

**Brunswick School Department  
Ancient and Medieval History  
Introduction to Rome**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Rome's rise to empire featured a pattern of growth and key events that played a role in its growth.</li> <li>▪ Rome's republic model of government contrasted with Athenian democracy, yet shared some similar features. The U.S. model of government today has borrowed features from both.</li> <li>▪ Rome took advantage of geographic and political conditions and policies to grow and succeed.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How were the Romans able to develop from humble beginnings to empire status?</li> <li>▪ What were the unique features of Rome's republic government, and how is it still evident in our form of government in the U.S.?</li> <li>▪ What key people and events played significant roles in Rome's expansion?</li> </ul> <p>What were the lasting cultural contributions to Romans?</p>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Key terms, people, concepts, and places play a key role in understanding the circumstances surrounding Rome's early development.</li> <li>▪ Several key cultural contributions were passed on by the Romans to western civilization.</li> <li>▪ Rome's republic featured several branches of government.</li> <li>▪ Political rights and Rome's constitution evolved over time.</li> <li>▪ Roman citizens gained certain political rights and liberties over time.</li> <li>▪ Roman expansion (territorial) continued until the 3<sup>rd</sup> Century C.E.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ Latins and Etruscans, Romulus and Remus, Aeneas, patricians, plebians, timocracy, rex, consuls, assemblies, Senate, Gauls (Celts), Pyrrhic Wars, Law of the Twelve Tablets, Canuleian, Licinian, Hortensian Laws, Punic Wars, Carthage, Hannibal, Scipio, foreign policy</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Recognize patterns and trace developments, especially related to cause-and-effect.</li> <li>▪ Identify key concepts and vocabulary.</li> <li>▪ Classify.</li> </ul>

<p><b>Related Maine Learning Results</b></p>	<p><u>Social Studies</u>  <b>B. Civics and Government</b>  <b>B1. Knowledge, Concepts, Themes, and Patterns of Civics/Government</b>  Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.  a. Explain that the study of government includes structures, functions, institutions, and forms of government to citizens in the United States and in other regions of the world.  b. Evaluate current issues by applying democratic ideals and constitutional principles of government in the United States, including checks and balances, federalism, and consent of the governed as put forth in founding documents.  c. Explain how and why democratic institutions and interpretations of democratic ideals and constitutional principles change over time.  d. Describe the purpose, structures, and processes of the American political system.  e. Compare the American political system with examples of political systems from other parts of the world.  <b>B2. Rights, Duties, Responsibilities, and Citizen Participation in Government</b>  Students understand the constitutional and legal rights, the civic duties and responsibilities, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world.  a. Explain the relationship between constitutional and legal rights, and civic duties and responsibilities in a constitutional democracy.  b. Evaluate the relationship between the government and the individual as evident in the United States Constitution, the Bill of Rights, and landmark court cases.  c. Analyze the constitutional principles and the roles of the citizen and the government in major laws or cases.  d. Compare the rights, duties, and responsibilities of United States citizens with those of citizens from other nations.  e. Evaluate how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience.</p>
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<p><b>Related Maine Learning Results</b></p>	<p>B3.Individual, Cultural, International, and Global Connections in Civics and Government Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native Americans.</p> <ol style="list-style-type: none"> <li>Analyze the constitutional, political, and civic aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations.</li> <li>Analyze the political structures, political power, and political perspectives of diverse cultures, including those of Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States, and those of various world cultures.</li> </ol> <p>D. Geography</p> <p>D1.Geographic Knowledge, Concepts, Themes, and Patterns Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.</p> <ol style="list-style-type: none"> <li>Explain that geography includes the study of physical, environmental, and cultural features at the local, state, national, and global levels and helps people to better predict and evaluate consequences of geographic influences.</li> <li>Describe the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools.</li> <li>Analyze local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.</li> <li>Evaluate the impact of change, including technological change, on the physical and cultural environment.</li> </ol> <p>D2.Individual, Cultural, International, and Global Connections in Geography Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine native American communities.</p> <ol style="list-style-type: none"> <li>Analyze geographic features that have impacted unity and diversity in the United States and other nations and describe their effects.</li> <li>Analyze the dynamic relationship between geographic features and various cultures, including the cultures of Maine and other Native Americans, various historical and recent immigrant groups in the United States, and other cultures in the world.</li> </ol>
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<p style="text-align: center;"><b>Related Maine Learning Results</b></p>	<p>E. History</p> <p>E1. Historical Knowledge, Concepts, Themes, and Patterns Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <ol style="list-style-type: none"> <li>a. Explain that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future.</li> <li>b. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future.</li> <li>c. Trace and critique the roots and evolution of democratic ideals and constitutional principles in the history of the United States and the world using historical sources.</li> <li>d. Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations.</li> </ol> <p>E2. Individual, Cultural, International, and Global Connections in History Students understand historical aspects of unity and diversity in the United States and the world, including Native American communities.</p> <ol style="list-style-type: none"> <li>a. Identify and critique issues characterized by unity and diversity in the history of the United States and other nations, and describe their effects.</li> <li>b. Identify and analyze major turning points and events in the history of Native Americans and various historical and recent immigrant groups in the United States, and other cultures in the world.</li> </ol>
<p style="text-align: center;"><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Brainstorm and collaborate to generate a list of cultural contributions of the Romans based on prior knowledge and source materials</li> <li>▪ Lecture on the features of Roman government and how these have been adopted within our U.S. government system</li> <li>▪ Independent study of subtopic area of Roman society, culture, and share findings with the rest of the class</li> <li>▪ Identify successful elements of Rome's foreign policy that contributed to their expansion over time</li> <li>▪ Jeopardy vocabulary and key concept review game</li> </ul>

<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"><li>▪ Structured response test</li><li>▪ Chapter study guide</li><li>▪ Rubric for independent study and presentation</li></ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"><li>▪ <u>Publications:</u><ul style="list-style-type: none"><li>○ <u>Ancient &amp; Medieval Worlds</u>, - Howe and Howe</li></ul></li><li>▪ <u>Videos:</u><ul style="list-style-type: none"><li>○ <u>Ancient Rome, Part 1</u> – History Channel</li></ul></li></ul>