Unit I: Roman History

Content Area: **Social Studies**
Course(s): **Humanities**
Time Period: **Week 1**
Length: **4-5 Weeks**
Status: **Published**

Unit Overview

In this unit, students will become familiar with the three principle stages of Roman history, reading excerpts from Roman authors reflecting on major movements like the Roman Revolution and the Struggle of the Orders.

Standards

CCSS.ELA-Literacy.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
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.
6.2.2	Identify historical events presented through various media.
CCSS.ELA-Literacy.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
CCSS.ELA-Literacy.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
CCSS.ELA-Literacy.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
CCSS.ELA-Literacy.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.WHST.6-8.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SOC.6.1.8.A.2.b	Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
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.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.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
SOC.6.2.8.D.1.b	Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
SOC.6.2.8.D.1.c	Explain how archaeological discoveries are used to develop and enhance understanding of

	life prior to written records.
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.

Essential Questions

- How do sources of information differ for ancient history vs. modern history?
- How does a historian assess and interpret ancient history?
- What relationship does social change have to economics?
- What impact did the Romans leave on the areas they ruled?
- How did Roman interests evolve over time?
- What were the causes of the fall of the Roman Empire?

Application of Knowledge: Students will know that...

- Historians gather evidence from written, archaeological, and comparative evidence
- Roman history has three main divisions: regal period, Republic, and Empire
- Rome was threatened by numerous migrations/invasions of peoples moving westward into Europe
- The "Pax Romana" ended during the reign of the Emperor Commodus
- The dictatorship of Julius Caesar and the reign of Augustus were the results of a decades-long social revolution
- The Eastern and Western Roman Empires were officially divided because of rival dynastic claims in the 4th century
- The majority of our evidence for Roman history comes from 200BCE-200CE
- The Roman Empire fell for many and complicated reasons, but the Empire lived on in the East through Constantinople
- The struggle between two classes of people in Rome--the Patricians and the Plebeians--was ended by 287 BC with the Lex Hortensia

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

- Consider multiple sources in interpreting history
- Explain the causes for major changes in Roman history
- Read and interpret ancient writing in translation
- Relate Roman historical movements and events to modern ones

Assessments

- Character profiles of Roman Emperors
- Summary or retelling of ancient source excerpts
- Informal observations of class discussions
- Infographics of historical periods showing knowledge of sources, movements, and changes
- Matching important vocabulary/figures: Republic, Augustus, Constantine, Julio-Claudian dynasty, etc.
- Written assessment summarizing and interpreting an excerpt from an ancient writer
- 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

- Jigsaw: students read different accounts of the same event, share with peers
- Role-play Patricians and Plebeians and their interests
- Create maps/diagrams of migration waves into Europe over time
- Compare narratives of modern events from online news sources to ancient sources by reproducing the style of ancient sources to retell modern events
- Daily journal reflecting on content and tone of excerpts from Livy, Pliny, Plutarch, and Cassius Dio

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:
    - Differentiated reading material
    - Visual or oral assessments

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:
    - republic, consul, emperor, BCE/CE, archeology, Senate, empire, dictator, migration

Differentiation to extend learning for gifted students may include:

- Choice of ancient source
- More complicated/involved roles for role-playing
- Open-ended questions on assessments and in discussions

Integrated/Cross-Disciplinary Instruction

Social Studies: comparison with current events, analysis and synthesis of text, government types

ELA: analysis and synthesis of text, vocabulary

World Languages: incorporation of Latin terms

Art: analysis of ancient architecture and art

Resources

Marshall Cavendish, *Ancient Rome: An Illustrated History*

Livy, *Ab Urbe Condita*

Plutarch, *Parallel Lives*

Tacitus, *Annales; Histories*

Pliny the Elder, *Natural History*

Eutropius, *Breviarium*

21st Century 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.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.