Unit IV: Roman Virtues

Content Area: **Social Studies**
Course(s): **Humanities**
Time Period: **Week 13**
Length: **3 Weeks**
Status: **Published**

Unit Overview

In this unit, students will examine what values the Romans held in common, as well as those which Romans disagreed upon.

Standards

CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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).
LA.6-8.CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.6-8.CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.6-8.CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.6-8.CCSS.ELA-Literacy.CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.6-8.CCSS.ELA-Literacy.CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
LA.6-8.CCSS.ELA-Literacy.CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LA.6-8.CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
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.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.

Essential Questions

- Is it better to stick to one's duties, or to be guided by one's emotions?
- What are the best character traits to develop in young people?
- How does one foster discipline?
- Is there such thing as too much of a good thing?
- How do literary characters represent national dialectic?

Application of Knowledge: Students will know that...

- Christianity inherited many of the virtues it prizes from Roman thought
- Emperor Marcus Aurelius' collected notes and observations were titled "Meditations," and they outline his thoughts on the benefits of Stoic philosophy
- Epicureanism is the embrace of human sensation in all of its forms as the key to happiness
- Lucretius wrote "De Rerum Natura," in which he explained his Epicurean philosophy's relationship to the created order
- Moral decay was seen as a critical issue to the state and long cited as a reason for Rome's eventual fall
- Stoicism is the rejection of sensation as the key to happiness, but the embrace of civic, moral, and religious responsiblity
- Vergil wrote the "Aeneid," an epic poem that espoused the virtues of Stoic thought

Application of Skills: Students will be able to...

- Explain the relationship between moral philosophy and political order
- Identify differences between Stoicism and Epicureanism
- Maintain focus in reading length monologues
- Talk about religion's impact on the social and political order
- Think introspectively about their own lives and what values they hold

Assessments

- Informal observations of discussions during reading
- Summaries/mini-quizzes on Google Classroom assessing reading homework
- Quiz covering vocabulary specific to unit (Stoicism, Epicureanism, *virtus*, Lucretius, Marcus Aurelius, etc.)
- Argumentative essay defending either duty or love as more important (using examples from mythology and Roman culture/history)
- Op-Ed pieces in the persona of various philosophers and politicians of Rome
- Write a political speech calling for a return to traditional Roman values
- Information from this unit will be included on a locally developed, end of course benchmark assessment that may take the form of a test, performance based project, or other summative assessment.

Suggested Activities

- Write journal entries reflecting on excerpts of selected works
- Create infographic explaining tenets and proponents of different schools of philosophy
- Summarize selected political speeches
- Read chorally or round-robin excerpts of philosophical works
- Read the *Aeneid* as a play, assign roles for different students
- Hold class discussions on love/duty, fostering discipline, preserving social order, etc.

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
    - Modifications & accommodations as listed in the student's IEP
    - Assign a peer to help keep student on task
    - Modified or reduced assignments
    - Reduce length of assignment for different mode of delivery
    - Increase one-to-one time
    - Working contract between you and student at risk
    - Prioritize tasks
    - Think in concrete terms and provide hands-on-tasks
    - Position student near helping peer or have quick access to teacher
    - Anticipate where needs will be
    - Break tests down in smaller increments
- Content specific modifications may include:
    - Frequent questioning/summarizing during class reading
    - Assign less difficult excerpts for study and interpretation
    - Provide synopses of *Aeneid* books ahead of time
    - Visual or kinesthetic presentation of political and philosophical ideas, *Aeneid*

- Oral/visual assessment for vocabulary

Differentiation for ELL's:

- General modifications may include:
  - Strategy groups
  - Teacher conferences
  - Graphic organizers
  - Modification plan
  - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include:
  - epic poetry, Stoicism, Epicureanism, conspiracy, morality, discipline, philosophy

Differentiation to extend learning for gifted students may include:

- Individualized assignments on portions of the *Aeneid* (*Aeneid* in other media, modern retelling, synthesis of themes)
- Leading class discussions
- Assign more difficult excerpts for study and interpretation
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Integrated/Cross-Disciplinary Instruction

Social Studies: history of political thought, relationship between literature and politics

ELA: writing and reading genres, reception traditions, literary influence

World Languages: use of common Latin terms (pius, officium, virtus, etc.)

Performing Arts, Visual Arts: multimedia presentation of *Aeneid* and political speeches

Science: early natural philosophy, history of scientific thought, atomic theory

Resources

Cicero, *De Inventione*

Vergil, *Aeneid*, Books 1-6

Lucretius, *De Rerum Natura*

Marcus Aurelius, *Meditations*

Sallust, *The Conspiracy of Catiline*

Marshall Cavendish, *Ancient Rome: An Illustrated History*

21st Century Skills

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.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP11	Use technology to enhance productivity.