

Unit 3: Ancient Rome

Content Area: **Social Studies**
Course(s): **Social Studies 6**
Time Period: **December**
Length: **3 Months**
Status: **Published**

Unit Summary

Throughout the Ancient Rome unit, the advantages and disadvantages that the geography played on the society is one that is thoroughly examine. In addition, the formation of Rome, Rome as a king, Rome Republic, Rome Empire, and Rome & Byzantine Empire are analyzed. The decline of the Roman Empire is studied while determining the lasting legacy that Rome has had on our current societies. While examining the growth and decline of these empires, Julius Caesar and Christianity will be reviewed as contributing historical elements of Ancient Rome.

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.6-8.4	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.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.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band 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.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.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.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.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
TECH.8.1.8.D.4	Assess the credibility and accuracy of digital content.

Student Learning Objectives

- Students will learn the influence of geography and adjacent cultures on Rome and its culture.
- Students will learn the events shaping the Roman republic and its conquest of Italy.
- Students will learn the structure of government and division of power in the Roman republic.
- Students will learn the influences of the Roman republic on later governments.
- Students will learn the gender and class divisions in Roman society.
- Students will learn the role of religion in Roman society and government.
- Students will learn the role of war in the expansion and later collapse of the Roman republic.
- Students will learn the problems wealth caused for Roman society and government.
- Students will learn the emperor's roles in the Pax Romana.
- Students will learn the Roman contributions to technology, trade, and culture.
- Students will learn the cultural achievements of the Roman Empire.
- Students will learn the legal and cultural influences of the Roman empire on later cultures.
- Students will learn the origins of Christianity in Roman times.
- Students will learn the role of Jesus in early Christianity.
- Students will learn the core beliefs of early Christians.
- Students will learn the values of the Judeo-Christian tradition.
- Students will learn the events during the decline of the Roman Empire.
- Students will learn the important leader in the latter years of the Roman empire.

Essential Questions

- Why do people move?
- What distinguishes one culture from another?
- How do classical civilizations develop and expand into empires of unprecedented size and diversity?
- What developed and increased during the era of classical civilization?
- How did classical civilization decline over time?
- How did classical civilizations leave lasting legacies for future civilizations?
- How is cultural development cyclical in nature?

Enduring Understandings

- Students will understand that classical civilizations such as Rome developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values.
- Students will understand that cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations.
- Students will understand that classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.
- Students will understand that cultural development is cyclical in nature.

Application

- Students will be able to independently use their learning to understand that physical geography has an influence on the security and prosperity of a nation.
- Students will be able to independently use their learning to see the structure of today's democratic governments was shaped by those developed in the ancient world.
- Students will be able to independently use their learning to understand that political and civil unrest often sparks governmental upheaval and change.
- Students will be able to independently use their learning to determine that the legacies of past empires are still evident in the cultures of the world today.
- Students will be able to independently use their learning to understand that many major religions originated with the teachings of a historic individual.
- Students will be able to independently use their learning to realize factors such as civil unrest, economic instability, and governmental strife can lead to the collapse of an empire or nation.
- Students will be able to independently use their learning to understand that sometimes empires do not fall but evolve into new empires that are very different from their predecessors.
- Students will be able to independently use their learning to determine that religious groups start out united often split into different sects.
- Students will be able to independently use their learning to see that the legacies of ancient empires were preserved by the empires that came after them.

Skills

Students will be skilled at:

- Analyzing cause-and-effect links between geography and Rome's development.
- Synthesizing information about Rome's geography and growth.
- Identifying main ideas and details about the government of the Roman republic.
- Comparing and contrasting the effects of different governmental structures.
- Comparing and contrasting the lives of different groups in Roman society.

- Drawing conclusions about the daily lives of different groups in Rome.
- Summarizing the growth and decline of the Roman republic.
- Comparing and contrasting views of Julius Caesar's value as a permanent dictator.
- Analyzing the effects of practical achievements on Rome's prosperity and growth.
- Explaining features and the benefits of a Roman practical achievement.
- Identifying main ideas and details about Roman culture and its legacy.
- Relating the Roman and Arabic numerals.
- Sequencing important events in the history of early Christianity.
- Comparing and contrasting Christianity and Judaism.
- Identifying causes of the Roman empire's decline and effects of its collapse.
- Synthesizing information to role-play emperors Constantine or Diocletian.