

**Englewood Public School District**  
**World History**  
**Grade 6**  
**First Marking Period**

**Unit 1 - Foundations of Western Ideas**

**Overview:** During this unit, students will explore Roman government, Christianity/other religions, social system, literature, arts, science, engineering mathematics, architecture, and philosophy influenced many civilizations.

**Time Frame:** 40 to 45 Days

**Enduring Understandings:**

*Rome's location and government helped it become a major power in the ancient world.*

*Rome's tripartite government and written laws helped create a stable society.*

*The later period of the Roman Republic was marked by wars of expansion and political crises.*

*After changing from a republic to an empire, Rome grew politically and economically, and developed a culture that influenced later civilizations.*

*People in the Roman Empire practiced many religions before Christianity, based on the teachings of Jesus of Nazareth, spread and became Rome's official religion.*

**Essential Questions:**

*How did Rome become the dominant power in the Mediterranean region?*

*Why the Roman Empire fall, and what did is its legacy?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<i>The Roman World &amp; The Rise of Christianity (753BC-1453AD):</i>  6.2.8. A.2.a Explain how/why different early river valley civilizations developed similar forms of government and legal structures.	<b>Topics/Objectives</b>  Students will:  Explore how the geography of Italy made land travel difficult but helped the Romans prosper.  Identify how ancient historians were very	<b>Skills Development:</b>  History and Geography-The Punic Wars, The Spread of Christianity <ul style="list-style-type: none"> <li>Social Studies Skills- Interpreting Cultural Maps,</li> </ul>	World History, Holt McDougal – Houghton Mifflin Harcourt, 2012, Chapters 10 and 11 – pages 288 to 347  <b>On Line Book Pages:</b> <ul style="list-style-type: none"> <li>Section Audios-select arrow near main (Also see Audios, includes Spanish Summaries.)</li> </ul>	<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>Section Assessments</li> <li>Section Online Quizzes</li> <li>Chapter Review: Pages 315-316 &amp; 345-346</li> </ul> <b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>Standardized Test Practice: Pages 317 &amp; 347</li> </ul>

<p>6.2.8. A.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.</p> <p>6.2.8. A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.</p> <p>6.2.8. A.3.c Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.</p> <p>6.2.8. A.3.d Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.</p>	<p>interested in Rome's legendary history.</p> <p>Summarize how once a monarchy, the Romans created a republic.</p> <p>Show why Roman government was made up of three parts that worked together to run the city.</p> <p>Share how written laws helped keep order in Rome.</p> <p>Outline how the Roman Forum was the heart of Roman society.</p> <p>Review how the late republic saw growth of territory and trade.</p> <p>Summarize through wars, Rome grew beyond Italy.</p> <p>Review how several crises struck the republic in its later years.</p> <p>Consider how disorder in the Roman Republic created an opportunity for Julius Caesar to gain power. Recall how the Republic ended when Augustus became Rome's first emperor.</p>	<p>Interpreting Timelines</p> <ul style="list-style-type: none"> <li>Focus on Writing-A Legend, Note Cards for a Screenplay (RI.6.4, L.6.4, NJSLSA.W2)</li> </ul> <p><b>Graphic Skills:</b> Reading Check and Section Assessment (NJSLSA.R2)</p> <p><b>Reading Support:</b></p> <ul style="list-style-type: none"> <li>Guided Reading, Spanish and English</li> <li>Vocabulary Builder, general and modified</li> <li>Flash Cards (RI.6.4, L.6.4)</li> </ul> <p><b>Multimedia Connections:</b></p> <ul style="list-style-type: none"> <li>The Roman Republic is Born</li> <li>Crossing the Rhine River</li> <li>Caesar's Battle for Gaul</li> <li>Caesar Builds an Empire</li> <li>On Duties</li> <li>The Rise of Roman Cities</li> </ul>	<ul style="list-style-type: none"> <li>Taking Notes-Graphic organizer idea headers for each section.</li> </ul> <p><b>e-Activities:</b></p> <ul style="list-style-type: none"> <li>Videos- The Glory of Rome, Carthage, defeat at Zama, The Roman Republic is Born, The Glory of Rome's Forum, The Impact of the Roman Republic, The Rise of Roman Cities, Ancient Greece and Rome: Engineering and Empire, video clips, Ancient Rome: Mobile Society, and The Glory of the Coliseum</li> </ul> <p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>Section Lesson Plan (also see Teacher's One Stop Planner-State specific Resources)</li> <li>"Do Now"-Daily Bell ringer Transparencies</li> <li>Chapter Power Points Presentation</li> <li>Differentiated Instruction Lesson plans-ELLs. Special Ed, and Advanced/Gifted and Talented</li> <li>Answer Keys-Enrichment Activities, Reading Support, and Skill Development</li> </ul>	<ul style="list-style-type: none"> <li>Chapter Review, general and modified</li> <li>Chapter Tests Forms A &amp; B</li> <li>Modified Chapter Test</li> </ul> <p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>Exact Path</li> <li>Common Formative Assessment</li> </ul> <p><b>Alternative Assessments:</b></p> <p><a href="http://www.schrockguide.net/assessment-and-rubrics.html">http://www.schrockguide.net/assessment-and-rubrics.html</a></p> <p><i>Types of Assessments:</i> <a href="https://www.teachthought.com/pedagogy/6-types-assessment-learning">https://www.teachthought.com/pedagogy/6-types-assessment-learning</a></p> <p>Performance based evaluation using rubrics (<a href="http://rubistar.4teachers.org/index.php">http://rubistar.4teachers.org/index.php</a>)</p> <p>Portfolio of student work</p> <p>Oral presentations</p> <p>Self-evaluation, Peer evaluation</p> <p>Scavenger Hunt: Create questions based on a topic or a chapter.</p>
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<p>6.2.8. A.3.e Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system.</p> <p>6.2.8. B.3.a Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.</p> <p>6.2.8. B.3.b Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their decline.</p> <p>6.2.8. B.3.b Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their decline.</p> <p>6.2.8. C.3.b Explain how classical civilizations used technology and innovation to enhance agricultural/</p>	<p>Express how the Roman Empire grew to control the entire Mediterranean world.</p> <p>Recognize how the Romans accomplished great things in science, engineering, architecture, art, literature and the law.</p> <p>Recall how despite its general religious tolerance, Rome came into conflict with the Jews.</p> <p>Identify how a new religion, Christianity, grew out of Judaism.</p> <p>Share how many considered Jesus of Nazareth to be the Messiah.</p> <p>Summarize how Christianity grew in popularity and eventually became the official religion of Rome.</p> <p>Explore how many problems threatened the Roman Empire, leading one emperor to divide it in half.</p> <p>Consider how Rome declined as a result of</p>	<ul style="list-style-type: none"> <li>• The Aeneid</li> <li>• Bring Water to Romans</li> <li>• Arches, Angels, Innovations</li> <li>• The Glory of the Colosseum</li> <li>• Pliny of Entertainment</li> <li>• The Glory of Rome's Forum</li> <li>• Defending Rome's Borders</li> <li>• Caracalla's Public Bath</li> <li>• The Roman Empire Falls</li> </ul> <p><b>Online Book Pages:</b></p> <ul style="list-style-type: none"> <li>• Animated History –The Roman Empire at its Height AD 117, Roman Aqueducts, and The Division of the Roman Empire AD 395</li> <li>• Primary Resources- The Laws of the Twelve Tables and Paul's Letter to the Romans</li> </ul>	<ul style="list-style-type: none"> <li>• Quick Facts Transparencies- Legendary Founding of Rome, Rome Society, Government of the Roman Republic, The Roman Republic: Visual Summary and Rome and Christianity: Visual Summary</li> <li>• Map Transparencies- Italy: Physical, Italy, 500 BC, The Roman Republic 509 BC-270 BC, The Roman Republic 270 BC-100 BC, Expansion of Rome, 100 BC-AD 117, Spread of Christianity, AD 300-AD 400, Invasions of Roman Empire, 340-500</li> </ul>	<p>Film Project: Ask groups to write and film a 5-10 minute movie based on the topic or subject.</p> <p><b>Teacher One Stop:</b></p> <ul style="list-style-type: none"> <li>• <i>Browser Unit by Chapter</i></li> <li>• <i>Browser Unit by Resources Type</i>-Daily Bell Ringer, Constitutional Study Guide, U.S. Supreme Court Law Cases, etc.</li> <li>• <i>Internet Resources</i></li> <li>• <i>Interactive Teacher's Edition</i>-unit preview, chapter-planning guide, differentiated instruction (ESL, Special Ed., and Advanced/Gifted) etc.</li> </ul> <p><b>Holt McDougal Social Studies e-Chapter Enrichment Links</b></p>
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manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

6.2.8. D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

6.2.8. D.3.b Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.

6.2.8. D.3.c Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

6.2.8. D.3.e Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active,

invasions and political and economic problems.

Explain how in the eastern empire, people created a new society and religious traditions that were very different from those in the west.

Explain how the Persian Empire grew stronger under Darius.

Explore how the Persians fought Greece twice in the Persian Wars.

Identify how the Spartans built a military society to provide security and protection.

Summarize how the Athenians admired the *mind* and the arts in addition to physical ability.

Show why Sparta and Athens fought over who should have power and influence over Greece.

Share how Macedonia conquered Greece in the 300s BC.

### Holt McDougal Social Studies, e- Activities

- Animated Geography and History- The Roman Empire AD 117 and Seven Hills of Rome AD 581-907, The Division of the Roman Empire AD 395
- Animated History- Roman Aqueducts and St. Peter's Basilica, and Clergy in Roman Catholic Church
- Animated Geography- Invasions into the Roman Empire
- Starting with the Story: The Assassination of Julius Caesar
- Charter Assessment Internet Activity
- Why did the Republic Fall?
- The Aeneid Anew
- Government Then and Now
- Path of Christianity

### The Roman Republic

#### Section 1

##### A Day in the Life of an Ancient Roman

Learn more about life in the time of the Roman Republic. Where did they live? What did they eat? What did they wear? What celebrations did they have? Find answers to these questions and more!

#### Section 2

##### Roman Family Law and Traditions

This Web site is about Roman law and traditions affecting marriage, children, and property ownership. You may find that some elements of the Roman culture sound foreign, while others sound familiar.

#### Section 3

##### Rome: The Civil Wars

Explore the history of the late Roman Republic—the wars, the government, and the people.

### Rome and Christianity

#### Section 1

##### Religious Practices in Roman Times

This site offers an overview of

informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.)

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of

Consider how Alexander the Great build an empire that united much of Europe, Asia, and Egypt.

Identify how the Hellenistic Kingdom's formed from Alexander's empire blended Greek and other cultures.

Explore how the Greeks made great contributions to the arts.

Identify how the teachings of Socrates, Plato, and Aristotle are the basis of modern philosophy.

Summarize how invaders conquered and ruled the Hebrews after their kingdom broke apart.

- Government Opposition
- Inspired Art (9.2.8.B.4)

#### Enrichment Activities (See Student Resources):

- Biographies- Spartacus, Cornelia, Scipio,
- Biographies- Cicero c. 106-43 BC, Marc Antony c. 82-30 BC, Saint Peter c.?-64S
- Literature: Romulus and Remus, retold by Robert Hull and Tales from the Ovid by Ted Hughes
- Primary Resources- "The Story of Spartacus", by Plutarch, from The Amores, and Mosaic Panels
- Social Studies Skills Activity- Interpreting Cultural Maps and Interpreting Timelines

religion in the Roman Empire. Read about the priests and priestesses, mythology, Jews in Roman times, and the early Christians by clicking on the topic links.

#### Section 2

##### Christianity: Introduction

Find out more about Christianity in this overview of its central beliefs, important figures, and practices.

#### Section 3

##### Christians in Rome

Learn here about the first of the apostles to come to Rome.

Teacher's One Stop Planner- Internet Resources, Teacher Resources, Fold Notes Appendix-- Pyramid, Double Door, Booklet, Layered Book, Key-Term Fold, Four-corner Fold, Three-Panel Flip Chart, Table Fold, Two- Panel Flip Chart, and Tri-Fold

National Geographic – Ancient Rome:  
[https://www.nationalgeographic.org/topics/resource-library-ancient-rome/?q=&page=1&per\\_page=25](https://www.nationalgeographic.org/topics/resource-library-ancient-rome/?q=&page=1&per_page=25)



discipline-specific tasks,  
purposes, and audiences.

- History and Geography- The Punic Wars and The Spread of Christianity
- Focus on Writing- A Legend and Note Cards for a Screenplays (NJSLSA.R2)

**e- Activities,  
Writing About  
History:**

- Notetaking Wizard
- Autobiographical Narratives
- Fictional Narratives
- Expository Writing
- Persuasive Writing
- Research Writing
- Summaries of Reading Materials
- Current Events (NJSLSA.W9)

**Student Premium  
Resources**

**Multimedia**

**Connections:**

- The Rise of Rome
- Rome: Engineering Empire (8.1.8.A.1, NJSLSA.R2)

Maps, timelines:  
<https://www.timemaps.com/resources-ancient-rome/>

Literature:  
[https://www.goodreads.com/list/show/121447.Ancient\\_Rome\\_in\\_YA\\_Middle\\_Grade\\_Fiction](https://www.goodreads.com/list/show/121447.Ancient_Rome_in_YA_Middle_Grade_Fiction)

Primary Source docs:  
<http://www.loc.gov/exhibits/>

Google Expeditions virtual field trips:  
<https://edu.google.com/expeditions/#about>

**Graphic Organizers:**  
<https://www.nationalgeographic.org/topics/graphic-organizer/>

**Teacher Premium  
Resources  
Activities:**

- I, Julius Caesar
- Images of Roman Women
- The Rome that Slaves Built
- Rebuilding Rome
- Tracing the Empire's History
- Reenacting Rome's Past  
(CRP11)

**Key Vocabulary:** Aeneas, Romulus and Remus, republic, dictator, Cincinnatus, plebeians, patricians, magistrates, consuls, Roman Senate, veto, Latin, checks and balances, forum, legions, Punic Wars, Hannibal, Gaius Marius, Lucius Cornelius Sulla, Spartacus, Cicero, Julius Caesar, Marc Antony, Augustus, Pax Romana, aqueduct, Romance languages, civil law, Christianity, Jesus of Nazareth, Messiah, crucifixion, Resurrection, Apostles, Paul of Tarsus, Constantine, Diocletian, Attila, corruption, Justinian, Theodora, Byzantine Empire

**Academic Vocabulary:** primary, purpose, efficient.

**Accommodations and Modifications:**

***Students with special needs:*** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

***ELL/ESL students:*** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA – [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/). This particular unit has limited language barriers due to the physical nature of the curriculum.

***Students at risk of school failure:*** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed o determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

***Gifted and Talented Students:*** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>● Provide additional time to complete a task</li> <li>● Speak and display terminology</li> <li>● Teacher modeling</li> <li>● Peer modeling</li> <li>● Provide ELL students with multiple literacy strategies.</li> <li>● Word walls</li> <li>● Use peer readers</li> <li>● Give page numbers to help the students find answers</li> <li>● Provide a computer for written work</li> <li>● Provide two sets of textbooks, one for home and one for school</li> <li>● Provide visual aides</li> <li>● Use graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Provide additional time to complete a task</li> <li>● Utilize modifications &amp; accommodations delineated in the student's IEP</li> <li>● Work with paraprofessional</li> <li>● Use multi-sensory teaching approaches.</li> <li>● Work with a partner</li> <li>● Provide concrete examples</li> <li>● Restructure lesson using UDL principals (<a href="http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA">http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA</a>).</li> <li>● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).</li> </ul>	<ul style="list-style-type: none"> <li>● Using visual demonstrations, illustrations, and models</li> <li>● Give directions/instructions verbally and in simple written format. Oral prompts can be given.</li> <li>● Peer Support</li> <li>● Increase one on one time</li> <li>● Teachers may modify instructions by modeling what the student is expected to do</li> <li>● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>● Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>● Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.</li> <li>● Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).</li> </ul>	<ul style="list-style-type: none"> <li>● Interest based content</li> <li>● Inquiry-based instruction</li> <li>● Independent study</li> <li>● Higher order thinking skills</li> <li>● Adjusting the pace of lessons</li> <li>● Real world scenarios</li> <li>● Student Driven Instruction</li> <li>● Use project-based learning</li> <li>● Structure the learning around explaining or solving a social or community-based issue.</li> <li>● Collaborate with after-school programs or clubs to extend learning opportunities.</li> <li>● William and Mary Social Studies curriculum for gifted learners: <a href="https://k12.kendallhunt.com/program/william-mary-gifted-social-studies-curriculum">https://k12.kendallhunt.com/program/william-mary-gifted-social-studies-curriculum</a></li> </ul>



<b>Integration of Technology Standards NJSL 8:</b> 8.1.8.A.1: Demonstrate knowledge of a real-world problem using digital tools.			
<b>Integration of 21st Century Standards NJSL 9:</b> 9.2.8.B.4: Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.			
<b>Interdisciplinary Connections: ELA-NJSLS/ELA:</b>  <b>Grade 6 Standards:</b>  <b>RI.6.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. <b>SL.6.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. <b>L.6.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies  <b>Anchor Standards:</b>  <b>NJSLSA.R2:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <b>NJSLSA.W2:</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. <b>NJSLSA.W9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.			
<b>Career Ready Practices:</b>  <b>CRP11:</b> Use technology to enhance productivity.			