

P.Cert.Ch. 32: Geography and the Early Development of Rome

Content Area: **Social Studies**
Course(s):
Time Period: **November**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

This unit is a study of *Chapter 32: Geography and the Early Development of Rome*

Enduring Understandings

the Etruscans and Greeks influenced the development of Rome in many ways.

Essential Questions

How did the Etruscans and Greeks influence the development of Rome?

Instructional Strategies & Learning Activities

Date:	Day 1	Day 2
	<p>Aim: To understand the location and geographic features of ancient Rome</p> <p>Rome Activities to Consider</p> <p>http://www.mrroughton.com/roman-empire?fbclid=IwAR3l24AR4zSNXKsTfKmEikIV5-bywAvAq_OQogDNzDuuzThgfkHSc2CUNQ</p> <p>Procedure:</p>	<p>Aim: Identify the location and describe the geogra Rome</p> <p>Procedure:</p> <ol style="list-style-type: none">1. Review Critical Thinking Questions6. Read “Romulus and Remus” myth7. View YouTube video “Romulus and Remus” (6

<p>3. Distribute Unit 6 Geography Challenge.</p> <p>4. Review directions with students. Place check over completed items.</p> <p>5. Complete Geography Skills as guided practice.</p> <p>6. Begin Critical Thinking questions</p> <p>Assessment: geography challenge</p>	<p>mins.) https://www.youtube.com/watch?v=wA1D9</p> <p>Assessment:</p> <p>critical thinking questions; preview activity; vocab activity</p>
---	--

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.

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

Learners with Special Education Needs

- **Distribute Copies of the Images** Make a copy of the visual *Artistic Renditions of Ancient Greece and Rome*, which you project during the Preview activity. On this copy, circle or draw arrows to three features that are in both images, such as the columns, statues, and arching windows. Tell students to

use this for guidance as they complete the Preview activity. During the Response Group activity, provide copies of Visuals in the Response Group activity, on which you have circled the features you want students to consider. Students will then identify the Etruscan and Greek influences that correspond to the circled features.

- **Support the Reading Notes** Provide students with a copy of the Guide to Reading Notes with key words or phrases omitted from each answer. Tell students to fill in the missing words as they read each section of text.

Advanced Learners

- **Explore More Etruscan and Greek Influences** Challenge students to find other Etruscan and Greek influences on Rome. Consider having students research the following cultural elements that were adapted by Romans:
 - *Etruscan*: government, metalworking, sculpture, social organization, or mysticism
 - *Greek*: coinage, theater, or philosophyThen have students present these influences in a manner of their choosing. They might create a poster or digital presentation, or perform a skit or pantomime.
- **Brainstorm Cultural Influences on the U.S.** Tell students that geography plays a role in how neighboring countries influence each other's cultures. Just as Greek and Etruscan culture had an impact on Roman culture, the neighbors of the United States—Canada and Mexico—have influenced us. Have students brainstorm specific ways in which our neighbors have influenced aspects of our culture, such as architecture, art, sports, food, and language.

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.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.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.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.
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.