Ancient Rome Lesson Plan

Content Benchmarks and Learning Objectives:

• SS.8.W.3.8 Determine the impact of significant figures associated with ancient Rome.
• SS.8.W.3.9 Explain the impact of the Punic Wars on the development of the Roman Empire.
• SS.8.W.3.10 Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).
• SS.8.W.3.11 Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one.

Essential Questions
• Who were important people from Ancient Rome?
• What impact did the Punic Wars have on the growth of the Roman Empire?
• What was the Roman Republic and what were the democratic principles included in Roman law and government?
• What factors contributed to the transition from Roman Republic to Roman Empire?

Key Vocabulary
Republic, legion, Etruscans, patrician, plebeian, Twelve Tables, veto, consul, dictator, civic duty, praetors, tribune, Law of Nations, Rome, Sicily, Carthage, Punic Wars, General Hannibal, latifundia, triumvirate, Tiberius and Gaius Gracchus, Julius Caesar, Augustus, aqueduct, Pax Romana

Materials Needed:
• Promethean board
• Flip chart paper
• Markers
• Attachment A- Early Romans Graphic Organizer
• Attachment B- Roman Republic Chart
Steps to deliver the lesson:

1. **Introduction/Hook:** play the video using the link below.

   Roman Empire- Educational Video for Kids
   [https://youtu.be/b9bcohqsTGk](https://youtu.be/b9bcohqsTGk)

   After watching the video, ask the students the following questions:
   
   a. What did you see? Objects? People?
   b. What were some of the areas under Roman rule?
   c. What were the different classes in Roman society?
   d. What did you find interesting about the Romans?

   Communicate to students that this lesson will be an introduction to Ancient Rome.

2. **Activity 1:** Have students read pgs. 306-311 from the textbook: McGraw Hill *Discovering Our Past: A History of the World*. While reading, discuss the key terms and concepts from the reading. They may work in pairs or small groups to complete the reading. Next, have students complete attachment A- Early Romans graphic organizer. Then have students share their responses whole group.

3. **Activity 2:** Divide class into 5 groups. Assign each group one of the topics below. Write the titles below on the top of chart paper and post in different locations around the room.

   a. Roman Government: pgs. 312-313 and 314-315
   b. Class Conflict: pgs. 312-314
   c. Roman Law: pgs. 315-316
   d. Punic Wars: pgs. 316-319
   e. Problems in the Republic: pgs. 320-322

   Distribute attachment B- Roman Republic chart. Instruct groups to use the textbook to complete the part of the chart which relates to their assigned topic. As groups are working, walk around to assist groups which are having difficulties. When groups are done, Have each group, taking with them their completed attachment B- Roman Republic chart, first report to the chart paper which relates to their topic and write in their responses. Next, have each group move clockwise to the next topic and write down that information on their paper (attachment B). Repeat this process until all groups have completed their handout (or 4 rotations). When finished, have them return to their seats. Finally, have each group share with the class.

4. **Activity 3:** Create groups of 3-4 students. Instruct students to research major milestones and significant events regarding the Roman Republic and the Roman Empire. Students can use a mobile device or pgs. 304-305 and pgs. 328-333 in the textbook: McGraw Hill *Discovering Our Past: A History of the World*. Advise students to make note of the chronological order of the events and a description of each event during their research. Next, guide students in creating an account to create on [www.sutori.com](http://www.sutori.com) (free). Inform students that on Sutori, they will create a visual
timeline using images they find on the internet and the descriptions from their research notes.
As groups are working, walk around to provide guidance and assistance as needed. Once all groups are done, have students share their visual timelines with the class.

After completing the visual timeline, ask students to answer the following essential question.
- What were the 3 greatest accomplishments of the Romans?

5. Lesson Closure: Ask students to think about all they have learned about Rome and answer the following questions in their journal.
- What did you find very interesting about Ancient Rome?
- What aspect of Ancient Rome is part of our society today?

Optional Extension Activity/Home Learning
Have students research Rome and create a travel brochure. Some suggested topics to include in brochure are:
- Name of Cities
- Geography
- Brief history- to include important leaders and major events
- Culture- important events, food, etc.
- Significant landmarks
- Pictures

Technology Integration
The following websites provide additional resources that can be used for teaching about this time period:
- A video library of the early Roman Empire  http://www.pbs.org/empires/romans/resources/video.html
- An interactive game site on the Roman Empire  http://www.pbs.org/empires/romans/special/emperor_game.html
- Civilization and Cultural Topics on Ancient Rome  http://www.vroma.org/~bmcmanus/romanpages.html
The Early Romans Graphic Organizer

Directions: Please write 3-4 facts in each bubble. Next, use the information to write a 2-3 sentence response to the question below.

How did Rome’s location affect its development? ___________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
Roman Republic Chart
Directions: As you read in your textbook, write 3-4 facts about each characteristic of the Roman Republic below. Next, create a picture or symbol to represent each.

<table>
<thead>
<tr>
<th>Main topic/ important points</th>
<th>Facts/ Details</th>
<th>Picture or Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roman Government</td>
<td>• Consuls</td>
<td><img src="image" alt="Consuls" /></td>
</tr>
<tr>
<td></td>
<td>• praetors</td>
<td></td>
</tr>
<tr>
<td>Class Conflict</td>
<td>• patricians</td>
<td><img src="image" alt="Patricians" /></td>
</tr>
<tr>
<td></td>
<td>• plebeians</td>
<td></td>
</tr>
<tr>
<td>Roman Law and Justice</td>
<td>• Rule of law</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Representative government</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Separation of powers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Civic duties</td>
<td></td>
</tr>
<tr>
<td>Punic Wars</td>
<td>• Cause and consequences</td>
<td><img src="image" alt="Punic Wars" /></td>
</tr>
<tr>
<td></td>
<td>• 1\textsuperscript{st}, 2\textsuperscript{nd}, and 3\textsuperscript{rd} wars</td>
<td></td>
</tr>
<tr>
<td>Problems in the Republic</td>
<td>• Farmers</td>
<td><img src="image" alt="Farmers" /></td>
</tr>
<tr>
<td></td>
<td>• Reformers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• triumvirates</td>
<td></td>
</tr>
</tbody>
</table>