**Lesson Plan**

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**Grade Level:** 3rd

**Content Objective**

**Subject Area**: Social Studies

**SOL Objective: 3.1, 3.4c**

**Content and Language Objective:** The student will explain how the contributions of ancient Rome have influenced the present world in terms of government and jobs.

**Materials/Resources Needed:** Ancient Rome notes page, social studies notebooks, computer, Google earth map.

**Setting the stage**

* Review what students already know about Ancient Rome (physical and human characteristics), review with interactive Google Earth map. Ask students what they remember about the government of ancient Greece.

**Acquisition and Consolidation of Skills**

1. **Instructional Practice (I do, we do):** Review the physical and human characteristics of ancient Rome as discussed in the previous class. Show students interactive Google Earth map (Virginia-Italy-Rome, Mediterranean Sea, Greece). Review ancient Greece’s government-direct democracy; ask students what they remember about direct democracy. Introduce representative democracy through activity. Review the term contribution. Tell students another contribution from ancient Rome was a form of government. Remind students that a government is a group of people who make laws, enforce laws, and determine if laws have been broken.

Activity:

* Divide the class into three or four teams.
* Have each team choose a representative.
* Tell the class that you are going to meet with their representatives, and the representatives will report back to them.
* When you briefly meet with the representatives, give them an issue to discuss with their teams and vote on (e.g. what game the class will play at recess).
* Have a representative report back to you with the results of their teams’ votes
* Announce the majority vote for the class.

Review the meaning of democracy- citizens vote to make their own laws. Review the meaning of direct democracy –every citizen is allowed to vote or to have a voice in the laws or government decisions.

Explain that when they used representatives to vote, like we just did, they were practicing a representative democracy. They still have a vote, but in this kind of government, citizens vote through a representative from their team (community). Ancient Rome had a representative democracy.

Explain that the founders of the United States gained some of their ideas about government from studying history. They used this knowledge when they created the government of the United States. They studied the representative democracy in ancient Rome and incorporated these ideas as they formed the government of the United States.

Explain that the U.S. government is a democracy, pointing out that some ideas came from ancient Greece. However, we have representatives that we vote for, and they make our laws for us. The United States has a representative democracy; this idea came from ancient Rome.

Complete the notes page of the social studies notebooks on ancient roman jobs (Farmers, Traders, and Road Builders).

**Differentiation**

* Students will gain visuals of the physical characteristics of ancient Rome through interactive maps.
* A hands-on activity will show students how a representative democracy works.

**Closure**

Review of lesson – What did we learn today? Students will complete an exit slip.