



## Classical Rome

### Lesson Synopsis:

In this lesson students learn about the rise and fall of Rome. It helps students understand the contributions made by Rome during the classical period.

### TEKS:

- WH.1** *History. The student understands traditional historical points of reference in world history. The student is expected to:*
- WH.1B** Identify major causes and describe the major effects of the following events from 500 BC to AD 600: the development of the classical civilizations of Greece, Rome, Persia, India (Maurya and Gupta), China (Zhou, Qin, and Han), and the development of major world religions. *Supporting Standard*
- WH.3** *History. The student understands how early civilizations developed from 8000 BC to 500 BC. The student is expected to:*
- WH.3A** Describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome, including the development of monotheism, Judaism, and Christianity. *Readiness Standard*
- WH.16** *Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to:*
- WH.16A** Locate places and regions of historical significance directly related to major eras and turning points in world history. *Supporting Standard*
- WH.19** *Government. The student understands the characteristics of major political systems throughout history. The student is expected to:*
- WH.19B** Identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism. *Readiness Standard*
- WH.20** *Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to:*
- WH.20A** Explain the development of democratic-republican government from its beginnings in the Judeo-Christian legal tradition and classical Greece and Rome through the English Civil War and the Enlightenment. *Readiness Standard*
- WH.20B** Identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen. *Supporting Standard*
- WH.22** *Citizenship. The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship. The student is expected to:*
- WH.23A** Describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and the development of monotheism.
- WH.22B** Identify the influence of ideas regarding the right to a "trial by a jury of your peers" and the concepts of "innocent until proven guilty" and "equality before the law" that originated from the Judeo Christian legal tradition and in Greece and Rome. *Supporting Standard*
- WH.23** *Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to:*
- WH.23B** Identify examples of religious influence on various events referenced in the major eras of world history. *Supporting Standard*
- WH.24** *Culture. The student understands the roles of women, children, and families in different historical cultures. The student is expected to:*
- WH.24A** Describe the changing roles of women, children, and families during major eras of world history. *Supporting Standard*

**Standard**

**WH.25** *Culture. The student understands how the development of ideas has influenced institutions and societies. The student is expected to:*

**WH.25B** Summarize the fundamental ideas and institutions of Western civilization that originated in Greece and Rome. *Supporting Standard*

**WH.26** *Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:*

**WH.26A** Identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures. *Supporting Standard*

**WH.26B** Analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced. *Supporting Standard*

**WH.27** *Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations affected societies prior to 1750. The student is expected to:*

**WH.27A** Identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in river valley civilizations, classical Greece and Rome, classical India, and the Islamic caliphates between 700 and 1200 and in China from the Tang to Ming dynasties. *Supporting Standard*

### Social Studies Skills TEKS:

**WH.29** *Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:*

**WH.29H** Use appropriate reading and mathematical skills to interpret social studies information such as maps and graphs. *Eligible for Dual-coding on STAAR*

**WH.30** *Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:*

**WH.30A** Use social studies terminology correctly. *Eligible for Dual-coding on STAAR*

**WH.30C** Interpret and create written, oral and visual presentations of social studies information. *Eligible for Dual-coding on STAAR*

**WH.30D** Transfer information from one medium to another.

**WH.31** *Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:*

**WH.31A** Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

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## GETTING READY FOR INSTRUCTION

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### Performance Indicator

- Write a proposal to the last emperor of Rome. Include five recommendations that would keep the empire from collapsing. (WH.1B; WH.3A; WH.20A, WH.20B; WH.23.B; WH.25B; WH.27A; WH.31A) **ELPS** 5G

### Key Understandings and Guiding Questions:

- Political systems reflect the beliefs and values of the society they govern, and influence later societies.
  - What beliefs and values are reflected by the Romans?
  - What political systems are reflected by the Romans?
  - How did a democratic-republican government develop in Rome?
  - How does a democratic-republican government trace its beginnings to Judeo-Christian legal tradition?
  - How did the Roman Republic influence later societies?
  - How did the Roman Republic influence religion and culture?
  - How did the role of women, children and family change during this major era?
  - Which fundamental ideas and institutions found in western civilizations originated from the Romans?
  - Which styles of Roman art and architecture demonstrated artistic ideals or visual principles?
  - What major ideas in mathematics, science and technology originate in Rome?

— What were the causes and effects of Christianity during this era?

### Vocabulary of Instruction:

- empire
- democratic-republic
- representative democracy
- influence
- impact
- dictator
- inference

### Materials:

- Refer to Notes for Teacher section for materials.

### Attachments:

- Handout: **What can I infer** (1 per every two students)
- Teacher Resource: **What can I infer KEY**
- Teacher Resource PowerPoint: **Inference and Roman Republic**
- Teacher Resource: **Group Activity on Christianity**
- Teacher Resource: **Roman Government**

### Resources and References:

- Interactive site: <http://www.bbc.co.uk/schools/primaryhistory/romans/>
- Religions during the Roman Empire: [http://www.iun.edu/~hisdcl/h113\\_2001/christianity1.htm](http://www.iun.edu/~hisdcl/h113_2001/christianity1.htm)
- Article: "Christianity and the Roman Empire":  
[http://www.bbc.co.uk/history/ancient/romans/christianityromanempire\\_article\\_01.shtml](http://www.bbc.co.uk/history/ancient/romans/christianityromanempire_article_01.shtml)
- Religion: <http://www.pbs.org/wgbh/pages/frontline/shows/religion/portrait/jews.html>
- Role of Christianity: [http://www.iun.edu/~hisdcl/h113\\_2001/christianity1.htm](http://www.iun.edu/~hisdcl/h113_2001/christianity1.htm)

### Advance Preparation:

1. Become familiar with content and procedures for the lesson.
2. Refer to the Instructional Focus Document for specific content to include in the lesson.
3. Select appropriate sections of the textbook and other classroom materials that support the learning for this lesson.
4. Preview available resources and websites according to district guidelines.
5. Find two or three examples of images to be used as an inference demonstration activity.
6. Prepare materials and handouts as needed.

### Background Information:

The history of Rome can be traced to its beginnings at about 600 BC with the settlement of the city of Rome on the Italian Peninsula. The empire from its beginnings to its downfall lasted about 1000 years (500 BC to about 476 AD). During those one thousand years, one can trace the beginnings of a republic form of government with a complex organization that was necessary to maintain order for this vast empire that controlled lands in three continents and large areas surrounding the Mediterranean Sea.

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## GETTING READY FOR INSTRUCTION SUPPLEMENTAL PLANNING DOCUMENT

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Instructors are encouraged to supplement, and substitute resources, materials, and activities to differentiate instruction to address the needs of learners. The Exemplar Lessons are one approach to teaching and reaching the Performance Indicators and Specificity in the Instructional Focus Document for this unit. A Microsoft Word template for this planning document is located at [www.cscope.us/sup\\_plan\\_temp.doc](http://www.cscope.us/sup_plan_temp.doc). If a supplement is created electronically, users are encouraged to upload the document to their Lesson Plans as a Lesson Plan Resource in your district Curriculum Developer site for future reference.

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### INSTRUCTIONAL PROCEDURES

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#### Instructional Procedures

#### ENGAGE – Images and Inferences

1. Explain to students that they will be playing a guessing game based on images.

#### Notes for Teacher

**NOTE:** 1 Day = 50 minutes  
**Suggested Day 1 – 20 minutes**

#### Attachments:

- Teacher Resource: **PowerPoint:**

## Instructional Procedures

- Group students in pairs. Distribute the Handout: **What can I infer?** to each of the student pairs. (One handout for every two students)
- Show the slide "Inference" from the PowerPoint: **Inference and Roman Republic** and explain the definition to students.
  - Provide examples (model how to infer using images)
- Show the next slide and allow about a few minutes for partners to discuss and fill out their graphic organizer (handout)
  - First bullet inference is based on the parabola
  - Second bullet inference is based on the first three arrows flowing upwards.
  - Third bullet inference is based on the two images of the Roman Empire. Say: **Examine the image on top and explain what you see. What might the people be doing, discussing, thinking? Examine the second image. What does this represent? Where might this be located? Who might have built it? What might it be used for?**
  - The fourth bullet inference is based on the last three arrows flowing downwards.
- Students share their lists of inferences with other class members. Teacher scribes student inferences and through a teacher led discussion, students reach a consensus. Students write one or two statements (on their graphic organizer's fifth bullet) on what the class predicts this unit of study will be about.

## EXPLORE – Rise and Fall

- Students create a booklet for taking notes. (allow approximately 10 minutes to create and title right-side pages- 2, 4, 6, 8)
  - Use three sheets of paper. Fold all three sheets in half (hamburger style). The paper should go from being 11in by 8-1/2in to being 8-1/2in by 5-1/2in. The booklet will consist of the cover and pages 1 through 10.
  - Front Page Cover: At the end of the lesson students create an image for the cover that reflects their learning;
  - Page 1: (inside cover on Left Side) Sketch the Italian Peninsula and include the surrounding bodies of water.
  - Page 2: (Right Side) Title "Geography".
  - Page 3: (Left Side) Draw an image of the Early Republic. Students can sketch this after they have learned about the government and culture.
  - Page 4: (Right Side) Title "Early Republic".
  - Page 5: (Left Side) Draw an image of what comes to mind when reflecting about the Roman Empire. Students can sketch this after they have learned about Rome as an empire.
  - Page 6: (Right Side) Title "The Roman Empire".
  - Page 7: (Left Side) Draw an image of what comes to mind when reflecting about the fall of the empire.
  - Page 8: (Right Side) Title "Fall of Rome".
  - Page 9-10: Graphic Organizer that spreads across the last two pages and is reflective of Roman Influences, perhaps a bubble map
- Use the Teacher Resource: PowerPoint: **Inference and Roman Republic**, and an Interactive Lecture instructional technique to present information on the Classical Roman society.

## Notes for Teacher

### Inference and Roman Republic

- Handout: **What can I infer?** (1 per every two students)

### Purpose:

Students to infer based on images relevant to the rise and fall of the Roman Empire.

**TEKS:** 26A, 26B, 27A, 29H, 30A, 30C

### Instructional Notes:

Pacing is important when viewing Slide 2. Provide a few minutes for students to discuss what they infer after each image is revealed and allow sufficient time for students to write their inference on the inference card.

**Suggested Day 1 (cont'd) and Day 2,**  
70 minutes

### Materials:

- White paper (3 sheets per student)
- map of the region:  
[http://www.bbc.co.uk/schools/primary/history/romans/city\\_of\\_rome/](http://www.bbc.co.uk/schools/primary/history/romans/city_of_rome/)

### Attachments:

- Teacher Resource: PowerPoint:  
**Inference and Roman Republic**

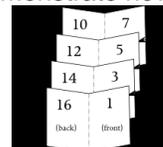
### Purpose:

Students utilize multiple ways to internalize relevant information about the Roman Empire.

**TEKS:** 1B, 16A, 19B, 20B, 24A, 25B, 30D, 31A

### Instructional Notes:

Demonstrate how to create the booklet.



When showing the PowerPoint, make sure to pace appropriately so that students can have sufficient time to

## Instructional Procedures

3. Show an image representing the “Rise of Rome”
  - **View the map of Rome and the Italian Peninsula and write in your booklet how geography might have affected the emergence of the Roman civilization.** (*Possible answers: near the seas good for trade, fertile land, peninsula serves as protection from invasion, proximity to Greece and absorption of Greek culture*)
  - Using the textbook and other resources, students read about the geography of the region and write characteristics of the region in their booklet (page 2) titled “Geography”
  - Students sketch the Italian Peninsula, Rome, the Tiber River, and the surrounding bodies of water on page 1 of their booklet.
4. Project the “Rise of Rome” slide and refer students to the second bullet: Roman Republic is established around 509 BC
5. Say,
  - **Our next task is to learn about the Roman Republic and how the government functioned.**
  - **Flip your booklet to page 3 – 4.**
  - **On page 4 identify characteristics of the Roman Republic as we read and go through the slides.**
6. Project the map of the Roman Empire and proceed to the slide “Roman Government: Republic”
7. Students write the definition of republic in their booklet (first bullet) followed by the other bullets found on the slide
8. Students continue to fill in relevant information while proceeding through the next 3 slides. (8, 9, 10)
9. Students reflect on what they learn by drawing an image in their booklet on page 3.
10. Go to “Rise of Rome” slide (11) and refer students to the third bullet: “The Roman Empire” and click on the yellow box hyperlink to slide 9.
  - **We will now explore the reasons as to why the Roman Republic transformed into the Roman Empire.**
  - **Flip your booklet to page 5 – 6. On page 5 you will be writing characteristics of the Roman Empire as we read and go through the slides.**
  - Students read about the Roman Empire on slide 12.
  - Students continue to fill in relevant information while reading slides (13 through 16)
  - Students reflect and draw image in their booklet (page 5)
11. Go to “Why do Empires Fall?” slide (17).
  - With a partner, students discuss reasons why powerful countries lose power and grow weak and thus vulnerable to invasions.
  - Students draw graphic organizer by using the slide “Why do Empires Fall?” as a guide.
  - Facilitate a class discussion (5 to 10 minutes)
12. Go to “Fall of Rome” slide (18)
  - Students read and list reasons for the fall of Rome in their booklet page 8.

## Notes for Teacher

note-take using their booklets.

- Slide 3 – 4 “Rise of Rome” should take 10 minutes
- Slide 5 – 8 “Roman Republic” should take 15 minutes.
- Slides 9 – 10 “The Roman Empire” should take no more than 10 minutes.
- Slides 14 – 15 “Why Do Empires Fall?” and “Fall of Rome” should take no more than 20 minutes.

Instructional Procedures	Notes for Teacher
<ul style="list-style-type: none"> <li>Students reflect and sketch, on page 7 of their booklet, images that emphasize reasons for the fall of Rome.</li> <li>When viewing this slide, it is important that students understand that one of the most influential contributions by the Romans were their laws. These laws were later carefully studied and clarified by Justinian.</li> </ul>	
<p><b>EXPLAIN: Rise and Fall</b></p> <ol style="list-style-type: none"> <li>Students draw a timeline for the rise and fall of Rome. In addition to key dates/events, include 3 other interesting pieces of information.</li> </ol>	<p><b>Suggested Day 2 – 10 minutes</b></p>
<p><b>EXPLORE: Christianity</b></p> <ol style="list-style-type: none"> <li>To explore the role of Christianity during the Roman Empire, divide the class into groups of four.</li> <li>Assign each group one of the following topics. <ul style="list-style-type: none"> <li>Group One: Origins of Christianity</li> <li>Group Two: Early Challenges</li> <li>Group Three: Tolerance</li> <li>Group Four: Constantine’s Conversion</li> <li>Group Five: The Triumph of Christianity</li> </ul> </li> <li>Using the textbook, local resources, and district-approved websites, students read/research their assigned topic.</li> <li>After each group has read and/or researched information associated with their topic, they collaborate to complete their group’s graphic organizer arrow describing three to five main ideas associated with the topic.</li> <li>Groups place their arrows on a wall or on the board in the chronological order in which they occurred to create a time line of Christianity within the Roman Empire.</li> <li>Each group selects one spokesperson to explain the important ideas from their research to other class members.</li> <li>Students return to their seats and independently write a paragraph that describes the growth of Christianity during this time period.</li> </ol>	<p><b>Suggested Day 3 – 35 minutes</b></p> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Provide students with information, resources, and/or websites, on the following five topics: <ul style="list-style-type: none"> <li>Origins of Christianity</li> <li>Early Challenges</li> <li>Tolerance</li> <li>Constantine’s Conversion</li> <li>The Triumph of Christianity</li> </ul> </li> </ul> <p><b>Attachments:</b></p> <ul style="list-style-type: none"> <li>Teacher Resource: <b>Group Activity: Christianity</b> (1 graphic organizer arrow per group)</li> </ul> <p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>The purpose of this section of the lesson is to describe Christianity as it developed during Roman rule.</li> </ul> <p><b>TEKS: 1B, 3A, 22B, 23A, 23B, 25B</b></p> <p><b>Instructional Notes:</b></p> <ul style="list-style-type: none"> <li>Students were introduced to the first monotheistic religion when they studied Mesopotamia and the role of Judaism. The role of Christianity, how it developed, and how the Roman Empire reacted towards it is part of the ongoing study of monotheistic religions.</li> <li>Teachers may access various resources in preparation for this activity.</li> </ul>
<p><b>EXPLAIN - Rise and Fall</b></p> <ol style="list-style-type: none"> <li>Students each write a paragraph that explains the causes and effects of the development of Christianity during this time period.</li> </ol>	<p><b>Suggested Day 3 (cont’d) – 15 minutes</b></p> <p><b>TEKS: 23A, 23B</b></p>
<p><b>EXPLORE – The Birth of Christianity</b></p> <ol style="list-style-type: none"> <li>Group students into pairs.</li> <li>Similar to the sample below, students create a six-column graphic organizer (or use a folding strategy) with column titles of <i>When?</i>, <i>Where?</i>, <i>Important People and/or Founder(s)?</i>, <i>Sacred Text(s)?</i>, <i>Central Ideas</i> and</li> </ol>	<p><b>Suggested Day 4 – 50 minutes</b></p> <p><b>TEKS: WH.23A</b></p> <p><b>Purpose:</b></p> <p>Students investigate the beginning of the major Middle Eastern religion of</p>

## Instructional Procedures

Beliefs?, Major Observances?

Characteristics of Religion: _____					
When?	Where?	Important People and/or Founder(s)?	Sacred Text(s)?	Central Ideas and Beliefs?	Major Observances?

- Using information from the specificity relevant to the TEKS for this lesson, the district-adopted textbook, information from the previous activity, and/or other district-approved resources, student pairs investigate the characteristics and central ideas of Christianity. As students read about Christianity, they record responses in the appropriate columns.
- After student pairs complete the graphic organizer, facilitate a whole-group discussion about each of the columns clarifying, verifying, and adding relevant information as appropriate. Students add new information to the graphic organizer that is introduced by the discussion.
- Student pairs write a paragraph describing the central ideas of Christianity.

## ELABORATE – Influences

- Students summarize their learning from the lesson, focusing on ways Rome influenced other societies of the time as well as future generations.
- Students draw a graphic organizer on the last two pages of their booklet. A bubble map with Roman influences in the center is recommended, but any appropriate graphic organizer can be used. The following subtopics should be included:
  - Political factors (Republic, Representative, Voting, Jury Trials, Veto, Judeo-Christian)
  - Religious factors (Christianity)
  - Cultural factors (Family, Language/Latin, Architecture/aqueducts, sculptures and arch)
- Facilitate a discussion where students use academic vocabulary and answer the guiding questions and provide evidence to support the Key Understanding.
  - Political systems reflect the beliefs and values of the society they govern, and influence later societies.**
    - What beliefs and values are reflected by the Romans?
    - What political systems are reflected by the Romans?
    - How did a democratic-republican government develop in Rome?
    - How does a democratic-republican government trace its beginnings to Judeo-Christian legal tradition?
    - How did the Roman Republic influence later societies?
    - How did the Roman Republic influence religion and culture?
    - How did the role of women, children and family change during this major era?
    - Which fundamental ideas and institutions found in western civilizations originated from the Romans?

## Notes for Teacher

Christianity.

### Instructional Notes:

Consider conducting research on establishing a safe environment for discussions about religion in the classroom. Students create a graphic organizer or use a folding strategy to research and organize information on Christianity.

## Suggested Day 5 – 30 minutes

### Materials

- Information on the Roman coliseum  
[http://www.bbc.co.uk/history/ancient/romans/colosseum\\_01.shtml](http://www.bbc.co.uk/history/ancient/romans/colosseum_01.shtml)

TEKS: 20A; 30D

### Instructional Procedures

- Which styles of Roman art and architecture demonstrated artistic ideals or visual principles?
- What major ideas in mathematics, science and technology originate in Rome?
- What were the causes and effects of Christianity during this era?

### Notes for Teacher

### EVALUATE – Performance Indicator

- Write a proposal to the last emperor of Rome. Include five recommendations that would keep the empire from collapsing. (WH.1B; WH.3A; WH.20A, WH.20B; WH23.B; WH.25B; WH.27A; WH.31A)  5G

### Suggested Day 5 (cont'd) – 20 minutes

#### Instructional Notes:

Students may use their student-created booklets to support their writing assignment.