Ancient Rome

Big Ideas

Content

The Roman Empire vastly expanded and ultimately disintegrated.

Inquiry

The means to understanding the Roman Empire are to study the early strengths and lasting contributions of Rome in addition to its ultimate internal weaknesses.

Nature of the Field

Historians study and explore the primary aspects of a society to understand change and how the society we live in came to be.

Enduring Outcomes

(What will students need to recall, know or do to demonstrate understanding of the Big Idea?

Students Will…

- …through modeling, students will be able to identify the empire at its height, showing its borders as well as the capitals of Rome and Constantinople.
- …have a broad understanding of territorial cohesion.
- …understand that there are various factors (government, religion, technology, etc.) that affect the success or failure of a nation.

Students Will…

- …be able to compare and contrast the strengths and weaknesses of the Roman Empire through the use of various methods/tools.
- …identify and explain the perspectives of the primary historical figures from the era by assuming the roles of those figures and debating key concepts.

Students Will…

- …have a clear understanding of when in time the Roman empire was established and ultimately destroyed.
- …be able to identify the ways in which what we've learned from the Roman empire has helped shape society as we know it.
- …be able to identify the unique aspects of the Roman culture through the study of period-relevant art, architecture, and music.

Evidence of Enduring Outcomes

Students Can…

- … list what they already know about the Roman empire, followed by what they want to know. After the unit, they will record what they have learned.
- …create an accurate model showing the borders of the Roman empire including its capitals and Constantinople.
- …lead and participate in discussions and debates concerning territorial cohesion and prove understanding through a multiple choice test.

Students Can…

- …participate in a "meeting of the minds" where the perspectives of various historical figures from the era come to life.
- …create a Venn diagram or T graph comparing and contrasting the strengths and weaknesses of the Roman empire.
- …evaluate one of the major leaders from the era based on specific criteria and create a poster showing viewpoints, military style, major decisions, and type of ruling government.

Students Can…

- …create a timeline accurately depicting the timeframe in which the rise and fall of the empire occurred.
- …write an essay explaining what events/ideals from the Roman empire have helped shape society today.
- …create 1-2 PowerPoint slides including pictures, and/or sound files, and descriptions of period-relevant art, architecture, or music.

Essential Questions

Why did the Roman Empire collapse?	What factors led to the disintegration of the Roman Empire?	How could the United States avoid a decline like the one experienced in Ancient Rome?	Does history make the leader or does the leader make history?

Instructional Blueprint

Lesson Topics	Content Standards	Measurable/Observable Learning Objectives (What should students know, understand and/or be able to do?)	Instructional Strategies/Tasks to Support Differentiation (Include a balance of *analytical, creative*, and *practical* activities)	Assessments that match objectives
1 **KWL Chart**	<u>Writing Strategies</u>: 1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.	Students should list what they already know about the Roman empire, in the **K** column. This will be followed by what they want to know, listed in the **W** column. After the unit, they will record what they have learned in the **L** column, some of these	**Independent Work / Class Discussion**: Working independently in class, students fill in the **K** and **W** sections of their KWL charts. After this, through a class discussion, we will combine all our ideas to create a whole-class KWL chart that will be on display throughout the unit. At the end of the unit, the board should look complete, hopefully with the fullest column being the **L**, or what we have learned. By providing clear expectations and beginning	Students complete all three sections of the KWL chart. Students learn at least one item from their W column. KWL chart has at least 5 accurate **L** statements stating

		statements should directly relate to statements in the **W** column.	the chart at the start of the unit, the teacher will gain an understanding of what shape the unit will take. Teacher will understand how much students already know, and students will convey what they would like to learn through the unit, giving them some choice. By the end of the unit, students will have a visual representation of how much they learned.	what the student learned from in-class discussions, activities, and readings. At least 3 of these **L** statements should relate to points from the **W** column showing that they learned what they **W**anted to know.
2 **Rise and Fall of Empire**	<u>World History and Geography:</u> 7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.	Students should do the assigned reading chapter from their history textbooks and make Cornell notes as they read. Students will also be assigned and expected to complete the comprehension questions at the end of the chapter and participate in all class discussions.	**Independent Work / Class Discussion**: Students read the assigned chapter from their history textbook for homework completing Cornell notes as they read. During class, the teacher will check to see that students completed the Cornell notes, stating the main points/primary focus of the chapter. Students will have a brief discussion and clear up any questions before the next homework assignment. For homework the following night, students will respond to assigned questions from the end of the chapter. Finally, students will actively participate in a whole class discussion regarding what they read. Assigning all students the chapter reading for homework allows each individual the opportunity to read at his or her own pace. Asking students to take Cornell notes along the way and bring them into class the next day is a	Students read the assigned chapter for homework. Students write a succinct, two paragraph summarization of the chapter. Students accurately complete the assigned comprehension questions at the end of the section for homework. Students are able to orally respond to questions and willingly participate in

			good informal assessment that lets the teacher know if the students did the reading and how well students were able to understand the chapter's main points. By combining this with an in class discussion the next day, students are able to get any and all of their questions answered before having to complete the comprehension questions the following night. Having students answer these questions in a written format, as opposed to orally, also gives all students practice with their writing before having to complete the five-paragraph essay towards the end of the unit.	a class discussion regarding the content of what they read.
3 **A Walk Through Time!**	Literary Response and Analysis: 3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s). World History and Geography: 7.1.1. Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship;	Construct a timeline on the rise and fall of the Roman Empire. Organize at least eight major events chronologically. Include a brief text box description telling what the event was and why it was important (1 small paragraph) next to each event you include. Illustrate final project.	**Work in Pairs:** In partners, create a timeline showing at least eight of the major events that you feel led to the decline of the Roman Empire. Use visuals, color coding, and brief descriptions to make the timeline appealing and show that you understand each event. This visual representation of the timeline of the Roman empire should help all students better understand the historical timeframe and major events of this period. Visuals, color coding, and descriptions, in addition to working in partners, will help support ELL's in understanding. The teacher will make learning equitable by assigning partners and supplying most of the resources.	Students are able to chronologically order the fundamental events comprising the rise and fall of the Roman empire. The timeline is accurate and displays at least 8 major events in the correct order including brief, one paragraph descriptions of each. Partners are creative and use visuals and color coding in their

	rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).			timeline. Work is shared equally between partners.

4 **T Graph**	Writing Applications 2.2 Write responses to literature: **b.** Organize interpretations around several	Compare and contrast the strengths and weaknesses of the Roman Empire. Express these in list format in a T graph. At the bottom of the T graph, students will	**Class Discussion / Independent Work**: As a class, students discuss the strengths and weaknesses within the Roman Empire in terms of the following attributes: class structure, education, government, law, economy,	Students complete all areas of the T graph, including at least 10 details in each section.

	clear ideas, premises, or images from the literary work.	write a very brief explanation of why the strengths and weaknesses listed are important.	military, language, religion, art, and literature. Independently, students organize these strengths and weaknesses into a T graph, listing the factors by their perceived importance. Students should attempt to address all of the different attributes, making sure that some of each are included on each side of the graph. At the bottom of the graph, students include a brief, two to three sentence explanation of why the factors they listed are valid. A T graph is a good visual tool for ELL students and low readers. The way information is presented is not overwhelming. The main points are clearly displayed. By listing the contributing factors in order of importance, students can also see which attributes were most significant in causing the downfall of the civilization. Asking for a two to three sentence summary at the end helps students synthesize the information they have gathered into a comprehensive thought.	Students attempt to address each of the listed attributes, and include items from several different attributes on both sides of the chart. Students include a two to three sentence explanation that validates their lists.
5 **Map It Out!**	<u>World History and Geography:</u> 7.1.2. Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.	Design and create a model through sculpting, painting, or other methods, of the boundaries of the Roman Empire at its peak. Present the model to the class.	**Work in Groups:** In groups of 3-4, create an accurate model of the Roman Empire at its height that includes, with labels: borders, capitals of Rome and Constantinople, major cities, and the imperial and senatorial provinces. Once projects are completed, groups must present the final outcome to their classmates in a short presentation. All members of the group must be involved in the oral	Groups collaboratively work together to brainstorm, draft, and finalize projects. Groups include all required fields and use labels. Groups are creative

			presentation.	and the products are unique.
			For ELL students, creating a visual should assist in understanding the vast area occupied by the Romans during the height of the empire. Additionally, since the project is done in groups, students can collaborate with peers and get help from their classmates.	Groups can present projects to their classmates demonstrating an understanding of the boundaries.
			In consideration of the lower income students, the teacher will supply most of the resources to make the project equitable.	
6 **The Past Shapes the Present!**	Writing Applications: 2.3 Write research reports: a. Pose relevant and tightly drawn questions about the topic. b. Convey clear and accurate perspectives on the subject. c. Include evidence compiled through the formal research process (e.g., use of a card catalog, *Reader's Guide to Periodical Literature*, a computer catalog,	Because of the Empire's vast extent and long endurance, Roman influence upon the language, religion, architecture, philosophy, law, and government of nations around the world lasts to this day. Students will use what they have learned in class to write a five paragraph essay that demonstrates three aspects of modern society that have been influenced by the Roman Empire.	**Class Discussion/ Independent Work:** In class, teacher will hand out a detailed set of instructions outlining the five paragraph essay students will be asked to write based on Roman influence on today's society (See Attachment 3). To begin, students will fill in a brainstorming chart listing the main idea, supporting ideas, and details they will include in their writing. Next, all students will complete a given outline that includes examples from class readings and discussions. Finally, individually, students will complete a five paragraph essay outlining three aspects of today's society that they feel have been greatly influenced by the Roman Empire. Having students brainstorm, outline, and edit their own and a classmates work before turning in a final product, ensures that the writing process will be completed sequentially	Students understand the material based on three attributes that they feel have clear influence on today's society- providing detailed examples. Students use evidence from in-class discussions and textbook readings: facts and figures given during class that illustrate examples. Student has edited their own, in addition to a classmate's, work. So, all papers

			and final drafts will be well thought out and error free. There will be in class time allotted for students to use computers. This makes sure that students of all social classes can have their essays be turned in typed. Teacher will give challenge opportunities for advanced students such as: writing a sixth paragraph and providing more detail and examples in their body paragraphs.	will be self and peer edited before being finalized. Writing ability: thesis is clearly stated, paragraphs are well organized, mechanics: sentence structure, grammar, punctuation, capitalization, spelling.
7 **Et Tu, Brutus?**	<u>Writing Applications:</u> 2.2 Write responses to literature: a. Develop interpretations exhibiting careful reading, understanding, and insight. b. Organize interpretations around several clear ideas, premises, or images from the literary work. c. Justify interpretations through sustained	Students will be responsible for researching a major political figure from the Roman Empire and presenting main aspects of the figure's life on a poster to be displayed in the classroom.	**Partner Work:** Teacher will allow students to select their own partners. Once every student has been partnered, teacher will randomly assign a major political figure from the Roman Empire for each pair to research. Political figures include, but are not limited to, Mark Anthony, Cleopatra, Octavian, Augustus, Julius Caesar, Diocletian, Theodosius, Vespasian, and Tiberius. Students will gather information on their figure from textbooks, online resources, encyclopedias, magazines, etc. There will be time in the computer lab given for students to complete this aspect of the project. Once research has been completed, students will organize their information onto a poster that includes the figure's picture, major accomplishments, style of rule, family lineage, time of power/leadership, political ideals, and succession. These ideas should be presented on the poster in bullet point format. Only main	Partners should work together on researching the political figure and creating the poster. Posters should be well organized, legible, appropriately colored, and visually appealing. Posters must include the figure's picture, major accomplishments, style of rule, family lineage, time in power, political ideals, and succession.

	use of examples and textual evidence.		ideas that are essential for understanding the figure should be included. This lesson allows students to devote time and effort into researching one major figure. When all posters are completed, they will be displayed around the room and a 'poster walk' will ensue. This way, all students can learn about the major figures of the Roman Empire through the reciprocal teaching of classmates. Having students choose their own partners allows for choice and makes the students feel responsible by asking them to make good choices in choosing a working partner. This particular lesson's final task supports creative thinkers by allowing them to organize ideas in a visually appealing manner.	
8 **Meeting of the Minds**	<u>Writing Applications:</u> 2.3 Deliver research presentations: a. Pose relevant and concise questions about the topic. b. Convey clear and accurate perspectives on the subject. c. Include evidence generated through the formal	In the same partner groups from the "Et Tus Brutus" (historical figure poster) lesson, students will participate in a two-round 'Meeting of the Minds'. Partners will **both** dress up, study, and role play as the historical figure they studied for their poster.	**Partner Work: Dramatize / Role Play:** In the same partners from the above lesson, students will essentially become the historical figure they studied by dressing up as the person and studying the figure's major accomplishments, style of rule, family lineage, time of power/leadership, political ideals, and succession. Partners will **both** role play the character as there will be two rounds in this meeting of the minds, each round having different questions. In the meeting of the minds, one partner from each group will come to a seat at the front of the room and a conversation/debate will begin based on questions given by the teacher. At	Both partners are dressed, prepared, and present for the meeting. Each student attempts to mimic their figure's speech, viewpoints, and appearance to the best of their knowledge. Each student is able to answer specific

	research process (e.g., use of a card catalog, *Reader's Guide to Periodical Literature*, computer databases, magazines, news-papers, dictionaries). d. Cite reference sources appropriately		the completion of one round, partners will switch and a second round with new questions will begin. Students should look like, sound like, and think/talk like the person they came as. By impersonating historical figures from this time period, students will become very familiar with one person and their views. Through watching and participating in the meeting of the minds, students will essentially become familiar with many of the other historical figures from this period through a creative form of reciprocal teaching.	questions about their figure as well as agree or disagree with other figures in the meeting based on facts gathered through research they did for the poster project (above, #7). Students have fun with the meeting, becoming creative in their impersonation.
9 **PowerPoint Slides and Presentation**	<u>Speaking Applications:</u> 2.3 Deliver research presentations: **b**. Convey clear and accurate perspectives on the subject.	Create a group PowerPoint presentation where each group member designs at least one PowerPoint slide. The presentation should depict some aspect of art, literature, music, or architecture from the age of the Roman empire.	**Group Work / Oral Presentation:** In assigned groups of four to five, students should create a PowerPoint presentation depicting **one** cultural aspect from the age of the Roman empire. These aspects will include: art, music, literature, architecture, and language. Each group will be assigned an aspect to present by randomly selecting from a hat (i.e. Group 1: art, Group 2: music, etc.). Each member of the group should make at least one or two slides for the presentation, but the presentation should flow as if one person had made it. Students should use pictures, sound bites, and hyperlinks where able, as well as use appropriate backgrounds in their slides. Text descriptions in the slides should be present, but not too detailed, as they should only serve as reminders for what the student needs to say orally to the class.	Each group successfully created one PowerPoint presentation on a cultural aspect of the age of the Roman empire. Each student in the group created 1-2 PowerPoint slides including pictures, sound files, and hyperlinks where able. Slides contain thoughtfully worded descriptions to aid in presentation and succinctly convey

| | | | Groups will be given time in class to complete their presentations. This will allow the teacher to help with technical aspects of PowerPoint, as well as give important guidance. This will also make the project equitable by accounting for students who may not have computer access, or access to the PowerPoint program at home.

Working in groups will assist ELL's and lower ability students through peer support. Teacher assigned groups will help to balance ability levels to make the project and learning equitable. Randomly assigning presentation topics by choosing from a hat will make the assignment fair for each group. Also, having each group research and present only one feature of Roman culture will be a form of reciprocal teaching where the class essentially teaches each other about this aspect of the Roman empire.

At the end, the teacher will compile the presentations into a single CD format, and give each student a copy of the CD. Therefore, this will provide a feeling of closure, and be a good culminating activity for the unit. | points.

The group, and individual students within in the group, are able to clearly present their slides orally to the class and answer any questions that may arise.

Mechanics: groups have edited for spelling, capitalization, punctuation, structure, etc. |