1. **Learning Target or Mastery Objective (in student-friendly language):**
   - I can examine and then identify the key geographic location of the Mediterranean Region and how it affected early Roman settlement.
   - I can examine the timeline of Rome, draw and date each unique era of their history i.e. kingdom, republic, empire, Byzantium
   - I can examine and discuss the significance of the Roman creation myth

2. **Essential Questions/Long-Term Unit Objectives:**
   - The students will know the location of Ancient Rome in the world.
   - The students will know the origins of Rome, their creation myth starting with Aeneas and ending with the founding of Rome (Romulus and Remus)
   - The students will know the range of Roman history starting in 1000 BC to 1453 AD

3. **Curriculum Standards and skills to be instructed:**
   - Massachusetts History & Social Science Curriculum Framework
     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)
   - 7.37 Explain the rise of the Roman Republic and the role of mythical and historical figures in Roman history. (H)
     - Romulus and Remus

4. **Instructional Sequence (Outlines Activities):**
   - Cognitive Transition / Activator: Are we Rome? Turn and Talk. What is the greatest Roman legacy? Turn and Talk
   - Core Activities – Complete Google Doc Rome Introduction Questions in preassigned groups
   - Assessment of Student Attainment of Learning Target/Mastery Objective
     End of class “Quick Check Assessment” will allow for summary of the lesson
Google Doc Group Work graded classwork assignment will also assess attainment of learning target / mastery objective.

5. **Instructional Materials and Resources:**
   - Class Notes webpage: [https://gatesancienthistory.weebly.com/class-notes.html](https://gatesancienthistory.weebly.com/class-notes.html)
   - Rome Introduction Google Doc: [https://docs.google.com/forms/d/e/1FAIpQLSfHvCC9lEoD2M5yAZSgkMObKCANvOeL8qFvXGL9ydt4PtUg/viewform](https://docs.google.com/forms/d/e/1FAIpQLSfHvCC9lEoD2M5yAZSgkMObKCANvOeL8qFvXGL9ydt4PtUg/viewform)
   - Message of Ancient Days - Chapter 13, Lesson 1: The Birth of Rome
   - HOTS question posted on the class whiteboard

6. **Provisions for Individual Differences:**
   *Differentiation: Students will be arranged in mixed level groups and will be provided with graphic organizers and notes made by the students during the course of the unit.*

   **EXTENDED LEARNING:** Review and complete questions 1 – 5 p. 485. Read chapter on Ancient Roman Economics pages 482-484 in class textbook: Message from Ancient Days.

7. **Reflective Thoughts:**
   *This content area is very exciting and fun to teach students. Ultimately the end of the unit summative test and the end of the unit open response assignment will give evidence of their knowledge of the content area. Acquiring background content knowledge is essential to writing clear and effective essays, open response and short answers. The study of ancient civilizations provides a perfect platform to acquire effective writing and study habits which will be essential for my students’ success in future years.*