Social Studies Grade 8 Unit 1

Unit: Social Sciences and History , Grade(s) Grade 8

Ancient Rome

Duration: 8 Weeks

Unit

Essential Questions/Enduring Understandings

EQ1: How did geography impact the Roman civilization?

EQ2: What were the characteristics of the Roman Republic and how did they change over time?

EQ3: Why was the Roman Empire successful?

EQ4: Did the benefits of Roman expansion outweigh the costs?

EQ5: What are the origins, core beliefs and practices of Christianity?

EQ6: How did Christianity impact Roman politics and societal values?

EQ7: Why did Rome fall?

EQ8: What has been the lasting impact of ancient Roman civilization on current society?

EU1: The physical geography of the Italian peninsula shaped the economic, social, and political development of Roman civilization.

EU2: Ancient Roman civilization was characterized by the following - settled agriculture, city-states, trade, a system of government with written laws, a developed culture, specialized labor, social hierarchies, and a religious system.

EU3: Roman success was based on strong leadership, strong economy, a common culture, and favorable geographic conditions.

EU4: Roman philosophy, architecture, math, and science have influenced modern society while many of Western civilization's symbols, metaphors, words, and idealized images, come from ancient Greco-Roman mythology.

EU5: Roman ideas on government and law, architecture, engineering and language have greatly influenced modern western society.

EU6: Christianity originated in Judea and was able to spread across the Roman Empire by the followers of Jesus of Nazareth with mass appeal, eventually becoming one of the world's largest religions with many denominations.

EU7: Rome's failure was in general caused by weak leadership, which allowed for internal strife and eventually invasion by outside forces.

Students will be able to...

- Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.
- Select and use various geographic representations to compare information about people, places, regions, and environments.
- Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems
- Plot events onto a timeline that shows prehistory and history and explain the notion of time and how it is used by social scientists.
- Identify the geographical area that will be used to study world history and read maps of the area using latitude and longitude skills.
- Analyze trends in human migration and cultural interaction and explain the reasoning behind these developments.
- Respond to open-ended essay questions
- Utilize social studies based vocabulary in their explanations of the concepts we are studying, both verbally and in written responses.
- Devise a plan for taking notes and responding to readings that are assigned in class that is effective based on text structure and the main idea of the text.

Evidence of Learning/ Assessment

- Competency 1 - Ancient Rome Journal
- Competency 2 - Fall of Rome
- Formative Assessments
  - Differentiated Interactive Notebook Entries
  - Student Role-Playing Activities
  - Exit Slips & 3-2-1 Reflections
  - Teacher-Created Quizzes
  - Digital Formative Assessment Options

Instructional Design/Learning Plan

Suggested Sequence for Learning

Suggested Learning Activities

- Examine chronological order with students to clarify meanings of BC, AD, BCE, and CE
- Write a script for the legend about the founding of Rome - Include a list of characters and a setting
- Draw a pyramid diagram to show the members of the three main Etruscan social classes.
- Create a web organizer to show Etruscan contributions to the Romans.
- Diagram each part of the Roman government (include Consuls, Senate, Judges, Assemblies and Tribunes)
- Imagine life as a well-educated plebian in the early days of the Roman Republic. Write a letter to the Roman Senate demanding representation and written laws.
- Write a paragraph explaining what part of the Roman Republic can be seen in the US government today
- Create a chart to show the cause and effects of Roman conquest of Etruscan cities.
- Develop a chart summarizing the Punic wars - for each, include dates locations of battles and final outcome
- Draw a diagram to compare Roman agriculture before and after the rise of latifundias
- Create graphic organizers showing attempts made by reformers to improve conditions in Rome
- Read the portion of Shakespeare's Julius Caesar dealing with his assassination and have students present dramatic readings to the class
- Create a web organizer to show the achievements of Augustus
- Draw a diagram to show the effects of the Pax Romana
- View first 20 minutes from the film Spartacus to gain an understanding of Roman slavery/gladiators
- Work in pairs to create questions for a game of "Roman Emperor- Who Am I?" and play the game in class
- View opening scene of Gladiator to gain understanding of Roman expansion/assault on Germanic tribes
- Draw the Appian Way and other Roman roads on a map. Include names of towns/cities connected
- Examine the origins and beliefs of Christianity in Roman-occupied Judea in the 1st Century CE
- Analyze New Testament texts and parables as historical literature.
- Learn about the development and spread of Christianity in the Roman Empire, focusing on the role of Paul, Peter, etc..
- Diagram changes in the relationship between Christianity & Rome before and after Constantine I
- Map the fracture of the Roman Empire into two separate halves
- Draw a diagram to describe important events in the fall of Rome (include dates 378, 410, 455, 476 & 550)
- Trace the barbarian invasions of the Roman Empire - Goths, Visigoths, Vandals, etc..
- Analyze the importance of Attila the Hun in the events leading up to the Fall of Rome

Unit Materials

- National Geographic - Great Civilizations
- The DBQ Project
- History Channel/PBS Documentaries - The Romans, From Jesus to Christ
- Scenes from films - Spartacus, Gladiator and Quo Vadis
- Excerpts from Julius Caesar and Antony and Cleopatra by Shakespeare
- InfoBase

Standards Covered

*ELA NJSLS

RH: Reading History and Social Studies

   Craft and Structure

- RH.6-8.4: **Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.**

- RH.6-8.5: **Describe how a text presents information (e.g., sequentially, comparatively, causally).**
- RH.6-8.6: **Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).**

Integration of Knowledge and Ideas

- RH.6-8.7: **Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.**
- RH.6-8.8: **Distinguish among fact, opinion, and reasoned judgment in a text.**
- RH.6-8.9: **Analyze the relationship between a primary and secondary source on the same topic.**

Key Ideas and Details

- RH.6-8.1: **Cite specific textual evidence to support analysis of primary and secondary sources.**
- RH.6-8.2: **Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.**
- RH.6-8.3: **Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).**

Range of Reading and Level of Text Complexity

- RH.6-8.10: **By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.**

WHST: Writing History, Science and Technical Subjects

Production and Distribution of Writing

- WHST.6-8.4: **Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.**
- WHST.6-8.5: **With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.**
- WHST.6-8.6: **Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.**

Range of Writing

- WHST.6-8.10: **Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**

Research to Build and Present Knowledge

- WHST.6-8.7: **Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.**
- WHST.6-8.8: **Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.**
- WHST.6-8.9: **Draw evidence from informational texts to support analysis, reflection, and research.**

Text Types and Purposes

- WHST.6-8.1: **Write arguments focused on discipline-specific content.**
- WHST.6-8.2: **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**

*Social Studies NJSLS

SOC.6.2.8: World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

SOC.6.2.8.3: The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE)

- SOC.6.2.8.A: **Civics, Government, and Human Rights**
  - SOC.6.2.8.A.3.a: **Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.**
  - SOC.6.2.8.A.3.b: **Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.**
  - SOC.6.2.8.A.3.c: **Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the**

development of the United States Constitution.

- SOC.6.2.8.A.3.d: **Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.**
- SOC.6.2.8.A.3.e: **Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system.**

- SOC.6.2.8.B: **Geography, People, and the Environment**
  - SOC.6.2.8.B.3.a: **Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.**

- SOC.6.2.8.C: **Economics, Innovation, and Technology**
  - SOC.6.2.8.C.3.a: **Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.**
  - SOC.6.2.8.C.3.b: **Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.**

- SOC.6.2.8.CS3: **The Classical Civilizations of the Mediterranean World, India, and China: Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.**

- SOC.6.2.8.D: **History, Culture, and Perspectives**
  - SOC.6.2.8.D.3.a: **Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.**
  - SOC.6.2.8.D.3.b: **Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.**
  - SOC.6.2.8.D.3.c: **Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.**
  - SOC.6.2.8.D.3.d: **Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.**
  - SOC.6.2.8.D.3.e: **Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.**

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