

## Middle Childhood Education Lesson Plan Template v. 2

Teacher Candidate Name: Rachel Phillips and Jessica Sultemeier

Lesson Title: Current Event: Football and Gladiators

Grade Level: 7<sup>th</sup> [50 minutes]

### Lesson Foundations

<p>Content Standards</p> <p><small>*Science and SS should also include common core for reading/writing</small></p>	<p>ONLS.SS.7.2: The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity.</p> <p>CCSS.ELA-Literacy.WHST.6-8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>
<p>Learning Objective(s)</p>	<ol style="list-style-type: none"> <li>1) Students will compare and contrast the gladiatorial games to the sport of football today.</li> <li>2) Students will create plans and outlines for their infographic about the consequences of playing football.</li> </ol>
<p>Prior Academic Knowledge and Skills</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>- Students understand both Ancient Greece and Roman sporting events. <b>(Completed a unit test and all received an 80% or higher)</b></li> <li>- Group work skills <b>(Practiced listening skills, how to move around the room, and how to work together through cooperative learning exercises over the course of the year, also completed many Think, Pair, Shares)</b></li> </ul>
<p>Materials &amp; Resources</p>	<p><i>Savage Gladiators vs. Civilized Amateurs: Rome and Athens in American Sports Culture</i> by Anna Mccullough:  <a href="http://origins.osu.edu/article/savage-gladiators-vs-civilized-amateurs-rome-and-athens-american-sports-culture-0">http://origins.osu.edu/article/savage-gladiators-vs-civilized-amateurs-rome-and-athens-american-sports-culture-0</a>            Emaze Presentation: <a href="https://www.emaze.com/@AllORWZO/microteaching">https://www.emaze.com/@AllORWZO/microteaching</a>  <a href="https://www.youtube.com/watch?v=ua7EM-pg6S0">https://www.youtube.com/watch?v=ua7EM-pg6S0</a> Gladiator Clip: Stop at 1:05 start again at 2:50  <a href="https://www.youtube.com/watch?v=k78fjZWiME">https://www.youtube.com/watch?v=k78fjZWiME</a> OSU Hype Video: First 30 seconds            Gladiator vs. OSU Football Player Comparison Worksheet along with the second version for IEP students  <a href="https://www.youtube.com/watch?v=CZWl2Gp7LPY">https://www.youtube.com/watch?v=CZWl2Gp7LPY</a> Hang on Sloopy  <a href="http://www.livestrong.com/article/543361-long-term-effects-of-playing-football/">http://www.livestrong.com/article/543361-long-term-effects-of-playing-football/</a> Article about dangers of football  <a href="http://piktochart.com/">http://piktochart.com/</a>            Nerf Football            30 iPads</p>

	Post-It-Notes 3 pieces of paper with group member names on them 2 pieces of paper: LO 1 with colosseum and LO2 with football stadium
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### Assessments

Description of assessment	Modifications and accommodation to the assessment so that all students can demonstrate their learning.	Evaluation Criteria – What evidence of student learning (identify learning objective(s) being assessed) does the assessment provide?
Formative – 1 (Analyze) Small Group Discussion: After filling out the worksheet, students will discuss their answers in their small groups. Students will compare and contrast the two events. <b>How are the gladiatorial games and football games similar and different?</b>	Struggling Readers: Read the questions to them ELL: Read the questions to them and allow them to respond in their own language IEP: Varies, Create a second version of handout with sentence starters, allow extra time, give them questions the night before so that they have enough time to prepare themselves for the activity	LO #1 (Similar: Violence – both lead to injuries, emotional aspect – high pressure, spectators – pay to be a part of the event, setting – large arenas with lack of roof and can fit many people, etc. Different: Football does not end in death, football players are not forced to participate, etc.)
Formative – 2 (Create) Students will collaborate with their groups to create a plan for their infographic about a negative consequence of playing football.	Struggling Readers: Teacher assigns groups, place fluent readers with struggling readers for assistance ELL: Teacher assigns groups; place them with students who speak the same language, allow them to contribute to the poster in their own language IEP: Varies, provide them with extra time if necessary, ask numerous guiding questions	LO #2 (Students will turn in ideas and plans for their infographic. Topic will be chosen such as: head injuries, wear and tear, psychological issues, diabetes, obesity, sleep apnea, etc. They will write down some of the research that they have completed thus far. Students will turn in 1 sheet per group.)
Formative – 3 (Analyze) Exit Ticket: Students will write three examples of similar consequences between being a Roman gladiator	Struggling Readers: Read the question to the class ELL: Read the question to the class and allow them to respond in their own language IEP: Varies, give them the option to list two examples, or allow them to turn their responses in for homework the next day	LO #1 (Health injuries, fame, lack of pay, training, etc.)

<p>versus playing football today.          What are three examples of similar consequences between being a Roman gladiator versus playing football today?</p>		
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### Instructional Procedures/Steps

	Teacher will... Include instructional practices, questions you will ask, checks for understanding, differentiation, evidence of culturally responsive teaching practices	Student will... What will students be doing? What evidence of learning will students demonstrate? Student-centered learning/Opportunities for Practice and Apply
<b>Opening</b> 2 Minutes	<i>Setup: Post learning objectives around the room, Assign students to groups for the infographic research project based on student needs, Have comparison worksheet sitting at students' seats, pull up videos</i> <ol style="list-style-type: none"> <li>1) Play OSU Hang on Sloopy music Split into 3 groups.</li> <li>2) Teacher tosses football to student and asks them to read the first objective [2 minutes]</li> </ol>	<ol style="list-style-type: none"> <li>2) Students sit with their groups at assigned seats</li> <li>3) Read the objective if passed the ball and pass the ball to another student so that they can read LO2</li> </ol>
<b>Instruction</b> 45 Minutes  <b>Procedures and steps</b> to the lesson.	<ol style="list-style-type: none"> <li>1) Give directions [30 seconds]</li> <li>2) Play <i>Gladiator</i> clip: From beginning to 1:05, and start again at 2:50 and play until the end [2 minutes]</li> <li>3) Facilitate table groups' discussion of questions on worksheet [5 minutes]              - What stood out to you about the clip?</li> <li>4) Play OSU clip [30 seconds]</li> </ol>	<ol style="list-style-type: none"> <li>2) Students read questions before clip is played, and then they will respond to questions after the clip is played</li> <li>3) Students will discuss their responses to the prompts              - They looked scared, very violent, lots of spectators, they were fit, etc.</li> <li>4) Students read questions before clip is played, and then they will respond to questions after the clip is played</li> </ol>

	<p>5) Facilitate table groups' discussion of questions on worksheet, and encourage comparison between the two events [L01] [A1] [7 minutes]</p> <ul style="list-style-type: none"> <li>- How are the gladiatorial games and football games similar and different?</li> <li>- How can an event that happened so long ago connect to a sport that we participate in today?</li> </ul> <p>6) Provide students with article about consequences of playing football [8 minutes]</p> <p>7) Help groups pick a topic to focus on</p> <ul style="list-style-type: none"> <li>- What consequence peaks your interest? [L02] [2 minutes]</li> </ul> <p>8) Hand out iPads to each student and instruct them to complete research about their topic and create an outline</p> <ul style="list-style-type: none"> <li>- What types of resources will give you credible and accurate information?</li> <li>- How are you going to organize your ideas to create a well-informed infographic? [L02] [A2] [15 minutes]</li> </ul> <p>9) Introduce Infographic website [5 minutes] [L02] [A2]</p>	<p>5) Students will discuss their responses to the prompts and discuss similarities and differences between the two events.</p> <ul style="list-style-type: none"> <li>- Similar: Violence – both lead to injuries, emotional aspect – high pressure, spectators – pay to be a part of the event, setting – large arenas with lack of roof and can fit many people, etc. Different: Football does not end in death, football players are not forced to participate, etc.</li> <li>- America is a salad bowl and incorporates many different cultural practices. We are always influenced by our past.</li> </ul> <p>6) Read the article silently or with small groups – their choice</p> <p>7) Collaborate with groups and pick one consequence to focus on</p> <ul style="list-style-type: none"> <li>- Head injuries, wear and tear, psychological issues, diabetes, obesity, sleep apnea</li> </ul> <p>8) Research the topic</p> <ul style="list-style-type: none"> <li>- Published journals, articles backed by research, etc.</li> <li>- Create an outline for our infographic, create a list, draw pictures, research ideas online, etc.</li> </ul> <p>9) Begin creating a plan for their infographic using iPads with their group. Each group will turn in one sheet with their plan: topic, research, etc. for review. Students will not have enough time to complete this assignment; they will use class time tomorrow to continue their work.</p>
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<p>Closure 3 Minutes</p>	<p>1) Exit Ticket [LO1] [A3]</p> <p>- What are three examples of similar consequences between being a Roman gladiator versus playing football today? [3 minutes]</p>	<p>1.) Students will identify three examples and write them on a Post-It-Note</p> <p>- Health injuries, fame, lack of pay, training, etc.</p>
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