Ancient Rome Ch.12-13

Content Area: **Social Studies**
Course(s): **Generic Course, Social Studies, Science, Social Studies 1**
Time Period: **Week**
Length: **8 Weeks**
Status: **Published**

Unit Overview

Students will be able to learn about the rise of the Roman Republic and Roman Society, study the rise and fall of the Roman empire, ancient Rome's cultural legacy, and about the origins and beliefs of Christianity. Students will be able to learn about Tullia Ciceronis, the daughter of an influential politician in ancient Rome; and about the Christian missionary Paul. Students will also be able to go On Assignment to learn about ancient Rome's government and the spread of Christianity throughout the Roman empire.

Transfer

Students will be able to independently use their learning to identify issues regarding American democracy and analyze the processes, challanges, and goals of a Republican government.

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will understand that...

-physical geography has an influence on the security and prosperity of a nation

-the structure of today's democratic governments was shaped by those developed in the ancient world

-political and civil unrest often sparks governmental upheaval and change

-the legacies of past empires are still evident in the cultures of the world today

-many major religions originated with the teachings of a historic individual

-factors such as civil unrest, economic instability, and governmental strife can lead to the collapse of an empire or nation

(NEW JERSEY AMISTAD COMMISSION CURRICULUM- SEE UNIT RESOURCES)

Essential Questions

Students will keep considering...

What should governments do?

Why do people move?

Application of Knowledge and Skill

Students will know...

Students will know...

-influences of geography and adjacent cultures on Rome and its culture

-events shaping the Roman republic and its conquest of Italy

-the structure of government and division or power in the Roman republic

-influences of the Roman republic on later governments

-gender and class divisions in Roman society

-the role of religion in Roman society and government

-the role of war in the expansion and later collapse of the Roman empire

-problems wealth casued for the Roman society and government

-emperors' roles in the Pax Romana

-Roman contributions to technology, trade, and culture

-cultural achievements of the Roman empire

-legal and cultural influences of the Roman empire on later cultures

-the origins of Christianity in Roman times

-the role of Jesus in early Christianity

-the core beliefs of early CHristians

-values of the Judeo-Christian tradition

Students will be skilled at...

Students will be skilled at...

-analyze cause-and-effect links between geography and Rome's development

-syntheisze information about Rome's geography and growth

-identify main ideas and details about the government of the Roman republic

-compare and contrast the effests of different governmental structures

-compare and contrast the lives of different groups in Roman society

-draw conclusions about the daily lives of different groups in Rome

-summarize the growth and decline of the Roman republic

-compare and contrast views of Julius Caesar's value as a permanent dictator

-analyze the effects of practical achievments on Rome's prosperity and growth

-explain features and the benefits of a Romanpractical achievement

-identify main ideas and details about Roman culture and its legacy

-relate the Roman and Arabic numeral systems

-sequence important events in the history of early Christianity

-compare and contrast Christianity and Judaism

-summarize the core beliefs of Christianity

-make decisions about how to apply the Golden Rule to real-life situations

Academic Vocabulary

- aqueduct
- Augustus
- baptism
- barbarian
- civil war
- concrete
- constitution
- consul
- conversion
- crucifixion
- deify
- denomination
- empire
- epistle
- established religion
- ethics
- forum
- gladiator
- Gospel
- Greco-Roman
- inflation
- legion
- magistrate

- maniple
- martyr
- mercenary
- mosaic
- New Testament
- oratory
- orthodoxy
- parable
- paterfamilias
- patriarchal society
- Pax Romana
- province
- republic
- resurrection
- Romance languages
- satire
- toga
- Trinity
- veto
- villa

Learning Goal 1

• Students will able to analyze and discuss Classical civilizations such as the Roman republic and empire and how it was 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.

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.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LA.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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.RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
LA.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in

	the text.
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.RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LA.RI.6.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
LA.RI.6.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.W.6.1.A	Introduce claim(s) and organize the reasons and evidence clearly.
LA.W.6.1.B	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
LA.W.6.1.C	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
LA.W.6.1.D	Establish and maintain a formal/academic style, approach, and form.
LA.W.6.1.E	Provide a concluding statement or section that follows from the argument presented.
MA.6.NS.C.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
LA.W.6.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
LA.W.6.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
LA.W.6.2.C	Use appropriate transitions to clarify the relationships among ideas and concepts.
LA.W.6.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.6.2.E	Establish and maintain a formal/academic style, approach, and form.
LA.W.6.2.F	Provide a concluding statement or section that follows from the information or explanation presented.
LA.W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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.W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.6.9.B	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
MA.6.G.A	Solve real-world and mathematical problems involving area, surface area, and volume.
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).
LA.SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays

	in presentations to clarify information.
LA.SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
MA.6.SP.B.5b	Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
LA.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SOC.5-8.6.2.8.3	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.
SOC.5-8.6.2.8.A.3.a	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.
SOC.5-8.6.2.8.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.5-8.6.2.8.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.5-8.6.2.8.A.3.e	Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system.
SOC.5-8.6.2.8.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.5-8.6.2.8.C.3.b	Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.
SOC.5-8.6.2.8.C.3.c	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.5-8.6.2.8.D.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
SOC.5-8.6.2.8.D.3.c	Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
SOC.5-8.6.2.8.D.3.d	Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.
SOC.5-8.6.2.8.D.3.e	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.5-8.6.2.8.D.3.f	Determine the extent to which religions, mythologies, and other belief systems shaped the

values of classical societies.

Target 1 (Ch. 12 Sec. 1)

- Determine the influence of geography on Rome and its neighboring cultures.

SOC.5-8.6.2.8.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.

Target 2 (Ch. 12 Sec. 2)

- Determine how the government and division of power of the Roman republic was structured.

SOC.5-8.6.2.8.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.

Target 3 (Ch. 12 Sec. 3)

- Determine the roles of class, gender, and religion in Roman society.

SOC.5-8.6.2.8.3   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.

Target 4 (Ch. 12 Sec. 4)

- Determine the roles that war and wealth played in the expansion and collapse of the Roman republic.

SOC.5-8.6.2.8.D.3.c   Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.

Target 5 (Ch. 13 Sec. 1)

- Determine ancient Rome's contributions to government, technology, and trade to future nations and governments.

SOC.5-8.6.2.8.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.

Target 6 (Ch.13 Sec. 2)

- Determine ancient Rome's legal and cultural contributions future nations and governments.

SOC.5-8.6.2.8.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.5-8.6.2.8.D.3.d	Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.

Target 7 (Ch. 13 Sec. 3)

- Determine the origions of Christianity in Roman times and the role of Jesus in early Christianity.

SOC.5-8.6.2.8.D.3.e	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.

Target 8 (Ch. 13 Sec. 4)

- Determine the beliefs and values of early Christians/Judeo-Christians.

SOC.5-8.6.2.8.D.3.e	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.

Summative Assessment

Chapter 12- The Roman Republic Comman Assessment 2019 EX

21st Century Life & Careers

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
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.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.

CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
PFL.9.1.8.B.6	Evaluate the relationship of cultural traditions and historical influences on financial practice.
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.8.2.8	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Advanced Learning Goals

Students in Advanced Social Studies will meet all regular education targets lusted above but may also meet the targets listed below.

• Students will able to analyze and discuss Classical civilizations such as the Roman republic and empire and how it was 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.

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.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LA.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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.RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
LA.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
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.RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LA.RI.6.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
LA.RI.6.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.W.6.1.A	Introduce claim(s) and organize the reasons and evidence clearly.
LA.W.6.1.B	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
LA.W.6.1.C	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
LA.W.6.1.D	Establish and maintain a formal/academic style, approach, and form.

LA.W.6.1.E	Provide a concluding statement or section that follows from the argument presented.
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.6.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.SL.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
LA.SL.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
LA.SL.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LA.SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LA.SL.6.3	Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
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).
LA.SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LA.SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
MA.6.SP.B.5b	Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
LA.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
LA.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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.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.

Advanced Targets

Students in advanced classes will meet all targets listed above in addition to the targets listed below.

Target 1 (Chapter 12 Section 1)

Activities

- Read and analyze Enrichment: The Story of Aenas

- Analyze cause-and-effect links between geography and Rome's development.

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.

Target 2 (Chapter 12 Section 1)

Activities:

- Identify geographic features of the United States that make it a strong nation and compare those with

of Italy

- Synthesize information about Rome's geography and growth.

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.

Target 3 (Chapter 12 Section 2)

Activities:

- Debate the advantages and disadvantages of the rule by consuls in ancient Rome with the American presidential system.

- Identify main ideas and details about the government of the Roman republic

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.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.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.

Target 4 (Chapter 12 Section 2, Chapter 13 Section 2, Section 3, and Section 4)

Activities

- Read and analyze Enrichment: Shakespeare on Rome
- Count to X- have students write an additional math word problem
- Enrichment: Using Latin to Define English
- Tonigh's Guest Is...-Have students compare the prolems of Constantine and Diocletian with those facing American leaders today.

- Identify main ideas and details about Rome's culture and legacy

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.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.e	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

Target 5 (Chapter 12 Section 3)

Activities:

- Draft a speech to fellow senators seeking their support for or against Caesar's dictatorship.

- Compare and contrast views of Julius Caesar's value as a permanent dictator

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.

Target 6 (Chapter 12 Section 3, Chapter 13 Section 1)
Activities:

- Write a journal or diary entry in the voice of a typical Roman woman comparing her life with that of a woman from Greece.
- Enrichment: Pliny's Letters

- Compare and contrast the lives of different groups in Roman society

SOC.6.2.8.D.3.a   Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

Target 7 (Chapter 12 Section 4, Chapter 13 Section 4)
Activities:

- Read and analyze Enrichment: Hannibal
- Read and analyze Enrichment: Trebonianus Gallus

- Summarize the growth and decline of the Roman republic

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.

Target 8 (Chapter 12 Section 4)
Activities:

- Read and analyze Enrichment: Roman Gods

- Compare and contrast the role of religion with that of Greece

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.

Target 9 (Chapter 12 Section 4)

Activities:

- Have students act out a scene from a journal entry submitted

- Draw conclusions about the daily lives of different groups in 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.

Target 10 (Chapter 12 End of Chapter Activity and Chapter 13 End of Chapter Activity)
Activities

- Speech to the Roman Government advocating for a change to be made
- Flyer advocating for the change to be made
- Presentation for change the Roman Government should make

- Factors such as civil unrest, economic instability, and governmental strife can lead to the collapse of an empire or nation. Political and civil unrest often sparks governmental upheaval and change. The legacies of past empires are still evident in the cultures of the world today.

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.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.

Target 11 (Chapter 13 Section 1)
Activities:

- The Following Annoucement Activity: Write an editorial for a public service announcement about one of Rome's achievements.

- Explain features and the benefits of a Roman practical achievement.

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.c	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

Target 12 (Chapter 13 Section 3, Unit Primary Source Lesson)

Activities:

- Activate Prior Knowledge: Develop and share a summary of early Judaism in Jerusalem.
- Comparing Religions: Write a persuasive paragraph calling for religious tolerance.
- Read and Analyze Enrichment: I Corinthians 13.
- Roman Religion and Culture: Have students find a current news article or photograph that relates to tolerance or intolerance. Share and discuss reactions.

- Compare and contrast Christianity and Judaism

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.

Target 13 (Chapter 13 Section 4)

Activities:

- Read and analyze Enrichment: the Prodigal Son
- Do the Right Thing: Have students poll family and friends on how well they think the Golden Rule applies to modern life.

- Discuss and develop everyday situations in which the Golden Rule applies

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.

Formative Assessment and Performance Opportunities

- Atlas Activities
- Classroom centers
- Cooperative learning opportunities
- Do-Nows
- Guided Practice
- Teacher observation

Accommodations/Modifications

Social Studies Enrichment/Modifications Resources for **ELL Students**-
 https://www.colorincolorado.org/resource-topic/content-resources-social-studies - "Social studies Instruction to ELLs"

- ELL Chapter 12 Spanish Audio Review
- ELL Chapter 13 Spanish Audio Review
- Chapter 12 Chapter Assessment
- Chapter 12 Chapter Review
- Chapter 12: Essential Questions Chapter Resource Guide
- Chapter 13 Chapter Assessment
- Chapter 13 Chapter Review
- Chapter 13: Essential Questions Chapter Resource Guide
- Content Vocabulary: Academic Word Finder - http://achievethecore.org/academic-word-finder/
- Differentiation: 504 accommodations and IEP modifications; text to speech option in online text and for other informational text - online tools are available: (https://www.naturalreaders.com/)
- guided notes
- modified assignments
- modified notes (Spec)
- modified writing assignments (Spec)
- project choice (Reg/Spec)
- small group instruction (Spec/ICS)
- Social Studies Enrichment/Modifications Resources for ELL Students- https://www.colorincolorado.org/resource-topic/content-resources-social-studies - "Connect Students' Background Knowledge to Content in the ELL Classroom"
- Social Studies Enrichment/Modifications Resources for ELL Students- https://www.colorincolorado.org/resource-topic/content-resources-social-studies - "Social studies Instruction to ELLs"
- task-based assessments
- test corrections
- tiered questions based on reading (Reg/Spec)

Unit Resources

- Essential Question posters

- videos

- Activity Cards

- Amistad Curriculum: http://www.njamistadcurriculum.net/history/unit/ancient-africa

- Amistad Curriculum: https://docs.google.com/presentation/d/1xK1tKIw1vPwBqFNjjMb7Ilc8z-j5KqAGOIibnG3kIRQ/edit?usp=sharing

- black line masters

- Climate Change Resource: https://quillette.com/2020/04/11/the-fate-of-rome-climate-disease-and-the-end-of-an-empire-a-review/

- Climate Change Resource: https://time.com/5736322/venice-flooding-climate-change/

- Google Expedition

- guest speakers

- Hip Hop History: The Roman Empire and Christianity

- Hip Hop History: The Roman Republic

- https://flexbooks.ck12.org/user:zxbpc2rzcziwmthaz21hawwuy29t/cbook/world-history-studies_episd/section/2.1/primary/user:zxbpc2r3aeblcglzzc5vcmc./lesson/emergence-of-major-religions/

- https://flexbooks.ck12.org/user:zxbpc2rzcziwmthaz21hawwuy29t/cbook/world-history-studies_episd/section/2.6/primary/lesson/the-roman-republic-and-empire

- https://sheg.stanford.edu/history-lessons/augustus

- https://sheg.stanford.edu/history-lessons/roman-empire-and-christianity

- https://sheg.stanford.edu/history-lessons/roman-republic

- https://www.brainpop.com/math/numbersandoperations/romannumerals/

- https://www.brainpop.com/socialstudies/worldhistory/paxromana/

- https://www.brainpop.com/socialstudies/worldhistory/romanrepublic/

- https://www.kidsdiscover.com/quick-reads/roman-aqueducts-dawn-plumbing/#:~:text=Aqueducts%20helped%20keep%20Romans%20healthy,to%20keep%20the%20water%20moving.&text=The%20Romans%20built%20tunnels%20to,and%20bridges%20to%20cross%20valleys.

- https://youtu.be/3PszVWZNWVA

- https://youtu.be/49oWYxExWKE

- https://youtu.be/6klHvO4EPG8

- https://youtu.be/8l1NyR6UvxU

- https://youtu.be/bAWTJO6oz-o

- https://youtu.be/GXoEpNjgKzg

- https://youtu.be/heZoGPlncDk

- https://youtu.be/KGmcvq3Dm-I

- https://youtu.be/P5e7cl19Ha0

- https://youtu.be/P5e7cl19Ha0

- https://youtu.be/QrcmojhFmzY

- https://youtu.be/QXZen-8xX3o

- https://youtu.be/sF1zOflXZKY

- https://youtu.be/T4HPdfgo7CY

- https://youtu.be/TG55ErfdaeY

- https://youtu.be/TG55ErfdaeY

- https://youtu.be/wgPymD-NBQU

- https://youtu.be/YEaSxhcns7Y

- https://youtu.be/yMoFDkRE_vE

- https://youtu.be/Z1NimVSJ8XI

- Interactive whiteboard activities

- Internet

- LBGTQ resource- Emperor Elagabalus https://americanhistory.si.edu/blog/queer-coins

- myWorld History wall maps

- myWorldHistory.com

- Newscurrents (For current events including important matters such as LGBTQ, African-American, Jewish, Climate Change, etc)

- Primary Source Documents: The Mini-DBQ Project Binders

- ProGuide

- rainpop.com/socialstudies/worldhistory/falloftheromanempire/

- Social Studies Notebook

- Student Journal

- supplemental textbooks/teacher resources

- The Big History Project -https://school.bighistoryproject.com/bhplive

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.
MA.6.RP.A.3	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
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.
MA.6.NS.A.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.
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.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LA.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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.RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
LA.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
LA.RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
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.RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LA.RST.6-8.8	Distinguish among facts, reasoned judgment based on research findings, and speculation

	in a text.
LA.RI.6.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
LA.RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
LA.RI.6.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.6.1.A	Introduce claim(s) and organize the reasons and evidence clearly.
LA.W.6.1.B	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
LA.W.6.1.C	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
LA.W.6.1.D	Establish and maintain a formal/academic style, approach, and form.
MA.6.NS.C.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
LA.W.6.1.E	Provide a concluding statement or section that follows from the argument presented.
LA.W.6.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
LA.W.6.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
LA.W.6.2.C	Use appropriate transitions to clarify the relationships among ideas and concepts.
LA.W.6.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.6.2.E	Establish and maintain a formal/academic style, approach, and form.
LA.W.6.2.F	Provide a concluding statement or section that follows from the information or explanation presented.
LA.W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
LA.W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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.W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
MA.6.EE.C.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.
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.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays

	in presentations to clarify information.
LA.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of

problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
CRP.K-12.CRP10.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
PFL.9.1.8.B.6	Evaluate the relationship of cultural traditions and historical influences on financial practice.
PFL.9.1.8.D.5	Explain the economic principle of supply and demand.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.