Sample virtual program: stage 4 history

## Considerations for programming virtual classrooms

Guiding questions for establishing learning expectations and communication processes

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| Guiding question |  |
| What are your students going to learn? (Objectives) | Itemise what you want your students to be able to do or know when completed. |
| How are they going to learn it? (Resources and Strategies) | What is required in order to meet each of the objectives defined? Will delivery be using one platform or be blended? |
| Target date for completion | When do you expect each task to be completed? |
| How are you going to know that they learned it? (Success criteria) | What is the specific task that students are to complete to demonstrate their learning? |
| Collecting evidence of student learning (Verification) | What evidence of student learning will you collect and how will you evaluate it? |
| Feedback (Evaluation) | How well was the task completed? Provide an assessment decision. |
| Communication | How will student learning be oriented?How will share and display information for your students to access?How can you promote student-teacher interactions?How can opportunities for inter-learner interactions be incorporated into activities?How will the teacher monitor and support progress in student learning? |

## Model 1 – Student guided inquiry

Students are guided in completing an investigation and creating a non-fiction picture book for an 8-10 year old audience, with reflection task. This model contains a synchronous activity at the beginning and end.

Stage 4 – depth study 2, the Mediterranean world (Rome)

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| Guiding question:  | What was daily life in ancient Rome like? |
| What are your students going to learn? (Objectives) | * Roles of key groups in the ancient society, including the influence of law and religion(ACDSEH032, ACDSEH035, ACDSEH038)
* Students:
* describe the everyday life of men, women and children in the ancient society

from [History K-10 syllabus (2012)](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10) |
| How are they going to learn it? (Resources and Strategies) | **Resources**: Video - [a glimpse of teenage life in ancient Rome](https://www.youtube.com/watch?v=juWYhMoDTN0) (Ted-Ed 6min 33sec).**Strategies**1. While watching the video at home, students are to take notes in a table on similarities and differences between life for teenagers in ancient Rome and those today. Using the chosen online-learning platform, students share their ideas and create a shared list of the key reasons for the differences. This is a synchronous activity with groups of students. Teacher to lead online discussions about Discuss what else can be learned about society in Ancient Rome from the short video, making links to the key features of society.
2. Individual activity/reflection: written response or recorded oral response to the question ‘was life better for teenagers in ancient Rome or today? Explain your answer with examples from both time periods’
3. Provide students with the following list:
* farming
* religion
* law and order
* trade
* everyday life of men, women and children

Students are to create a picture book (digital or hard copy) designed as an ‘Introduction to Ancient Rome’. For online versions, use [Bookcreator](https://bookcreator.com/) or [Google Slides](https://www.google.com.au/slides/about/). The book will be non-fiction with a target audience of 8-10 year olds. Each book must contain a general introduction, a section on social structure and all sections listed above. On the online platform, ensure students understand the style, tone and language level required in this type of text.1. Use the online platform to share finished books amongst the class. Students are to choose one of their peer’s book and provide feedback on the content within the book (what works well, what needs more detail, what was interesting).
2. Students to complete a reflection on the following question: what was the most difficult aspect of life in ancient Rome and why?
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| Target date for completion | When do you plan to complete each task? |
| How are you going to know that they learned it? (Success criteria) | What is the specific task that you are to complete to demonstrate learning? Students will complete a response to the initial questions about teenagers, a full picture book (digital or hardcopy), a peer assessment and a reflection.  |
| Collecting evidence of student learning (Verification) | Online responses to discussion prompts in first task, work log submitted using Google classroom or Class OneNote, final picture book products.  |
| Differentiation |  Students to use the [BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zwmpfg8/articles/z2sm6sg) website to gather notes for their picture book. Students are to create a picture book focused on one of the listed topic areas, and focus on learning about that one aspect in depth. |
| Extension/HPGE | Open-ended investigations into a specific individual from ancient Rome through the lens of the categories covered in the picture book – for example Julius Caesar, how did farming, religion, law and order, trade and social status impact his life in ancient Rome. Historical resources can be pursued by students requiring further challenge and recorded using e-log or e-portfolio.  |
| Feedback (Evaluation) | Format to be communicated clearly by teacher, whether it is by emailing tracked documents, upload of media/audio via online platforms or a blended approach. For example, teacher recording oral feedback on Class OneNote.  |
| Communication | [Bubbl.us](https://bubbl.us/), [Padlet](https://padlet.com/) and other activities in the learning tools selector can be used to support real-time collaboration in small groups. |

### Resources

* Video [Ancient Rome History – Roman Class and Social System](https://www.youtube.com/watch?v=s1ny-_aFg88&list=PL1f9cJulXFFAUCQN8I420K_bVnS4h__Qy) (duration 8:08)
* [Ancient Rome: history for kids](https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=74f9e8ad-b629-45bf-af16-9aa915f6de1d&SearchScope=All)
* [BBC History – ancient Rome](http://www.bbc.co.uk/history/ancient/romans/)
* Video – [were ancient Romans slaves to fashion?](https://education.abc.net.au/home#!/media/1531957/) (duration 2:41)
* [Digital learning selector](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=47beb)

## Model 2 – pre-sharing resources for students to view/read

Using the asynchronous discussion activity from the [Digital learning selector – Learning activities](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=240cd). Editable templates are included for both Google G Suite and Office 365. Below is an example of an adapted template.

### Trade and the Roman Empire, stage 4

In preparation for beginning “trade in the Roman empire” next week, please watch the linked videos. Before class next week, respond to this post with two things that you noticed and one thing you wonder about each video.

* video 1 – [what is trade?](https://www.youtube.com/watch?v=EfIi79C18aE) (duration 5:24)
* video 2 – [trade in the Roman Empire](https://www.youtube.com/watch?v=btAXhgrApN0) (duration 1:59)
* video 3 – [the Silk Road: connecting the ancient world through trade](https://www.youtube.com/watch?v=vn3e37VWc0k) (duration 5:19)

Year 7 history “trade in the Roman Empire” discussion

If you have any questions or ideas about the learning in this topic, you can post them here and I will answer them as promptly as possible. You can ask me questions privately, through this channel or by email as well – I may post my answers here if I think other students might also benefit, but you will be kept anonymous. Make sure you read through the discussion before asking your question in case someone has already asked it, but if you are unsure ask.

**What impact did trade have on the development of the Roman Empire and life its citizens?**

**Produce an infographic demonstrating the significance of trade on various aspects of Roman life and political development.**

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| Lesson sequence | Teacher notes | Student notes |
| One | 1. Students are invited to read about [trade in ancient Rome](https://www.historylearningsite.co.uk/ancient-rome/ancient-rome-and-trade/)
2. The teacher poses questions to encourage the students to consider how trade would affects their own daily routines
 | Make a list of all daily activities that involve trade for:* individuals
* families
* businesses
* nations

How would our current society function without internal and external trade? How does this relate to the issues of trade in ancient Rome? |
| Two | 1. Read the following excerpt from Peter Frankopan’s, ‘The Silk Roads: A New History of the World’ (Bloomsbury, 2018) aloud to students (if possible via technology):

“We can imagine the life of a gold coin two millennia ago, struck perhaps in a provincial mint and used by a young soldier as part of his pay to buy goods on the northern frontier in England and finding its way back to Rome in the coffers of an imperial official sent to collect taxes, before passing into the hands of a trader heading east, and then being used to pay for produce bought from traders who had come to sell their provisions at Barygaza. There it was admired and presented to leaders in the Hindu Kush, who marvelled at its design, shape and size and then gave it over to be copies by an engraver – himself perhaps from Rome, perhaps from Persia, or from India or China, or perhaps even someone local who had been taught the skills of striking. This was a world that was connected, complex and hungry for exchange.” (p.26)1. Ask them to read it to themselves, highlighting unfamiliar words or phrases. Work through the vocabulary issues to translate the piece as a class – students to google unfamiliar words and write definitions in their books/online notebooks
2. Students to use the blank map to plot each location listed in the excerpt and draw a line to show the connections
3. Students to respond to reflection question.
 | 1. Discuss the piece of writing with your teacher and classmates by contributing to the shared collaboration space/classroom chatspace.
2. List the words in the piece that you don’t understand? Find definitions for each word – does it help you to understand the writing? How many of these words were actually place names?
3. Use a [blank map of the world](http://www.free-world-maps.com/printable-blank-world-maps) to plot each of the places listed in the excerpt – draw a path between these places.
4. Write 3 sentences explaining the key message of this piece of historical scholarship by Peter Frankopan:
* what is it saying about trade and contact between different societies via the Silk Road?
* what can we learn about ancient Rome from this excerpt?
* imagine the equivalent journey of a coin in today’s society – what would be the difference?
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| Three | 1. Students watch [Did ancient Rome meet China?](https://www.youtube.com/watch?v=LGyJXIveQGc) (duration 12:29)
2. Students respond to questions
3. Students watch [Silk Road virtual tour](https://www.youtube.com/watch?v=56IzyMfLJFA) (duration 14:39)
 | Use the internet to answer the following questions:* What was the Silk Road?
* Why was it called the ‘silk’ road?
* Which societies made use of the Silk Road, other than China?
* What was traded using the Silk Road? Consider both imports and exports.
* What were the consequences of the Silk Road as a trade route for Rome? Were they all positive?
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| Four | Students to use [Canva](https://www.canva.com/) or another digital tool to create an infographic demonstrating the importance of trade for ancient Roman society. | Use [Canva](https://www.canva.com/) or another digital tool to create an infographic demonstrating the importance of trade for ancient Roman society. Your infographic should be well researched and include information about:* internal trade
* external trade
* what was the impact of the Silk Road on Roman trade?
* which countries did Rome trade with?
* what was traded in and out?
* how did trade help Rome?
* how did trade hinder Rome?
* which groups in society was trade good/bad for?
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