

**Social Studies**  
**Ancient and Medieval History**  
**Unit 9: Roman Empire After 200 B.C.**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Over time, Roman politics came to be controlled by a handful of powerful men, and there were often power struggles that took place among certain interest groups and leaders.</li> <li>▪ Rome continued its pattern of expansion throughout the Mediterranean, and this had an impact on political interests.</li> <li>▪ Rome eventually adopted a new variation of government featuring a strong executive, a position that evolved into “emperor”.</li> <li>▪ After a period of prolonged economic success and cultural creativity, the empire began a steady decline, and a number of political, social, and economic problems contributed to its eventual collapse.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ What conditions existed within the years of the republic that led to increased corruption and problems?</li> <li>▪ Who were the politicians who dominated Rome’s political affairs?</li> <li>▪ What were the circumstances surrounding the change in government to an increasingly more prominent executive leader?</li> <li>▪ Why did Rome decline and fall?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Key people made achievements that played an important role through key events.</li> <li>▪ Political issues, motives, and problems caused a weakening within the republic government’s functioning.</li> <li>▪ New provinces were added to the empire (pattern of geographical expansion).</li> <li>▪ Key events took place within a chronological sequence.</li> <li>▪ Certain conditions can help bring about decline of a civilization.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ Nobiles, Optimates, Populares, draft (conscription), reform, dole, Equites, Gracchus brothers, Jugurthian War, Gaius Marius, Socii, Social War, Mithridatic War, Senate, Cornelius Sulla, proscriptions, cursus honorum, Spartacus, Pompey, Julius Caesar, Crassus, Triumvirate, consul, Marcus Tullius Cicero, Cleopatra, Brutus and Cassius, Mark Anthony, Octavian/Caesar Augustus, principate, Pax Romana, Virgil (<i>The Aeneid</i>), Livy, donativum, Tiberius, Caligula, Claudius, Nero, Trajoan, Hadrian, Marcus Aurelius, Diocletian, Constantine, inflation, infrastructure</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Evaluate and analyze.</li> <li>▪ Compare and contrast.</li> <li>▪ Recognize patterns.</li> <li>▪ Apply concepts.</li> <li>▪ Associate concepts and names.</li> <li>▪ Identify places on maps.</li> <li>▪ Apply and develop chronology skills.</li> </ul>

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<p style="text-align: center;"><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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<b>Related Maine Learning Results</b>	<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> <ul style="list-style-type: none"><li>a. 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>b. 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></ul> <p>C. Economics</p> <p>C1.Economic Knowledge, Concept, Themes, and Patterns Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, and other economic systems in the world, and how economics serves to inform decisions in the present and future.</p> <ul style="list-style-type: none"><li>a. Explain that the study of economics includes the analysis and description of production, distribution, and consumption of goods and services by business and is the basis of individual personal finance management including saving and investing.</li><li>b. Explain and analyze the role of financial institutions, the stock market, and government, including fiscal, monetary, and trade policies, in personal, business, and national economics.</li><li>c. Evaluate different forms of money management, and the positive and negative impacts that credit can have on individual finances, using economic reasoning.</li><li>d. Identify and explain various economic indicators and how they represent and influence economic activity.</li><li>e. Analyze economic activities and policies in relationship to freedom, efficiency, equity, security, growth and sustainability.</li><li>f. Explain and apply the concepts of specialization, economic interdependence, and comparative advantage.</li><li>g. Solve problems using the theory of supply and demand.</li></ul>
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<p style="text-align: center;"><b>Related Maine Learning Results</b></p>	<p>C2.Individual, Cultural, International, and Global Connections in Economics Students understand economic 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>a. Analyze the role of regional, international, and global organizations that are engaged in economic development.</li><li>b. Compare a variety of economic systems and the economic development of Maine, the United States, and various regions of the world that are economically divers.</li><li>c. Analyze wealth, poverty, resource distribution, and other economic factors of diverse cultures, including Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States, and 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>a. 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>b. Describe the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools.</li><li>c. Analyze local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.</li><li>d. 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>a. Analyze geographic features that have impacted unity and diversity in the United States and other nations and describe their effects.</li><li>b. 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</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>▪ Tiered lesson involving investigation of assorted Roman topics by choice and recognition of cultural connections to present day</li> <li>▪ Video quiz on Roman Empire video series</li> <li>▪ Lecture on the “Fall of Rome” and analysis</li> <li>▪ Emperor match exercise</li> <li>▪ Timeline and chronology exercise</li> </ul>

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<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"><li>▪ Unit quizzes</li><li>▪ Video quizzes</li><li>▪ Class participation</li><li>▪ Timeline and emperor match exercises</li><li>▪ Team presentations on topic investigation activity</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><li>○ <u>Story of Civilization: Caesar and Christ</u> – William Durant</li></ul></li><li>▪ <u>Videos:</u><ul style="list-style-type: none"><li>○ <u>Ancient Rome, Parts 1-4</u> – History Channel</li></ul></li></ul>