

# Unit 6: Rome

<b>Unit #:</b>	APSDO-00022310	<b>Duration:</b>	5.0 Week(s)	<b>Date(s)</b>	
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**Team:**  
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**Grade(s)**  
7

**Subject(s)**  
Social Studies

## Unit Focus

In this unit, students will trace the transition from the Roman Republic to empire while focusing on the impact expansion had on the Mediterranean world. Students will understand the impact the Romans had on modern political systems and will debate the significance of the death of Julius Caesar using multiple sources. Students will be assessed using standard tests and quizzes as well as a written newspaper article. Primary instructional material for this unit will include maps, artifacts, primary and secondary sources and Holt McDougal's World History.

## Prior Learnings/Connection

Students have learned the geography of Europe in the previous unit on Greece. Student learned about the various Greek colonies around the Mediterranean world including the peninsula. Also, the students learned about the emergence of democracy in Greece, which will serve as a learning platform for learning about the Roman Republic.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer
<b>Common Core</b> <i>History/Social Studies: 7</i> <ul style="list-style-type: none"> <li>Cite specific textual evidence to support analysis of primary and secondary sources. <i>CCSS.ELA-LITERACY.RH.6-8.1</i></li> <li>Write arguments focused on discipline-</li> </ul>	<b>T1</b> (T1) Access and analyze text for context, reliability and accuracy to determine relevance. <b>T2</b> (T2) Create question(s) or statement(s) that advance research and analysis. <b>T3</b> (T3) Use textual evidence to form generalizations, make predictions and draw conclusions.
	<b>Meaning</b>

<p>specific content. <i>CCSS.ELA-LITERACY.WHST.6-8.1</i></p> <p><b>Connecticut Goals and Standards</b> <i>Social Studies : 7</i></p> <ul style="list-style-type: none"> <li>Analyze the cultural and environmental characteristics that make places both similar to and different from one another. <i>GEO.6-7.4</i></li> <li>Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources. <i>INQ.6-8.5</i></li> <li>Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies. <i>ECO.6-7.3</i></li> <li>Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters and officeholders). <i>CIV.6-7.1</i></li> <li>Use questions about historically significant people or events to explain the impact on a region. <i>HIST.6-7.1</i></li> </ul>	<b>Understanding(s)</b>		<b>Essential Question(s)</b>	
	<p><b>U1</b> (U103) Governments allow individuals and groups varying access to participation and power.</p> <p><b>U2</b> (U201) Change: Revolution creates significant political, economic and social change in power, structures and systems.</p> <p><b>U3</b> (U202) Change: Innovations and revolutionary changes can lead to intended and unintended consequences that can be both positive and negative.</p>		<p><b>Q1</b> (Q103) How do individuals participate in government?</p> <p><b>Q2</b> (Q301) How do economic and political systems interact?</p> <p><b>Q3</b> (Q102) Who has power in a government and how did they gain it?</p> <p><b>Q4</b> (Q402) Why do people move?</p> <p><b>Q5</b> (Q403) How and why do people justify their claims to land/territory?</p>	
	<b>Acquisition of Knowledge and Skill</b>			
	<b>Knowledge</b>		<b>Skill(s)</b>	
<p><b>K1</b> Natural barriers and central location of Italy affected its growth and development</p> <p><b>K2</b> Abuse of power and inequalities between the social classes of Rome led to the development of the republic</p> <p><b>K3</b> Twelve tables influenced society</p> <p><b>K4</b> Roman political practices left a lasting legacy- i.e. United States government and citizenship</p> <p><b>K5</b> Christianity is based on the life and teaching of Jesus.</p> <p><b>K6</b> Christianity served as a unifying institution</p>		<p><b>S1</b> Make a claim and support with textual evidence using primary and secondary sources</p> <p><b>S2</b> Develop research questions</p> <p><b>S3</b> DBQ- use multiple sources to respond to a document based question.</p>		

	and met the needs of the Eastern Roman Empire. (Byzantine)	
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