Civics Feb/March Ch. 35: Daily Life in the Roman Empire

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

Unit Overview

This unit is a study of *Chapter 35: Daily Life in the Roman Empire*

Enduring Understandings

Wealthy citiezens of Rome led pampered lives; especially in comparison to everyone else.

Essential Questions

How did wealth affect daily life in the Roman Empire?

Instructional Strategies & Learning Activities

Aim: Analyze the political, economic, religious, and social structures of the Roman Empire. Compare/contrast life of rich and poor in Rome Procedure: 4. Students begin visiting	Aim: Analyze the political, economic, religious, and social structures of the Roman Empire. Compare/contrast life of rich and poor in Rome Procedure: 1. Present Emperor Coin Project. Collect.	Aim: Complete a simulation of life as a gladiator in Rome Procedure: 2. Review Roman gods/goddess names (chart from Greek unit). View Horrible Histories "Roman	Aim: Complete a simulation of life as a gladiator in Rome Procedure: 1. Complete Gladiator Simulation Game 2. Complete Gladiator RAFT Paragraph

the eight stations that correspond with aspects of Roman Life and complete Life of Roman Teenager WS Assess: station work	2. . Continue Daily Life of Rome Stations Assess: station work	Gods Direct" :) on YouTube. 3. . View "Roman Colosseum" 4. Begin Gladiator Simulation Game Assessment: Roman Teenager WS; vocab	Assessment: simulation; RAFT pararaph

Integration of Career Readiness, Life Literacies and Key Skills

	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
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.
	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
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:

Differentiation/Modifications:

Conduct a Prereading Strategy Use the trivia questions (located in the Deeper Coverage section of this lesson) as a prereading strategy. After the Preview, but before the Skill Builder, have students turn to Section 3

and read the first question aloud. Reward the student who finds the answer, or have students record their answers instead of shouting them out. Then have students turn to Section 4, and continue this process. As students are looking for answers, they will increase their comfort level with the text and be better prepared to take their Reading Notes.

- **Reduce the Number of Stations** Allow students to complete the Reading Notes for just four or five of the eight stations in the time allotted to the rest of the class. For the remaining stations, only require that they complete the pictures and

Learners with Special Education Needs

- **Model the Activity** Model the procedures for the Social Studies Skill Builder before sending pairs to the stations. Using a transparency of Information Master A and of the Reading Notes for Section 3, complete the Venn diagram for this section as a class. Then complete all the steps on Information Master A together, asking volunteers to share their answers orally at each step.
-
- **Support the Processing Activity** Provide the following scripted lines to help students understand how to discuss an aspect of daily life in a dialogue:
- *Rich Roman:* "I enjoy watching the chariot races from my cushioned seat close to the track at the Circus Maximus."
- *Poor Roman:* "I also love going to see the chariot races, but I have to sit on a wooden bench far away from the action."
- Consider requiring students to include only two or three aspects of daily life in their dialogues.
    - captions. Use the Guide to Reading Notes to provide answers for the remaining Reading Notes.

Advanced Learners:

- **Write a Dialogue Between Teens** Have students write a dialogue between a Roman teenager and an American teenager. Encourage students to reference at least four aspects of daily life that were discussed in this lesson, from both a Roman perspective and a American perspective. Require that students include Key Content Terms in appropriate parts of their dialogue. You may even wish to challenge students to write a four-character script, involving a rich and poor Roman and a rich and poor American.
-

Compare Rome to Home Have students create a Venn diagram, digitally or on poster board, comparing daily life in the Roman Empire to life in the United States today. For example, they might compare ancient Roman sporting events to modern sporting events, or family life in the Roman Empire to their own family life. Consider giving students a choice between (1) comparing their personal experience to all eight aspects of daily life on a single Venn diagram, or (2) researching one aspect of Roman and American daily life in depth and creating a more detailed Venn diagram

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:
  Differentiation occurring 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

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.

Instructional Materials

History Alive! textbook series

See materials listed in lesson plans above.

Standards

6.2	World History/Global Studies
	Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
6.2.8.HistoryCC.2.b	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
6.2.3	The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE)
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.
6.2.8.HistoryCC.3.a	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
6.2.8.HistoryUP.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
6.2.8.HistoryCA.3.b	Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
	Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
6.2.8.HistoryCC.4.f	Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.
	Political and civil institutions impact all aspects of people's lives.
6.3.8.CivicsPI.1	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
	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).