

# Unit 5: Ancient Rome

Content Area: **Social Studies**  
Course(s): **Social Studies 6 Accelerated**  
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## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

Curriculum Guide

## **Social Studies Advanced: Grade 6**

## **Unit 5: Ancient Rome**

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

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## Unit Overview

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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 plebians and the patricians for power, and how the republic grew into a mighty empire. Student should expect to learn about the formation of Ancient Rome and its legacy in the real world today.

## NJSLS

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Please link all standards that apply in this section within the curriculum of the unit being written.

LA.RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
LA.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LA.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding

plagiarism and providing basic bibliographic information for sources.

LA.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
SOC.6.2.8.3	The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE)
SOC.6.2.8.A	Civics, Government, and Human Rights
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	Geography, People, and the Environment
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	Economics, Innovation, and Technology
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	History, Culture, and Perspectives
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.
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.

## **Exit Skills**

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By the end of Unit 6 Ancient Rome 6th grade Social Studies Students Should be able to:

- analyze how Rome's location and government helped it become a major power on 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.

## **Enduring Understanding**

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Enduring understandings for this unit include:

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

## **Essential Questions**

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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?

## **Learning Objectives**

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After completing Unit 6 Ancient Rome, students will be able to:

- distinguish between the historical and mythological versions of the founding of Rome.
- assess 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.

## Interdisciplinary Connections

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Please list all and any cross-curricular content standards that link to this Unit.

LA.RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
LA.RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LA.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
LA.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
TECH.8.1.8.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.8.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.
TECH.8.2.8.C	Design: The design process is a systematic approach to solving problems.

## Alignment to 21st Century Skills & Technology

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### Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

## **21st Century/Interdisciplinary Themes**

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

## **21st Century Skills**

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- 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

## **Technology Infusion**

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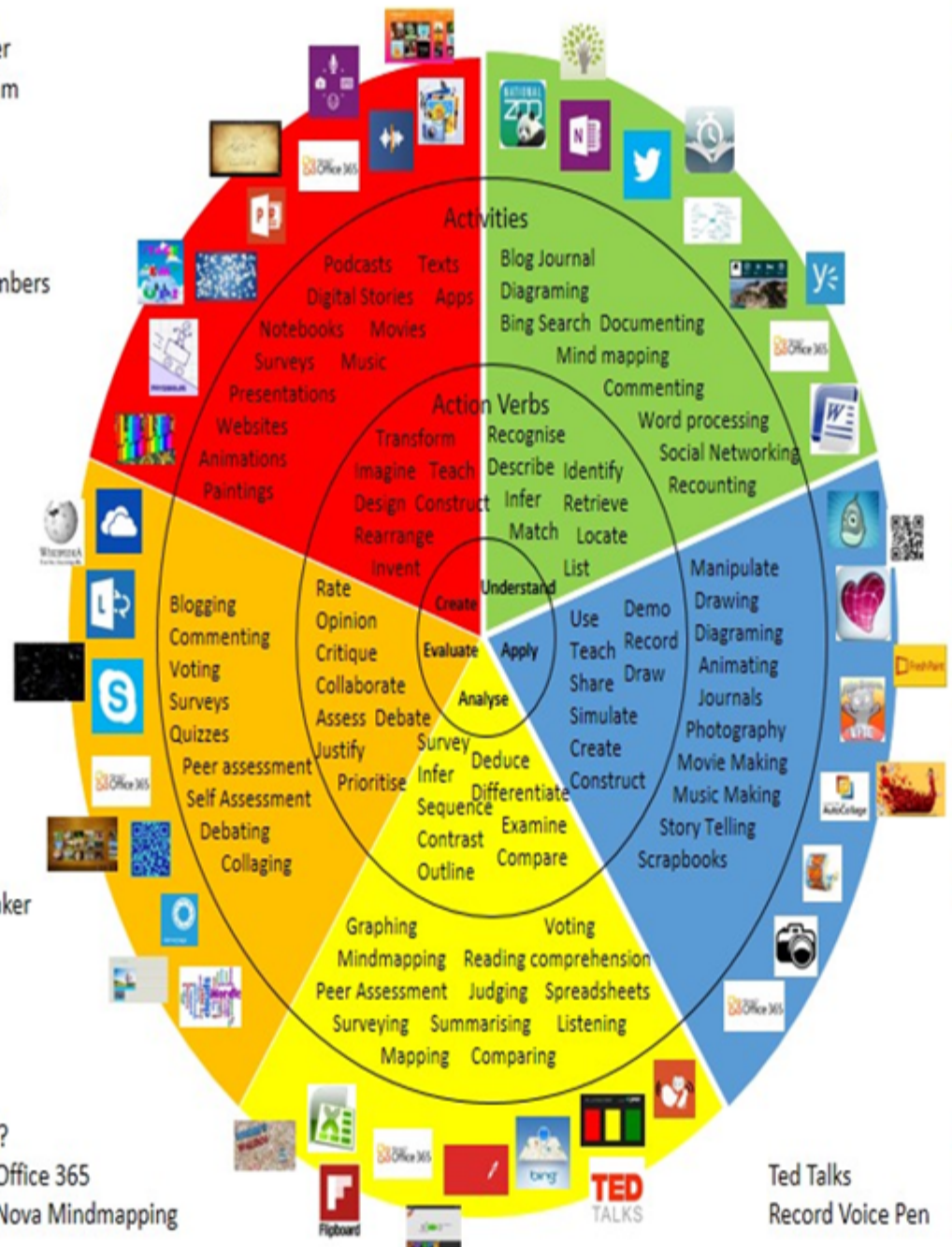
What technology can be used in this unit to enhance learning?

## Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts  
Photostory 3  
Kid Story Builder  
Music Maker Jam  
Paint A Story  
Office 365  
MS PowerPoint  
Stack 'Em Up  
NqSquared Numbers  
Physamajig  
Xylophone 8

Wikipedia  
Skydrive  
Lync  
SkyMap  
Skype  
Office 365  
Puzzle Touch  
Easy QR  
Memorylage  
Life Moments  
Word Cloud Maker

Where's Waldo?  
MS Excel  
Flipboard  
Office 365  
Nova Mindmapping



## Differentiation

Differentiation for this unit includes:

- Create note cards for short bursts of information

- Digital formats for presentation of material
- Vary arrangement of components or layout of material
- Provide dictionaries (digital, graphic, or book version) available to learner
- Brainstorm examples of use of new terms or symbols making real-world applications
- Utilize tech options
- Connect to prior knowledge and learning
- Allow students to make predictions for outcomes based upon introduction to material

## **Special Education**

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- 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
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- 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



- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- 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 work presented 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

## **Intervention Strategies**

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- 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 work presented 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

## **Evidence of Student Learning-CFU's**

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Please list ways educators may effectively check for understanding in this section.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

## **Primary Resources**

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The resources available to you that are located either within the district or that can be obtained by district resources are:

- Holt World History Ancient Civilizations  
([http://samples.hmhco.com/mid\\_school\\_world\\_history/index.php](http://samples.hmhco.com/mid_school_world_history/index.php))
- History Alive TCI The Ancient Civilizations Resources (CD)
- Internet Ancient History Sourcebooks (<http://legacy.fordham.edu/halsall/ancient/asbook.asp>).

## **Ancillary Resources**

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Other resources available to strengthen your lesson include:

- Holt Rinehart and Winston World Geography Textbook.
- Junior Scholastic Monthly Magazines (<http://junior.scholastic.com/>)

## **Sample Lesson**

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Unit Name: Ancient Rome

NJSLS: see below

Interdisciplinary Connection: Cross disciplinary includes using research skills and summarizing skills learned in ELA to identify the important information about a topic to complete a poster and presentation.

Statement of Objective: After explaining how the Roman geography led to the expansion of Roman influence into the known world, students will be able to create a poster and a presentation for each group member of a chosen topic about Ancient Rome in order to present with at least 90 percent completion.

Anticipatory Set/Do Now: Explain how the Roman geography led to the expansion of Roman influence into the known world.

Learning Activity: 1) Review steps for Project based on a Chapter we did not discuss in class about Ancient Rome 2) Work on project including poster and presentations for each group member

Student Assessment/CFU's: Observation

Materials: Research, Textbooks, Project Directions and Rubric, Notebook, Poster Paper, Computers if available

21st Century Themes and Skills: see below

Differentiation/Modifications: Differentiation includes using a textbook and research to complete a poster and presentations to teach classmates about a topic not discussed.

Integration of Technology: Students will use the computers to complete research on Ancient Rome.

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.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.