Unit II: Roman Government

Content Area: **Social Studies**
Course(s): **Humanities**
Time Period: **Week 5**
Length: **3 Weeks**
Status: **Published**

Unit Overview

In this unit, students will learn the basic structure of the Roman government throughout its history, including the problems it faced and the figures that made it work

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.6-8.3	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).
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.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.
CCSS.ELA-Literacy.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
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.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.6.3.8.D.1	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

SOC.6.3.8.CS4	Listen open-mindedly to views contrary to their own.
SOC.6.3.8.CS6	Demonstrate understanding of democratic values and processes.

Essential Questions

- At what point does one person's freedom infringe upon another person's rights?
- What system of government best represents all types of people?
- What ideals of civic life are shared by Romans and Americans?
- How much can individuals be trusted with power?
- What checks and balances are effective at curbing abuse of power?
- What cultural values can be the best checks on power?

Application of Knowledge: Students will know that...

- Consuls and praetors held "imperium," which gave them authority to lead Rome's armies
- Councils of citizens in Rome created laws and granted powers to magistrates
- During the Imperial period, the magistrates, councils, and Senate became purely symbolic legislative bodies
- Roman politicians must follow the "cursus honorum" to advance to each political office
- The Dictator was appointed in a time of crisis and held absolute "imperium," but was expected to forfeit power at the end of the crisis
- The government of the Roman Republic had several checks and balances in place to prevent corruption
- The Roman Kings traditionally numbered seven and were credited with many traditional practices
- The Roman Republic's reliance on tradition to hold leaders in check brought it to an end
- The Roman Senate served as an advisory body and as a guardian of Roman traditions

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

- Compare Roman government to that of the United States
- Compare speeches of ancient politicians to modern ones
- Evaluate a government's stability and fairness to its people
- Interpret historical patterns to learn lessons for the modern world

Assessments

- Essay comparing and contrasting ancient and modern political speeches
- Quiz over vocabulary relating to Republic (magistrates, important figures, etc.)
- Posters/infographics displaying accomplishments and legends about each of the seven kings of Rome
- Graphic organizers demonstrating responsibilities, checks and balances, and traditions of each office in the Republic

- 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

Role-play magistrates of the Roman Republic:

-create a law

-deal with an outside threat

-temper ambitions

-control class conflicts

Daily journal reflecting on selected political speeches

Game re-enacting the steps of the "cursus honorum"

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:
  - Modify reading selections
  - Assign easier roles, leaders to study
  - Oral/visual assessments 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:
    - magistrate, consul, praetor, tribune, aedile, Senate, emperor, dictator, council, censor

Differentiation to extend learning for gifted students may include:

- Assign more difficult roles, leaders to study
- Modify reading selections
- Explore more modern-day connections with these students via conversations and readings

Integrated/Cross-Disciplinary Instruction

Social Studies: compare/contrast US government and Roman government; comparison with current events

ELA: structure of Cicero's rhetoric; argumentative writing/speech

Resources

Marshall Cavendish, *Ancient Rome: An Illustrated History*

Cicero, *De Inventione*, *Contra Catilinam*, *De Re Publica*

Polybius, *Histories*, Vol. 5-9

http://www.nytimes.com/2006/09/30/opinion/30harris.html?_r=2&oref=slogin

http://legacy.fordham.edu/halsall/ANCIENT/polybius6.asp

http://www.ancient.eu/Roman_Government/

21st Century Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.

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.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.