

Brandon Valley School District
District Learning Plan
April 27-May 1, 2020

Grade 6 Social Studies



Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Rome Chapter 11 Lesson 3 & 4

SUBJECT/GRADE: Social Studies

DATES: April 27- May 1

<p>What do students need to do?</p> <p><u>Link to BV instructional video for week of April 27-May 1, 2020</u></p>	<p>Monday (4/27) - Wednesday (4/29):</p> <ul style="list-style-type: none"> ● Rome: Lesson 3 The End of the Republic <ul style="list-style-type: none"> ○ Complete the 4 page Guided Reading <ul style="list-style-type: none"> ■ As you read answer the questions as you go located on the side columns of pages 2-4 ■ The “Essential Question” & “Guided Questions” located at the beginning are for you to reflect on before, during, and after your reading <p>Thursday (4/30) - Friday (5/1):</p> <ul style="list-style-type: none"> ● Rome: Lesson 4 Rome Builds an Empire <ul style="list-style-type: none"> ○ Complete the 4 page Guided Reading <ul style="list-style-type: none"> ■ As you read answer the questions as you go located on the side columns of pages 2-4 ■ The “Essential Question” & “Guided Questions” located at the beginning are for you to reflect on before, during, and after your reading
<p>What do students need to bring back to school?</p>	<p>Students should submit their work one of several ways. They can email a photo of their work to their teacher, drop off a paper copy of their work at school, or in some cases submit their work digitally via Google Classroom.</p> <p>Submit your answers to:</p> <ol style="list-style-type: none"> 1. Rome: Lesson 3 The End of the Republic 2. Rome: Lesson 4 Rome Builds an Empire
<p>What standards do the lessons cover?</p>	<p>K-12.H.1 Students will analyze how major events are chronologically connected and evaluate their impact on one another.</p> <p>K-12.H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources.</p> <p>K-12.H.3 Students will analyze and evaluate historical events from multiple perspectives.</p> <p>K-12.H.4 Students will identify and evaluate the causes and effects of past, current and potential events, issues and problems.</p> <p>K-12.H.5 Students will develop historical research skills.</p>
<p>What materials do students need? What extra resources can students use?</p>	<p>Students will need access to the directions and information located below this lesson plan.</p>
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● Extra reading, activities, and more are located on each student's McGraw Hill Connect ED online textbook.

Who can we contact if we have questions?	Brandon Valley Intermediate School Principal- Mr. Skibsted- Nick.Skibsted@k12.sd.us Assistant Principal- Mr. Pearson- Rick.Pearson@k12.sd.us Social Studies Teachers: Mr. Christensen Corey.Christensen@k12.sd.us (white team) Mr. Sturgeon Troy.Sturgeon@k12.sd.us (red team) Mr. Lockner Jeffrey.Lockner@k12.sd.us (blue team) Mr. Kocer: Cassius.Kocer@k12.sd.us (silver team)
Notes:	

Instructional materials are posted below (if applicable)

Brandon Valley School District

Rome: Republic to Empire

Lesson 3 The End of the Republic

ESSENTIAL QUESTION

Why does conflict develop?

GUIDING QUESTIONS

1. *What factors led to the decline of the Roman Republic?*
2. *How did Julius Caesar rise to power in Rome?*
3. *How did Rome become an empire?*

Terms to Know

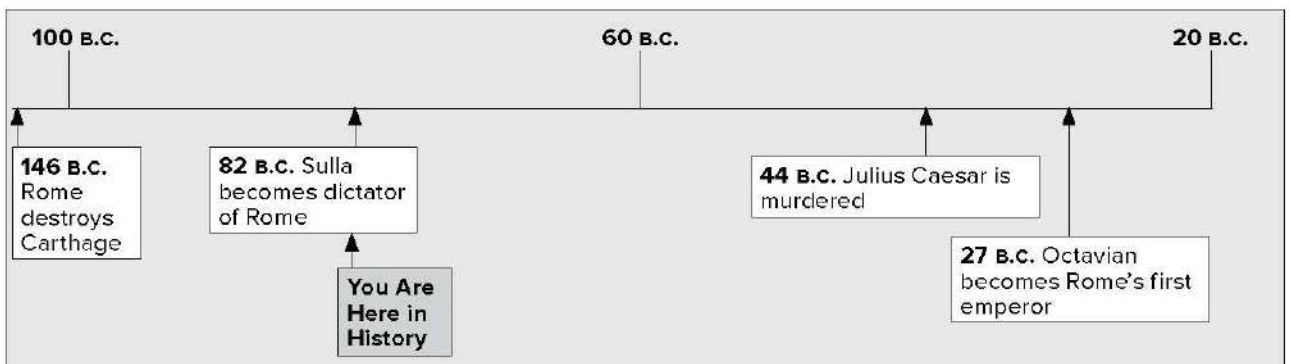
latifundia large farming estates

triumvirate three rulers who share equal power

Where in the world?



When did it happen?



Rome: Republic to Empire

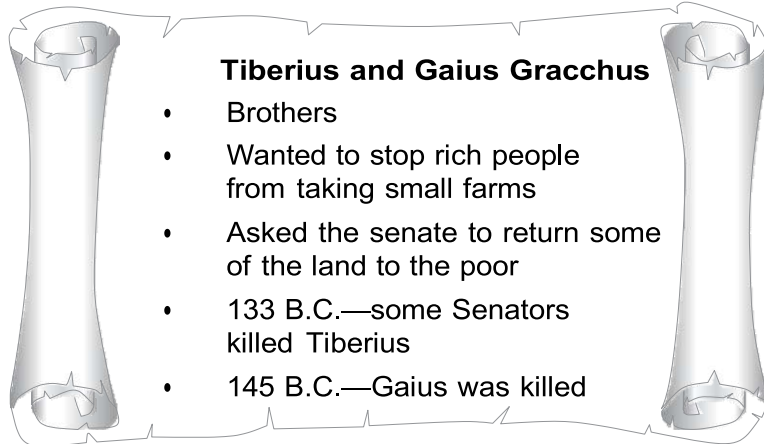
Lesson 3 The End of the Republic, *Continued*

Problems in the Republic

Even though Rome's armies were doing well in other parts of the world, Rome had problems at home. By 100 B.C., many plebeian farmers could not work on their farms because they were in the army. Others had watched the Carthaginian army destroy their small farms.

At the same time, rich Romans were buying land. They formed large farming estates called **latifundia**. Enslaved people from Carthage worked the land. As a result, the rich charged less for their crops than the plebeian farmers did. This caused plebeian farmers to go out of business.

Many farmers went to Rome's cities for work. Jobs were hard to find and did not pay much. Roman politicians feared that the plebeians might riot. To prevent a revolt, they offered poor people cheap food and free shows, called "bread and circuses."



Two brothers—Tiberius and Gaius Gracchus—wanted to stop the rich from taking small farms. They asked the Senate to return some of the land to the poor. Many Senators were against the idea.

In 107 B.C., a military leader named Marius became consul. Until then, only men who owned property served in the military. They did not get paid. So Marius paid the men who had no land to serve as soldiers. He also promised to give them land. This weakened the government. The soldiers felt more loyalty to the general who paid them than to the republic. This gave generals a lot of power.

In 82 B.C. General Sulla forced Marius and other generals out of Rome. He made himself dictator. Sulla had shown other generals how to use their armies to grab political power. For the next 50 years, civil war tore Rome apart.



Defining

1. What is a *latifundia*?



Identifying

2. What change did Marius make to the army?



Drawing Conclusions

3. Why do you think the Gracchus brothers were killed?



Reading Check

4. What was the purpose of "bread and circuses?"

Rome: Republic to Empire

Lesson 3 The End of the Republic, *Continued*



Defining

5. What is a *triumvirate*?



Cause and Effect

6. What did Caesar do after he made himself dictator for life?



Reading Check

7. Why did some Romans oppose Caesar?

The Rise of Julius Caesar

By 60 B.C., three men emerged as the most powerful in Rome. They were three generals: Crassus, Pompey, and Julius Caesar. They formed the First Triumvirate. A **triumvirate** is a political partnership of three people.

After Crassus died in battle, the Senators thought that Caesar was becoming too popular. The Senators ordered Caesar to give up his army. Instead, Caesar and his soldiers captured all of Italy.

In 44 B.C. Caesar made himself dictator for life. He also filled the Senate with people who supported him. Caesar knew many reforms were needed. He started new colonies so that farmers and soldiers would have land. He forced patricians to hire free workers instead of using slave labor.

60 B.C.—Three generals formed the First Triumvirate: Crassus, Pompey, and Julius Caesar.



The Senators thought Caesar was too popular.



The Senators ordered Caesar to give up his army.



Caesar and his soldiers captured all of Italy.



44 B.C.—Caesar made himself dictator for life.

Caesar's supporters thought he was a strong leader who brought peace to Rome. His enemies thought that he wanted to be king. On March 15, 44 B.C., Caesar's enemies, led by Cassius and Brutus, stabbed him to death.

From Republic to Empire

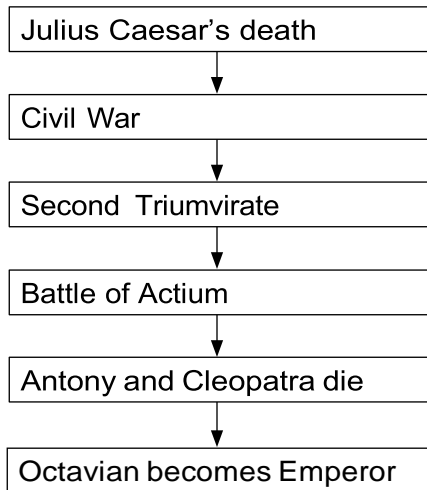
After Caesar was killed, civil war broke out. Octavian, Antony, and Lepidus won the civil war. Octavian was Caesar's 18-year-old grandnephew. Antony and Lepidus had been Caesar's best generals. In 43 B.C. they formed the Second Triumvirate.

The Second Triumvirate did not last long. Lepidus retired from politics. Antony fell in love with the Egyptian queen, Cleopatra. The two made an alliance. Octavian thought they wanted to take over Rome. Many Romans were upset by this news. Octavian declared war on Antony.

Rome: Republic to Empire

Lesson 3 The End of the Republic, *Continued*

In 31 B.C. the navies of Antony and Cleopatra fought those of Octavian at the Battle of Actium. Octavian's forces crushed the couple's army and navy. Antony and Cleopatra later killed themselves. Octavian became Rome's only ruler.



Cicero, a writer, political leader, and speaker, strongly supported the republican government. Octavian, however, believed that a republic was too weak to solve Rome's problems. He wanted power for himself. The Senate finally agreed to his wishes and declared Octavian commander-in-chief.

Octavian took the title of Augustus. *Augustus* means "the majestic one." In 27 B.C. Caesar Augustus became Rome's first emperor.



Explaining

8. What happened at the Battle of Actium?



Reading Check

9. How do you think Cicero might have Senate named Octavian the first emperor of Rome?

Check for Understanding

Number the events in the order that they happened.

- _____ 1. Octavian became emperor.
- _____ 2. Marius reformed the military.
- _____ 3. Julius Caesar was murdered.
- _____ 4. Julius Caesar declared himself "dictator for life."
- _____ 5. The First Triumvirate was formed.
- _____ 6. Octavian fought a civil war against Antony and Cleopatra.

Rome: Republic to Empire

Lesson 4 Rome Builds an Empire

ESSENTIAL QUESTION

What are the characteristics of a leader?

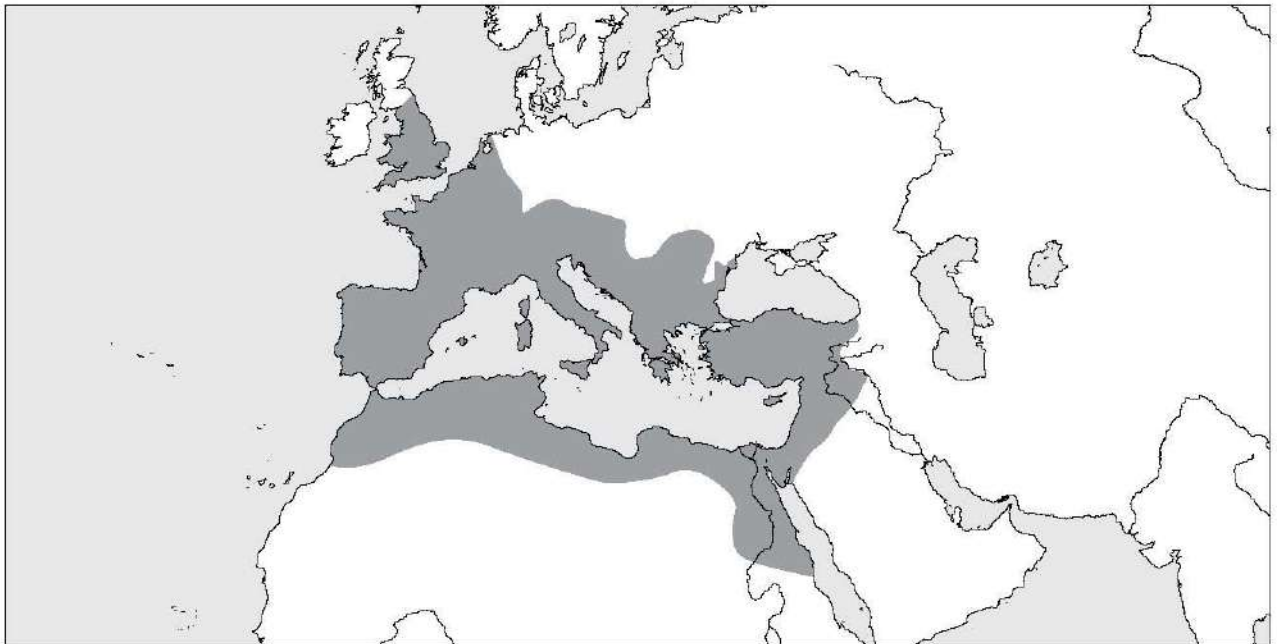
GUIDING QUESTIONS

1. *How did Augustus create a new age of prosperity for Rome?*
2. *How did the Roman Empire become rich and prosperous?*

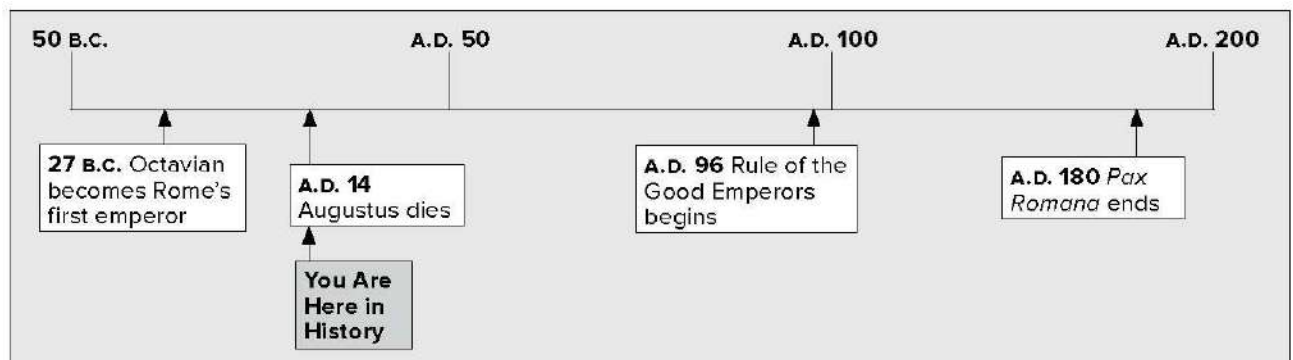
Terms to Know

Pax Romana Roman peace; a long period of peace and prosperity in Roman history
proconsul governor

Where in the world?



When did it happen?



Rome: Republic to Empire

Lesson 4 Rome Builds an Empire, *Continued*

The Rule of Augustus

For hundreds of years, there had been fighting in the area around the Mediterranean Sea. Caesar Augustus (formerly called Octavian) ended the fighting. He took control of the whole area. That brought ***Pax Romana***, or “Roman peace.” This peace lasted about 200 years.

- Augustus wanted to make the empire strong and safe.
- He wanted Rome’s borders to be easier to defend, so he made the natural physical features of the land the empire’s borders.
- Augustus built beautiful buildings out of marble.
- Augustus handed out grain from Africa to the poor. He believed that well-fed people would not rebel against him.
- The Roman Empire was divided into provinces. Augustus appointed a **proconsul**, or governor, for each province.
- He changed the tax laws. He made tax collectors government workers and paid them wages.
- Augustus also changed Rome’s legal system. He made a set of laws for free men who were not citizens. Many of them later became citizens.

Augustus ruled Rome for almost 40 years. He died in A.D. 14. His adopted son, Tiberius, became emperor after Augustus. The next three emperors—Caligula, Claudius, and Nero—were also relatives. They are called the Julio-Claudian emperors.

Not all of them were good rulers. Tiberius and Claudius ruled well. In contrast, Caligula and Nero were very cruel. Caligula killed many people, wasted a lot of money, and even made his horse a consul. Nero also killed many people, including his mother and two wives. He finally killed himself.

The Roman Peace

In A.D. 69 a general named Vespasian restored peace. Vespasian stopped several rebellions. After he died, his son Titus ruled. Two disasters struck while Titus was emperor. First, the volcano Mount Vesuvius erupted and buried the city of Pompeii. Second, a large fire damaged Rome. After Titus, Vespasian’s other son, Domitian, ruled. Both of Vespasian’s sons helped Rome grow and prosper.

From A.D. 96 to A.D. 180, a series of “good emperors” came to power. They were Nerva, Trajan, Hadrian, Antoninus Pius, and Marcus Aurelius. During their rule, trade grew and people had a better life than before.



Marking the Text

1. Underline how long the *Pax Romana* lasted.



Defining

2. What was a *proconsul*?



Reading Check

4. How did Augustus protect Rome’s borders?

Rome: Republic to Empire

Lesson 4 Rome Builds an Empire, *Continued*



Comparing

5. What did all five of the Good Emperors build?



Identifying

6. Which emperor passed laws to help orphans?



Listing

7. Which emperors improved Rome by building things?



Explaining

8. Why was Trajan's empire hard to rule well?

The Five Good Emperors ruled wisely. All five built roads, bridges, monuments, harbors, and aqueducts. An aqueduct is a channel that carries water for long distances.

The Five Good Emperors	
Emperor	Good Works
Nerva A.D. 96–98	<ul style="list-style-type: none"> • Changed land laws to help the poor • Revised taxes
Trajan A.D. 98–117	<ul style="list-style-type: none"> • Expanded the empire to its largest size • Built many new public works
Hadrian A.D. 117–138	<ul style="list-style-type: none"> • Built Hadrian's Wall in Britain • Made Roman laws easier to understand
Antoninus Pius A.D. 138–161	<ul style="list-style-type: none"> • Promoted art and science • Built new public works • Passed laws to help orphans
Marcus Aurelius A.D. 161–180	<ul style="list-style-type: none"> • Helped unite the empire economically • Reformed Roman law

The empire was biggest in size when Trajan ruled. It spread from the Mediterranean to Britain in the northeast and Mesopotamia in the east. This made the empire too big to rule well. Many rulers after Trajan pulled troops out of areas they could not defend well. For example, Hadrian pulled troops out of Mesopotamia. He made the empire's boundaries at the Rhine and the Danube Rivers stronger.

By the A.D. 100s, the Roman Empire was one of the largest empires in history. It had 3.5 million square miles (9.1 million square km) of land. The empire was united because people thought of themselves as Romans. Even if they spoke different languages, they had the same laws, rulers, and culture. By A.D. 212, every free person was thought of as a Roman citizen.

Rome: Republic to Empire

Lesson 4 Rome Builds an Empire, *Continued*

Agriculture was the most important part of the empire's economy. Some cities became centers for making pottery, cloth, and brass. Traders came from all over the world to ports in Italy. They brought silk from China, spices from India, tin from Britain, lead from Spain, and iron from Gaul.

The Roman Empire had a good system of paved roads. This helped trade grow. The Roman navy kept pirates off the Mediterranean Sea. This made it safer for ships to bring goods in and out of the empire's ports.

By A.D. 100, everyone in the empire used a common currency, or money. This made it easy to trade. It meant that a merchant in Greece could sell to a person in Italy or Egypt. People also used a system of weights and measures to set prices, trade, and ship goods.

Many people became wealthy. However, most people in the cities and on the farms were still poor. Many other people were still enslaved.

Check for Understanding

List at least one accomplishment of each Roman emperor.

1. Augustus _____
2. Vespasian _____
3. Trajan _____
4. Hadrian _____



Listing

9. List three products that traders brought into Rome's ports.



Reading Check

10. Why were five of Rome's rulers known as the "good emperors?"
