Unit III: Roman Daily Life

Content Area: **Social Studies**
Course(s): **Humanities**
Time Period: **Week 8**
Length: **4 Weeks**
Status: **Published**

Unit Overview

In this unit, students will explore what Romans' did on a day-to-day basis, including religious practices, public gatherings, and the lives of women, slaves, and children

Standards

CCSS.ELA-Literacy.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
LA.6-8.CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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.10	Read and comprehend complex literary and informational texts independently and proficiently.
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.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.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
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.
SOC.6.2.8.D.4.a	Analyze the role of religion and economics in shaping each empire’s social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.
SOC.6.3.8.CS2	Recognize the value of cultural diversity, as well as the potential for misunderstanding.

SOC.6.3.8.CS4 Listen open-mindedly to views contrary to their own.

Essential Questions

- In what way is cultural information transmitted to subsequent generations?
- How much of what we know about history is an accurate representation of people's stories?
- How does literature reflect its cultural and temporal setting?
- How does religion shape and reinforce cultural mores?

Application of Knowledge: Students will know that...

- Indigenous Italian practices were important to religious practices in the Roman household
- Ovid wrote many myths that are remembered from the Romans
- Roman children, originally taught by their fathers only, in later years were taught by slaves (mostly from Greece)
- Roman female dress also included a tunic and often jewelry
- Roman male dress included a simple tunic and toga for social interactions
- Romans adopted many stories and religious practices from Greek culture
- Romans venerated their ancestors through worship of Vesta, the goddess of the hearth
- Rome's public baths reinforced democratic ideals by placing people of many backgrounds together
- Slaves in Rome were principally of two types: domestic slaves and slaves who worked on "latifundia," which had a high mortality rate and were poorly treated
- The Roman family was headed by the "paterfamilias," who held absolute authority over women, slaves, and children in the household

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

- Compare their own mode of living to that of others
- Identify the place and importance of religion in enculturation of youth and preservation of traditions
- Interpret mythology's representation of a people's values and worldview
- Recognize the vestiges of patriarchy in modern society
- Recognize themes in poetry

Assessments

- Quiz over relevant vocabulary (paterfamilias, latifundia, toga praetexta, tunic, amphitheater, etc.)
- Models of Roman baths, other public gathering places
- Diary entries from the perspective of various groups (domestic slaves, slaves on latifundia, women, children, etc.)
- Venn diagram comparing patriarchy now and in ancient Rome
- 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

- Journal entries reflecting on excerpts of Roman authors
- Create drawings/diagrams of Roman dress
- Role-play visit to Roman baths
- Read Roman poetry in choral, round-robin fashion

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:
    - Modified reading selections
    - Visual/Oral assessments
    - Vocabulary study guides
    - Assign less difficult parts for role-playing

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:

- latifundia, toga, tunic, deity, bulla, ancestor, hearth, patriarchy

Differentiation to extend learning for gifted students may include:

- Student-taught lessons on selected topics
- Modified reading selections
- Assign more difficult parts for role-playing

Integrated/Cross-Disciplinary Instruction

Social Studies: religion; economics of slavery; legacy of patriarchy

ELA: analysis of themes in poetry; interpretation of cultural products

World Languages: use of Latin terms

Resources

Marshall Cavendish, *Ancient Rome: An Illustrated History*

Ovid, *Metamorphoses*

Apuleius, *Metamorphoses*

http://www.vroma.org/

21st Century Skills

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
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.CRP11	Use technology to enhance productivity.