

P.Cert.Ch. 35: Daily Life in the Roman 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 35: Daily Life in the Roman Empire*

Enduring Understandings

Wealthy citizens 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

<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>4. Students begin visiting the eight stations that correspond with aspects of</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> <p>1. Present Emperor Coin Project. Collect.</p> <p>2. . Continue Daily Life of</p>	<p>Aim: Complete a simulation of life as a gladiator in Rome</p> <p>Procedure:</p> <p>2. Review Roman gods/goddess names (chart from Greek unit). View Horrible Histories “Roman Gods Direct” :) on</p>	<p>Aim: Complete a simulation of life as a gladiator in Rome</p> <p>Procedure:</p> <p>1. Complete Gladiator Simulation Game</p> <p>2. Complete Gladiator RAFT Paragraph</p>
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<p>Roman Life and complete Life of Roman Teenager WS</p> <p>Assess: station work</p>	<p>Rome Stations</p> <p>Assess: station work</p>	<p>YouTube.</p> <p>3. . View “Roman Colosseum”</p> <p>4. Begin Gladiator Simulation Game</p> <p>Assessment:</p> <p>Roman Teenager WS; vocab</p>	<p>Assessment:</p> <p>simulation; RAFT pararaph</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:

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.
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- **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.

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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

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.HistoryUP.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
SOC.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.
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.