

# Unit 1: Rome: From Republic to Empire

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **Weeks 1 - 9**  
Status: **Published**

## UNIT RATIONALE

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In this unit, students will understand the founding principles that shaped the Roman Republic, the political/social/economical circumstances that created the shift from a republic to an empire, and ultimately the various factors that led to the collapse of the Roman Empire in the West. The rise and fall of the Roman Republic - and subsequent Empire - provided the foundation for future safeguards against threats to any republic. This skill base will be critical for students when the course begins to shift towards civics based instruction and examines the founding principles of the United States.

SOC.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).
SOC.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.
SOC.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.
SOC.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.
SOC.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.
SOC.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.
SOC.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.
SOC.6.2.8.HistoryCA.3.a	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
SOC.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.

## ESSENTIAL QUESTIONS

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- 1) What political/economic/social factors were essential in establishing Rome as a republic?
- 2) How did Roman expansion alter the dynamics of the Roman Republic?
- 3) Why did the Roman Republic weaken over time?

## STANDARDS

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### 21st Century Standards

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CAEP.9.2.8.B.1	Research careers within the 16 Career Clusters <sup>®</sup> and determine attributes of career success.
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.
CAEP.9.2.8.B.5	Analyze labor market trends using state and federal labor market information and other resources available online.

## NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

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### New Jersey (NJSL) - Grades 6-8 - Social Studies (2020)

#### 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.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.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.

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## NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

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PFL.9.1.8.CR.4	Examine the implications of legal and ethical behaviors when making financial decisions.
PFL.9.1.8.EG.7	Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.
CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
CAEP.9.2.8.B.5	Analyze labor market trends using state and federal labor market information and other resources available online.
TECH.8.1.8.D.3	Demonstrate an understanding of fair use and Creative Commons to intellectual property.
TECH.8.1.8.D.4	Assess the credibility and accuracy of digital content.
TECH.8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.

## NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

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CS.6-8.8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
CS.6-8.8.2.8.ITH.2	Compare how technologies have influenced society over time.
CS.6-8.8.2.8.ITH.3	Evaluate the impact of sustainability on the development of a designed product or system.
CS.6-8.8.2.8.ITH.4	Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.
CS.6-8.8.2.8.ITH.5	Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

## INSTRUCTIONAL PLAN

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### MODULE 1

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AAPI : [https://drive.google.com/drive/folders/1TCbM\\_2v-Ut4yEWfH-tZBJwYLgWMOGflv](https://drive.google.com/drive/folders/1TCbM_2v-Ut4yEWfH-tZBJwYLgWMOGflv)

LGBT/Disabled Americans Folder: <https://drive.google.com/drive/folders/10SYTqd0QHqAsi6BAT-w0HSfA5IOm-ye3>

Crosswalk Folder: <https://collsk12.oucoursesystems.com/#curriculum>

## THE ROMAN REPUBLIC

### Topics:

- 1) Structure of the Roman Republic
- 2) Social Classes & Roman Law
- 3) Punic Wars
- 4) Expansion & Social Conflict
- 5) Spartacus Slave Rebellion

### Student Learning Intentions (SLI)

#### WALT: (We are learning to...)

- 1) Identify the political/structural components that established Rome as a republic
- 2) Compare/Contrast the social classes of Rome
- 3) Evaluate written law vs. implied law
- 4) Analyze the results of the Punic Wars on Rome
- 5) Identify critical decisions made during the Spartacus uprising

## Student Learning Strategies

- Note Taking
- Reading Comprehension
- Map Analysis
- Documentary Discussion/Writing Prompts

## Success Criteria

### Students Will Be Able To:

- 1) Compare/Contrast the Roman Republic to the US Republic
- 2) Explain the key differences between the leading Roman social classes
- 3) Explain the significance & necessity of having written laws
- 4) Explain how the Punic Wars altered Roman political, foreign, and domestic policy
- 5) Debate the decisions made by Spartacus and his men

## Formative Assessment (drives instructional decisions)

- 1) Atlas Assignments
- 2) CommonLits
- 3) Writing Prompt
- 4) Class & Small Group Discussion/Q&A
- 5) End of Unit Multiple Choice/Open-Ended Test

## Activities and Resources

- 1) Graffiti Board
- 2) Class/Small Group Discussion
- 3) Class Read
  - "The Twelve Tables: The Basis of Roman Law"
  - Written Response: The importance of having laws & rights in writing.
- 4) Atlas Activity
  - "From Roman Republic to Roman Empire"
- 5) CommonLit
  - "Athens vs. Rome"
  - "The Roman Republic"
- 6) Documentary
  - "Decisive Battles: Spartacus"

## Suggested Modifications

### Special Education/504 Students

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

## MODULE 2

### THE ROMAN EMPIRE

#### Topics:

- 1) Caesar's Rise & Fall
- 2) Roman Engineering
- 3) Fall of the Western Empire
- 4) Rise of Christianity

#### Student Learning Intentions (SLI)

- 1) Examine the conditions in Rome that brought Caesar to power

<p><b>WALT: (We are learning to...)</b></p>	<p>2) Identify key technological advancements that vastly improved life &amp; society under the Roman Empire</p> <p>3) Analyze the political/social/economical factors that led to the demise of the Western Roman Empire</p> <p>4) List the ways in which Christianity spread throughout the Roman Empire</p>
<p><b>Student Learning Strategies</b></p>	<ul style="list-style-type: none"> <li>• Note Taking</li> <li>• Reading Comprehension</li> <li>• Map Analysis</li> <li>• Documentary Discussion/Writing Prompts</li> </ul>
<p><b>Success Criteria</b></p>	<p><b>Students Will Be Able To:</b></p> <p>1) Explain how the failures of the Roman Republic paved the way for Caesar's reign</p> <p>2) Debate the greatest Roman engineering accomplishment</p> <p>3) Debate the most influential factor leading to the fall of Rome in the West</p> <p>4) Explain how Christianity both strengthened &amp; weakened the Roman Empire</p>
<p><b>Formative Assessment (drives instructional decisions)</b></p>	<p>1) Atlas Assignments</p> <p>2) CommonLits</p> <p>3) R.A.C.E. Response</p> <p>4) Class &amp; Small Group Discussion/Q&amp;A</p> <p>5) End of Unit Multiple Choice/Open-Ended Test</p>
<p><b>Activities and Resources</b></p>	<p>1) Graffiti Board</p> <p>2) Class/Small Group Discussion</p> <p>3) Class Read</p> <ul style="list-style-type: none"> <li>• "10 Innovations That Built Ancient Rome"</li> <li>• "8 Reasons Why Rome Fell"</li> </ul> <p>4) Atlas Activity</p> <ul style="list-style-type: none"> <li>• "Height of the Roman Empire"</li> <li>• "Decline of the Roman Empire"</li> </ul>

	<p>5) CommonLit:</p> <ul style="list-style-type: none"> <li>• "Women in Ancient Rome"</li> <li>• "The House Falls Apart"</li> </ul> <p>6) Documentary</p> <ul style="list-style-type: none"> <li>• "Rome: Engineering an Empire"</li> </ul> <p>7) R.A.C.E. Response</p> <ul style="list-style-type: none"> <li>• Roman Innovations</li> </ul>
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<p><b>Suggested Modifications</b></p>	<p><b>Special Education/504 Students</b></p> <p><b>Chunking:</b> The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.</p> <p><b>Checking for Understanding:</b> It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.</p> <p><b>Extra time:</b> The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.</p> <p><b>Oral Reading:</b> The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.</p>
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**REFLECTIONS**

The unit on Rome consumed the majority of the 1st MP taking 6 weeks to complete. Students demonstrated an understanding of the basic principles establishing the Roman Republic and how those principles became comprised as Rome shifted towards an empire. In examining the several factors leading to the collapse of the

empire in the west, students were able to draw parallels to obstacles facing the United States. Differentiated instruction via note taking, reading comprehension, documentaries, and map skills provided students with multiple opportunities to successfully apply their knowledge.

## **PRE-ASSESSMENTS**

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- 1) Class Q&A
- 2) Atlas Activity: "From Roman Republic to Roman Empire"
- 3) CommonLit: "Athens vs. Rome"

## **INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS**

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ELA.L.SS.7.1.A	Explain the function of phrases and clauses in general and their function in specific sentences.
ELA.L.SS.7.1.B	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
ELA.L.SS.7.1.C	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
ELA.L.SS.7.1.D	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
ELA.L.SS.7.1.E	Recognize spelling conventions.