



Grade: 8th

Subject: Geography Unit: Ancient Rome

Time: 16 Days

Instructional Goals:

- TLW analyze Rome's geographical benefits for agriculture, protection, trade, and expansion.
- TLW compare and contrast the Roman Monarchy, Republic, and Empire and its influential leaders.
- TLW identify the major events and people that shaped the rise and fall of the Roman Empire.
- TLW evaluate the influences of Ancient Roman ideas, advances, and culture throughout history and today.
- TLW assess the role of the Roman Empire on the spread of Christianity and growth and persecution of the early church.

| ESLO Standard | Objective, (E, D, M) E=Emerging, D= Developing, M=Mastery | Duration | Teaching Method | Resources/Text | Assessment | Additional Notes Biblical Integration |
|---------------------------------------|---|----------|---|---|-----------------------------|---|
| 1 2 4 6 7 8 | 4.2.1 TLW understand and analyze how individuals and movements have shaped world history. (D) 4.3.1 TLW analyze and interpret historical materials from a variety of perspectives in world history. (D) 5.2.2 TLW evaluate the logic of positions in primary and secondary sources to interpret an issue or event. (D) | 1 day | Reading and response, discussion, hands-on activity Example: Read and compare myths and historical accounts of founding of Rome; discuss myth vs fact and importance of myths to cultures throughout history; create cartoon or act out myth of Romulus & Remus | 1001 Facts on Ancient Rome | Cartoon of founding of Rome | BI: Discuss reliability of Bible and differentiate its truths and histories from mythology |
| 2 3 4 3.2.1 3.2.3 | 3.1.2 TLW understand and analyze physical and cultural characteristics of places and regions from the past or in the present. (M) 3.2.1 TLW analyze how the environment has affected people and how people have affected the environment in the past or present. (D) 3.2.3 TLW understand and analyze migration as a catalyst on the growth of countries in the past or present. (D) | 1 day | Discussion, hands-on activity Example: Label large physical map of Italy; discuss pro's and con's of geography; discuss people groups in Italy & label map; discuss and trace early wars and invasions | 1001 Facts on Ancient Rome; blank physical map of Italy | Physical map of Italy | |

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| 2 | 1.1.2* TLW analyze the relationship between the actions of people in a country and the ideals outlined in its laws. (E)* | 1 day | Role-playing, discussion, reading and response Example: Give 2 students complete control of class activity; discuss interaction, leadership effectiveness, etc; compare class "government" with leaders and governments of Rome (compare 2 students in charge with tetarchy); define monarchy, republic, empire, anarchy, oligarchy; read about major characteristics of 3 different eras of government in Rome and the roles of different social classes in each; discuss and chart pro's and con's of each | Internet; 1001 Facts on Ancient Rome; Giant Book of World History; Monarchy to Republic to Empire: http://www.pbs.org/empire/index.html | Comparison chart of Roman government | |
| 3 | 1.2.1 TLW understand and analyze the structure and powers of government at the national level. (D) | | | | | |
| 5 | 1.2.3* TLW understand various forms of government and their effects on the lives of people in the past or present. (M)* | | | | | |
| 6 | 1.2.3 TLW understand the concepts of both a democracy and a republic. (D) | | | | | |
| 7 | 1.4.1* TLW understand the effectiveness of different forms of civic involvement. (D)* | | | | | |
| | 1.4.1 TLW analyze how a position on an issue attempts to balance individual rights and the common good. (D) | | | | | |
| | 2.4.1 TLW understand and analyze the distribution of wealth and sustainability of resources in the past or present. (E) | | | | | |
| | 4.2.1 TLW understand and analyze how individuals and movements have shaped world history. (D) | | | | | |

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| 2 | TLW create and use research questions that are tied to an essential question to focus inquiry on an issue. (D) | 4 days | Research, peer sharing, hands-on activity Example: Students individually research various leaders and events from Rome; students write date and brief description on index card and find picture to represent leaders or event; class works together to arrange events and create giant timeline; discuss impacts of leaders and events on Roman and world history | Internet; Examples of Timeline of Ancient Rome on Ancient Rome; History: http://www.bbc.co.uk/history/ancient/roman/s/ ; http://rome.mrdonn.org/g/ ; Timeline: http://www.pbs.org/empires/romans/special/timeline_01.html ; http://www.bbc.co.uk/schools/primaryhistory/romans/ ; | Timeline of Ancient Rome | |
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| 5 | | | | | | |
| 6 | | | | | | |
| 7 | TLW evaluate the logic of positions in primary and secondary sources to interpret an issue or event. (E) | | | | | |
| 8 | TLW use appropriate format to cite sources within an essay or presentation. (M) | | | | | |
| | TLW understand and analyze how individuals and movements have shaped world history. (M) | | | | | |
| | TLW analyze multiple causal factors to create positions on major events in world. (D) | | | | | |

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| 2 | TLW evaluate the effectiveness of the system of checks and balances based on an event. (D) | 3 days | Role-playing, reading and response, hands-on activity, discussion Example: Watch interactive expansion maps; discuss the effect of government and roles of leaders on the rise and fall and in the lives of Roman people; map expansion and fall of the empire individually; take Emperor quiz to determine personal leadership style; compare results; discuss pro's and con's of famous strict emperors like Nero; predict possible effects of large empire, discussing pro's and con's; research causes of fall of empire; develop solutions to save empire | Map of Expansion of Rome: http://mappinghistory.uoregon.edu/english/EU/EU02-01.html ; http://mappinghistory.uoregon.edu/europe/interactive/map26.html ; http://www.hyperhistory.com/online_n2/maptext_n2/roman_emper.html ; http://www.lib.utexas.edu/maps/historical/EmperorGames/Quiz.html ; http://www.pbs.org/empires/romans/special/index.html ; | Expansion of Rome map; Fall of Rome map, If I Were Emperor solutions | |
| 3 | | | | | | |
| 4 | | | | | | |
| 6 | | | | | | |
| 7 | TLW understand and analyze the influence of the government's taxation, creation of currency, and tariffs in the past or present. (E) | | | | | |
| 8 | | | | | | |
| 4.2.1 | TLW understand and analyze how individuals and movements have shaped world history. (M) | | | | | |
| 4.3.2 | TLW analyze multiple causal factors to create positions on major events in world history. (M) | | | | | |
| 4.4.1 | TLW analyze how a historical event in history helps us to understand a current issue. (D) | | | | | |
| 5.1.1 | TLW understand reasons based on evidence for a position or event. (D) | | | | | |

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| 3 5 8 | 3.1.2 TLW understand and analyze physical and cultural characteristics of places and regions from the past or in the present. (M) 4.2.2 TLW understand and analyze how cultures and cultural groups have contributed to world history. (D) 4.2.3 TLW understand and analyze how technology and ideas have impacted world history. (D) | 1 days | Presentation, discussion, hands-on activity Example: present examples of Roman architecture; discuss major features of Roman art/architecture and their role in reinforcing the power and glory of Rome and its rulers; define key Roman art/architecture terms; find aspects common in art/architecture today; recreate famous Roman building or type of building (villa, temple, coliseum, forum, etc.) | Roman architecture powerpoint | Model or drawing of famous Roman building | Collaborate with art: Model or drawing |
| 1 2 7 8 | 3.2.2 TLW understand cultural diffusion from the past or in the present. (D) 4.2.1 TLW understand and analyze how individuals and movements have shaped world history. (M) 4.3.1 TLW analyze and interpret historical materials from a variety of perspectives in world history. (D) | 2 days | Reading and response, discussion, hands-on activity Example: read individual Roman myths and compare to parables and Bible stories; compare events and rulers from timeline with spread of early church; trace journeys of Paul, formation of churches in Mediterranean; discuss and map effect of emperors like Nero vs Constantine on Christianity | 1001 Facts on Ancient Rome; Christianity map: http://www.uncp.edu/home/rwb/lecture_me_d_civ.htm ; http://www.lib.utexas.edu/maps/historical/ | Spread of Christianity map; persecution of Christians map | BI: Compare Roman gods with God of the Bible; identify role of persecution and legalization of Christianity on spread and growth of early church |
| 4.3.2 | TLW analyze multiple causal factors to create positions on major events in world history. (M) | | | | | |

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| 4 | 1.2.1 TLW understand and analyze the structure and powers of government at the national level. (M) | 3 days | Research, peer sharing, presentation, hands-on activity Example: students research individual aspects of Roman culture and present to class; discuss modern impact of Roman architecture, arches/columns, roads, aqueducts, art, government, philosophy, etc.; create collage of things inspired or influenced by Rome | 1001 Facts on Ancient Rome; Baths & Aqueducts: http://www.pbs.org/wgbh/nova/lostempires/roman/ Culture: http://www.pbs.org/empires/romans/empire/index.html | Magazine collage of modern ideas, culture, technology, etc. influenced by Rome Expedition Night presentations to the public | Collaborate with math: Arches & columns; Collaborate with English: historical fiction |
| 5 | 2.3.1 TLW understand and analyze the influence of the government’s taxation, creation of currency, and tariffs in the past or present. (D) | | | | | |
| 6 | 3.1.2 TLW understand and analyze physical and cultural characteristics of places and regions from the past or in the present. (M) | | | | | |
| 8 | 4.2.3 TLW understand and analyze how technology and ideas have impacted world history. (M) | | | | | |

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