using Google Earth and Google Maps depicting information learned (final project of yearlong Ancient Civilization Study)

Contributor

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