GR 6 Unit 7 Ancient Rome

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 1**
Length: **Sept. - Oct.**
Status: **Published**

Unit Overview

Unit Title: Ancient Rome

Essential Questions:

Ch. 36: How did the Etruscans and Greeks influence the development of Rome?

Ch. 37: What were the characteristics of the Roman Republic and how did they change over time?

Ch. 38: Did the benefits of Roman expansion outweigh the costs?

Ch. 39: How did wealth affect daily life in the Roman Empire?

Ch. 40: How did Christianity originate and spread?

Ch. 41: How are Christians' lives shaped by the beliefs and practices of Christianity?

Ch. 42: To what extent does ancient Rome influence us today?

Standards

Era 2. Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) – Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.

- 6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
- 6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations.
- 6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).
- 6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
- 6.2.8.EconGE.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
- 6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
- 6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations. • 6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations.

- 6.2.8.HistoryCA.2.a: Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.

Era 3. The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE) – 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.

- 6.2.8.CivicsPI.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.
- 6.2.8.CivicsDP.3.a: 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 (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).
- • 6.2.8.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.
- 6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
- 6.2.8.GeoPP.3.a: Use geographic models to describe how 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.
- 6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.
- 6.2.8.EconEM.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.
- 6.2.8.EconGE.3.a: 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.
- 6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations
- 6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
- 6.2.8.HistoryUP.3.b: Compare the status 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 (i.e., political, economic, and social).
- 6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
- 6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time. •
- 6.2.8.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.

Materials/Activities/Resources

Core materials:

- History Alive! The Ancient World https://subscriptions.teachtci.com/staff/sign_in

- History Alive! The Ancient World: https://subscriptions.teachtci.com/shared/programs/478/reference_materials?selected_unit_id=606&tag=Primary+Source+Library
- Student Notebook

Supplemental Resources:

- Newsela Social Studies Compendium: https://newsela.com/signin
- Flocabulary: www.Flocabulary.com
- Nearpod: https://nearpod.com/library/
- Discovery Education (videos) https://app.discoveryeducation.com/learn/signin
- BrainPop: https://www.brainpop.com/
- Google Earth https://earth.google.com/web/
- National Geographic Kids https://kids.nationalgeographic.com/
- Enhancing Learning section of Lesson Overview in TCI
- Mr. NIcky Videos

Web Site Resources:

- https://mapmaker.nationalgeographic.org/

NJ Mandated Curriculum Crosswalk Teacher Resources

Technology

- OnCourse Classroom
- Google Classroom
- Google Apps
- Chromebooks
- VR Goggles

Assessment

Formative Assessment

- Teacher Observation
- Written Responses
- Discussion Questions
- Student Forms (Exit Tickets)

Summative Assessment

- Lesson Tests/Quizzes
- Unit Tests
- RSTs
- Essays
- Student Presentations/Projects

Accommodations & Modifications

Special Education

- In class support with special ed teacher/classroom aide
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Leveled texts in NewsELA
- Mixed Ability Grouping
- Questions read aloud
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions
- Scribe/Digital notebook
- Study guides

504

- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Leveled texts in NewsELA
- Mixed Ability Grouping
- Questions read aloud
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions
- Scribe/Digital notebook
- Study guides

ELL

- Translation device/dictionary
- In class/pull out support with ESL teacher
- Leveled texts in NewsELA
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts

At-Risk of Failure

- Additional time during intervention time
- Graphic organizers
- Vocabulary support

Gifted & Talented

- Independent projects
- Leveled texts in NewsELA
- GEM program

Interdisciplinary Connections

The most applicable grades for the **Amasitad curriculum** units are offered here:
http://www.njamistadcurriculum.net/history/units

GRADES 6 & 7 UNIT 3: ANCIENT AFRICA (3000 B.C. - 1492)

Cross-curricular: Writing in History Standards.

Social and Emotional Learning Connections

Learning Mindset: Self-Reflection, Noticing, Seeking Challenges, Purpose, Growth Mindset, Belonging

21st Century Life Literacies & Key Skills

Financial Health

Financial Landscape

Money Management

Career Awareness and Planning

Creativity and Innovation

Critical Thinking and Problem-solving

Digital Citizenship

Global and Cultural Awareness

Information and Media Literacy

Technology Literacy

Standards in Action: Climate Change

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.