Unit 5: The Roman Republic

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Belleville Public Schools

Curriculum Guide

Sixth Grade Social Studies

Unit 5: The Roman Republic

Belleville Board of Education

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Unit Overview

This unit is about Ancient Rome, including the geography and early development of Rome, the influence of the Greek and Etruscan civilizations on Rome, the formation of the Roman Republic (including the struggle between the plebeians and the patricians for power), and how the republic grew into a mighty empire. Students should expect to learn about the formation of Ancient Rome, the decline of the Roman Empire, how the Byzantine Empire came to be, and the legacies both empires left behind.

Unit 5 is divided into 11 Topic Lessons:

Lesson 1: The Roman Republic Rises

Lesson 2: Government of the Republic

Lesson 3: Society in the Republic

Lesson 4: The Republic Struggles

Lesson 5: The Roman Empire Begins

Lesson 6: Origins of Christianity

Lesson 7: Beliefs of Christianity

Lesson 8: Roman Culture and its Legacy

Lesson 9: Decline of the Roman Empire

Lesson 10: The Byzantine Empire Rises

Lesson 11: Byzantine Religion and Culture

Enduring Understandings

Enduring understandings for this unit include:

- People are affected by environmental, economic, social, cultural, and civic concerns.
- The role of religion and the origins of Christianity.
- People develop systems to manage conflict and create order.
- Internal and external factors allow civilizations to expand and also cause their collapse.

Essential Questions

Essential questions include:

- How do the beliefs and values of a diverse culture affect individuals and society?
- How do competing interests influence how power is distributed and exercised?
- What causes civilizations to expand and collapse?
- What forces can cause a society to change?
- What is the best form of government?

Exit Skills

By the end of Unit 5 The Roman Republic, 6th grade social studies students should be able to:

- analyze how Rome's location and government helped it become a major power in the ancient world
- determine how Rome's government and written laws helped create a stable society
- examine how the later period of the Roman Republic was marked by wars of expansion and political crises
- the downfall and collapse of the Roman Empire
- examine the Byzantine Empire and the religion/culture the empire had on society

New Jersey Student Learning Standards (NJSLS)

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.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.B.3.b	Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their decline.
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.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.CS3	The Classical Civilizations of the Mediterranean World, India, and China: Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.

Interdisciplinary Connections

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.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
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.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.

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.
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.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.6-8.3	(See note; not applicable as a separate requirement)

Learning Objectives

After completing Unit 5 Ancient Rome, students will be able to:

- decide between the historical and mythological versions of the founding of Rome
- examine the influences of the Greeks and Etruscans on the formation of the Roman civilization
- analyze the roles of the patricians and plebeians in the Roman Republic
- formulate a hypothesis on how the Romans expanded from a republic to an empire

Suggested Activities & Best Practices

Suggested Activities for the unit include:

- Compare and contrast the different forms of government that were used in Rome
- Research Paper of Julius Caesar or one of the Roman Emperors
- Poster Project on Roman Cultural Achievements and Impact on the world
- Debate or poster - Ancient Roman Gladiators: Heroes or Victims?
- PowerPoint - AMISTAD - history of Africa which pertains to this unit -beginning of PowerPoint through Egypt and Rome through Hannibal (see ancillary resources)

Assessment Evidence - Checking for Understanding (CFU)

- Compare & Contrast
- Exit Tickets
- Quizzes
- Study Guide
- Teacher Observation Checklist
- Unit tests
- Written Reports

Primary Resources & Materials

MyWorld Interactive Textbook, MyWorld Interactive Textbook Online, online component of the PearsonRealize subscription, Scholastic news subscription

Ancillary Resources

Other resources available to strengthen your lessons include:

1. Current Events Websites (Newsela, Yahoo News, CNN, FoxNews)

2. CommonLit.org - Women in Ancient Rome https://www.commonlit.org/en/texts/women-in-ancient-rome?search_id=21797756

3. Flocabulary - ANCIENT ROME - https://www.flocabulary.com/unit/spartacus-and-ancient-rome/

4. Khan Academy - ANCIENT ROME https://www.khanacademy.org/humanities/world-history/ancient-medieval#roman-a

5. ReadWorks article - Romulus, Remus, and Rome https://www.readworks.org/article/The-Birth-of-Romulus-Remus-and-Rome/95d6abd1-4804-4182-8b73-3cbff08ccbfe#!articleTab:content/

6. PowerPoint - AMISTAD - http://www.njamistadcurriculum.net/history/unit/ancient-africa/navigations/3449 Brief History of North Africa

6. Ancient Roman Gladiators: Heroes or Victims?

- This article is about the downfalls of being a gladiator http://www.eyewitnesstohistory.com/gladiators.htm
- This article is about who became gladiators, the various types that existed, where they lived, how they trained, the rules of the fight, and what ancient people thought of them http://www.bbc.co.uk/history/ancient/romans/gladiators_01.shtml
- An article from the Women of Action Network on female gladiators and the necessity of this choice □□note the issue of slant/credibility http://www.woa.tv/articles/hi_gladiators.html
- This article presents the history of how gladiator fights came to be and how they are different from what we see in modern day movies http://www.unrv.com/culture/gladiator.php
- This article shares the effects of the Colosseum, both positive and negative. http://www.historylearningsite.co.uk/roman_entertainment.htm

Technology Infusion

- PearsonRealize subscription - interactive timeline
- Google classroom - docs, sheets, slides, questions, assignments, material
- kahoot!
- Jeopardy

Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

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.
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.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.8.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.8.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.8.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Small group (chosen by teacher) assignments on Roman emperors - have students choose an emperor - meet with small groups to brainstorm and provide different organizers for different groups. Meet with each group as often as necessary - some will need more support/scaffolding than others.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides

- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Give a couple of open book assessments in this unit and maybe a project (song, poem, comic strip, travel brochure) to demonstrate what they have learned.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Poster project on Roman cultural achievements or a timeline of the period covered instead of the research on a Roman emperor.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Pair these students with a study buddy to try to keep them on track.

Give them a choice of asssignments - maybe a song, poem, comic strip, travel brochure, or diorama - to demonstrate what they have learned about one of the topics covered in this unit.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests

- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Research and debate about the Roman gladiators - heroes or victims.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: