

P.Cert.Ch. 34: From Republic to Empire

Content Area: **Social Studies**
Course(s):
Time Period: **November**
Length: **6-8 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
	<p>Aim: To understand the costs and benefits of Roman expansion from a republic to empire</p> <p>Procedure:</p> <p>1. DBQ bellringer (The Roman</p>	<p>Aim: To understand the costs and benefits of Roman expansion from a republic to empire</p> <p>Procedure:</p> <p>1. Complete Hannibal DBQ</p>	<p>Aim: To learn about life in Rome under Augustus</p> <p>Procedure:</p> <p>2. Read "Life of Julius Caesar" and view "Julius Caesar"</p>	<p>Aim: To learn about Julius Caesar's role as a dictator officially ending the Roman Republic</p> <p>Procedure:</p> <p>1. Read Julius Caesar's Life orally and complete worksheet</p> <p>3. Students give evidence from the video whether Brutus was justified in killing Caesar</p> <p>Other Activities:</p> <p>Autopsy of Julius Caesar Mystery Investigation https://docs.google.com/file/d/0B_LeBqE6KPRRYzg1ZjZmZTgtN</p> <p>Assess: BrainPOP quiz, comprehension questions</p>

	Republic). Review. Assess: bellringer; online game; Punic Wars questions	Bellringer . Review Punic Wars 4. Begin Last Days of Carthage Assess: bellringer, homework	3. Complete Life of Julius Caesar comprehension questions. Review if time allows Assess: homework; "quiz"; comprehension questions	
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Date:	Day 7	Day 8	Day 9	Day 10
	<p>Aim: To understand Augustus Caesar's role in the rise of the Roman Empire along with Roman numerals and the Roman calendar</p> <p>Procedure:</p> <p>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</p> <p>2 Read over and complete the Roman Calendar</p>	<p>Aim: To understand Augustus Caesar's role in the rise of the Roman Empire</p> <p>Procedure:</p> <p>1. View "Life Under Augustus" Google Slides. Complete Entrance Slip. Review.</p> <p>2 View "Rise of the Roman Empire" & "Pax Romana" BrainPOPs. C</p> <p>Assess: bellringer; notes; activity</p>	<p>Aim: To learn about the accomplishments and shortcomings of the Roman Emperors</p> <p>THE IDES OF MARCH (The day Julius Caesar was assassinated)</p> <p>Procedure:</p> <p>1. Complete the Pax Romana Bellringer</p> <p>2. View Augustus TEDEd video and Cleopatra TED Ed .</p> <p>3. Complete Choosing Your Way Through the Past: Cleopatra Last</p>	<p>Aim: To learn about the accomplishments and shortcomings of the Roman Emperors</p> <p>Procedure:</p> <p>1. Introduce Speed Date</p> <p>2. Distribute Emperor cards to students to complete the Roman Activity by with other learn about emperors & notes in the Report Card complete it for HW.</p>

	<p>Assess: notes; calendar packet</p> <p>HW: Finish Roman Calendar packet (not the extension activity)</p>		<p>Queen of Egypt</p> <p>Assess: bellringer, notes</p>	<p>3. Learn th At The Cr Nook, The Made Cak remember chronolog the emper (Augustus Caligula, C Nero, Traj Marcus A Commodu</p> <p>Assess: sp activity</p>
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Date:	Day 12	Day 13	Day 14	Day 15
	<p>Aim: Analyze the political, economic, religious, and social structures of the Roman Empire. Compare/contrast life of rich and poor in Rome</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Emperor Entrance Slip. Review. 2. Introduce Emperor Coin Project. Choose emperor from list. 3. Begin research using the websites <p>https://www.ancient.eu/</p> <p>https://www.britannica.com/topic/list-of-Roman-emperors-2043294</p> <p>https://www.dkfindout.com/us/history/ancient</p>	<p>Aim: Analyze the political, economic, religious, and social structures of the Roman Empire. Compare/contrast life of rich and poor in Rome</p> <p>Procedure:</p> <ol style="list-style-type: none"> 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: 	<p>Aim: Analyze the political, economic, religious, and social structures of the Roman Empire. Compare/contrast life of rich and poor in Rome</p> <p>Procedure:</p> <p>Q & A about Emperor Coin Project</p> <ol style="list-style-type: none"> 1. Continue Daily Life of Rome Stations <p>Assess: station work</p>	<p>Aim: A political religiou structur Empire. Compar rich and</p> <p>Procedu</p> <ol style="list-style-type: none"> 1. Prese Coin Pr 2. . Con of Rom <p>Assess:</p>

	<p>-rome/roman-emperors/</p> <p>Assess: emperor notes; vocab.; station work</p> <p>HW: Emperor Notes; Emperor Coin Project due Tues.</p>	<p>a. Students will orally read the section with their partner. Read the inside of the station.</p> <p>b. Read the Information master. Complete Student Handout 35 Daily Life of a Roman Teenager</p> <p>4. Students begin visiting the eight stations that correspond with aspects of Roman Life and complete Life of Roman</p> <p>Assess: station work</p>		
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Integration of 21st Century Themes and Career Exploration

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.

Technology Integration

Students will create reports using Google Drive.

TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed

	decisions using appropriate digital tools and resources.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.

Interdisciplinary Connections

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.
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.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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.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.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.6-8.4	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.

Differentiation

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.
- **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

IEP and 504 Accommodations will be utilized.

Benchmark Assessments

sentence construction

paragraph writing

DBQ

Formative Assessments

See assessments listed above.

Summative Assessments

See assessments listed above.

Instructional Materials

History Alive! textbook series

See materials listed in lesson plans above.

Standards

SOC.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.
SOC.6.2.8.B.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.
SOC.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.
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.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.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.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.
SOC.6.1.8	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.