Civics Jan/ Feb. Ch. 33: The Rise of the Roman Republic

Content Area: **Social Studies**
Course(s):
Time Period: **January**
Length: **1-2 weeks**
Status: **Published**

Unit Overview

This unit is a study of *Chapter 33: The Rise of the Roman Republic*

Enduring Understandings

Certain characteristics of the Roman Republic change over time.

Essential Questions

What were the characteristics of the Roman Republic and how did they change over time?

Instructional Strategies & Learning Activities

Date:	Day 1	Day 2	Day 3	Day 4
	Aim: Describe the founding of the Roman Republic **Procedure:** 4. Complete Preview activity. Pair/share	**Aim:** Compare and contrast the rights and powers of patricians and plebians; describe how the gov.'t of the Roman Republic became more democratic over time **Procedure:** 5. Students will work in	**Aim**: Describe how the Roman Republic became more democratic over time. **Assessment:**	**Aim:** Describe how Roman Republic be more democratic ov summarize the lasti significance of the ideas/organization c Roman Republic. **Procedure:** 2. View "Roman Re

	Assessment: Preview activity; C33 vocab exit slip.	groups to create mosaic about Rome using magazines. 6. Assign roles of Patricians or Plebians (Pats/Plebs) see rules TE p.416 7. Pats receive a role card SE33:Role Cards for Pats. Select two spokespersons (2 consuls) 8. Pats stand and vote on how Plebs (rest of students) should make tiles. Simualtion continues. Groups will debrief after the activity. **Assessment:** vocab; experiential exercise	33.2-33.5 packet	BrainPOP. Complet Slip and review. 3. Review guideline Processing Activity 4. Begin Processing Activity **Assessment:** C33 packet
Date:	Day 6	Day 7	Day 8	Day 9
	Aim: To assess understanding of the rise of the Roman Republic **Procedure:** 1. Complete quiz 2. Current Events free read **Assessment:** C33 quiz			

Integration of Career Readiness, Life Literacies and Key Skills

9.4.8.CI	Creativity and Innovation
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
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.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).
	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.1	Critically curate multiple resources to assess the credibility of sources when searching for information.

Technology and Design Integration

Students will create reports using Google Drive.

	Troubleshooting a problem is more effective when knowledge of the specific device along with a systematic process is used to identify the source of a problem.
8.1.8.CS.4	Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.

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:

Learners Reading and Writing Below Grade Level

- **Reduce the Amount of Reading** In lieu of students reading Sections 2-4, directly teach the historical connections by filling out the T-chart below, as a class. To save time, you might provide students the left side of the T-chart so they only need to record connections to the Experiential Exercise. Afterward, have students read Section 5 and complete the corresponding Reading Notes. (See t-chart in online subscription)

Learners with Special Needs

- **Prepare Students for the Experience** Before beginning the activity, summarize the goal and forewarn students about the upcoming tensions between Plebs and Pats. Depending on the level of your students, you may wish to tell them explicitly that the simulation will create classroom conditions so that one group of students will feel frustrated with another group of students. Explain that it is okay for them to feel happy, angry, or frustrated during the activity. Assure students that you will debrief the activity as a class so they can share their feelings and learn how the experience connects to the history of Rome.

Advanced Learners

- **Graph Plebeian Equality Over Time** Modify the Processing activity, an illustrated timeline. Have students create a line graph to demonstrate the increasing equality of the plebeians. Students should title the x-axis “Year” and label the five dates in the Processing activity. Students should title the y-axis “Level of Equality” and label it from 0 to 10. For each date, tell students to evaluate the extent of equality that plebeians experienced at that time. For example, in 616 B.C.E., plebeians were under both patricians and the Etruscan king. Students might suggest that plebeian equality was extremely low,

perhaps a 1 on the scale. They would plot the point (616, 2). After students have plotted the "equality level" for all five dates, they can connect the points to create a line graph.

- **Compare the Plebeian Struggle with Others in History** Help students discover that the story of the plebeians has occurred throughout history, as different groups fought to gain economic, political, and civil rights. Encourage students to think of other groups who have fewer rights than a more powerful group. For example, they might consider Native Americans, African Americans, or women in the United States. Ask students to create a Venn diagram, a chart, or another type of graphic organizer that shows the similarities and differences between the plight of Roman plebeians and the plight of the group they have chosen.

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

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.a	Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).
6.2.8.CivicsDP.3.b	Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.
	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).