

Lesson Plan – 3



Name of PGCITE Teacher-Student: Fiza Pathan

Subject: Individuals & Societies (Humanities)

Grade: 6th

Topic: The Greek & Roman Civilization

Subtopic: Revision Lesson with the Empire Builder Game

Date:

Content:

1. A set of inductions based on concise historical biographies of the three most famous Greek philosophers—Socrates, Plato, and Aristotle—as well as an introduction to Aristotle’s Macedonian Greek student, Alexander the Great.
2. Connection of Greek philosophers to the idea that the Romans ‘borrowed’ their culture, architecture, religion, customs, norms, etc., from the Greeks.
3. A probing and storytelling session that will cover and review the following topics:
 - ✓ The Founders of Rome – Romulus and Remus with Mother Wolf Lupa

- ✓ The Feast of the Lupercal
- ✓ Julius Caesar's assassination
- ✓ Mark Antony and Cleopatra
- ✓ Augustus Caesar consolidated his empire in 27 BC
- ✓ Architecture examples include Pompey's Theatre, the Temple of Zeus (Greeks), the Temple of Jupiter (Romans), the Colosseum, Hadrian's Wall, and others.
- ✓ The Story of Hannibal and his Elephants
- ✓ The story of Emperor Nero and the controversy
- ✓ The Christian Martyrs of Rome
- ✓ The eruption of the Volcano Vesuvius and the destruction of the two Roman cities Pompeii and Herculaneum
- ✓ The Sack of Rome by the Vandals, Visigoths, and Franks.
- ✓ The Byzantine Empire
- ✓ The Capture of Constantinople by the Turks and the Spread of Islam

4. The Empire Building Game was created by Fiza Pathan for the sole purpose of reviewing concepts and topics covered in class.

5. If possible, an online game will also be held on the PGCITE Teacher-Student's Teaching Portfolio Page.

6. During the two games as well, teaching will use probing questions and additional storytelling to emphasize key points. Examples include the Birth of Jesus and Augustus Caesar's census, the Crucifixion of St. Peter and its connection to 'Quo Vadis,' the history of the Vestal Virgins of Rome and their vocations, the myth of Pandora's Box, Gorgon Medusa, and more, all supported by authentic maps and a colorful PowerPoint presentation explicitly created for this purpose.

7. Therefore, there will be two PowerPoints for this lesson: one for an online game and one for an offline game, both created by the PGCITE Teacher-Student Fiza Pathan with the help of additional

supplies to make the physical game more engaging. One is called the Online Empire Builder, while the offline one is called The Empire Builder.

Learning Objectives:

1. To review previously learned concepts about the basics of Greek and Roman civilization, especially the fact that the Romans borrowed ideas from the Greeks.
2. To guide students toward a deeper understanding of the main events and historical figures of the Ancient Greek and Roman periods, such as the story of Romulus and Remus, the assassination of Julius Caesar, and others.
3. To serve as a resource for information on every aspect of the Greek and Roman Empires and their neighboring civilizations, including the Spartans, the Carthaginians, the Vandals, the Gauls, etc.
4. Continuously question students during the lesson about previously learned concepts, especially those related to religion, politics, government, culture, and significant historical personalities.
5. To analyze with the students the nature of the strange practices in Rome and Greece and how they relate to the spread of Christianity. For example, why did the Roman Emperor's mother rule alongside the Emperor rather than the Emperor's wife?
6. To conduct the game with proper decorum and effective classroom management.
7. Organize the 6th-grade class so they can play the game effectively, then reflect on it orally afterward.

8. To narrate stories to the students to intrigue them about this topic in Humanities or Individuals and Societies, which is part of the main Ancient Empires section of the syllabus.

Teacher Activity	Learner Activity
<p>Set Induction/Starter: A storytelling session with a PowerPoint and public speaking skills to help students understand that the Romans borrowed most of their culture, norms, customs, traditions, and other elements from the Greeks, especially from Greek philosophers such as Socrates, Plato, and Aristotle.</p> <p>1. The Teacher-Student begins or displays the first PowerPoint on the board and then presents the connected story of Socrates, Plato, and Aristotle, leading up to the reign of Alexander the Great.</p> <p>2. The Teacher-Student narrates the interconnected story of the three aforementioned Greek philosophers and their significant contributions to Greek philosophy and culture.</p> <p>3. The Teacher-Student questions students during a probing session about the story they heard.</p> <p>4. The Teacher-Student demonstrates the link between Aristotle and Alexander the Great.</p>	<p>1. The students listen to the story sincerely and with decorum and try to remember all the facts about the story.</p> <p>2. The student is an active participant when the PGCITE teacher starts probing the students for answers related to her story.</p> <p>3. The student emphasizes the main details about the three leading Greek philosophers and their most significant accomplishments.</p>

<p>5. The Teacher-Student explains to the students why Alexander the Great had to leave India and return to Macedonia.</p> <p>6. The Teacher-Student, with the help of the students, evaluates the various reasons why what must have actually happened to Alexander the Great.</p>	<p>4. The student compares the works of Plato to those of Aristotle and vice versa.</p> <p>5. The student comprehends how the Romans borrowed from the Greeks.</p> <p>6. The students can recognize the pictures of Plato, Alexander the Great, etc.</p>
<p><u>Procedure:</u></p> <p>1. The Teacher-Student shows the students the PowerPoint in class on the topic at hand.</p> <p>2. The Teacher-Student asks questions or probes for answers from the students about the main events of the Greek and Roman Empires separately.</p> <p>3. The Teacher-Student describes various historical scenes and scenarios to attentive students.</p> <p>4. The Teacher-Student examines the various ways in which the inclusion of different religions can be seen indirectly</p>	<p>1. The students answer orally the questions asked during the probing session.</p> <p>2. The students mentally revise previously learnt concepts through the probing session.</p> <p>3. The students listen to the many stories narrated by the Teacher-</p>

throughout this lesson. For example, the Vestal Virgins and Consecrated Virgins of Catholicism, or how Hannibal appears in the fresco paintings, resembling a Turkish or Iranian Islamic Parthian.

5. The Teacher-Student outlines prominent, famous political personalities and their essential contributions or battles related to the topic. Examples include the assassination of Julius Caesar, the rise of ambitious Augustus Caesar in 27 A.D., the Battle of Actium between Mark Antony and Augustus Caesar (then called Octavius Caesar), and so on.

6. The Teacher-Student serves as a resource for all books, movies, and theological and philosophical concepts related to Greek and Roman Civilization. Examples include the books Quo Vadis and the Asterix and Obelix comics.

7. The Teacher-Student encourages her students to engage in classroom discussions through comedy, subtle humor, and the use of elaborate public speaking techniques employed by the Redemptorists (Catholic priests dedicated solely to preaching).

8. The Teacher-Student encourages students to think critically about the roles of various contenders for absolute power in

Student about Greek and Roman Civilization.

4. The students act as active participants during the whole lesson, probing session by giving answers in the class and debating with the teacher on specific issues or doubtful points

5. The students integrate concepts taught to them by Sushma ma'am in the previous classes with the present recapitulation class.

6. The students attribute specific causes to the differences between certain ancient Historical personalities: for example, differences

Rome and their relationships with the people of Rome.

9. The Teacher-Student asks the students questions about general knowledge related to topics connected to the subject matter at hand, such as their understanding of Percy Jackson books, the connection between Zeus and Jupiter, and the differences between a democracy, a republic, and an authoritarian state.

10. The Teacher-Student discusses new concepts related to their Individuals and Societies syllabus orally and through PowerPoint slides. These include examples such as the destruction of Pompeii and Herculaneum, the Feast of the Lupercal, and the genetic resurrection of extinct Roman dire wolves.

11. The Teacher-Student emphasizes certain historical events more than others in her lesson. For example, she focuses less on Pompey's Theater and more on the Colosseum.

12. The Teacher-Student, through persuasive speaking, convinces her students of certain inconsistencies in the history of Emperor Nero of Rome, especially regarding whether he was really 'fiddling' while Rome was burning in 64 A.D.

13. The Teacher-Student highlights certain Roman and Greek architectural features in

between Hannibal and Augustus Caesar.

7. The students analyze the many reasons why Nero's real personality and story were kept a secret from the annals of History for so long a period.

8. The students compare different architectural structures shown by the PGCITE Teacher-Student on the PowerPoint. Example., The Temple of Zeus to the Temple of Jupiter, etc.

9. The students question the PGCITE student about specific queries they have had about this topic. For example, the

her PowerPoint slides. Examples include the Temple of Zeus and the Temple of Jupiter.

14. The Teacher-Student instructs her students to maintain classroom management alongside her while answering questions related to her probing lesson.

15. The Teacher-Student provides many examples of different types of architectural features and customs in Rome and Greece, respectively.

16. The Teacher-Student provides her students with an estimate of how the sack of Rome ultimately occurred.

17. The Teacher-Student attributes her knowledge to the books she has read over 36 years and to her undergraduate college, St. Andrew's Bandra West, for making her proficient in the subject of History, primarily through the auspices of Professor Janine L Coelho, MA, B.Ed. NET SET.

18. The Teacher-Student unravels the mystery surrounding the figure of Emperor Nero of Rome.

19. The Teacher-Student bridges Roman culture and Christian culture. For example, she refers to the rule of the son with the mother rather than with the wife, as seen in

reason the continent of Atlantis was submerged is that only Plato records the event in his works.

10. The students compare Mark Antony as a ruler to Augustus Caesar effectively.

11. The students observe the pictures and images displayed on the PowerPoint presentation by the Teacher-Student.

12. The students hypothesize why Emperor Constantine actually became the first Christian Roman Emperor.

13. The students think carefully before answering the questions

the case of Mother Mary and Jesus Christ in Christianity.

20. The Teacher-Student tests students' knowledge of the Byzantine Empire, the Rise of Christianity, and the Rise of Islam.

21. The Teacher-Student concludes the probing lesson with the final story about the fall of Constantinople and the rise of Islam in Asia, Africa, and Eastern Europe.

during the probing session.

14. The students assess their understanding of previously studied books, such as *The Jungle Book* by Rudyard Kipling and the Asterix and Obelix comics, as well as Roman culture and legends.

15. The students uncover the secret behind the Feast of the Lupercal.

16. The students retell in their own words the reasons for the Fall of Constantinople and the rise of Islam.

17. The students propose specific reasons why the Byzantine Eastern Empire lasted longer than the

	<p>Western Roman Empire.</p> <p>18. The students take risks and answer all the many probing questions asked during the lesson.</p> <p>19. The students absorb the information provided by the teacher during the lesson either through their notes or through their various MIs.</p> <p>20. The students choose the correct answers from the four options provided for each question during the two quiz sessions, one online and one offline.</p>
<p><u>Assessment:</u></p> <p>The Teacher-Student assesses whether the MYP 6th-grade students remember their</p>	<p>1. The students answer questions or play the Empire Builder game with</p>

<p>work through an interactive, lively offline Quiz game called the Empire Builder with the help of many props, a hand-crafted machine made from reusable products by the same PGCITE Teacher-Student, and through the use of other interesting props like quiz cards, the spinning fortune wheel, a second PowerPoint presentation, etc. Questions will be asked of the students through this game about the matter studied in class that day.</p>	<p>their classmates and the Teacher-Student.</p> <p>2. The students orally answer the questions asked during the Empire Builder quiz game at the end of class.</p> <p>3. The students repeat the answers they gave earlier in class about the Greek and Roman Empire.</p> <p>4. The students solve a quiz with decorum.</p>
<p><u>Assignment:</u></p> <ul style="list-style-type: none"> • Online Quiz (collective). Otherwise, no actual assignment. 	
<p><u>Plenary:</u></p> <p>1. At the end of the lesson, the Teacher-Student revises the new concepts with her students through an online quiz on her website, teaching portfolio fizapathansportfolioforpgcite.com.</p>	<p>1. The students solve the online quiz interactively, but orally.</p> <p>2. The students recall previously learnt concepts</p>

<ol style="list-style-type: none"> 2. She divides the class into two groups, then begins the online quiz, and keeps score. 3. She evaluates through the plenary activity whether the students have grasped what she taught that day. 4. The Teacher-Student announces the score at the end of the online quiz in class. 5. The Teacher-Student directs the entire process of the online quiz and manages class management in the class. 6. The Teacher-Student clarifies any doubts that the students still have. 	<p>during the class that day.</p> <ol style="list-style-type: none"> 3. The students jovially debate with each other about the correct answers displayed on the screen. 4. The students review the additional information provided by the online quiz after each answer is selected or given. 5. The students recognize earlier concepts they previously learned with the PGCITE Teacher-Student in the class. 6. The students apply what they learned that day with the PGCITE teacher while completing the online quiz.
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	7. The students develop their social skills while solving the online quiz and create a fun-filled bonhomie in the class.
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Leaner Profile:

- ✓ Inquirers
- ✓ Communicators
- ✓ Knowledgeable
- ✓ Principled
- ✓ Thinkers
- ✓ Reflective

All applicable!

Differentiation:

1. Independent Projects:

- Answering Probing Questions during the class

2. Flexible Grouping:

- During the Online Quiz
- During the Offline Empire Builder Quiz Game Session

3. Varying Questions:

- Yes – plenty through probing and the various Quiz Sessions and the Game.
- Covered all the levels of Bloom’s Taxonomy adequately
- Covered all the MIs of the students

Seating Arrangement Plan:

The seating arrangement plan was not disturbed, and it was not required either.

International Mindedness:

- The Teacher-Student taught the values of love
- Inclusiveness
- Selflessness over Selfishness
- The value of deductive reasoning (especially for Nero’s story)
- Patriotism
- Hard Work and Perseverance (primarily through the story of Hannibal)
- Created empowerment (especially related to those who are voiceless and are discriminated against in society by the powers that be)
- Inter-religious harmony

ATL Skills:

- ✓ Thinking
- ✓ Communication
- ✓ Self-Management
- ✓ Social Skills

All applicable except Research Skills. All the former skills were displayed during the probing session and during the two quiz sessions.

Transdisciplinary Approach:

The following subjects were also discussed during the lesson on the Greek and Roman civilizations:

1. History:

- Early Church History
- Biblical History
- Christian Art
- The Rise of Islam
- The Mythical Continent of Atlantis

2. Geography:

- The maps and locations of:
 - a. Greece
 - b. Rome
 - c. Sparta
 - d. Carthage
 - e. Byzantine Empire
 - f. Ancient World Map

3. Philosophy:

- Ancient Greek Philosophers

- Medieval Christian Philosophers (example, St. Thomas Aquinas)
- Stoicism

4. Religious Studies:

- Biblical History
- History of the Early Church
- Dogmatic Theology
- Metaphysics (Basics)

5. Media and Communication:

- Movie Analysis of:

(i) Quo Vadis

(ii) Cleopatra

Resources:

Books:

1. Thomas, Carol G. The Classical Greek City-State. Routledge, 2014
2. Pomeroy, Sarah B., et al. Ancient Greece: A Political, Social, and Cultural History. 3rd ed., Oxford University Press, 2012
3. Freeman, Charles. The Greek Achievement: The Foundation of the Western World. Penguin Books, 1999
4. Beard, Mary. SPQR: A History of Ancient Rome. Liveright Publishing, 2015

5. Cornell, Tim, and John Matthews. Atlas of the Roman World. Facts on File, 1982
6. Potter, David S. Ancient Rome: A New History. Thames and Hudson, 2009
7. Ward-Perkins, Bryan. The Fall of Rome and the End of Civilization. Oxford University Press, 2005
8. Nagle, Brendan. The Ancient World: A Social and Cultural History. 8th ed., Pearson, 2013
9. Nardo, Don. Ancient Greece: The Greek Age of Empire Series. Greenhaven Press, 2007
10. Nardo, Don. Ancient Rome: The Roman Empire Series. Greenhaven Press, 2008
11. Bowra, C.M., and the Editors of Time-Life Books. Classical Greece. Great Ages of Man series, Time-Life Books, 1965
12. Hadas, Moses, and the Editors of Time-Life Books. Imperial Rome. Great Ages of Man series, Time-Life Books, 1965 (Revised editions 1966, 1974)
13. Time-Life Books. Step Into History: The Roman Empire. Time-Life Books 2000
14. Dailey, Andy, Danielle Farmer, Emily Giles, and Robbie Woodburn. Individuals and Societies for the IB MYP 4and5: By Concept. Hodder Education Group, 2020
15. Wong, Harry K., and Rosemary T. Wong. The First Days of School: How to Be an Effective Teacher. 4th ed., Harry K. Wong Publications, 2009
16. Marzano, Robert J. Classroom Management That Works: Research-Based Strategies for Every Teacher. ASCD, 2003

17. Brookfield, Stephen D. *Becoming a Critically Reflective Teacher*. 2nd ed., Jossey-Bass, 2017

Educational Websites (Accessed November-December 2025):

1. British Museum. "Ancient Greece." The British Museum, www.britishmuseum.org/learn/schools/ages-7-11/ancient-greece
2. Khan Academy. "Ancient Greece and Rome." Khan Academy, www.khanacademy.org/humanities/world-history/ancient-medieval
3. Metropolitan Museum of Art. "Greek and Roman Art." The Met, www.metmuseum.org/about-the-met/collection-areas/greek-and-roman-art.

Educational Computer Games:

- DK Multimedia. *DK Eyewitness History of the World 2.0*. [CD-ROM]. DK Multimedia, 1998

Educational T.V Documentaries and Video Resources:

1. "Nero." *Ancients Behaving Badly*, directed by Toby Trackman and Andy Webb, narrated by Tom McCamus, History Channel, December 19, 2009
2. "Nero." *Ancient Rome: The Rise and Fall of an Empire*, BBC/History Channel, 2006
3. "The Nero Files." *Secrets of the Dead*, directed by Klaus T. Steindl, written by Klaus T. Steindl and Heinrich Mayer-Moroni, narrated by Jay O. Sanders, executive produced by Stephanie Carter, PBS, February 20, 2019

4. "Colosseum." Directed by Roel Reiné, created by Jim Greayer, executive produced by Mary Donahue, Jos Cushing, Chris Muckle, and Matt Robins, October Films/History Channel, July 17, 2022

5. "Engineering an Empire." Hosted by Peter Weller, narrated by Michael Carroll, created and executive produced by Dolores Gavin, executive producers Vincent Kralyevich, Bill Hunt, and Kristine Sabat, series director Mark Cannon, series producer Christopher Cassel (writer-director for Rome episode), music by Michael Richard Plowman, KPI Productions/History Channel, 2005-2007. 14 episodes. Key episodes for Greek and Roman Civilization:

1. "Rome" (2005) - Roman aqueducts, roads, Colosseum, Pantheon, and urban infrastructure
2. "Greece" (2006) - Parthenon, temples, theaters, and Greek architectural innovations
3. "Carthage" (2006) - Carthaginian engineering and Rome's rival empire

6. "Decisive Battles." Hosted by Matthew Settle, executive producer Margaret G. Kim, series producer Trevor Poots, produced by David Paradine Television in association with History Channel, using the Rome: Total War game engine by The Creative Assembly, music by Jeff van Dyck, History Channel, 2004. 13 episodes. Key episodes for Greek and Roman Civilization:

1. "Thermopylae" (480 BCE) - Spartan-led Greek defense against Persian invasion
2. "Marathon" (490 BCE) - Athenian victory over Persia
3. "Cannae" (216 BCE) - Hannibal's tactical masterpiece against Rome
4. "Pharsalus" (48 BCE) - Julius Caesar vs. Pompey in the Roman Civil War

Reflections –

(Comment on how things went and what could be improved)