

## Historical Thinking Lesson

Name: Shannon McCartney

Grade: 7  
Date:

Topic: Mapping Historical Landmarks in Rome, Italy  
Allotted Time: 60 - 75 minutes

### STAGE 1: Desired Results

#### Cite sources used to develop this plan:

Historical Thinking Project. (2019). *Historical thinking concepts*. Retrieved from

<http://historicalthinking.ca/historical-thinking-concepts>

ESRI. (2019). *ArcGIS Online: Make a Map*. Retrieved from

<https://www.arcgis.com/home/webmap/viewer.html>

**Rationale:** *How does this lesson fit in with the unit being studied? How does this lesson prepare for future learning? How does this lesson relate to the students' real life?*

This lesson is the introduction to a unit on Ancient Civilizations and introducing Ancient Rome. This lesson fits in with the Historical Thinking Project's Big 6, specifically the concepts *Establish Historical Significance* as well as *Historical Perspectives*. Historical significance depends on any given student's perspective on history. To have a historical perspective as a modern student can be challenging with this generation immersed in technology. Some historical landmarks included, but not limited to are the Colosseum, the Pantheon, the Baths of Caracalla, Saint Peters Basilica, the Temple of Saturn the Roman Forum, the Vatican, Circus Maximus, Piazza Navona, Castel Sant'Angelo and St John in the Lateran. As Grade 7 curricular content, this exercise is focused on Ancient civilizations up until 7<sup>th</sup> Century, so it would be ideal to choose landmarks within this time period, but up to the discretion of the teacher.

**Prior Learning:** *What previous learnings do students need to know to be able to be successful in the lesson? How does this lesson extend prior learnings? What connections if any can be made to First Nations Culture and ways of knowing?*

Students will be more successful if they have had experience with mapping software and are competent with using Chromebooks. Understanding and interpreting maps will also be helpful, but not necessary in this lesson. The teacher will be circulating during this research and mapping portion of the lesson to assist with students that need extra help.

**Curriculum Connections:** *What Big Ideas (Understand,) Core and Curricular Competencies (Do), Content Standards (Know) does this lesson develop? What connections if any can be made to First People's principles and ways of knowing?*

#### Understand

Big Ideas:

(Social Studies 7) Geographic Conditions shaped the emergence of civilizations.

(Social Studies 7) Religious and cultural practices that emerged during this period have endured and continue to influence people.

(English Language Arts 7) Exploring and sharing multiple perspectives extends our thinking.

Essential or Guiding Questions: I can understand how important historical landmarks have shaped the city of Rome, Italy in the past and in the present.

**Do**

Core Competency: Communication and Thinking

Curricular Competencies:

(Social Studies 7) Use Social Studies inquiry processes and skills to – ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.

(Social Studies 7) Assess the significance of people, places, events, or developments at particular times and places

(Social Studies 7) Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures as societies in different times and places.

(English Language Arts 7) Access information and ideas for diverse purposes and from a variety of sources and evaluate their, relevance, accuracy and reliability.

(English Language Arts 7) Recognize and identify the role of personal, social and cultural contexts, values, and perspectives in texts.

**Know**

Content Standards:

(Social Studies 7) Human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources.

(Social Studies 7) Features and characteristics of civilizations and factors that lead to their rise and fall.

(English Language Arts 7) Story/text; text features.

## STAGE 2: Assessment Plan

<b>Learning Intention(s):</b> What will students learn?	<i>I can research, locate and map three significant historical landmarks in Rome, Italy.</i>
<b>Evidence of Learning:</b> How will students show their learning?	<i>Students will utilize the class set of Chromebooks, and ArcGIS online. The students will choose three landmarks out of 8-10 provided landmarks, write a brief introduction, two important facts, and pin the location on the personalized walking tour. The teacher will be engaged with the class during research and writing to help students and informally assess through observation. The final map will be shared with the teacher for assessment.</i>
<b>Criteria:</b> What criteria will help students know how to be successful?	<i>An indicator of success is illustrated when students are developing great inquiry questions on how to decide which historical landmark to include. Also, when students are engaged in the activity, with each other and willing to take on the challenge of using a mapping software medium to express their interests.</i>

## STAGE 3: Learning Plan

**Resources, Material and Preparation:** *What resources, materials and preparation are required?*

The teacher should review the software and complete this exercise in ArcMap, so that the teacher feels competent in the details and procedure of this lesson. Also, it would be great for the teacher to share their own tour of Rome's historical landmarks with the students.

Materials: Chromebooks and lab sheet for having a physical set of instructions to complement this lesson.

**Differentiated Instruction** (*accommodations, adaptations, extensions, other*): How will you plan for students who have diverse learning abilities/behavior or require enrichment?

There would be adaptations for student to only include two or four historical landmarks, depending on the competency and computer literacy levels of the student. There is an option to include photos with attributions in each pin, but it can be adapted to not utilize the photo in the description pin within ArcMap. The research and mapping portions of the lesson can be divided up over several lessons, depending on the skill level and competency of the students.

### Lesson Development

**Connect (Hook):**

*How will you introduce this lesson in a manner that engages students and activates their thinking (pose questions, build background knowledge, capture interest, make connections, share learning intention)?*

Teacher will	Students will	Management	Pacing
<p>Teacher will introduce Ancient Rome by asking if anyone has been to Rome, or has had family that has visited Rome? What was your (your family's) experience? If not, what is your perception of modern Rome? Ancient Rome?</p>	<p>Participate in discussion and then tech presentation on the Landmarks of Rome, Italy.</p>	<p>Teacher will use clap method of collecting students.</p>	<p><b>5 mins</b></p>
<p>Teacher will present a short Google Slides presentation highlighting a visual representation of the great landmarks of Rome, Italy. There will be 8 – 10 landmarks and this is where students will be introduced to choosing three landmarks that they would like to explore further.</p>			<p><b>10 mins</b></p>

**Body:**

**Process (activities):**

*How will students interact with new ideas, build understanding, acquire and practice knowledge, skills and/or attitudes? How will you build in any guided practice? How will you embed assessment activities?*

**Transformation (application):**

*How will students apply and/or practice learning, incorporate personalized representation of learning, and/or provide “real life” applications?*

**Management strategies:**

*What decisions will you make regarding groupings, passing out and collecting in materials, questioning, monitoring progress, safety, clean up, getting student attention, etc?*

**Diversity:**

*How will you meet the needs of diverse learners?*

<b>Teacher will</b>	<b>Student will</b>	<b>Management Considerations</b>	<b>Pacing</b>
<p>Teacher will ask students to collect Chromebooks from the storage cart in groups. Teacher will ask students to open a google doc and prepare the document with the three chosen landmarks.</p>	<p>Students will collect Chromebooks, open Historical Landmarks Working Document and proceed to complete the required fields.</p>		<b>5 mins</b>
<p><b>Research</b> The students will research their chosen landmark in the working document (see Appendix A) and the template will be shared by the teacher. The teacher will have the students be selective and justify their chosen landmark as to why it would be included as one of their chosen landmarks. Students should also consider who the target audience is. Will it be for a Grandma and Grandpa, students, or families?</p>	<p>Students will choose three or more landmarks to include in their landmark tour of Rome and justify the importance of the landmark in the Working Document.</p>	<p>After lesson introduction, teacher will circulate to observe students as well as assist with any issues that may arise.</p>	<b>20 mins</b>
<p>Each landmark will include a physical address (or coordinates to the location) date of construction, a brief introduction (1-2 sentences), and two important facts from different sources.</p>	<p>Students will include a physical address (or coordinates to the location) date of construction, a brief introduction (1-2 sentences), and two important facts from different sources.</p>		

<p>Upon completion of the working doc and all of the requirements are met upon teacher approval, the teacher will ask students to open ArcGIS online. Students will have to create own account or use one provided by the teacher, depending on teacher/school policies.</p> <p><b>MAP</b> Teacher will come alongside the students with the Lab Guide for Creating a New Map for Historical Landmarks in Rome, Italy in ArcGIS (see Appendix B).</p> <p>Teacher can have students that are ahead, use the measuring tool to measure the length, area, distance of the Historical Landmarks on ArcMap.</p>	<p>Student will ask approval from teacher on full completion of tasks. If students are struggling the image can be optional at the teacher's discretion.</p> <p>Students will use the Lab Guide to follow the steps to create a Historical Landmark Map of Rome, Italy.</p> <p>Students that finish early can experiment with the measurement tool to find area and distance of the landmarks and distance between the landmarks.</p>	<p>Teacher will continue to circulate the room, observing and offering assistance to students that need extra help.</p>	<p><b>30 – 45 mins</b></p>
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<p><b>Closure: (2 – 5 min)</b> <i>How will you solidify the learning that has taken place and deepen the learning process?</i></p>			
<p><b>Teacher will</b></p> <p>Teacher will ask if any students are willing to share and explain their landmark tour of Rome.</p> <p>Teacher will ask how students are feeling after this experiential GIS lab with the thumbs up/down/sideways method to gauge student experience.</p>	<p><b>Students will</b></p> <p>Confident students will offer to share and explain their map with the class.</p> <p>Students will self-assess by the thumbs up/down/sideways to gauge their own self in the lab.</p>	<p><b>Management</b></p>	<p><b>Pacing</b></p> <p><b>5 mins</b></p>

**Reflection** *What was successful in this lesson? If taught again, what would you change to make this lesson even more successful and inclusive for diverse and exceptional students? What timing adjustments might you make?*

## Historical Landmarks of Rome, Italy Working Document

### ***Historical Landmark 1***

*Physical Address or Geographical coordinates*

*Date Built*

Brief Introduction (1-2 sentences)

Two Important Facts (2 sources)

**Image URL:**

**Image by:**

### ***Historical Landmark 2***

*Physical Address or Geographical coordinates*

*Date Built*

Brief Introduction (1-2 sentences)

Two Important Facts (2 sources)

**Image URL:**

**Image by:**

### ***Historical Landmark 3***

*Physical Address or Geographical coordinates*

*Date Built*

Brief Introduction (1-2 sentences)

Two Important Facts (2 sources)

**Image URL:**

**Image by:**

### **Landmark Reflection**

Why did you choose these particular landmarks? Who is your target audience for this walking tour? Be reflective and provide evidence in your reflection.

## Creating a New Map for Historical Landmarks in Rome, Italy in Arc GIS

- 1) Go to <https://www.arcgis.com/home/index.html>
- 2) Log into your account in the top right user icon (or create account)
- 3) Click on Make a Map
  - a) **Choose an area.** Pan and zoom the map to an area or search by its name or address. (Zoom into Rome, Italy)
  - b) **Decide what to show.** Click on the Tab  Basemap and choose Imagery with Labels.
  - c)  **Add layers** on top of it to add Map Notes, to display descriptive text, images for map features in a pop-up comment box. In Add Map Notes text box, create a Map Notes Layer called Historical Landmarks. Click Create.
  - d) Click Save icon, and Save As your map with your full name and a meaningful title. In the Save Map box, fill out Title, Tags (ex. Rome, Italy, Historical Landmarks) and summary. Click Save Map.
- 4) Click on EDIT, and you will see Add Features side bar with Historical Landmarks – Points.
- 5) Locate your first Historical Landmark from your physical address off of your working document. Choose Stickpin or pushpin and drag over your location and drop on the map.

A *Points* text box will appear and fill out the title with your Historical Landmark 1. Copy and paste the info off of your working document (Date, summary, important facts and photo credit) into the description box. Copy and paste the Image URL into the Image URL box. Save Map.
- 6) Repeat step 5 with Historical Landmark 2 and 3.
- 7) Save Map. Share map by clicking on the hyperlink tab, click everyone. Copy the site address in the *Link to this Map* text box. Click Done. Optional: Use the measuring tool to record the area or length of the Historical Landmarks.
- 8) Email teacher with your map link (<https://arcg.is/1DHZ5D>) as well share your Historical Landmarks Working Document in Google Drive.