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| **Unit: #6 Ancient Rome (32-38)**  **TCI** | |
| **Learning Targets**  **“I can…”**  **Lesson: 32- I can tell how the Etruscans and Greeks influenced the development of Rome.**  **Lesson: 33- I can tell what the characteristics of the Roman Republic were and how they changed over time.**    **Lesson: 34- I can tell if the benefits of Roman expansion outweighed the costs.**  **Lesson: 35- I can tell how the wealthy affected daily life in the Roman Empire.**  **Lesson: 36- I can tell how Christianity originated and spread.**  **Lesson: 37- I can tell how Christians’ lives were shaped by the beliefs and practices of Christianity.**  **Lesson: 38- I can tell to what extent ancient Rome has influenced us today.** | |
| **Content** | **Skills (Learners Will…)** |
| **Lesson: 32- Geography and the Early Development of Rome**   * **Students learn about the founding of Rome and examine images to identify evidence of Etruscan and Greek influence on Rome.** | * Identify the location and describe the geography of Rome.(1) * Explain the myth of Romulus and Remus.(2) * Analyze the influence of Etruscan engineering and sports on the development of Rome.(2) * Analyze the effect of Greek architecture, writing, art, and religion on Roman culture.(2) * Understand and identify cause and effect.(1) * Identify Myths as a form of fiction and distinguish between the historic and the mythic.(2)   (**DOKs in bold print)** |
| **Lesson: 33-The Rise of the Roman Republic**   * **Students will assume roles of patricians and plebeians to learn how the struggle between these two groups led to a more democratic government in the Roman Republic.** | * Describe the founding of the Roman Republic.(1) * Compare and contrast the rights and powers of patricians and plebeians during various phases of the Roman Republic.(2) * Describe how the government of Rome became more democratic over time.(2) * Summarize the lasting significance of the ideas and organization of the Roman Republic.(2) * Identify the tone, mood, and emotion conveyed in oral communication.(2) * Clearly state a position.(2)   (**DOKs in bold print)** |
| **Lesson: 34- From Republic to Empire**   * **Students explore and record events describing the expansion of Roman territory and the creation of the empire.** | * Summarize the major events in Roman Expansion between 509 BCE and 14 CE.(1) * Explain the role of Julius Caesar and Octavian in Rome’s transition from republic to empire.(2) * Map the geographic boundaries of Rome at the height of it’s empire.(2) * Evaluate the positive and negative effects of military expansion on Roman society and economic growth.(3) * Clarify an understanding of text by creating visual and written summaries.(2) |
| **Lesson: 35- Daily Life in the Roman Empire**   * **Students read about 8 aspects of ancient Roman life- such as education and family- and explore how a teenager might have experienced each.** | * Identify cultural features of Rome and the Roman Empire.(1) * Analyze the political, economic, religious, and social structures of the empire.(2) * Compare and contrast the daily lives of the rich and the poor in the empire.(2) * Recognize the origins and meanings of frequently used foreign words in English and use those words accurately in writing.(2) * Analyze text that uses compare and contrast organizational pattern. (2) |
| **Lesson: 36- The Origins and Spread of Christianity**   * **Students will learn about the development and spread of Christianity in the Roman Empire and analyze the New Testament parables as literature.** | * Explain the origins of Christianity and the Jewish Messianic prophecies and the life and teachings of Jesus of Nazareth as described in the New Testament.(2) * Identify the contributions of early Christian leaders to the spread of Christian beliefs.(1) * Describe the role of the Roman Empire in the persecution and spread of Christianity.(2) * Analyze and interpret New Testament parables literature to understand plot, character, and message.(3) * Analyze the effect of character on plot.(2) |
| **Lesson: 37- Learning about World Religions: Christianity**   * **Students will analyze images of Christian sacraments, worship, and holidays to learn about the key beliefs of Christianity.** | * Summarize fundamental Christian beliefs such as the trinity, the Resurrection, and salvation.(1) * Describe the history and practices of Christian worship services.(1) * Explain the roots of the Christian calendar and major Christian holidays.(1) * Identify the sacraments, including baptism and Holy Communion, observed by various Christian churches.(1) * Clarify and understanding of text through note taking and connecting the text to images.(2) |
| **Lesson: 38- The legacy of Rome in the Modern World**   * **Students play the “Rome to Home” game to discover how aspects of Roman culture, such as art, architecture, and language, influence modern life.** | * Describe the internal weakness of the Roman Empire and trace the fall of the empire in the west.(2) * Explain the founding of Constantinople and the rise of the Byzantine Empire.(2) * Evaluate the extent to which Roman art, architecture, engineering, language, philosophy, and law influence modern society.(3) * Recognize the origins and meanings of frequently used foreign words in English.(2) * Write a thesis statement and support it with relevant evidence.(3)   (**DOKs in bold print)** |
| **Core Standards** | |
| See TCI program or Standards Sheet. | |