**Cooperative Lesson**

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**Subject(s):** World History

**Topic or Unit of Study (Title):** Christianity & Roman Legacy

**Grade Level:** 9th

***Materials:*** textbook, paper, writing utensil

**Summary (*and Rationale*):** Christianity has played an important role in the history of the Western world and it is crucial to understand where the religion came from. Also, the Roman culture contributed much to the arts, politics, etc. and understanding this legacy helps understand why the Western world functions the way that it does.

**I. Focus and Review (Establish Prior Knowledge):** Review previous 3 lessons with general questions for class to answer. Example questions - What have we spent the last 3 days learning about? What were some of Roman wars we have talked about? Who was Julius Caesar? What was something that contributed to the collapse of the Empire? [5 min]

**II. Statement of Instructional Objective(s) *and Assessments*:**

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| **Objectives** | **Assessments** |
| - Students will discuss their assigned topic with expert groups and have a collective plan for sharing their topic in their learning groups. | - I will check in with each expert group to ensure that they have planned their examples for sharing before breaking into learning groups. |
| - Each student will be able to explain their topic well to their learning group and answer any questions that their group may have about their topic. | - Student evaluated participation rubric to be filled out for each member of learning group and compiled into their participation grade. |
| - Students will be able to demonstrate understanding of each topic covered by correctly answering at least 4 out 5 questions on their exit slip. | - Students will get at least 4 out of 5 questions correct on the exit slip assignment. |

State the objective: [1 min]

Assessment: [90 min]

**III. Teacher Input (Present tasks, information and guidance):**  This lesson will use the Jigsaw model of cooperative learning. This portion of the class will be to explain to the class what the Jigsaw model is, what will be expected of them, and placing them into their expert groups by having them count off. There will be 5 groups based on the following topics, the life and teachings of Jesus, Christianity spreads, becoming a world religion, legacy of Roman arts and culture, and the legacy of Roman language and law. [15 min]

**IV. Guided Practice (Elicit performance):** [65 min]

1) Before the students break up into their groups each will spend 10 min reading their 1-2 pages from the text book to gain a primary understanding for their expert group.

2) Students will split up into their expert groups to discuss their topics, what they already knew, what they learned, what they found interesting, and most importantly, how they plan to teach their topic to the others in their learning groups for 20 min. I will stop by each group to check that each group has adequately discussed and prepared their topic and will be able to share in their next group.

3) Students will then reorganize into learning groups and each student will explain/teach the subject they discussed in their expert groups and answer questions from their group members. This should take about 20 min.

4) The final 15 min will be a class review and evaluation of the Jigsaw process. The students can provide me with any changes they would make about the lesson as well as things they enjoyed. Also, each student will be called on to tell me/the class 1 thing that they learned while in their groups.

***V.* Closure (Plan for maintenance):** Students will fill out a short participation rubric for each of their 4 group members to make sure everyone participates and puts forth some effort. Rubric attached and found at readwritethink.org. Lastly, the students will answer a 5 question exit slip and hand it in to show that have a grasp of the info they should have learned in their groups. [15 min]

**Exit Slip Questions**

1) Provide 1 example of how Roman law influenced laws in the USA.

Sample) A person is considered innocent until proven guilty.

2) What was the Council of Nicene?

Answer) Meeting 325 AD to solidify Christian teachings and beliefs.

3) What was the most popular form of literature in Roman society?

Answer) the epic

4) Which emperor made Christianity the official religion of the Roman Empire?

Answer) Constantine

5) What is our main source of information about the life of Jesus and why?

Answer) the Gospels because Jesus was not mentioned much in the historical records of the time.

***VI.* Independent Practice:** Mini-Portfolio post assessment. See final page for instructions and rubric. [N/A]

**STANDARDS:**

**WH.H.2.4**

Analyze the rise and spread of various empires in terms of influence, achievements and lasting impact (e.g., Mongol, Mughal, Ottoman, Ming, Mesoamerica, Inca, Imperial states in Africa, etc.).

**WH.H.2.5**

Analyze the development and growth of major Eastern and Western religions (e.g. Including but not limited to Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Shintoism, etc.).

**WH.H.2.9**

Evaluate the achievements of ancient civilizations in terms of their enduring cultural impact.

**Plans for Individual Differences:**

**References (APA style):**

Read Write Think. (2003). Cooperative Learning Rubric. *Read Write Think*. Retrieved from

<http://www.readwritethink.org/files/resources/lesson_images/lesson95/coop_rubric.pdf>

Ancient Greece & Rome Mini-Portfolio

For their post assessment the students will be responsible for reflecting upon their week in class, compiling a mini-portfolio of their work, and describing what they will do to prepare for the larger, complete unit test at the end of the following week.

Part 1

The students will, in no less than 10 sentences, write a reflection on the material covered in class. They should reflect on how well they did on their homework and classwork as a whole, how well they participated in class, whether or not they believe they mastered the material and why, and something that they found particularly interesting in the lessons.

Part 2

To accompany the reflection the students will compile at least 2 assignments and 1 class activity that they believe demonstrates their understanding of the material. For assignments, students will write what the assignment was, what their grade was, and why it shows their grasp of the concepts. For activities, the students will say what the activity was, the material being covered in it, and how they participated in a meaningful way to show understanding. Each of the minimum of 3 submissions should be at least 3-4 sentences long to appropriately explain the requirements listed.

Part 3

Lastly, the students will explain a minimum of 2 study strategies that they will use to help themselves retain the information from this week and prepare for the complete exam at the end of the following week and ultimately the final exam. These strategies should also be written in complete sentences.

<http://rubistar.4teachers.org/index.php?screen=PrintRubric&rubric_id=2314978&>