

## Grade 6 Social Studies: Quarter 3 Curriculum Map Scope and Sequence

Unit	Length	Unit Focus	Standards and Practices
Unit 7: Ancient Greece	5 weeks	Students will analyze the geographic, political, economic, and cultural structures of ancient Greece.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 6.39, 6.40, 6.41 Week 2: 6.42, 6.43 Week 3: 6.44, 6.45 Week 4: 6.46, 6.47, 6.48 Week 5: 6.49, 6.50
Unit 8: Ancient Rome	5 weeks	Students will analyze the geographic, political, economic, and cultural structures of ancient Rome.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 6.51, 6.52, 6.53 Week 2: 6.54, 6.55 Week 3: 6.56, 6.57, 6.58 Week 4: 6.59, 6.60 Week 5: 6.61, 6.62

## Grade 6 Social Studies: Quarter 3 Map Instructional Framework

### Course Description:

#### World History and Geography: Early Civilizations Through the Fall of the Western Roman Empire

Sixth grade students will study the beginnings of early civilizations through the fall of the Western Roman Empire. Students will analyze the cultural, economic, geographical, historical, and political foundations for early civilizations, including Mesopotamia, Egypt, Israel, India, China, Greece, and Rome. The sixth grade will conclude with the decline and fall of the Western Roman Empire. This course will also teach students about the historical context of ancient and major world religions and will follow a common template for major world religions so as to not promote any religion. Major world religions are introduced in either 6<sup>th</sup> or 7<sup>th</sup> grade. *This course will be the students' first concentrated survey of world history and geography and is designed to help students think like historians, focusing on historical concepts in order to build a foundational understanding of the world. Appropriate primary sources have been embedded in the standards in order to deepen the understanding of world history and geography. Special emphasis will be placed on the development of government, including the beginning of democratic practices.*

### Planning and Pacing

The curriculum map outlines the content and pacing for each grade and subject and allows teachers to adequately cover all new material prior to testing. The map is meant to support effective planning and instruction; it is not meant to replace teacher planning or instructional practice. Teachers are considered on pace if they are within two weeks of the curriculum maps.

### Weekly Guidance

Weekly overviews include essential questions, student outcomes, texts, suggested strategies and protocols for classroom use, a weekly assignment written in the form of a TN Ready aligned writing prompt, and the associated standards. All curriculum materials, including the texts and instructions for protocols, can be found in Sharepoint. Texts and are in the “6-8 Supporting Documents and Resources” folder and arranged by grade level, quarter, and unit.

### Social Studies Instructional Strategies

Suggested strategies and protocols outlined in the maps can be found in the 6-8 Supporting Documents and Resources folder. There are two ways to access resources. They may be accessed individually in the strategies folder or they may be accessed via clicking on hyperlinks in the strategies overview document.

### Unit Assessments

Unit assessments have been provided in Sharepoint and can be used in conjunction with the maps. These assessments are housed in the “6-8 Assessments” folder. They are arranged by quarter and include at least two TN Ready style assessment questions per a standard. Teachers may choose to use these as common formative assessments or break them apart to pull questions for bell work, exit tickets, or mini-quizzes.

### Content Connections

The units in this map align with English Language Arts Standards in writing, reading, informational text, speaking and listening.

## Unit Overview: Quarter 3 Unit 7 – Ancient Greece

Unit	Length	Unit Focus	Standards and Practices	Narrative Overview
Unit 7: Ancient Greece	5 weeks	Students will analyze the geographic, political, economic, and cultural structures of ancient Greece.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 6.39, 6.40, 6.41 Week 2: 6.42, 6.43 Week 3: 6.44, 6.45 Week 4: 6.46, 6.47, 6.48 Week 5: 6.49, 6.50	This unit begins with an examination of the geography of Greece and how the development of Greek city-states and colonies was a result of many of the geographical challenges of the region. The second week deep-dives into an examination of Greek society in Athens and Sparta before students examine how those city-states cooperated during the Persian Wars and turned upon each other during the Peloponnesian Wars. The fourth week looks at various aspects of Greek Culture and advancements – its religion, literature, and philosophy. This is continued in the last week of the unit briefly when Greek architecture is examined. The unit then closes out with an examination of Alexander the Great, who was the catalyst for the spread of Greek culture in the region.

## Grade 6 Social Studies: Quarter 3 Unit 7 Vocabulary

### Tier 2 Vocabulary

Contributed, role, advantages, approaches, practice, causes, consequences, the role of, conflict, purposes

### Tier 3 Vocabulary

Greece, Asia Minor, Athens, Macedonia, Peloponnesian peninsula, Sparta, mountainous terrain, city-states, maritime trade, colonies, Mediterranean, polis, citizenship, civic participation, rule of law, direct democracy, oligarchy, Athens, Sparta, government, Persian Wars, Peloponnesian Wars, Macedonians, polytheistic religion, deities, Olympic Games, Zeus, historical, Iliad, Odyssey, Greek philosophers, Aristotle, Plato, Socrates, Parthenon, Acropolis, unification, Macedonia, Alexander the Great, diffusion, Hellenistic culture

## Sample Lesson: Quarter 3 Unit 7 – Ancient Greece

<b>SS TN Standard(s):</b>	6.42 and 6.43
<b>Student Outcomes:</b> <i>What will students know and be able to do as a result of this lesson?</i>	Students can define direct democracy and oligarchy and identify them as forms of government.
<b>Key Academic Vocabulary:</b>	Direct democracy, oligarchy, government
<b>Resources / Materials:</b>	Inquiry: Did the Type of Government in Ancient Greece Matter?
<b>Warm-Up / Bell Ringer:</b> <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Students should brainstorm ways that people (adults or children) participate in decision making processes in everyday life, with a focus on school and government.
<b>Essential Question / Relevance:</b> <i>Develop student interest and connect learning to daily standards.</i>	Hook – Discuss the bell ringer to students and tie responses into the week’s essential question, “How do societies organize themselves?”
<b>High-Quality Text(s):</b>	Source A: Overview of Ancient Greek Government
<b>Text-Specific Inquiry:</b> <i>Teacher guided inquiry into content-rich texts, images or other content.</i>	Read the first section of the text (everything prior to Democracy section) with the class. Annotate the text with students – students may want to draw pictures next to each type of government in the bullet point list for reference, i.e. a voting box for democracy, crown for monarchy, group of people all wearing crowns for oligarchy, and a person holding a sword for tyranny.
<b>Text-Specific Application:</b> <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Students can partner read the text individually, in stations, or as a gallery walk. Students should create identity charts for each type of government with their partner/group. The teacher can facilitate a whole-group discussion to create a master identity chart for the class.
<b>Closure:</b> <i>Individual students synthesize and/or summarize learning for the day.</i>	Students should individually write a definition for direct democracy and oligarchy in their own words, based on the text and their identity charts.
<b>Weekly Assessment:</b> <i>Guidance is provided weekly in the map to support robust student writing every week that is strongly aligned to Social Studies content standards.</i>	N/A.
<b>Homework:</b>	N/A

## Unit 7: Ancient Greece - Week 1

<b>Essential Question(s)</b>	How does geography impact the development of a civilization? How are maritime civilizations similar to and different from riverine civilizations? How does citizenship develop in ancient Greece?
<b>Student Outcomes</b>	Students can locate the geographical features of ancient Greece. Students can analyze how the geographical location of ancient Greece impacted its development. Students can explain the function of the polis in Greek city-states.
<b>Texts</b>	Textbook: <i>McGraw Hill, Discovering Our Past: A History of the World - Early Ages</i> Ch. 9 Lesson 1  Reader: 6.39 Physical Map of Greece 6.40 Ancient Greece Excerpt and Map of Colonies 6.41 Polis  Maps/Videos/Images: Lesson: <a href="#">Map Activity</a> Video: Ollie Bye, <a href="#">Animated Map – History of the Greeks</a> (stop at 2:23), See U In History, <a href="#">The Greek City-States</a> , Instructomania, <a href="#">The Economy of Ancient Greece</a> , <a href="#">The Geography of Ancient Greece</a>
<b>Suggested Classroom Strategies and Protocols</b>	3-2-1: Physical Map of Greece See-Think-Wonder: Ancient Greece Excerpt and Map of Colonies Save The Last Word for Me: Polis
<b>Assessment</b>	Describe three ways that the geography of ancient Greece impacts its development as a major power in the Mediterranean region. Use complete sentences and evidence to support your answer.
<b>Standards</b>	6.39 Identify and locate geographical features of ancient Greece, including: Asia Minor, Athens, Macedonia, Mediterranean Sea, Peloponnesian peninsula, Sparta. 6.40 Analyze how the geographical features of ancient Greece, including its mountainous terrain and access to the Mediterranean Sea, contributed to its organization into city-states, role in maritime trade, and colonies in the Mediterranean. 6.41 Examine the concept of the polis in Greek city-states, including the ideas of: citizenship, civic participation, and the rule of law.

## Unit 7: Ancient Greece - Week 2

<b>Essential Question(s)</b>	How do societies organize themselves?
<b>Student Outcomes</b>	Students can define direct democracy and oligarchy and identify them as forms of government. Students can compare and contrast the societies of Athens and Sparta.
<b>Texts</b>	Textbook: <i>McGraw Hill, Discovering Our Past: A History of the World - Early Ages</i> Ch. 9 Lesson 2 and 4  Reader: 6.42 Excerpts, Funeral Oration and Polity of Athens 6.43 Women in Athens and Sparta  Maps/Videos/Images: Focused Inquiry: Are we more like Athens or Sparta? Structured Inquiry: Did the Government in Ancient Greece Matter? Video: TedEd, <a href="#">What Did Democracy Really Mean in Athens?</a> and <a href="#">This is Sparta: Fierce Warriors of the Ancient World</a> SHEG Lesson: <a href="#">Athenian Democracy</a> Lessons: <a href="#">Two Faces of Greece - Athens and Sparta</a> DBQ Project: Citizenship in Athens and Rome – Which was the Better System? And Education in Sparta – Did the Strengths Outweigh the Weaknesses? Debating the Documents: How Democratic were the Ancient Greeks?
<b>Suggested Classroom Strategies and Protocols</b>	Bio Poem: direct democracy, oligarchy, Athens, Sparta Iceberg Diagrams: Characteristics of Athens, Characteristics of Sparta Identity Charts: Athens and Sparta
<b>Assessment</b>	Describe four characteristics of Athens and Sparta that demonstrated they had distinctly different cultures. Use complete sentences and evidence to support your answer.
<b>Standards</b>	6.42 Explain the basic concepts of direct democracy and oligarchy. 6.43 Explain the characteristics of the major Greek city-states of Athens and Sparta, including: Advantages of each geographic location, Approaches to education, Practice of slavery, Status of women, Styles of government.

## Unit 7: Ancient Greece - Week 3

<b>Essential Question(s)</b>	Why do civilizations go to war?
<b>Student Outcomes</b>	Students can analyze the impact of the Persian Wars on the history of the early Greeks. Students can analyze the impact of the Peloponnesian Wars on the history of the early Greeks.
<b>Texts</b>	Textbook: <i>McGraw Hill, Discovering Our Past: A History of the World - Early Ages</i> Ch. 9 Lesson 3 and 4  Reader: 6.44 Xerxes Invades Greece 6.45 Peloponnesian Wars  Maps/Videos/Images: Lesson: <a href="#">Greco-Persian Wars</a> , <a href="#">Fight or Peace? Ancient Greek Role Playing Activity</a> Video: TedEd, <a href="#">Why is Herodotus called "The Father of History"</a> (video gives an overview of Persian Wars) SHEG Lesson: <a href="#">Battle of Thermopylae</a>
<b>Suggested Classroom Strategies and Protocols</b>	Human Timeline: Persian Wars, Peloponnesian Wars Storyboard: Persian Wars, Peloponnesian Wars Two Minute Interviews: What were the causes of the Persian Wars? What were the consequences of the Persian Wars? How did Athens and Sparta cooperate during the Persian Wars? What were the causes of the Peloponnesian Wars? What were the consequences of the Peloponnesian Wars? How did the Peloponnesian Wars leave the Greek city-states open to conquest?
<b>Assessment</b>	Describe the causes and consequences of the Peloponnesian War and explain how Greece was left open to conquest by the Macedonians. Use complete sentences and evidence to support your answer.
<b>Standards</b>	6.44 Analyze the causes and consequences of the Persian Wars, including the role of Athens and its cooperation with Sparta to defend the Greek city-states. 6.45 Analyze the causes and consequences of the Peloponnesian Wars, including how the growing political conflict between Athens and Sparta led to war and left the city-states open to conquest by the Macedonians.

## Unit 7: Ancient Greece - Week 4

<b>Essential Question(s)</b>	What are the enduring legacies of ancient Greece?
<b>Student Outcomes</b>	Students can explain the polytheistic beliefs of the ancient Greeks and its impact on their everyday life. Students can identify and explain the significant cultural achievements of ancient Greece. Students can identify Greek philosophers and their impact on education in Greece.
<b>Texts</b>	Textbook: <i>McGraw Hill, Discovering Our Past: A History of the World - Early Ages</i> Ch. 10 Lesson 1 and 2  Reader: 6.46 Description of Greece and the Olympics 6.47 Excerpt, <i>Iliad</i> 6.48 Aristototle: The Politics  Maps/Videos/Images: Reading: <a href="#">Socrates, Plato, and Aristotle</a> Gallery: <a href="#">The Gods and Goddesses of Ancient Greece</a> Video: TedEd, <a href="#">Everything You Need to Know to Read Homer's Odyssey</a> , <a href="#">The Ancient Origins of the Olympics</a>
<b>Suggested Classroom Strategies and Protocols</b>	Alphabet Brainstorm: Aspects of Greek Culture Two Minute Interviews: What was the major influence of Aristotle on education and society in Greece? What was the major influence of Plato on education and society in Greece? What was the major influence of Socrates on education and society in Greece? Bio Poem or Character Map: Greek Gods
<b>Assessment</b>	Identify three major Greek philosophers and explain their impact on education and society in ancient Greece. Use complete sentences and evidence to support your answer.
<b>Standards</b>	6.46 Explain the polytheistic religion of ancient Greece, with respect to beliefs about the humanlike qualities of the deities, their importance in everyday life, and the emergence of the Olympic Games to honor Zeus. 6.47 Explain the historical significance of ancient Greek literature, including how the <i>Iliad</i> and the <i>Odyssey</i> provide insight into the life of the ancient Greeks. 6.48 Examine the influence of ancient Greek philosophers (e.g., Aristotle, Plato, and Socrates) and their impact on education and society in Greece.



## Unit 7: Ancient Greece - Week 5

<b>Essential Question(s)</b>	What are the enduring legacies of ancient Greece? How does culture spread?
<b>Student Outcomes</b>	Students can describe the purposes of Greek architecture. Students can explain the rise of Alexander the Great and his impact on the diffusion of Greek culture.
<b>Texts</b>	Textbook: <i>McGraw Hill, Discovering Our Past: A History of the World - Early Ages</i> Ch. 10 Lesson 3 and 'Greek Art and Architecture' from Lesson 1  Reader: 6.49 Acropolis 6.50 Excerpt, Plutarch's Alexander  Maps/Videos/Images: Lesson: <a href="#">Was Alexander Truly Great?</a> Video: <a href="#">historyteachers, Macedonia</a> , <a href="#">Iron Maiden – Alexander the Great</a> , Mr. Nicky, <a href="#">Ancient Greece</a> , MocomiKids, <a href="#">Acropolis of Athens</a>
<b>Suggested Classroom Strategies and Protocols</b>	Town Hall Circle: Was the spread of Hellenism good for the Ancient World? Bio Poem: Alexander the Great, Acropolis, Parthenon Life Road Map: Alexander the Great
<b>Assessment</b>	Explain how the Greek city-states were unified by Macedonia and explain the impact of Alexander the Great and Hellenism during this period. Use complete sentences and evidence to support your answer.
<b>Standards</b>	6.49 Describe the purposes of major Greek architecture, including the Parthenon and the Acropolis. 6.50 Explain the unification of the Greek city-states by Macedonia, and analyze the impact of Alexander the Great and the diffusion of Hellenistic culture.

## Unit Overview: Quarter 3 Unit 8 – Ancient Rome

Unit	Length	Unit Focus	Standards and Practices	Narrative Overview
Unit 8: Ancient Rome	5 weeks	Students will analyze the geographic, political, economic, and cultural structures of ancient Rome.	TN Social Studies Practices: SSP.01- SSP.06 Week 1: 6.51, 6.52, 6.53 Week 2: 6.54, 6.55 Week 3: 6.56, 6.57, 6.58 Week 4: 6.59, 6.60 Week 5: 6.61, 6.62	The first week opens with an examination of geography and how the geography of the Italian peninsula impacts the development of Rome within the Mediterranean. Students then examine the basic ideas of the Roman Republic. In week two, the social hierarchy of Ancient Rome is reviewed before students analyze the rise and fall of Julius Caesar. This is followed in week three with the rise of the Roman Empire under Augustus. Students then look at the advancements of the Pax Romana during the period of the Roman Empire. Week four looks at the origins and central features of Christianity and the fall of Jerusalem under the Romans before week five closes the unit out with the troubles impacting the Roman Empire during its later years. Students analyze the split of the Roman Empire under Constantine before looking into the reasons for the Fall of the Western Roman Empire and the beginnings of the Byzantine Empire.

## Grade 6 Social Studies: Quarter 3 Unit 8 Vocabulary

### Tier 2 Vocabulary

Amongst, innovations, expulsion, which began, division, capital, establishment, fall, continuation

### Tier 3 Vocabulary

Rome, Constantinople, Italian Alps, Italian Peninsula, Tiber River, Roman Republic, branches of government, checks and balances, civic participation, representative democracy, rule of law, Twelve Tables, class system, patricians, plebeians, slaves, Julius Caesar, military, dictator, assassination, Augustus Caesar, Roman Empire, political, geographic, economic, Pax Romana, engineering, architecture, aqueducts, arches, Colosseum, Domes, sanitation, Christianity, Jesus, Paul, Bible, monotheism, sin, Messiah, Jewish diaspora, Constantine, Western Roman Empire, territory, political corruption, economic instability, tribes, Eastern Roman Empire, Byzantine Empire

## Sample Lesson: Quarter 3 Unit 8 – Ancient Rome

<b>SS TN Standard(s):</b>	6.59	
<b>Student Outcomes:</b> <i>What will students know and be able to do as a result of this lesson?</i>	Students can describe the origins and central features of Christianity.	
<b>Key Academic Vocabulary:</b>	Jesus, Paul, Bible, monotheism, sin and forgiveness, eternal life, Jesus as the Messiah	
<b>Resources / Materials:</b>	Textbook and reader excerpt on Christianity; Evidence Logs for students (copy or on board)	
<b>Warm-Up / Bell Ringer:</b> <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Quick write: Define monotheism and polytheism.	
<b>Essential Question / Relevance:</b> <i>Develop student interest and connect learning to daily standards.</i>	What were the basic beliefs of early Christians?	
<b>High-Quality Text(s):</b>	Textbook and reader excerpt on Christianity	
<b>Text-Specific Inquiry:</b> <i>Teacher guided inquiry into content-rich texts, images or other content.</i>	The teacher should explain how an evidence log works. An evidence log can be set up like a basic T-Chart, with points of evidence students need to look for on one side and their paraphrased evidence from the text and citation in the other column. The teacher should assist students in setting up their evidence log with the major points from the standard.	
	Points of Evidence to Look For	Evidence Found
	Citation – What source did you find the evidence in and where in that source?	
	Find evidence explaining the role of these key person(s) for Christianity: <ul style="list-style-type: none"> <li>• Jesus</li> <li>• Paul</li> </ul>	
	Find evidence identifying the sacred text for Christianity.	
Find evidence explaining each of the basic beliefs of Christianity: <ul style="list-style-type: none"> <li>• Monotheism</li> <li>• Sin and forgiveness</li> <li>• Eternal Life</li> <li>• Jesus as the Messiah</li> </ul>		

<b>Text-Specific Application:</b> <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Students can work individually or in groups reading Ch. 13 Lesson 1 and the reader excerpt on Christianity to fill in their charts.
<b>Closure:</b> <i>Individual students synthesize and/or summarize learning for the day.</i>	The teacher should facilitate a whole group discussion with students to create a 'master evidence chart' for the class.  As an exit ticket, students can do a quick write identifying at least one key person, sacred text, and basic belief of Christianity from the chart.
<b>Weekly Assessment:</b> <i>Guidance is provided weekly in the map to support robust student writing every week that is strongly aligned to Social Studies content standards.</i>	N/A
<b>Homework:</b>	N/A

## Unit 8: Ancient Rome - Week 1

<b>Essential Question(s)</b>	How does geography impact the development of a civilization? How do societies organize themselves?
<b>Student Outcomes</b>	Students can locate the geographical features of ancient Rome. Students can analyze how the geographical location of ancient Rome impacted its development. Students can define a republic and describe how the Roman Republic functioned as a government.
<b>Texts</b>	Textbook: <i>McGraw Hill, Discovering Our Past: A History of the World - Early Ages</i> Ch. 11 Lesson 1 and 2  Reader: 6.51 Physical Map of the Mediterranean Sea 6.52 Expansion of Rome 6.53 Balance and Functions of Power  Maps/Videos/Images: Lesson: <a href="#">Physical Geography and Power in Ancient Rome</a> Video: EmperorTigerstar, <a href="#">The History of the Romans – Every Year</a> (stop at 5:16), Instructomania, <a href="#">The Economy of Ancient Rome</a> , <a href="#">The Geography of Ancient Rome</a> SHEG Lesson: <a href="#">Roman Republic</a> DBQ Project: Citizenship in Athens and Rome: Which Was the Better System?
<b>Suggested Classroom Strategies and Protocols</b>	Identity Chart – Geographical features of ancient Rome, Representative democracy, each branch of government in the Roman Republic See-Think-Wonder: Map of the Mediterranean Sea Explanation Game: Balance and Functions of Power
<b>Assessment</b>	Describe two characteristics of the Roman Republic and explain how each contributed to the development of democratic principles. Use complete sentences and evidence to support your answer.
<b>Standards</b>	6.51 Identify and locate the geographical features of ancient Rome, including: Constantinople, Italian Alps, Italian Peninsula, Mediterranean Sea, Rome, Tiber River. 6.52 Analyze how the geographical location of ancient Rome contributed to its political and economic growth in the Mediterranean region and beyond. 6.53 Describe the government of the Roman Republic, including: Branches of government, Checks and balances, Civic participation, Representative democracy, The rule of law and the Twelve Tables.

## Unit 8: Ancient Rome - Week 2

<b>Essential Question(s)</b>	How do societies organize themselves? What makes a leader 'great'?
<b>Student Outcomes</b>	Students can describe the social class hierarchy of ancient Rome and the relationship between the social classes. Students can summarize the rise and downfall of Julius Caesar and his impact on the Roman Republic.
<b>Texts</b>	Textbook: <i>McGraw Hill, Discovering Our Past: A History of the World - Early Ages</i> Ch. 11 Lesson 3  Reader: 6.54 Patricians 6.55 Excerpt, Life of Caesar  Maps/Videos/Images: Lesson: Performance Tasks 1 and 3 from the TDOE Summer Training manual (instructions on pages 64-65) Eyewitness to History: <a href="#">The Assassination of Julius Caesar, 44 BC</a> Video: <a href="#">Sung History, Julius Caesar 'It's a Good Decree'</a> , historyteachers, <a href="#">Julius Caesar</a> , TedEd, <a href="#">The Great Conspiracy Against Julius Caesar</a>
<b>Suggested Classroom Strategies and Protocols</b>	Character Charts: patricians, plebeians, Roman slaves, Julius Caesar Storyboard: Rise and fall of Julius Caesar, Rise and fall of the Roman Republic Life Road Map: Julius Caesar Bio Poem: Roman Republic, Julius Caesar, Patrician, Plebeian, Roman Slave
<b>Assessment</b>	Identify the three major groups in the class system of ancient Rome and explain the role of each group. Use complete sentences and evidence to support your answer.
<b>Standards</b>	6.54 Describe the class system of ancient Rome, including the role of patricians, plebeians, and slaves in Roman society. 6.55 Describe the characteristics of Julius Caesar's rule, including: Leadership in the military, Popularity amongst plebeians, Role as dictator for life, Assassination.

## Unit 8: Ancient Rome - Week 3

<b>Essential Question(s)</b>	What makes a leader 'great'? What are the enduring legacies of ancient Rome?
<b>Student Outcomes</b>	<p>Students can summarize the rise of Augustus Caesar and explain the significance of his rule in establishing the Roman Empire.</p> <p>Students can describe the technological achievements of ancient Roman.</p> <p>Students can explain the polytheistic beliefs of the ancient Romans and its impact on their everyday life.</p>
<b>Texts</b>	<p>Textbook: <i>McGraw Hill, Discovering Our Past: A History of the World - Early Ages</i> Ch. 11 Lesson 4 and Ch. 12 Lesson 1</p> <p>Reader: 6.56 Excerpt, Res Gestae Divi Augusti 6.57 Roman Engineering 6.58 Roman Religion</p> <p>Maps/Videos/Images: Lesson: Performance Task 4 from the TDOE Summer Training manual (instructions on pages 66) Map Activity: <a href="#">Roman Empire – Road and Trade Network</a> Video: TedEd, <a href="#">History vs. Augustus</a>, SHEG Lesson: <a href="#">Augustus</a></p>
<b>Suggested Classroom Strategies and Protocols</b>	<p>Iceberg diagram: Pax Romana</p> <p>Character Charts: Augustus Caesar</p> <p>Concept Maps: Roman innovations (aqueducts, arches, bridges, Colosseum, domes, roads, sanitation)</p>
<b>Assessment</b>	Explain how Augustus Caesar influence the political, geographic, and economic expansion of the Roman Empire during the Pax Romana. Use complete sentences and evidence to support your answer.
<b>Standards</b>	<p>6.56 Analyze the influence of Augustus Caesar, including the establishment of the Roman Empire and its political, geographic, and economic expansion during the Pax Romana.</p> <p>6.57 Analyze how innovations in engineering and architecture contributed to Roman expansion, including the role of: Aqueducts, Arches, Bridges, The Colosseum, Domes, Roads, Sanitation.</p> <p>6.58 Explain the polytheistic religion of ancient Rome, with respect to beliefs about the humanlike qualities of the deities and their importance in everyday life.</p>

## Unit 8: Ancient Rome - Week 4

<b>Essential Question(s)</b>	What were the basic beliefs of early Christians? Why did the Jewish people leave Jerusalem? How do societies preserve their culture?
<b>Student Outcomes</b>	Students can describe the origins and central features of Christianity. Students can summarize the impact of Roman rule on the Israelites and explain the cause of the Jewish diaspora.
<b>Texts</b>	Textbook: <i>McGraw Hill, Discovering Our Past: A History of the World - Early Ages</i> Ch. 13 Lesson 1  Reader: 6.59 Excerpt: Christianity 6.60 Siege of Jerusalem  Maps/Videos/Images: Eyewitness History: <a href="#">The Romans Destroy the Temple at Jerusalem, 70 AD</a> , <a href="#">Rome Celebrates the Vanquishing of the Jews, 71 AD</a> Image Collection: <a href="#">The Arch of Titus, Rome</a> and <a href="#">Arch of Titus</a> Map: <a href="#">Spread of Christianity, 325-600 AD</a>
<b>Suggested Classroom Strategies and Protocols</b>	Evidence Logs: Aspects of standard 6.59 in “Excerpt: Christianity” or textbook Two-Column Note-Taking: Aspects of standard 6.59 in “Excerpt: Christianity” or textbook Semantic Webbing: Aspects of standard 6.59 Chunking: Siege of Jerusalem
<b>Assessment</b>	Define the Jewish diaspora and explain how it began under the Romans. Use complete sentences and evidence to support your answer.
<b>Standards</b>	6.59 Describe the origins and central features of Christianity: Key Person(s): Jesus, Paul; Sacred Texts: The Bible; Basic Beliefs: monotheism, sin and forgiveness, eternal life, Jesus as the Messiah. 6.60 Explain the expulsion of the Jews from their homeland by the Romans, which began the Jewish diaspora.



## Unit 8: Ancient Rome - Week 5

<b>Essential Question(s)</b>	How do civilizations rise and fall?
<b>Student Outcomes</b>	Students can explain the division of the Roman Empire and the development of Constantinople. Students can summarize the events that lead to the destruction of the Western Roman Empire. Students can describe the continuation of the Roman culture and identity in the Byzantine Empire.
<b>Texts</b>	Textbook: <i>McGraw Hill, Discovering Our Past: A History of the World - Early Ages</i> Ch. 12 Lesson 2 and 3  Reader: 6.61 Maps – Division and Subdivision of the Roman Empire, Roman Empire Under Diocletian and Constantine 6.62 Maps – Rome’s Enemies, Invasions of the Roman Empire  Maps/Videos/Images: Lesson: Performance Task 5 and Learning Synthesis Task from the TDOE Summer Training manual (instructions on pages 66-7) DBQ Project: What were the Primary Reasons for the “Fall” of Rome? Video: MocomiKids, <a href="#">The Fall of the Roman Empire</a> , <a href="#">historyteachers</a> , <a href="#">Constantine</a>
<b>Suggested Classroom Strategies and Protocols</b>	Town Hall Circle: Why did the Western Roman Empire Collapse? Did the Western Roman Empire Collapse if the Eastern Roman Empire survives? Iceberg Diagram: Fall of the Roman Empire See-Think-Wonder: Maps from 6.61 and 6.62 Give One, Get One: Fall of the Roman Empire
<b>Assessment</b>	Describe three reasons for the fall of the Western Roman Empire and explain the relationship to the Byzantine Empire. Use complete sentences and evidence to support your answer.
<b>Standards</b>	6.61 Explain the division of the Roman Empire into East and West, and identify the later establishment of Constantinople as the capital by Constantine. 6.62 Analyze the fall of the Western Roman Empire, including difficulty governing its large territory, political corruption, economic instability, and attacks by Germanic tribes, and identify the continuation of the Eastern Roman Empire as the Byzantine Empire.