

Unit 7: Ancient Rome

Approximate Length of Time: 6 weeks including required Rome vs Athens DBQ
Teachers following textbook should allow approximately 3 days per lesson

Essential Question: How did economy, politics, culture, religion, and technology help shape ancient Rome?

Unit Objectives:

Geography: The students will identify how geography influenced the unique development of the Roman civilization.

World History: Students will summarize the achievements of the Roman civilization. They will also describe how key figures impacted the political, social, and religious institutions of ancient Rome. The students will discuss the impact of the Punic Wars on the development of the Roman Empire and the gradual decline of the empire. Students will be introduced to the shift in powers and the geographical, cultural and religious effects connected. Students will discuss the early beliefs and key figures of the spread of Christianity.

Economics: Students will identify how people of ancient Rome acquired goods/services needed to survive and how this led to the merchant class and trading partners.

Civics: Students will identify the democratic concepts in ancient Rome that are reflected in the American political process; such as civic participation and the role of government.

Focus Standards	SS.6.W.3.10	Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).
	SS.6.W.3.12	Explain the causes for the growth and longevity of the Roman Empire. <i>Remarks/Examples: Examples are centralized and efficient government, religious toleration, expansion of citizenship, the legion, the extension of road networks.</i>
Supporting Standards	SS.6.CG.1.1	Analyze how democratic concepts developed in ancient Greece served as a foundation for the United States' constitutional republic.
	SS.6.CG.1.2	Analyze the influence of ancient Rome on the United States' constitutional republic.
	SS.6.CG.1.4	Examine examples of civic leadership and virtue in ancient Greece and ancient Rome. <i>Remarks/Examples: Marcus Tullius Cicero, Marcus Aurelius, Pericles, Solon, Cleisthenes .</i>
	SS.6.E.3.3	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
	SS.6.G.4.4	Map and analyze the impact of the spread of various belief systems in the ancient world. <i>Remarks/Examples: Examples are Buddhism, Christianity, Judaism.</i>
	SS.6.W.3.2	Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.
	SS.6.W.3.8	Determine the impact of significant figures associated with ancient Rome. <i>Remarks/Examples: Examples are Augustus, Cicero, Cincinnatus, Cleopatra, Constantine the Great, Diocletian, Tiberius and Gaius Gracchus, Hadrian, Hannibal, Horace, Julius Caesar, Ovid, Romulus and Remus, Marcus Aurelius,</i>

		<i>Scipio Africanus, Virgil, Theodosius, Attila the Hun.</i>
	SS.6.W.3.9	Explain the impact of the Punic Wars on the development of the Roman Empire.
	SS.6.W.3.11	Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one.
	SS.6.W.3.13	Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire. <i>Remarks/Examples: Example are Christian monotheism, Jesus as the son of God, Peter, Paul.</i>
	SS.6.W.3.14	Describe the key achievements and contributions of Roman civilization. <i>Remarks/Examples: Examples are art and architecture, engineering, law, literature, technology.</i>
	SS.6.W.3.15	Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana. <i>Remarks/Examples: Examples are internal power struggles, constant Germanic pressure on the frontiers, economic policies, over dependence on slavery and mercenary soldiers.</i>
	SS.6.W.3.16	Compare life in the Roman Republic for patricians, plebeians, women, children, and slaves.
	SS.6.W.3.17	Explain the spread and influence of the Latin language on Western Civilization. <i>Remarks/Examples: Examples are education, law, medicine, religion, science.</i>
Yearlong Standards	SS.6.E.1.1	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
	SS.6.E.1.3	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).
	SS.6.E.3.1	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
	SS.6.E.3.2	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
	SS.6.E.3.4	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
	SS.6.G.1.3	Identify natural wonders of the ancient world. <i>Remarks/Examples: Example are Seven Natural Wonders of Africa, Himalayas, Gobi Desert.</i>
	SS.6.G.1.4	Utilize tools geographers use to study the world. <i>Remarks/Examples: Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.</i>
	SS.6.G.1.5	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
	SS.6.G.1.6	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations. <i>Remarks/Examples: Examples are major rivers, seas, oceans.</i>
	SS.6.G.1.7	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today. <i>Remarks/Examples: Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush</i>
	SS.6.G.2.1	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
	SS.6.G.2.2	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions

		created by civilizations. <i>Remarks/Examples: Examples are city-states, provinces, kingdoms, empires.</i>
	SS.6.G.2.4	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies. <i>Remarks/Examples: Examples are Egypt, Rome, Greece, China, Kush.</i>
	SS.6.G.2.5	Interpret how geographic boundaries invite or limit interaction with other regions and cultures. <i>Remarks/Examples: Examples are China limits and Greece invites.</i>
	SS.6.G.2.6	Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another. <i>Remarks/Examples: Examples are Phoenicia on Greece and Greece on Rome.</i>
	SS.6.G.2.7	Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
	SS.6.G.3.1	Explain how the physical landscape has affected the development of agriculture and industry in the ancient world. <i>Remarks/Examples: Examples are terracing, seasonal crop rotations, resource development.</i>
	SS.6.G.3.2	Analyze the impact of human populations on the ancient world's ecosystems. <i>Remarks/Examples: Examples are desertification, deforestation, abuse of resources, erosion.</i>
	SS.6.G.4.1	Explain how family and ethnic relationships influenced ancient cultures.
	SS.6.G.4.2	Use maps to trace significant migrations, and analyze their results. <i>Remarks/Examples: Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.</i>
Yearlong Standards (continued)	SS.6.G.5.1	Identify the methods used to compensate for the scarcity of resources in the ancient world. <i>Remarks/Examples: Examples are water in the Middle East, fertile soil, fuel.</i>
	SS.6.G.5.2	Use geographic terms and tolls to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
	SS.6.G.5.3	Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations. <i>Remarks/Examples: Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.</i>
	SS.6.G.6.2	Compare maps of the world in ancient times with current political maps.
	SS.6.W.1.1	Use timelines to identify chronological order of historical events.
	SS.6.W.1.2	Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.
	SS.6.W.1.3	Interpret primary and secondary sources. <i>Remarks/Examples: Examples are artifacts, images, auditory sources, written sources.</i>
	SS.6.W.1.6	Describe how history transmits culture and heritage and provides models of human character.
	SS.6.W.2.3	Identify the characteristics of civilization. <i>Remarks/Examples: Examples are urbanization, specialized labor, advanced technology, government and religious institutions, social classes.</i>

Resources to Support Instruction

(You *must* be logged in to your BPS Launchpad to access certain resources.)

***School principals are responsible for approving supplemental instructional materials including suggested resources found in the boxes below. This includes anything other than adopted curriculum and DBQ materials.**

***Supplemental activities and hands-on mini-projects may be found under Active Learning Opportunities, Digital Learning, and Primary & Secondary Sources and may be supported by links under Videos. We recommend taking the time to explore them and determine what best fits your needs.**

***Additionally, there is a Processing activity available for every TCi lesson, both online and in the workbook, that could be used as an assignment or extended to a mini-project.**

TCi Connections	Focus Standards Resources	Active Learning Opportunities
<ul style="list-style-type: none"> • Unit 7 Ancient Rome Unit Overview: Geography Challenge and Inquiry Project Textbook pgs. 480-485 Workbook pgs. 291-298 • Unit 7 Lesson 36 - Geography and Early Development of Rome Textbook pgs. 486-493 Workbook pgs. 299-302 • Unit 7 Lesson 37 - The Rise of the Roman Republic Textbook pgs. 494-499 Workbook pgs. 303-306 • Unit 7 Lesson 38 - From Republic to Empire Textbook pgs. 500-511 Workbook pgs. 307-312 • Unit 7 Lesson 39 - Daily Life in the Roman Empire Textbook pgs. 512-527 Workbook pgs. 313-320 • Unit 7 Lesson 40 - The Origins and Spread of Christianity Textbook pgs. 528-537 Workbook pgs. 321-325 • Unit 7 Lesson 41 - Learning About World Religions: Christianity Textbook pgs. 538-545 Workbook pgs. 326-330 • Unit 7 Lesson 42 - The Legacy of Rome in the Modern World Textbook pgs. 546-565 	<ul style="list-style-type: none"> • DBQ Project - Citizenship in Athens and Rome: Which was the Better System? (REQUIRED) <p>Recommended to be done before Lesson 38.</p> <p>NEW! DBQ Citizenship in Athens and Rome RESOURCES for e-learning</p> <ul style="list-style-type: none"> • LDC - The Influence of Greek and Roman Democratic Principles on American Political Process • Roman Republic • History.com: Ancient Rome • National Geographic Kids: Ancient Rome • DBQ Project - Why Did Christianity Take Hold in the Ancient World? (NOT required DBQ) • DBQ Project - What Were the Primary Reasons for the "Fall" of Rome? (NOT required DBQ) <p>Additional resources for civics topics available on State Mandated Civics unit page.</p>	<ul style="list-style-type: none"> • Etruscan and Greek Influence Cards (TCi Lesson 36 Activity: Response Group) *or pg. 563 in TG • Acting as Pats and Plebs (TCi Lesson 37 Activity: Experiential Exercise) *or pg. 573 in TG • Creating a Column About Roman Expansion (TCi Lesson 38 Activity: Problem Solving Group Work) *or pg. 583 in TG • Life in Ancient Rome Stations (TCi Lesson 39 Activity: Social Studies Skill Builder) *or pg. 595 in TG • Analyzing Parables as Literature (TCi Lesson 40 Activity: Social Studies Skill Builder) *or pg. 609 in TG • Aspects of Christianity (TCi Lesson 41 Activity: Visual Discovery) *or pg. 621 in TG • Rome to Home Game (TCi Lesson 42 Activity: Response Group) *or pg. 631 in TG • Roman Arches hands on activity

Workbook pgs. 331-338 • Unit 7 Timeline Challenge Textbook pgs. 566-567 Workbook pgs. 339-340		• Roman Game: Rota • Holt Interactive Graphic Organizers
Text Resources	Digital Learning	Primary and Secondary Sources
• TCi Literature Links • CommonLit: The Roman Republic (1110L)	• Ancient Rome Webquest • Discover Ancient Rome in Google Earth	• Library of Congress - Standards Based Resources • National Archives Document Analysis Sheets • Teaching Primary and Secondary Sources
Videos (Please preview all videos before sharing with students.)	Formative Assessment Options	Differentiation
• Youtube: Journals Through History: Ancient Rome: Building an Empire (17:32) * Building an Empire Edpuzzle • Youtube: Journals Through History: The Eternal City (17:46) * Eternal City Edpuzzle • Youtube: The Great Conspiracy Against Julius Caesar (05:57) * Julius Caesar Edpuzzle • Youtube: History vs Augustus (05:10) * Augustus Edpuzzle • A Glimpse of Teenage Life in Rome • Youtube: From Slave to Rebel Gladiator: The Life of Spartacus (05:15) * Spartacus Edpuzzle • Youtube: A Day in the Life of a Roman Soldier (04:59) * Day in Life of Soldier Edpuzzle • Youtube: Christianity 101: National Geographic (03:41) * Christianity 101 Edpuzzle	• Lesson 36 - Geography and Early Development of Rome (TCi) • Lesson 37 - The Rise of the Roman Republic (TCi) • Lesson 38 - From Republic to Empire (TCi) • Lesson 39 - Daily Life in the Roman Empire (TCi) • Lesson 40 - The Origins and Spread of Christianity (TCi) • Lesson 41 - Learning About World Religions: Christianity (TCi) • Lesson 42 - The Legacy of Rome in the Modern World (TCi) • 10 Ideas for Building A Formative Assessment Toolkit	• Lesson 36 - Geography and Early Development of Rome (TCi) • Lesson 37 - The Rise of the Roman Republic (TCi) • Lesson 38 - From Republic to Empire (TCi) • Lesson 39 - Daily Life in the Roman Empire (TCi) • Lesson 40 - The Origins and Spread of Christianity (TCi) • Lesson 41 - Learning About World Religions: Christianity (TCi) • Lesson 42 - The Legacy of Rome in the Modern World (TCi) • Adapting Documents for the Classroom: Equity and Access

<ul style="list-style-type: none"> • Youtube: The Rise and Fall of the Byzantine Empire (05:20) <ul style="list-style-type: none"> * Byzantine Empire Edpuzzle • YouTube: A Day in Pompeii (8:39) • YouTube: Run, Sail, or Hide? How to survive the destruction of Pompeii (5:30) <ul style="list-style-type: none"> ◦ Surviving Pompeii Edpuzzle 		
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Focus/Supporting Standards and Resources Matrix																
Resources	C.G.1.1	C.G.1.2	C.G.1.4	E.3.3	G.4.4	W.3.2	W.3.8	W.3.9	W.3.10	W.3.11	W.3.12	W.3.13	W.3.14	W.3.15	W.3.16	W.3.17
Unit 7 Lesson 36-Geography and Early Development of Rome					x		x				x		x			
Unit 7 Lesson 37-The Rise of the Roman Republic		x	x				x		x	x						
Unit 7 Lesson 38-From Republic to Empire							x	x		x	x				x	
Unit 7 Lesson 39-Daily Life in the Roman Empire				x			x		x	x	x				x	
Unit 7 Lesson 40-The Origins and Spread of Christianity					x		x			x		x				
Unit 7 Lesson 41-Learning About World Religions: Christianity												x				

Unit 7 Lesson 42-The Legacy of Rome in the Modern World		x					x		x	x	x		x	x		x	
CommonLit: The Roman Republic (1110L)		x						x	x								
The Dog of Pompeii								x									
Youtube: Journals Through History: Ancient Rome: Building an Empire (17:32)		x					x	x	x		x		x	x		x	
Youtube: Journals Through History: The Eternal City (17:51)		x	x				x	x	x		x		x	x			
Youtube: The Great Conspiracy Against Julius Caesar (05:57)							x										
Youtube: History vs Augustus (05:10)							x										
Youtube: From Slave to Rebel Gladiator: The Life of Spartacus (05:15)							x										
Youtube: A Day in the Life of a Roman Soldier (04:59)			x							x						x	
Youtube: Christianity 101: National Geographic (03:41)					x							x					
Youtube: The Rise and Fall of the Byzantine Empire (05:20)							x			x		x	x				
Youtube: Run, Sail, or Hide? How to Survive the Destruction of Pompeii								x									
Youtube: A Day in Pompeii								x									
Focus/Supporting Standards and Resources Matrix (continued)																	
Resources		C.1.1	C.1.2	C.2.1	E.3.3	G.4.4	W.3.2	W.3.8	W.3.9	W.3.10	W.3.11	W.3.12	W.3.13	W.3.14	W.3.15	W.3.16	W.3.17
DBQ Project - Citizenship in Athens and Rome: Which was the Better System?	x	x	x				x			x							
LDC - The Influence of Greek and Roman Democratic Principles on American Political Process Roman Republic	x	x	x				x			x							
Roman Republic							x	x	x		x			x		x	x
History.com Ancient Rome							x	x		x		x		x	x	x	x

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Yearlong Standards and Resources Matrix																										
Resources	E.1.1	E.1.3	E.3.4	G.1.4	G.1.5	G.1.6	G.1.7	G.2.1	G.2.2	G.2.4	G.2.5	G.2.6	G.2.7	G.3.1	G.3.2	G.4.1	G.4.2	G.5.1	G.5.2	G.5.3	G.6.2	W.1.1	W.1.2	W.1.3	W.1.6	W.2.3
Unit 7 Lesson 36-Geography and Early Development of Rome			x	x	x	x	x	x			x	x	x		x		x				x					
Unit 7 Lesson 37-The Rise of the Roman Republic	x																									
Unit 7 Lesson 38-From Republic to Empire		x					x			x				x			x	x	x							
Unit 7 Lesson 39-Daily Life in the Roman Empire	x									x				x		x									x	x
Unit 7 Lesson 40-The Origins and Spread of																								x	x	

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