Unit 06: Origins of European Civilization, Rome

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Week 22**
Length: **4 Weeks**
Status: **Published**

Unit Overview

The unit is about early human civilizations of the European continent. It focuses on the rise of the Romans and their immediate impact on Mediterranean history and the continuing long term impact of their society.

Standards

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.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.
LA.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).
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.WHST.6-8.1	Write arguments focused on discipline-specific content.
LA.WHST.6-8.1.A	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA.WHST.6-8.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LA.WHST.6-8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LA.WHST.6-8.1.D	Establish and maintain a formal/academic style, approach, and form.
LA.WHST.6-8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.WHST.6-8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.WHST.6-8.2.E	Establish and maintain a formal/academic style, approach, and form.
LA.WHST.6-8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LA.WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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.

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.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.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

- How does geography define a culture and the spread of that culture?
- What is the continuing impact of historical ideas developed over two thousand years ago?
- How do cultures influence each other?

Application of Knowledge and Skills...

Students will know that...

- 1. The effect of geography on Roman culture to afford natural protection.

- 2. The expansion of the Roman Empire from a city in 753 BC to the largest Empire in the World by AD 14.
- 3. Roman cultural developments still in use today, e.g. republican government.
- 4. Julius Caesar and Augustus Caesar were key figures in the establishment and spread of the Roman Empire.
- 5. The rise and early spread of Christianity occurred during the Roman Empire.
- 6. The causes of the Roman Empire's collapse: poor leadership, reliance on slavery, and German invasions.
- 7. The Roman empire encompassed all of the lands bordering the Mediterranean Sea.
- 8. A conclusion to a piece of writing follows from and supports the body of the writing; it does not simply restate the introduction.

Students will be able to...

- A. Identify main ideas and supporting details while reading
- B. Label the main regions of the Roman Empire: Italy, Gaul, Britain, Spain, Greece, North Africa, Asia Minor, and the Mediterranean Sea
- C. Explain the function of the Caesars in Rome's growth
- D. Compare and contrast written, video, or internet resources
- F. Research and write a five paragraph essay
- G. Apply historical and geographic knowledge to explain the rise and fall of the Roman civilization
- H. Interpret the causes of the spread of Christianity
- I. Identify some of the different regions of the Roman empire.
- J. Write a conclusion which summarizes and supports a piece of writing.

Assessments

- Mid-year Benchmark Assessment Benchmark Assessment Students will take a mid-year benchmark assessment on world history from the time of hunter-gatherers to the end of the Roman empire. They will be tested on higher-order questions, creative thinking, geography questions, and significant world events. 6.2.8.A.3.d, 6.2.8.A.3.e, 6.2.8.B.1.b, 6.2.8.B.2.a, 6.2.8.B.2.b, 6.2.8.B.3.a, 6.2.8.B.3.b, 6.2.8.C.1.a, 6.2.8.C.1.b, 6.2.8.C.2.a, 6.2.8.C.3.a, 6.2.8.C.3.b, 6.2.8.C.3.c, 6.2.8.D.1.a, 6.2.8.D.2.a, 6.2.8.D.2.b, RH.6-8.1., WHST.6-8.1a., WHST.6-8.1b., WHST.6-8.1c., WHST.6-8.1d., WHST.6-8.1e.
- Ancient Romans Test Summative: Written Test Test encompassing the full dimensions of the Roman world from their humble beginning to their spectacular apex and subsequent decline. 6.2.8.A.3.a, 6.2.8.A.3.b, 6.2.8.A.3.c, 6.2.8.A.3.e, 6.2.8.B.3.a, 6.2.8.C.3.a, 6.2.8.C.3.b, 6.2.8.C.3.c, 6.2.8.D.3.a, 6.2.8.D.3.c, 6.2.8.D.3.d, 6.2.8.D.3.e, 6.2.8.D.3.f, RH.6-8.3., WHST.6-8.2d.
- Common Core Focus - 5 Paragraph Essay Summative: Extended Essay Write a five paragraph essay about any topic related to the last four units, suggested topics: Great Wall of China, Hinduism, Alexander the Great, or Julius Caesar. An important piece of the assignment is to write a conclusion which summarizes and supports the preceding arguments. 6.2.8.A.3.a, 6.2.8.A.3.b, 6.2.8.A.3.c, 6.2.8.A.3.d, 6.2.8.A.3.e; 6.2.8.B.3.a, 6.2.8.B.3.b; 6.2.8.C.3.a, 6.2.8.C.3.b, 6.2.8.C.3.c; 6.2.8.D.3.a, 6.2.8.D.3.b, 6.2.8.D.3.c, 6.2.8.D.3.d, 6.2.8.D.3.e, 6.2.8.D.3.f, WHST.6-8.2e., WHST.6-8.2f., WHST.6-8.5., WHST.6-8.8
- Making Connections Formative: Other written assessments Read about the Roman Government and outline the main elements. Discuss the similarities to the American political structure. 6.2.A.3.c, 6.2.A.3.e, RH.6-8.3., RH.6-8.4.

- Roman expansion map Formative: Other written assessments Illustrate and explain the growth of the Roman world through a color coded map. 6.2.8.B.3.a, 6.2.8.C.3.a, WHST.6-8.1.
- Roman Geography Diagnostic: Other written assessments Read about Roman Geography and make comparisons to Greek geography. 6.2.8.A.3.a, WHST.6-8.1.
- TTG Formative: Other written assessments Explain what factors led to the decline to the Roman Empire? 6.2.8.D.3.c, RH.6-8.2., WHST.6-8.2b.

Activities

- Role playing: What would you do in the Punic Wars?
- Describe a typical day the the Colosseum
- How-to write a bibliography
- How-to make in text citations
- Introductory paragraph web mapping
- "A Day at the Colosseum" video and comprehension questions
- Interpreting primary sources worksheet
- Picture prompts: How did the Roman Empire stay together during the Pax Romana?
- Write a travelogue as a Roman who has just returned home after a journey around the civilization's territory. The students will write journal entries describing their travels. They should mention at least six places that they visited (taken from place names on the map), describing what they did there and who they saw. The students will illustrate their journals with maps depicting their routes. (see specified link) http://www.maps101.com/index.php?option=com_flexicontent&view=items&id=3274%3Adaily-life-in-ancient-greece-or-rome-grades-6-8&cid=164%3A6-8&Itemid=11

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Activities to Differentiate Instruction

Differentiation for students with diverse needs (including special education, ELL, and gifted):

- **General modifications based on student motivation may include:**

  - Activity choice
  - Personally meaningful activities
  - Hands-on, multimodal activities
  - Involvement in goal setting and assessment activities
  - Response options

- **General modifications based on instructional presentation may include:**

  - Previewing information/materials
  - Questioning techniques
  - Brainstorming and webbing
  - Preteaching or reviewing strategies

- Visual demonstrations, illustrations, or models

- **General modifications based on instructional monitoring may include:**

  - Timelines for assignments
  - Think-alouds, self-talk
  - Journal entries
  - rubrics and checklists
  - peer reviews and coaching

- **General modifications based on classroom organization may include:**

  - Cooperative learning groups
  - Buddy systems
  - Group roles (timekeeper, recorder, encourager, materials messenger, illustrator)
  - Prompt-cue
  - Gesture-signal
  - Variety of workspace arrangements
  - Organizational tools – labeled bins or cabinets for materials
  - Seating arrangements – minimize distractions, provide positive student models

- **General modifications based on student response may include:**

  - Extended time
  - Practice exercises
  - Use of preferred response mode

Content specific modifications for students with special needs may include:

- Modifications & accommodations as listed in the student's IEP
- Draw and label two posters comparing the lives of patricians and plebeians

Content specific modifications for ELL's may include:

- tap the student's prior knowledge and experience, which may be different from other students in the class
- Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: Senate, republic, patricians, plebeians, consuls, gladiator, coliseum, christiantiy, messiah, apostles

Content specific modifications to extend learning for gifted students may include:

- Describe Rome through the eyes of a Spartan mercenary
- Diagram the political changes in Rome
- Research and write an essay on the Roman enemy, Hannibal
- Create a short travelogue of a Roman era merchant

- Create a double bar histogram comparing Rome's population growth and physical size as they changed over time

Integrated/Cross-Disciplinary Instruction

Language Arts teachers and Social Studies teachers should collaborate on the acceptable rubric and framework for the five paragraph essay assignment. The required format for an introductory paragraph, body paragraphs, and conclusion should be the same across subjects.

Resources

- "A Day at the Colosseum" video http://player.discoveryeducation.com/index.cfm?guidAssetId=26940b01-d37c-4deb-a274-8d787f72072b&productcode=US&CFID=8664503&CFTOKEN=65763251
- Macmillan/McGraw-Hill Our World textbook (c)2005
- Macmillan/McGraw-Hill Our World Practice and Activities Workbook isbn:0021499926
- http://www.maps101.com/

6th grade Part 1 Benchmark.doc

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.