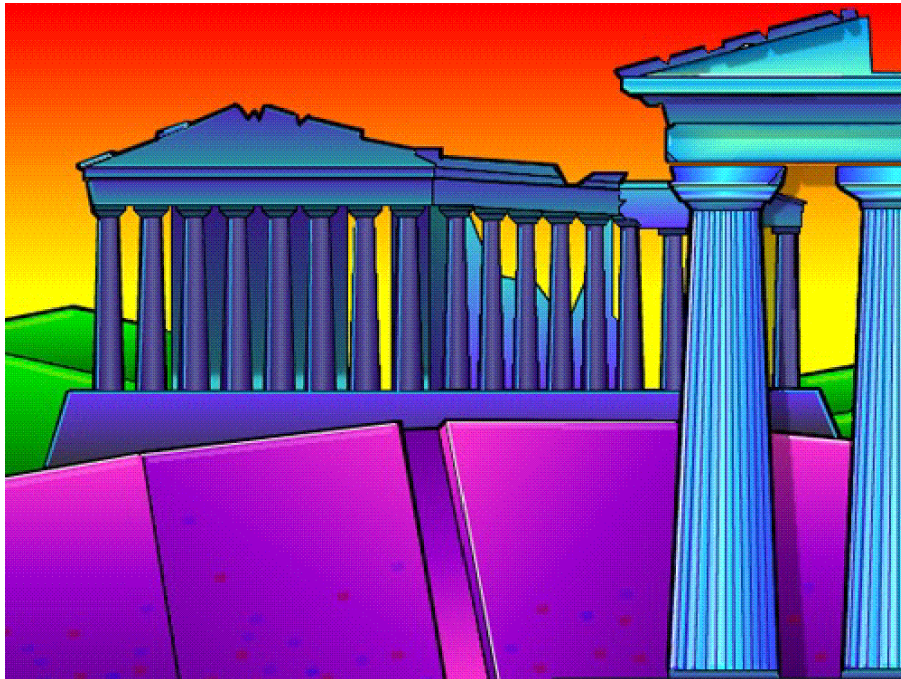


Mediterranean Empires

**Creating Instructional Unit Resource Guides
Based on Principles of Universal Design and Differentiated Instruction**



*Social Studies
Focusing on 6th Grade Social Studies and English Standards
Cleveland Elementary UDL Team
Elkhart Community Schools
Elkhart, Indiana*

Authors' Note

Welcome to a Sixth Grade Experience at Cleveland Elementary. We are a team of administrators, teachers and a paraprofessional. We are participating in the UDL/Patins Project, "Universal Design for Learning" in Elkhart, Indiana.



For this pilot we have developed this academic unit about the Mediterranean Empires. This unit that has been designed for Sixth Grade, however could be modified for any class studying World History. The teacher who will be implementing this unit has been in education for 10 years and has become very proficient in incorporating the Smartboard. in her lessons.

The Mediterranean Empires Unit was designed to work with a standards-based unit involving sixth grade social studies and language arts standards.

Standards

Indiana State Standards for Social Studies and Language Arts in the Sixth Grade addressed in this unit:

Social Studies

Standard 1

Historical Knowledge

6.1.1 Describe the development of ancient Aegean civilizations and the Greek city-based republics, including the cultural achievements of Athens.

6.1.2 Trace the major developments and achievements of the Roman Republic and the rise and expansion of the Roman Empire.

6.1.3 Describe the migration of Jews and the spread of Christianity and the Roman Catholic Church in Western Europe during the Roman Empire.

6.1.4 Analyze the reasons for the decline and fall of the Roman Empire.

6.1.5 Explain the continuation and contributions of the eastern Roman Empire, referred to as the Byzantine Empire, after the fall of Rome, including its influence on the spread of Christianity in Russia and Eastern Europe.

Chronological Thinking, Comprehension, Analysis, and Interpretation

6.1.16 Develop and compare timelines that identify major people, events, and developments in the history of individual civilizations and/or countries that comprise Europe and the Americas

6.1.18 Recognize historical perspectives in fiction and nonfiction stories by identifying the historical context in which events unfolded and by avoiding evaluation of the past solely in terms of present-day norms.

6.1.19 Analyze cause-and-effect relationships, keeping in mind multiple causation, including the importance of individuals, ideas, human interests, beliefs, and chance in history.

6.1.20 Differentiate between factual and fictional historical accounts; explain the meaning of historical passages by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed.

Standard 2

Foundations of Government

6.2.1 Compare the characteristics of different types of government developed by ancient European civilizations — such as the Greek democracies, the Roman Republic, and the Roman Empire — and compare these to governments today.

Roles of Citizens

6.2.6 Define citizenship and roles of citizens in selected nation-states of Europe and the Americas, and make comparisons to the United States.

Standard 4

Economics

6.4.1 Give examples of how trade related to key developments in the history of Europe and the Americas.

Standards (con't)

English/Language Arts

Standard 1

Decoding and Word Recognition

6.1.1 Read aloud grade-level-appropriate poems, narrative text (stories), and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.

Vocabulary and Concept Development

6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.

6.1.4 Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning.

Standard 2

Comprehension and Analysis of Grade-Level-Appropriate Text

6.2.3 Connect and clarify main ideas by identifying their relationships to multiple sources and related topics.

6.2.4 Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports.

Planning Pyramid

What the Students Should Know

Some students will know:

- Students will explain the importance of the Mediterranean Sea.
- The Greeks excelled at art, architecture, philosophy, and medicine during the Golden Age.
- The Delian League was an alliance of Greek city-states.
- The Tiber River allowed foreign trade ships to come to Rome.
- Groups were persecuted for their religious beliefs.
- Students will explain why Constantinople was an important center of trade.
- The use of icons split the Christian church.

Most students will know:

- The Greeks were able to interact with other people through trade.
- An aristocracy is rule by a few wealthy people.
- Homer wrote the Iliad and the Odyssey.
- The Etruscans introduce the aqueduct to Rome.
- In a republic, citizens vote for leaders.
- Students will be able to describe the events that led to the downfall of Rome.
- The Hagia Sophia was the greatest cathedral in the Byzantine Empire.

All students will know:

- The Greeks believed in many gods and goddesses.
- Students will be able to give an example of why Alexander the Great is remembered as a great military mind.
- Students will be able to describe who could be a Greek citizen.
- Students will be able to list three major achievements of the Romans.
- Students will be able to describe the relationship between the Jewish faith and Christianity.
- Students will be able to explain how the Byzantine Empire was related to the Roman Empire.
- Muhammad founded the religion of Islam.

Teacher Library

Lesson Plans

To find lesson plans on Greece:

http://www.bbc.co.uk/schools/ancientgreece/main_menu.shtml
<http://www.historyforkids.org/>

To find lesson plans on Rome:

<http://www.historyforkids.org/learn/romans/>

Internet Resources

To research Greece:

<http://www.crystalinks.com/ancient.html>
<http://www.ancientgreece.com/>

To research Rome:

<http://members.aol.com/TeacherNet/AncientRome.html>
<http://www.crystalinks.com/rome.html>
<http://intranet.dalton.org/groups/rome/>

Additional sites about Rome:

[WWW-VL The Ancient Rome Index](#)
[Ancient History Sourcebook: Rome: Republic and Empire](#)
[The Amazing Ancient World - Premier Ancient Civilization Internet Book](#)
[Antiquity Online: civilizations, philosophies and changing religions](#)
[Antiquity Online: Quick Index](#)
[Roman Empire: explore all the different aspects of the Romans](#)
[Cambridge Classics External Gateway to Humanities Resources](#)
[Pompeii Yellow Pages: Everything you need to survive in the Early Roman Republic](#)
[Resources for Classicists](#)

[Jay's Roman History, Coins, and Technology Back Pages](#)
[Romanae Antiquae](#)
[Forum Romanum](#)

[ThinkQuest: Rome - Empires Past](#)
[EAWC: Ancient Rome](#)
[Welcome to RedRampant.com!](#)
[The Romans!](#)
[Forum Romanum](#)
[Ancient Rome](#)
[The Ancient Rome Links Page](#)
[The Roman Empire - by Emperors/Dynasties](#)
[NM's Creative Impulse..Rome](#)
[Rome,History Resources, Bibliography, Maps, Pictures,Electronic Library...](#)
[The Glory that was Rome](#)
[Nova Roma: Rome Reborn](#)
[Roman History](#)
[Romantic Chronology \(Home Page\)](#)
[RomanSites Home Page](#)
[A Brief History of Ancient Rome](#)
[Core Knowledge Lesson Plans: Rome \(.pdf file\)](#)
[Roman Civilization: Class Notes, Links, Definitions & Handouts](#)
[RomanSites](#)
[Roman History](#)
[Introduction to the Ancient World: ROME class lectures](#)
[Empires Past - Rome Main Page](#)
[About.com - Ancient History: Definitive set of Links](#)
[AncientSites: Links to Roman Sites](#)
[The Atrium: For Students and Fans of Ancient Greece and Rome](#)

Learner Activities

Projects that could be presented orally:

Student dresses as some one from ancient Greece or Rome and gives a speech about their way of life.

<http://members.aol.com/Donnclass/Greeklife.html>

<http://members.aol.com/Donnclass/Romelife.html>

Students create a play about the fall of Rome.

<http://members.aol.com/TeacherNet/AncientRome.html>

<http://www.crystalinks.com/rome.html>

<http://intranet.dalton.org/groups/rome/>

Projects that require art:

Students create a timeline poster.

<http://www.crystalinks.com/ancient.html>

<http://www.ancientgreece.com/>

<http://members.aol.com/TeacherNet/AncientRome.html>

<http://www.crystalinks.com/rome.html>

<http://intranet.dalton.org/groups/rome/>

Students create a poster of the achievements of Greece or Rome.

<http://www.crystalinks.com/ancient.html>

<http://www.ancientgreece.com/>

<http://members.aol.com/TeacherNet/AncientRome.html>

<http://www.crystalinks.com/rome.html>

<http://intranet.dalton.org/groups/rome/>

Students create a travel brochure about Greece or Rome including maps.

<http://www.crystalinks.com/ancient.html>

<http://www.ancientgreece.com/>

<http://members.aol.com/TeacherNet/AncientRome.html>

<http://www.crystalinks.com/rome.html>

<http://intranet.dalton.org/groups/rome/>

Projects that are written:

Students create a journal based on the life of some one in ancient Greece or Rome.

<http://members.aol.com/Donnclass/Greeklife.html>

<http://members.aol.com/Donnclass/Romelife.html>

Assessment

Learning activities and tasks were chosen to facilitate a diversified learning environment. The use of various technologies will enable all students to participate in this unit of study, thus providing the opportunity for each student to acquire meaning and knowledge from their study, activities, and projects.

Resources and assessment ideas to use as performance tasks throughout the study include the following:

Web Quest- Students will use a Web Quest to further understand the life of citizens of Greece, Rome, and the Byzantine Empires.

<http://webquest.sdsu.edu>

Activities such as Olympic Games, play reading, vase painting are located at

<http://www.historyforkids.org/crafts/greeks/playreading.htm>

Search Rome, Greek, and Byzantine Empires to find a Think Quest activity designed by students related to some aspect of daily life in these empires.

<http://library.thinkquest.org>

Students compose a poster using board maker software or

<http://poster.hprtec.org/>

Activities including creating a timeline, creating a picture or written journal, or role-playing can be found at

<http://www.pbs.org/empires/romans/classroom>

<http://www.4teacher.org/> provides a variety of free tools that can assist in the assessment process including Quiz Star (help in developing online quizzes), Rubistar (help in designing rubrics), and a web worksheet wizard for designing web based activities.

Modifications

Planning for Academic Diversity

Learning Barrier	Possible Solutions	Web Link Resources
Student cannot read at grade level	Kurzweil 3000 Reading Pen Smartboard (picture maps)	www.readplease.com
Student has difficulty comprehending the material	Summarize using Smartboard Thinking Reader	http://www.inspiration.com www.brainpop.com
Student has difficulty mastering the vocabulary of the unit.	Reading Pen Smartboard	www.m-w.com
Student needs the instructional material in a language other than English	ENL Teacher Material translated into student's language	Babelfish.com Readplease.com
Student has difficulty with handwriting (speed or accuracy)	Co-Writer Write Out Loud Dana Alpha Smart	www.alphasmart.com
Student needs additional challenge	Students develop a webpage or Webquest	Webquest Thinkquest
Student has difficulty with calculating activities	Student can seek help online for various math calculating activities	www.webmath.com
Student needs help with conducting research	Computer with Internet access	Google.com Trackstar.com Http://www.inspiration.com