

2017 Unit 6: Classical Civilizations - Rome

Content Area: **Social Studies**
Course(s): **Social Studies 8**
Time Period: **March**
Length: **8**
Status: **Published**

Unit Overview

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;

Although Rome began as a small herding and farming village on the Tiber River, influence from the Etruscans, Latins and Greeks, helped them expand and create a republic shaped by the struggle between wealthy landowners and ordinary citizens. As Rome expanded its control over the Mediterranean Sea, problems at home lead to the fall of the Republic. Once the Republic gave way to an empire, peace and prosperity spread throughout the Mediterranean. While Rome eventually fell to Germanic invaders, its achievements in government, law, language and the arts remain relevant today. As the Western Roman Empire fell, the Eastern Roman or Byzantine Empire grew rich and powerful developing a culture characterized by Greek, Roman and Christian ideas.

In this unit students will use primary and secondary sources, maps, textbooks and Internet sources to examine the G.R.A.P.E.S of ancient Rome and trace its influence on the 21st Century societies.

Enduring Understandings

- Early governments and cultures established the model of Western civilization that continues to influence the world community
- Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations
- Classical civilizations developed and expanded by creating centralized governments and promoting commerce, a common culture, and social values
- Geography played an important role in the rise of Roman Civilization
- The movement of people and ideas through trade results in cultural diffusion.
- The Roman Republic was shaped by struggles between wealthy landowners and regular citizens as it gradually expanded the right to vote
- The Romans created a republic by treating people fairly
- Various cultures influence the formation of later civilizations

Essential Questions

- How do the location, climate and availability of natural resources affect the development of a society's religion, achievements/technology, political and economic systems?
- How does a societies response to internal and external struggles effect the success or failure of the

society?

- How do geographic, religious, achievements, political, economic, and social issues influence the rise and fall of societies?
- How do individuals impact their society?
- How is what is "right" for a society determined? (By whom?)
- What happens when a society expands too far?
- What makes a good leader?
- Why do societies expand?

Standards/Indicators/Student Learning Objectives (SLOs)

- Students will be able to locate ancient Rome by creating a map with both ancient and current geographical locations noted
- Students will use research and primary source documents to create a report or presentation demonstrating knowledge of ancient Rome gained during this unit
- Students will Analyze how and why individuals, events, and ideas develop and interact over the course of a text
- Students will be able to analyze the relationship between a primary and secondary source on the same topic by completing a DBQ
- Students will be able to determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to ancient Rome by creating and updating a triple entry vocabulary journal
- Students will be able to explain how an individual or group of individuals influenced change as they report on the lives of influential people from ancient Rome
- Students will be able to properly cite primary source documents to complete a DBQ based on developments in ancient Rome the time period
- Students will use research and primary source documents to create a report or presentation demonstrating knowledge of ancient Rome gained during this unit

Standards/Indicators

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.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.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.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.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.e	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
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.6.3.8	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
SOC.6.3.8.CS1	Recognize the causes and effects of prejudice on individuals, groups, and society.
SOC.6.3.8.CS2	Recognize the value of cultural diversity, as well as the potential for misunderstanding.
SOC.6.3.8.CS3	Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.
SOC.6.3.8.CS4	Listen open-mindedly to views contrary to their own.
SOC.6.3.8.CS5	Collaboratively develop and practice strategies for managing and resolving conflict.
SOC.6.3.8.CS6	Demonstrate understanding of democratic values and processes.
SOC.6.3.8.CS7	Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.
SOC.6.3.8.CS8	Challenge unfair viewpoints and behaviors by taking action.
SOC.6.3.8.CS9	Make informed and reasoned decisions.
SOC.6.3.8.CS10	Accept decisions that are made for the common good.

Lesson Titles

- DBQ: "Compare the governments of early Rome and the United States of America looking for similarities and differences. How did the Roman Republic influence the government of the United States?"

- Fall of Rome
- Mapping the Western Mediterranean Sea Region
- Origins of Rome: Romulus and Remus
- Roman Expansion; Military & Conquests
- Roman Legacy (language, law & legions)
- Roman Life (rights, roles and responsibilities)
- Rome Unit Vocabulary
- The GRAPES of Ancient Rome
- The GRAPES of the Byzantine Empire
- The Influence of Geography on the Development of Ancient Rome

21st Century Skills and Career Ready Practices

- Global Awareness
- Business, Financial, Economic, Civic, & Health Literacy
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Life and Career Skills
- Communication and Collaboration

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Inter-Disciplinary Connections

- English Language Arts
 - Geography
 - Mathematics
 - Science
 - Sociology
- | | |
|-------------|--|
| LA.RH.6-8.1 | Cite specific textual evidence to support analysis of primary and secondary sources. |
| LA.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. |
| LA.RH.6-8.7 | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with |

	other information in print and digital texts.
LA.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.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
LA.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.
LA.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.
LA.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.
LA.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
6-8.MS-ESS1	Earth's Place in the Universe
6-8.MS-ETS1-1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
6-8.MS-LS2	Ecosystems: Interactions, Energy, and Dynamics
SOC.5-8.1.1.1	Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations.
SOC.5-8.1.1.2	Explain how major events are related to one another in time.
SOC.5-8.1.2.1	Select and use various geographic representations to compare information about people, places, regions, and environments.
SOC.5-8.1.2.2	Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
SOC.5-8.1.3.1	Compare and contrast differing interpretations of current and historical events.
SOC.5-8.1.3.2	Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.
SOC.5-8.1.3.3	Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.).
SOC.9-12.2.1.2	Material culture
SOC.9-12.2.1.3	Subcultures
SOC.9-12.2.2.1	Ethnocentrism
SOC.9-12.2.3.1	Social institutions such as: family, education, religion, economy, and government
SOC.9-12.3.3.2	Primary and secondary groups
SOC.9-12.4.1.1	Privilege
SOC.9-12.4.1.2	Power
SOC.9-12.4.1.3	Racial and ethnic inequality
SOC.9-12.4.1.4	Class inequality
SOC.9-12.4.1.5	Gender inequality
	An understanding of the attributes and relationships of geometric objects can be applied in diverse contexts—interpreting a schematic drawing, estimating the amount of wood

needed to frame a sloping roof, rendering computer graphics, or designing a sewing pattern for the most efficient use of material.

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

- Retesting
 - Organizational Management
 - Peer Mentoring
 - Academic Enrichment
-
- Blooms: Remembering, Understanding, Applying, Analyzing, Evaluating, Creating
 - Cornell Notes
 - Google Slides Presentation
 - PLAN Notes
 - Thematic Maps
 - Triple Entry Vocabulary

Modifications

ELL Modifications

- Make GRAPES model comparisons to native country
- Discuss and compare structure of government (Rome vs native country)
- Discuss and compare major accomplishments/achievements (Rome vs native country)
- Front load information in native language
- Focus on domain specific vocabulary and keywords
- Use visuals
- Use graphic organizer
- Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience
- Tap prior knowledge
- Assess ELL students continuously using formative assessment methods
- 1:1 testing
- Repeat, reword, clarify
- Intentional scheduling/grouping with student/teacher who speaks the same language if possible
- Be flexible with time frames and deadlines
- Offer resources for specific topics in primary language (Youtube web resources)
- Provide academic (Tier III) vocabulary

IEP & 504 Modifications

- **Testing modifications:**

- higher level reasoning questions such as, DBQs or RAFTs, would have less weight than other questions or possibly be provided as extra credit questions to provide exposure to these questions but not something that will be a detriment to the student's ability to share knowledge of content
- DBQs and RAFTs will include highlighted segments
- rewording questions so that there are not higher level vocabulary within the question (you are testing for understanding of the content not the ability to understand the question)
- less questions per page (so not visually overwhelming) divide matching into smaller sections or limit to ten
- less none of the above, all of the above, which of the following apply, or which do not apply type questions (again it is testing for understanding of the question not the content) OR fewer options such as A - C only
- if not directly testing directly for reading comprehension offering paraphrasing of quotes, etc... if the student is expected to be testing on understanding that paragraph or quote to answer future questions. Use with historical documents.
- word banks, multiple choice, matching questions help when possible
- less questions overall if the student takes so much extra time that they are going into future days (then missing instruction) to take the test
- allowing student to correct mistakes or answer wrong questions correctly for additional credit if failed the first test (another way to re-teach material)
- Political cartoons and other images/graphics should include a synopsis
- Maps with keys/ word banks
- Current events can be watched or read
- Read test aloud
- Test in small groups
- Retesting

- **Instructional modifications/accommodations:**

- teaching the main ideas/concepts (limiting not needed details) to be taught and repeating them in several different ways over several different days (goal is 7 different ways same concept for students with learning disabilities)
- providing students with content vocabulary prior to teaching a lesson including that vocabulary (pre-teaching) Varied instruction: Quizlet
- providing study guides that don't lead the student to study too much extraneous information (less unnecessary details)/scaffolded study guides. Completed study guides can be offered by teacher. Digital review such as kahoots can also be used.
- scaffolded notes
- allowing student to take notes in class for reinforcement but also providing a copy (digital or print) of completed/correct notes to study from
- modeling and showing lots of examples
- if not in a co-teaching setting allowing time in the schedule for a special education teacher to consult with general education teachers on what specifically can be modified or how to paraphrase things in a different way specific to that lesson
- providing paraphrased or modified reading materials at the student's reading level for science and social studies and elective classes
- speaking to students privately when redirecting behaviors
- reducing homework length to just those most important for review

- allow student to edit with teacher comments the first attempt at a graded written assignment
- breaking larger assignments/projects into shorter tasks with clear deadlines for each section
- monitoring student moods/behavior fluctuation patterns to report to case manager
- Students who prefer to work individually will be permitted to
- Oral presentations to small groups or teacher only
- Preferential Seating
- Use visuals
- Use graphic organizer
- Tap prior knowledge
- Be flexible with time frames and deadlines
- Repeat reword and clarify
- Provide academic (Tier III) vocabulary
- Repetition of key concepts through varied methods
- Organizational Management
- Academic Enrichment
- Peer Mentoring

G&T Modifications

- Encourage students to explore additional unit specific video materials provided on Google Classroom (Mankind: The Story of Us, National Geographic, Brain Pop, HBO's 'Rome')
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Determine where students' interests lie and capitalize on their inquisitiveness.
- Invite students to explore different points of view on a topic of study and compare the two.
- Refrain from having them complete more work in the same manner.
- Employ differentiated curriculum to keep interest high.
- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. Encourage students to make connections through historical time periods/linkage.
- Different test items. (DBQ, RAFT, thesis statement, projects, inquiry based)
- Effective questioning techniques (focus on what's important, provide processing time, require higher order thinking)
- ELA - Socratic Seminars with accountability for participation (maybe a certain number of times or with a certain level of inference)
- ELA - Self-evaluation of writing with teacher or student-generated rubrics. Evaluation sheets or color coding can work well for this
- ELA/History: provide rationale for thinking
- Close reading: historical texts, poetry, speeches, primary sources, etc.
- Document Based Questions (DBQs)
- Examine historical illustrations in textbooks and convert them into the written language.
- Student led/directed discussions
- Evaluation and creation of thesis statements
- Journal article analysis
- Analysis of current events to understand origins from historical periods.
- Options for type of project relating to content
- Retesting

- Organizational Mangement
- Peer Mentoring
- Academic Enrichment

At Risk Modifications

- Academic Enrichment
- Collaboration with guidance/CST/Case Manager
- Contact with SAC Coordinator
- Retesting
- Organizational managment
- Peer Mentoring
- Phone calls home
- IR&S referral
- Confer with colleagues and administration
- Homework clinic
- Allowing student to correct mistakes or answer wrong questions correctly for additional credit if failed the first test (another way to re-teach material)
- allowing student to take notes in class for reinforcement but also providing a copy of completed/correct notes to study from
- modeling and showing lots of examples
- Extra time for assignments
- Speaking to students privately when redirecting behaviors
- Reducing homework length to just those most important for review

Formative Assessment

- **Warm Up**
 - Document/Image Analysis - Augustus Pontifax Maximus statue, Augustus of Prima Porta statue, Flavian Amphitheater,
 - Mapping - Identify and locate nations, seas, and major geographic features in teh western Mediterranean Sea region
 - Quizlet LIVE - Rome Unit vocabulary practice
 - AnswerGarden - GRAPES model questions (focus on Achievements and Political systems)
 - Poll Everywhere - Student DBQ concerns and questions, Flipbook questions, comparisons between eastern and western Roman Empires
- **Anticipatory Set**
 - Current Event - Dependent on regional and topical events
 - DBQ - peer evaluation of student work, document analysis, collaboration and peer assistance on requirements
 - Discussion - Unit DBQ, Flipbook Project,ancient Roman achievements, comparison of Roman republic to the modern United States

- Making Connections - ancient Roman achievements and government to modern society
- Picture Prompt - Ancient Roman architecture, art, organizational charts (government and society)
- Vocabulary - Review and reinforce problematic terms

• Learning Activities

- Ask for demonstration of skill with a verbal explanation
- Co-operative groups - peer discussion of DBQ essay, Flipbook projects, current events
- Exit Slips - Were concerns addressed? New Concerns or questions? Elements of the Roman GRAPES model
- Graphic Organizers - government structure
- Have students re-teach the lesson
- Homework - EDpuzzles to introduce next day's lessons, Mapping, Triple-entry Vocabulary Journals
- Propaganda Poster Project: Recruitment poster for the Roman Army
- Q & A - throughout all lessons
- Quizlet/Quizlet Live review of vocabulary terms
- Random Sampling - review student work to assure meeting of learning objectives
- Self Assessment - DBQ essay, Flipbook project, quiz performances
- Teacher Observation
- Think Pair Share - DBQ essay, Flipbook project, quiz performances, important events
- Vocabulary Story activity (unit specific)
- Voluntary summarizing

• Closure

- Cornell Notes Summary
- Exit Slips - Were concerns addressed? New Concerns or questions? Elements of the Roman GRAPES model
- Think Pair Share - DBQ essay, Flipbook project, quiz performances, important events
- AnswerGarden - GRAPES model questions (focus on Achievements and Political systems)
- Poll Everywhere - Student DBQ concerns and questions, Flipbook questions, comparisons between eastern and western Roman Empires

Summative Assessment

- Cornell Notes Summary (answer Enduring Question)
- **Roman Government DBQ:** Comparison of the ancient Roman Republic to the government of the United States of America
- **Vocabulary and Mapping Quiz:** unit specific terms and regional mapping related to the unit
- **Then & Now Flipbook Project:** a comparison of Roman achievements impacting modern society and create something representative of ancient Roman society
- **Fall of Rome and the Byzantine Empire Quiz:** reasons why the Western Roman Empire fell AND the GRAPES of the Byzantine Empire (Eastern Roman Empire)

Benchmark

Skills-based assessment

Reading responses

Writing responses

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Resources

- World History Journey Across Time, McGraw-Hill, Chapters 8 and 9, pages 258-334
- Dictionaries (student choice)
- Google documents/ slides (GRAPES, Roman Conquests/Julius Caesar, and DBQ writing review)
- KAHOOT!
- Padlet
- Poll Everywhere
- AnswerGarden
- Rand McNally Atlas
- Quizlet/Quizlet Live (unit specific vocabulary set)
- Online dictionaries (student choice)
- TeacherTube: Horrible Histories (BBC) Rotten Romans: The Roman Report with Bob Hale
- Realm of History: Short animation demonstrates the superb organization of the ancient Roman Army
- Google Classroom: notes, worksheets, graphic organizers, charts, etc.
- Socrative Student Testing website

YouTube:

- Ancient Etruscans Origins and Cities
- Crash Course Channel: The Fall of The Roman Empire...in the 15th Century
- History Channel/YouTube video on The Fall of Rome by artist Jeffrey Lewis
- EDpuzzle of YouTube video: Rome: The Beginning
- EDpuzzle of YouTube video: History Channel Battles BC "Hannibal the Annihilator"

Technology

- Chromebooks
- SMARTboard/Promethean Board
- Google Classroom
- Google Drive
- Google documents/ slides (GRAPES, Roman Conquests/Julius Casaer, and DBQ writing review)
- Google Question
- Socrative: student testing (<https://b.socrative.com/>)
- KAHOOT!: <https://kahoot.it/#/>
- Padlet: <https://padlet.com/>
- Poll Everywhere: <https://www.polleverywhere.com/>
- Answergarden: <https://answergarden.ch/>
- Rand McNally Atlas: <https://worldatlas.randmcnally.com/>
- Quizlet/Quizlet Live (unit specific vocabulary set): <https://quizlet.com/>
- Online dictionaries (student choice)
- YouTube: Ancient Etruscans Origins and Cities: <https://www.youtube.com/watch?v=s7Snh1cySHs>
- TeacherTube: Horrible Histories (BBC) Rotten Romans: The Roman Report with Bob Hale: <http://www.teachertube.com/video/horrible-histories-the-roman-report-with-bo-290177>
- Realm of History: Short animation demonstrates the superb organization of the ancient Roman Army: <http://www.realmofhistory.com/2016/03/28/animation-demonstrates-superb-organization-roman-army/>
- EDpuzzle of YouTube video: Rome: The Beginning: <https://www.youtube.com/watch?v=XbtLLdQ-Y4s&t=161s>
- EDpuzzle of YouTube video: History Channel Battles BC "Hannibal the Annihilator": <https://www.youtube.com/watch?v=G67jG4chNEA>
- History Channel/YouTube video on The Fall of Rome by artist Jeffrey Lewis: <http://www.history.com/topics/ancient-history/ancient-rome/videos/the-fall-of-rome>
- YouTube - Crash Course Channel: The Fall of The Roman Empire...in the 15th Century: <https://www.youtube.com/watch?v=3PszVWZNWVA>

synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.2.8

Technology Education, Engineering, Design, and Computational Thinking - Programming:
All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.