Civics Feb. Ch. 34: From Republic to Empire

Content Area: **Social Studies**
Course(s):
Time Period: **February**
Length: **3 weeks**
Status: **Published**

Unit Overview

This unit is a study of *Chapter 34: From Republic to Empire*

Enduring Understandings

The Roman Republic grew into an empire at great cost to the regime.

Essential Questions

Did the benefits of Roman expansion outweigh the costs?

Instructional Strategies & Learning Activities

Date:	Day 1	Day 2	Day 3	Day 4	Day 5 & 6
	Aim: To understand the costs and benefits of Roman expansion from a republic to empir	Aim: To understand the costs and benefits of Roman expansion from a republic to empir	Aim: To learn about life in Rome under Augustus Procedure:	Aim: To learn about Julius Caesar's role as a dictator officially ending the Roman Republic. Procedure: 1. Read Julius Caesar's Life orally and complete worksheet 3. Students give evidence from the video whether Brutus was justified to kill Caesar or not. Other Activities: Autopsy of Julius Caesar Mystery Investigation https://docs.google.com/file/d/0B_LeBqE6KPRRYzg1ZjZmZTgtNDg1OC00MGIyLTliMjctNjVlM2Q3NDY0Yzgy/edit	Aim: To understand Augustus Caesar's role and accomplishments as the first emperor of Rome and creating/shaping the Roman Empire

	e Procedure: 1. DBQ bellringer (The Roman Republic). Review. Assess: bellringer; online game; Punic Wars questions	e Procedure: 1. Complete Hannibal DBQ Bellringer . Review Punic Wars 4. Begin Last Days of Carthage Assess: bellringer, homework	2. Read "Life of Julius Caesar" and view "Julius Caesar" 3. Complete Life of Julius Caesar comprehension questions. Review if time allows Assess: homework; "quiz"; comprehension questions	Assess: BrainPOP quiz, comprehension questions	Procedure: 1. Complete Julius Caesar Bellringer 3. Read over Roman Numerals Assess: bellringer, HW, Roman numerals activity

Date:	Day 7	Day 8	Day 9	Day 10
	Aim: To understand Augustus Caesar's role in the rise of the Roman Empire along with Roman numerals and the Roman calendar Procedure:	Aim: To understand Augustus Caesar's role in the rise of the Roman Empire	Aim: To learn about the accomplishments and shortcomings of the Roman Emperors THE IDES OF MARCH (The day Julius Caesar was	Aim: To l the accom and shorto the Roma

	1. Complete “Battle of Actium” Google Slides & fill in notes. Optional view TED Ed "History v. Cleopatra" W and/or Roman Calendar videos "Roman Calendar https://www.youtube.com/watch?v=AgKaHTh-_Gs 2 Read over and complete the Roman Calendar Assess: notes; calendar packet HW: Finish Roman Calendar packet (not the extension activity)	Procedure: 1. View “Life Under Augustus” Google Slides. Complete Entrance Slip. Review. 2 View "Rise of the Roman Empire" & “Pax Romana” BrainPOPs. C Assess: bellringer; notes; activity	assassinated) Procedure: 1. Complete the Pax Romana Bellringer 2. View Augustus TEDEd video and Cleopatra TED Ed . 3. Complete Choosing Your Way Through the Past: Cleopatra Last Queen of Egypt Assess: bellringer, notes	Procedure 1. Introdu Speed Da 2. Distribu Emperor c students t persona o Complete the Roma Activity b with othe learn abou emperors notes in th Report Ca complete for HW. 3. Learn t At The Cr Nook, Th Made Cak remembe chronolog the emper (Augustus Caligula, Nero, Tra Marcus A Commodu Assess: s activity
Date:	Day 12	Day 13	Day 14	Day 15
	Aim: Analyze the political, economic, religious, and social structures of the Roman Empire. Compare/contrast life of rich and poor in Rome Procedure:	Aim: Analyze the political, economic, religious, and social structures of the Roman Empire. Compare/contrast life of rich and poor in	Aim: Analyze the political, economic, religious, and social structures of the Roman Empire. Compare/contrast life of rich and poor in	Aim: A politica religiou structu Empire Compa of rich

	1. Emperor Entrance Slip. Review. 2. Introduce Emperor Coin Project. Choose emperor from list. 3. Begin research using the websites https://www.ancient.eu/ https://www.britannica.com/topic/list-of-Roman-emperors-2043294 https://www.dkfindout.com/us/history/ancient-rome/roman-emperors/ Assess: emperor notes; vocab.; station work HW: Emperor Notes; Emperor Coin Project due Tues.	Rome Procedure: 1. Give 10 minutes to research Emperors and ask questions. 2. Read 35.1 & 2 to introduce Daily Life in Rome. 3. Review Directions to Station Activity/review dialogue 3. Review station activity guidelines: a. Students will orally read the section with their partner. Read the inside of the station. b. Read the Information master. Complete Student Handout 35 Daily Life of a Roman Teenager 4. Students begin visiting the eight stations that correspond with aspects of Roman Life and complete Life of Roman Assess: station work	Rome Procedure: Q & A about Emperor Coin Project 1. Continue Daily Life of Rome Stations Assess: station work	Rome Proced 1. Prese Coin Pr 2. . Cor of Rom Assess:

Integration of Career Readiness, Life Literacies and Key Skills

9.2.8.CAP	Career Awareness and Planning
9.4.8.CI	Creativity and Innovation
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT	Critical Thinking and Problem-solving
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.DC	Digital Citizenship
	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.GCA	Global and Cultural Awareness
	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML	Information and Media Literacy
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
9.4.8.IML.8	Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).

Technology and Design Integration

Students will create reports using Google Drive.

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.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
LA.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.6-8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
LA.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LA.WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Differentiation/Modifications:

Learners Below Grade Level Reading/Writing:

- **Give Specific Topics for the Columns** To help groups focus on the important information in their assigned historical period, provide the topics below. Students can divide these among their group members, assigning each student to create an inscription and illustration about one of the topics.
- • **Rome's Conquest of the Italian Peninsula, 509 to 264 B.C.E.:** Overthrow and defeat of the Etruscans, Rebuilding of Rome, Defeat of the Samnites and Greek city-states, Treatment of conquered peoples

- • **Expansion During the Punic Wars, 264 to 146 B.C.E.:** First Punic War, Second Punic War, Third Punic War, Changes in Roman life
- • **Expansion During the Final Years of the Republic, 145 to 44 B.C.E.:** Rebellions of allies and slaves, Civil war between Pompey and Caesar, Caesar's reforms, Caesar's vision for Rome and his assassination
- • **Rome Becomes an Empire, 44 B.C.E. to 14 C.E.:** Rise to power of Octavian (Caesar Augustus), Accomplishments of Augustus, Reforms of Augustus, Pax Romana

Learners with Special Education Needs:

Provide Costs and Benefits To assist students with the Processing activity, give them the T-chart below. Tell them to highlight the three benefits and the three costs they think were the most important. They can use their highlighted lists to write their paragraphs.

Advanced Learners:

- **Create a Children's Storybook** Have students create a children's storybook that explains the costs and benefits of Roman expansion. Read Remy Charlip's *Fortunately* aloud and have students use the same narrative pattern. Consider writing this example on the board: *"Fortunately, Rome was able to conquer the entire Italian peninsula. Unfortunately, many Romans died while fighting these wars of expansion."* Storybooks should have:
- • an illustrated cover page with a catchy title.
- • illustrated story pages that describe at least three costs and three benefits of Roman expansion, using the "Fortunately . . . Unfortunately" pattern.
- • a "Note from the Author" page that answers the Essential Question in a well-written paragraph.
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- **Compare Roman and U.S. Expansion** Challenge students to compare and contrast the expansion of Rome with the expansion of the United States during the 1800s. Students might consider the initial and final sizes of the two nations, the methods they used to expand, and the costs and benefits of their expansion.

Learners Reading and Writing Below Grade Level

- **Read One Section at a Time** Break up the reading during the Visual Discovery activity so that students read only one section at a time.
- To break up the reading for *Physical Geography of Greece*:
- Ask all but the last bulleted question in Step 2. Have students read Section 2 and complete the corresponding Reading Notes.
- Ask the last bulleted question in Step 2. Have students read Section 3 and complete the corresponding Reading Notes.
- To break up the reading for *Ancient Greek Colonies and Trade Routes*: Ask all but the last two bulleted questions in Step 5. Have students read Section 4 and complete the corresponding Reading Notes.
- Ask the last two bulleted questions in Step 5. Have students read Section 5 and complete the corresponding Reading Notes.
- **Scaffold the Reading Notes** Use the Guide to Reading Notes to scaffold the Reading Notes so that students take steps toward working more independently.
- For Section 2, omit key words that students can fill in.
- For Sections 3 and 4, provide prompts that students can complete.
- For Section 5, have students complete as written.

Learners with Special Education Needs

- **Divide the Preview Question** Divide the Preview question in the Interactive Student Notebook into two separate questions: *How do you think the physical geography of Greece influenced where people settled? and How do you think the physical geography of Greece influenced how people lived?* Students should write a brief response to each question.
- **Offer a Choice for the Processing Activity** Have students complete two of the four storyboard pages for the Processing activity. Allow students the choice of doing Pages 1 and 2 or Pages 3 and 4. Alternatively, consider pairing students to work together to complete all four pages of the storyboard.

Advanced Learners

- **Add Questions to the Debrief** Add the following questions to Step 8 in the Visual Discovery activity:

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.
Modifications and Accommodations used in this unit:

IEP and 504 Accommodations will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.
Schoolwide Benchmark assessments:
Aimsweb benchmarks 3X a year
Linkit Benchmarks 3X a year
Additional Benchmarks used in this unit:

sentence construction

paragraph writing

DBQ

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).
Formative Assessments used in this unit:

See assessments listed above.

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.
Summative assessments for this unit:

See assessments listed above.

Instructional Materials

History Alive! textbook series

See materials listed in lesson plans above.

Standards

	Governments have different structures which impact development (expansion) and civic participation.
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.
	The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.
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.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.CivicsPI.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
6.2.8.GeoHE.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
	Governments have different structures which impact development (expansion) and civic participation.
6.3.8.CivicsPI.2	Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).
6.3.8.CivicsPI.4	Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.
6.3.8.CivicsDP.1	Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
6.3.8.CivicsPR.1	Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.
	Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.