

P.Cert.Ch. 33: The Rise of the Roman Republic

Content Area: **Social Studies**
Course(s):
Time Period: **November**
Length: **6-8 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
	<p>Aim: Describe the founding of the Roman Republic</p> <p>Procedure:</p> <p>4. Complete Preview activity. Pair/share</p>	<p>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</p> <p>Procedure:</p> <p>5. Students will work in groups to create mosaic about Rome using</p>	<p>Aim: Describe how the Roman Republic became more democratic over time.</p> <p>Assessment:</p> <p>33.2-33.5 packet</p>	<p>Aim: Describe how Roman Republic became more democratic over time. Summarize the lasting significance of the ideas/organization of the Roman Republic.</p> <p>Procedure:</p> <p>2. View "Roman Republic" BrainPOP. Complete</p>

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

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

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.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).
SOC.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.
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.

