# Unit 2b-Ancient Rome

Content Area: **Social Studies**
Course(s): **Social Studies 6**
Time Period: **Marking Period 2**
Length: **Marking Period 2**
Status: **Published**

## Essential Questions

- What was the culture of Ancient Rome?
- How did the Romans reshape the ancient world?
- Why did the Romans value law and order?
- Which early conflicts helped influence Rome?
- How did Greece influence Roman culture?
- How did Rome transform from a monarchy to a republic to an empire?

## Big Ideas

- Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations.

## Cross-Curricular Integration

**Language Arts Companion Standards:**

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.

B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

C. Use appropriate transitions to clarify the relationships among ideas and concepts.

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

E. Acknowledge and attempt a formal/academic style, approach, and form.

F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.

D. Maintain consistency in style and tone.

RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

**Activity:**

Rome was an important and vital ancient civilization. Based on your knowledge and research, write an informative essay that explains Rome's influence on the United States. Be sure to use evidence to support your response including references from multiple credible sources.

## Social and Emotional Learning

**Rome**

- PLAN Problem Solving
- Audience-Focused Communication

Students work in cooperative groups to take on the role as the teacher. They work together to teach a topic of the lesson and present it to their classmates using google slides. After teaching their classmates the lesson and providing them with notes, they assess their classmates. All decisions on how to teach the lesson are made by the students. One assessment is an SEL interactive question that has no wrong answer to involve all classmates

- Responsible Listening

Students will stand in a circle and share if they thought Julius Caesar was a good leader in Rome or awful dictator? They will provide evidence from their classmates' presentations to support their opinion.

- Respectful Empathic Debate
- Collaborative Creativity

They will use empathy while listening to classmates' opinions on Caesar as a leader.
Students will share how they think Rome should have restored the Roman republic following Julius Caesar. They will compare this to ways we can remove a leader from power that the citizens may not like.
STAT: Julius Caesar was a dangerous dictator and taking advantage of his power in Rome.

## CSDT Technology Integration

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyer's) using one or more digital applications to be critiqued by professionals for usability.

**Activity:**

Students will view three documents on the computer. They will use the three documents to type a written response. The documents will be displayed digitally for students to review. The documents will be used to answer one question. They will explain how Rome influenced the United States through government, architecture, and entertainment. As a group, students will annotate the documents and determine how the documents answer the question. Next, as a whole group, students will work to create a graphic organizer for their written response. Finally, students will digitally create a document to explain Rome's influence on the U.S.

## Enduring Understandings

6.2 World History/Global Studies

A. Civics, Government, and Human Rights

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.

6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.

6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

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.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).

D. History, Culture, and Perspectives

6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

Focus Areas

● Discuss how Roman society began and how society emerged there. ● Describe the political and social aspects of Roman society.

● Identify the influences of key Roman leaders.

● Analyze the growth of the Roman Empire.

● Discuss events that contributed to the decline of the Roman Empire.

Activities and Assessments

Readers Theater

Timeline

Graphic Organizers / Notes

Tests – multiple choice / open-ended

Quizzes

Worksheets: multiple choice, short answer, open-ended, vocabulary activities Do-Now activities

Debate: Caesar—reformer or dictator? p. 284-285

Video clips debate

Rome research report

Primary Sources

Students will use three primary sources to explain Rome's lasting legacy and its influence on the United States. Students will use the "Rule of Law" Roman chart, a list of the Bill of Rights, images of the Roman Pantheon vs. the U.S. Capitol, and a chart comparing the Republican governments in the U.S. vs. Rome to describe Rome's influence.

Geography

Kids create maps for each civilization

DBQ using map to explain how geography affects civilization

Compare/contrast geography of civilizations

Readers’ theater: of Roman geography

Idling modern countries that were once part of an ancient civilization

Chapter 11 – Map of Ancient Rome

● Pg. 304-305 Italy 500 B.C.

● Pg. 310 Growth of the Republic

● Pg. 316 Punic Wars

● Pg. 332-333 Roman Empire Trade & Expansion Chapter 12

● Pg. 350 Germanic Invasions of Rome ● Pg. 360 Byzantine Empire

* See Appendix E for Cross Content Integration