**Lesson Plan Template**

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Lesson Title: Falling for the Fall of Rome

Grade Level: 10

Compelling Question: How can we compare modern America with the declining Roman Empire?

**Lesson Foundations**

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| Content Standards | OH.US.32. The United States faced new political, national security and economic challenges in the post -Cold War world and following the attacks on September 11, 2001. OH.US.33. Focusing on foreign policy, the United States faces ongoing economic, political, military, and social challenges in the post - Cold War era and following the attacks of September 11, 2001. |
| Learning Objective(s) | LO1. SWBAT Identify similarities and differences between modern America and Rome during its declineLO2. SWBAT argue whether or not America is following in the path of Rome | Assessment(s)Include LO being addressed | A1: Guided Notes (LO1)(LO2)A2: Discussion Comments (LO1)(LO2)A3: Four Corners Debate (LO2)A4: Exit Ticket (LO1) |
| Materials & Resources | PowerPoint, Guided Note Sheet, Computer, Paper. Pencils, Projector/TV, -Atlantic Article- <https://www.theatlantic.com/magazine/archive/2021/04/no-really-are-we-rome/618075/> -Time article- <https://time.com/5478197/the-fall-of-rome-and-the-lessons-for-america/>-Falling for the Fall of Rome- <https://origins.osu.edu/read/falling-fall-rome> *-The Eternal Decline and Fall of Rome*-American Carnage Trump Speech- <https://www.politico.com/story/2017/01/full-text-donald-trump-inauguration-speech-transcript-233907> *Please consider these additional resources from Origins:* On the plague: <https://origins.osu.edu/connecting-history/covid-justinianic-plague-lessons>State assistance in disasters: <https://origins.osu.edu/connecting-history/roman-government-disaster-response>On the fall of Rome:” <https://origins.osu.edu/review/political-economy-late-roman-empire>On the constitution and the 1800 election: <https://origins.osu.edu/connecting-history/top-ten-origins-other-unprecedented-elections-american-history> Levick, Barbara. “Morals, Politics, and the Fall of the Roman Republic.” Greece & Rome, vol. 29, no. 1, Cambridge University Press, 1982, pp. 53–62, <http://www.jstor.org/stable/642930>. |

**Instructional Procedures/Steps**

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| Opening\_\_\_\_\_\_5\_\_\_\_ Minutes | * Opener
	+ Begin class by asking the students, “What do you know about Rome?” This should be a whole class discussion with students identifying some things that they have either seen in the media or have learned in previous classes. After fielding a few of these answers, transition towards the second question, “Have you ever heard the United States compared to Rome?” Students should indicate whether or not they have heard this comparison with a hand raise. When students indicate that they have heard the comparison, ask them what connection was made.
* After concluding the opening conversation, introduce the learning objectives and the compelling question.
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| Instruction\_\_\_\_\_40\_\_\_\_\_ Minutes | * Interactive Lecture
	+ It is likely that most students will not have enough information on this topic to produce a compelling argument. During this lecture, the instructor will give them the background needed to form their argument. While lecturing, instruct students to fill out the accompanying guided notes. This will be used to assess student learning as well as help students keep track of the information gained during the lecture. It is important to stress that many of the reasons for decline were reasons that the romans themselves were giving and that they hold varying degrees of truth. Students can utilize this time to ask any clarifying questions. Throughout the lecture, there will be slides showing potential connections to the United States. While these slides on the screen, engage students in conversations about what they see.
	+ Questions to support learning during this stage of the lesson
		- Have you heard Americans make similar arguments? How?
		- Why did it seem like romans were making these arguments? Actual decline or to scare people into following new leaders?
		- What kind of Americans make similar arguments?
		- Do any of these problems seem to be uniquely Roman? Which ones?
* Four Corners Debate
	+ After concluding the lecture, label the four corners of the room into four distinct positions on the statement
		- “America is following in the path of the declining Roman Empire”
			* Corner 1: Strongly Agree
			* Corner 2: Agree
			* Corner 3: Disagree
			* Corner 4: Strongly Disagree
	+ Tell students to, with their notes, move into the corner that most closely connects with the view they have on the questions. Now in their corners, students should discuss their reasoning with their group and should cite specific points from the lecture. Should the teacher decide that they want students to have even more information, they can utilize the sources in the source packet. After a few minutes of small group discussion, instruct each corner to share their argument with the whole class. Remind students that they should change their corner if they change their mind during the debate. Students should be pushing against one another’s arguments and asking each other questions.
	+ Questions to guide learning
		- Why are you on the side of the room you are on?
		- Why did you pick your specific corner?
		- What is the strongest argument you have for your position?
		- What is the strongest argument against your position?
		- What is the area that America most resembles Rome?
		- Where does America differ most strongly?
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| Closure\_\_\_\_\_5\_\_\_\_\_ Minutes | * Exit Ticket
	+ At the bottom of the Guided Note Sheet, students will write out their answers to the following question.

“How can we compare the political leadership of modern America with the political culture of the declining Roman Empire? |
| Accommodations/ Enrichment |  Students are supported by the differentiated guided notes and source packet. Important phrases will be underlined and bolded. The font size will also be increased. Should the teacher want, students can read through the sources listed in the sources packet and utilize lines from them in their arguments. |