All Roads Lead to Rome

Grade Level: Sixth Grade
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Length of Unit: Three to four weeks

I.   ABSTRACT

This unit builds on the concepts students have previously been exposed to in the third grade Core Knowledge sequence. Students will have prior knowledge about the areas surrounding the Mediterranean east to India. They will be reminded about the empire Alexander the Great built and what happened after his death. Therefore they will be exposed to the division of land and fighting that occurred among the generals who controlled the different parts and how this opened the way for other people such as the Romans to dominate the Mediterranean. Ancient Rome is not just the area we call Rome today, but the complete boot-shaped piece of land reaching down from southern Europe. In this unit we will often refer to this stretch of land as the Italian Peninsula. At one time in history, Rome was the center of the largest empire ever known to the world. This unit will focus on two reasons the Romans were able to become such a powerful force in the world. Ancient Romans centered a great deal of attention on government and military. These two things allowed them to effectively conquer and govern much of the world around them. Ruins from the great empire can still be seen today.

II.   OVERVIEW

A. Concept Objectives
1. Students will begin to understand the "life cycle" of a civilization, from its beginning to its height, and ultimately to its decline and fall.
2. Students will understand the close relationship between social and political systems.
B. Content from the Core Knowledge Sequence
1.   The Roman Republic
2.   Punic Wars
3.   Class system
C. Skills to be taught
1.   Map skills
2.   Organizing information in graphic form
3.   Sequencing dates using timelines
4.   Researching
5.   Using technology to gather and organize data

III.   BACKGROUND KNOWLEDGE

A.   For Teachers
B.   For Students will have background from the third grade Core Knowledge sequence.
1.   Geography:
a.   Mediterranean Sea
b.   Greece and Italian peninsula
2.   Roman myths and legends
a.   Remus and Romulus
3. Language
a.   Latin
4. Form of government

a.　　Republic
　　　　　b.　　Senate
　　　　　c.　　Patricians
　　　　　d.　　Plebeians
　　　　　e.　　Slaves
　　　5.　Punic War
　　　　　a.　　Carthage
　　　　　b.　　Hannibal

IV.　RESOURCES

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V.　LESSONS

Lesson One: In the Beginning (approximately 2 days)
A.　Daily Objective:
　　1.　Lesson Content: Geography of Ancient Rome
　　2.　Concept Objective: Students will begin to understand the "life cycle" of a civilization, from its beginning to its height, and ultimately to its decline and fall.
　　3.　Skill Objective:
　　　　a.　Locate and label places on a map
　　　　b.　Create a population graph
B.　Materials
　　1.　map of Italian Peninsula for each student (Italy 6th Century B.C.)
　　2.　overhead
　　3.　transparency map of Italian Peninsula
　　4.　colored pencils
　　5.　People and Places of Ancient Rome (Appendix B)
C.　Background Notes
D.　Key Vocabulary
　　1.　Greeks: People who lived on the coasts of Sicily and southern Italy
　　2.　Etruscans: People who lived in northern Italy
　　3.　Latins: People who originated from Europe
　　4.　peninsula: An elongated body of land nearly surrounded by water and connected to a larger body of land
　　5.　Rome
　　6.　population: the total of individuals occupying an area or making up a whole
E.　Procedures/Activities
　　1.　Read People and Places of Ancient Rome (Appendix B) to class so that they will be given background knowledge before they begin the Rome Unit.
　　2.　Using the information from the reading, students will map the areas of Ancient Rome. The teacher will direct students as they use colored pencils to mark the Latin, Etruscan and Greek areas of the map.
　　3.　Using the information from the colored maps, students will use a word processing program to make a population graph, comparing the population "then" to the population

"now".
F. Evaluation/Assessment
    1. Label a map using colored pencils.
G. Standardized Test Connection
    1. Arkansas State Standard 6.1.21

Lesson Two: The Start of a Republic(approximately 2 - 3 days)
A. Daily Objective:
    1. Lesson Content: The Roman Republic
    2. Concept Objective: Students will understand the close relationship between social and political systems.
    3. Skill Objective:
        a. Compare and contrast versions of Rome's origin
        b. Organize information in chart form
B. Materials
    1. Classroom library set of books on Ancient Rome
    2. Copy of the legend Remus and Romulus.
C. Background Notes
D. Key Vocabulary
    1. republic: a government having a chief of state who is not a monarch and who in modern times is usually a president
    2. senate: the supreme council of the ancient Roman republic and empire
    3. consul: either of two annually elected chief magistrates of the Roman republic
    4. tribune: a Roman official under the monarchy and the republic with the function of protecting the plebeian citizen from arbitrary action by the patrician magistrates
    5. patrician: a member of one of the original citizen families of ancient   Rome; a person of high birth
    6. plebeian: one of the common people
    7. slave: people captured and brought to Rome for sale
E. Procedure/Activities
    1. Read the legend of Remus and Romulus and discuss so that the stage can be set as students begin their study of Ancient Rome.
    2. Discuss how the Romans took control of their own government
    3. Make a chart with government jobs and duties
F. Evaluation/Assessment
    1. Student charts.
G. Standardized Test Connections
    1. Arkansas State Standards 2.1.15, 2.1.16, 3.1.12

Lesson Three: Places in Society (approximately 3 days)
A. Daily Objective:
    1. Lesson Content: Class and status
    2. Concept Objective: Students will understand the close relationship between social and political systems.
    3. Skill Objective:
        a. Chart and graph information
        b. Identify class system of Ancient Rome
B. Materials

1. classroom library
2. old textbooks
3. encyclopedias
4. computers with Internet access
5. paper, pencil
C. Background Notes
D. Key Vocabulary
1. domi: elegant townhouses or mansions Patricians lived in
2. toga: an article of clothing that consisted of one long piece of fabric wrapped around the body
3. insulae: Plebian apartment buildings
4. tunic: a simple slip-on garment made with or without sleeves and usually knee-length or longer, belted at the waist, and worn as an under or outer garment by men and women of ancient Greece and Rome
E. Procedures/Activities
1. Students will use library resources and the Internet to research lifestyles of the three class systems of Ancient Rome
2. Compile all information the students have gathered and put nto a classroom chart.
F. Evaluation/Assessment
1. Students will write a paragraph describing the information they found.
G. Standardized Test Connections
1. Arkansas State Standards 3.1.12, 6.1.21

Lesson Four: Going into Battle (approximately 2 days)
A. Daily Objective:
1. Lesson Content: The Punic Wars
2. Concept Objective: Students will begin to understand the "life cycle" of a civilization, from its beginning to its height, and ultimately to its decline and fall.
3. Skill Objective:
   a. Sequence events on a timeline
   b. Map historical events
B. Materials
1. maps of the Italian Peninsula (Italy 6th Century B.C.)
C. Background Notes
D. Key Vocabulary
1. Punic Wars: conflict between Rome and Carthage for control of the empire
2. Hannibal: was given the task to stop the rise of Rome
E. Procedures/Activities
1. Discuss the first Punic War and the lands that were acquired
2. Students will map the land now in control as a result of war which include Sicily, Sardinia, and Corsica
3. Discuss second Punic War including Hananibal's strategy and his journey
4. Discuss the third Punic War and list its effects on such as the spread of Roman government, Rome's becoming "Capital of the World", and Roman steps to ensure Carthage would not try to retaliate. Discuss events such as the destruction of all buildings, survivors being sold into slavery, and the plowing of salt into the fields.
F. Evaluation/Assessment
1. Student maps

G. Standardized Test Connections
    1. Arkansas State Standard 1.18, 2.1.11, 2.1.19

Lesson Five: The Secret to Success (approximately 2 - 3 days)
A. Daily Objective:
    1. Lesson Content: Military Tactics & Techniques
    2. Concept Objective: Students will begin to understand the "life cycle" of a civilization, from its beginning to its height, and ultimately to its decline and fall.
    3. Skill Objective:
        a. Research information
        b. Prepare a PowerPoint presentation
        c. Identify and describe Roman military weapons and techniques
B. Materials
    1. classroom library books on Ancient Rome
    2. Internet access
C. Background Notes
D. Key Vocabulary
    1. legionary: A Roman solider
    2. legion: A Roman army
    3. shield
    4. standard: badge
    5. javelin: a long spear-line weapon
    6. helmet: an iron covering to protect the head
    7. dagger: a short sword used for close fighting
E. Procedures/Activities
    1. Discuss the training for new soldiers in Ancient Rome such as strenuous exercise, obstacle courses, weapons, battle and building roads.
    2. Research the types of weapons used by accessing the Internet and library
    3. Have students describe weapons they found, show pictures, and explain how they were used in the form of a PowerPoint presentation. Students present their slide show to the class.
F. Evaluation/Assessment
    1. Slide show and information therein
G. Standardized Test Connection
    1. Arkansas State Standard 2.1.12, 5.1.11

Lesson Six: Step in Line (approximately 2 days)
A. Daily Objective:
    1. Lesson Content: Military Tactics and Techniques
    2. Concept Objective: Students will begin to understand the "life cycle" of a civilization, from its beginning to its height, and ultimately to its decline and fall.
    3. Skill Objective:
        a. Analyze Roman method of fighting
        b. Convey information in artistic and written form
B. Materials
    1. classroom library
    2. Internet
C. Background Notes

D. Key Vocabulary
   1. Greek formation (Appendix C)
   2. Tortoise formation (Appendix C)
E. Procedures/Activities
   1. Discuss the formation of the Ancient Romans used when going into battle.
   2. Share pictures from books and the Internet to give examples of the formations.
   3. Line students in the formations.
   4. Discuss the importance of unity in all areas of life and how it creates success.
F. Evaluation/Assessment
   1. Students will draw a picture showing the types of formation discussed.
   2. Write a paragraph describing which formation they think is best and why.
   3. Students will print information gathered from the Internet for display.
G. Standardized Test Connections
   1. Arkansas State Standard 1.1.15

Lesson Seven: Living in Rome (approximately 2 days)
A. Daily Objective:
   1. Lesson Content: Daily Life
   2. Concept Objective: Students will understand the close relationship between social and political systems
   3. Skill Objective:
      a. Identify classes in Roman society
      b. Design a costume to represent a member of Roman society
B. Materials
   1. index cards
   2. butcher paper
   3. yardstick
   4. cellophane tape; masking tape
   5. compass
   6. pencil
   7. ruler
   8. cardboard 1 ½ x 3"; corrugated cardboard
   9. gold or yellow cord
   10. stapler
   11. aluminum foil
   12. assorted gold beads
   13. brass braids
   14. construction paper: red, black, yellow, white
   15. thumbtacks
   16. newspapers
   17. contact paper in clear or gray
   18. scissors
   19. red poster board
   20. black markers
   21. measuring tape
   22. 5 quart paper paint buckets
E. Procedures/Activities
   1. Students will read selections about patricians, plebeians, slaves, and soldiers chosen by

the teacher.
2. Task cards will be prepared with the words patrician, plebeian, slave, or soldier. Each student will draw a card and will be required to design a costume for their "chosen" role in society.
F. Evaluation/Assessment
1. Students will fulfill the assignment on the task card
G. Standardized Test Connection
1. Arkansas State Standard 3.1.13

VI. CULMINATING ACTIVITY (1 day): When in Rome...

The study of Ancient Rome week concludes with a "dress-up" day and Roman lunch. The students will dress in the costumes they prepared in lesson 7 and be placed together according to their social status. Students will model the lifestyles of Ancient Romans for a large portion of the day. In the afternoon students will evaluate their feelings about the class system of the Ancient Romans, apply it to today's society and recommend ways they can help eliminate social pressures placed upon students today. As a fun review students will play "Did you know?" This game is played by forming a circle and passing a ball. When a person passes the ball he must call the receiver by name and say, "(person's name), did you know..." and state a fact learned in the unit. Then that person passes the ball to another student. The game   continues until all students have participated by recalling a fact.

VII. HANDOUTS/WORKSHEETS
See attached Appendices B, C, D

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Appendix B: All Roads Lead to Rome
People and Places

After the death of Alexander the Great, the peninsula of Rome, now known as Italy, began to grow. The people who made up the population of Ancient Rome were Latins, Greeks and Etruscans.

  The Latins came to the peninsula from Europe around 1000 BC and settled on a cluster of hills by the Tiber River. The Tiber River provided very fertile farmland for the Latin people.

  Another group of people occupying the peninsula was the Etruscans. They came around 900 BC and dominated most of the areas from the Tiber River to the Po Basin. Around 600 BC the Etruscans crossed the Tiber River to conquer the Latin people.

  After the Latins and Etruscans came to the area, the Greek people settled many colonies on the southern coast between 750 BC to 600 BC. The Etruscans and Greeks traded both goods and knowledge.

Appendix C: All Roads Lead to Rome
Patterns can be found in *Spend the Day in Ancient Rome*

PATRICIAN:
TOGA WITH GOLD TRIM

BOYS: GOLD WREATH
GIRLS: JEWELRY

SLAVES:
TUNIC AND CHOICE OF ONE:
HAT, CHAINS OR COLLAR

PLEBIAN
PLAIN TOGA WITH BELT
BOYS: BROWN BELT

GIRLS: GRAY BELT SOLDIER
CHOOSE ONE FROM EACH:
SHIELD OR HELMET
SWORD OR DAGGER

Appendix D: All Roads Lead to Rome
Scoring Guide for Chart

Students will complete a chart with the three social classes from Ancient Rome. The chart must be neat and organized, have at least three typical jobs for each class system, three characteristics of their dress and three points describing living conditions.

3 points for three items listed A
2 points for two items listed   B
1 point for one item listed   C
0 points for no items listed
Neat and organized   3 excellent
                                      2 good
                                      1 average

Map Scoring Guide

Students will label and color a map of the Italian Peninsula from the 6th Century BC.

All Etruscan areas labeled/colored (23 points) _____
Greeks areas labeled/colored (23 points)   _____
Latin areas labeled/colored (23 points)   _____
Turned in on time (8 points)   _____
    Total points   _____

    Comments:

Power Point Scoring Guide

Students will work in groups of two or three to gather information about Roman military weapons and armor. The project must contain the following:

        At least 10 slides (30 points)   _____

        Text, graphics and photos (30 points)   _____

        The project grade will also include the following:

Appropriate content	1	2	3	4	5
Accurate information	1	2	3	4	5
Correct grammar		1	2	3	4	5
Correct spelling	1	2	3	4	5
Animation, transition	1	2	3	4	5
Project is neat	1	2	3	4	5
Overall rating	1	2	3	4	5

        Total   _____

        Student:

        Teacher:

5 (A) = Super work, extra effort
4 (B) = Good job, most criteria met
3 (C) = Average, 50% of criteria met
2 (D) = Needs to improve
1 (F) = Little effort shown