

Teacher's Name:
Employee Number:
School:

Social Studies Lesson Plan-

SS.6.C.1.2 Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).

SS.6.C.2.1 Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.

SS.6.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).

1. **Title: - The Legacy of Ancient Rome - Sixth Grade**

2. **Overview - Big Ideas:**

Enduring Understandings

- Recognize the different forms of government that developed in ancient Rome.
- Identify the components of a republican government as it existed in ancient Rome.
- Appreciate that the ancient Roman republic had a lasting impact on law and government throughout history.
- Understand that the legal code and democratic principles developed in ancient Rome served as a foundation for American representative democracy

Essential Questions – (What provocative questions will you use to foster inquiry, understanding and transfer of learning?)

- How did the republican government in ancient Rome influence the establishment of representative democracy in the United States?
- Why is Roman law important to us today?

- What did separation of powers, rule of law, and civic duty mean to citizens of the ancient Roman republic?
- How does the past affect the present?

3. Lesson Objectives:

Standards - Next Generation Sunshine State Standards for Social Studies

Sixth Grade NGSSS-SS Benchmarks

- SS.6.C.1.2 Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).
- SS.6.C.2.1 Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.
- SS.6.G.2.4 Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.
- SS.6.W.1.3 Interpret primary and secondary sources
- SS.6.W.1.6 Describe how history transmits culture and heritage and provides models of human character.
- SS.6.W.3.8 Determine the impact of significant figures associated with ancient Rome
- SS.6.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.6.W.3.14 Describe the key achievements and contributions of Roman civilization

Tested Seventh Grade NGSSS-SS Benchmarks Relevant to this Lesson

- SS.7.C.1.9 Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.
- SS.7.C.2.2 Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
- SS.7.C.3.1 Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
- SS.7.C.1.7 Describe how the Constitution limits the powers of government through separation of powers and checks and balances.

4. **Key Vocabulary:**

assembly, civic duty, consul, founding fathers, legislature, monarchy, patricians, plebeians, representative government, republic, rule of law, senate, separation of powers

5. **Evidence of Student Understanding (Assessment) in this Lesson:**

What key knowledge and skills will students acquire as a result of this lesson?

After students complete this lesson, they will be able to identify the components of government in the republic of ancient Rome. An understanding of the basic ancient Roman legal code should also be apparent. Students should be able to understand the legacy of the ancient Roman republic with regard to law and government and be able to describe how principles developed in ancient Rome are reflected in the American political process today.

What will students be able to do as a result of such knowledge and skills?

As a result of acquiring the knowledge and skills addressed in this lesson, the students will be able to complete the attached graphic organizer associated with this lesson. Students should also be able to discuss the major components of the legal system and government in the ancient Roman republic and explain how they influenced the Founding Fathers in developing the United States Constitution. Students should be able to write an explanation of separation of powers, rule of law, representative government, and civic duty. Students will also

write and deliver a speech explaining the government and laws of the Roman republic that should or should not be included in the United States Constitution.

Additionally, students will be able to correctly answer the questions that are part of the formal assessment included with this lesson.

Both **formative and summative assessments** are included.

6. **Materials Needed:**

Attachment A: KWL Chart – Legacy of Ancient Rome

Attachment B: Reading- Legacy of Ancient Rome

Attachment C: Legacy of Ancient Rome Graphic Organizer

Attachment D: Help the Founding Fathers

Attachment E: Post Quiz

7. **Steps to Deliver the Lesson:**

A detailed, step by step description of how to deliver the lesson and achieve the lesson plan objectives.

- a. Lesson Opening: Distribute Attachment A- KWL Chart- ancient Rome. Have students fill out the first two columns. When students have completed their charts, have them share their ideas. List student ideas and develop categories. Explain that this lesson will be focusing on the law and government of ancient Rome
- b. Reading: Distribute reading (Attachment B): The Legacy of Ancient Rome. Use jump in reading or other effective reading strategies appropriate for your class to read the background information contained in the article. Discuss the article with the class.
- c. Have students define the highlighted vocabulary associated with the lesson.
- d. Distribute and discuss Attachment C- *The Legacy of Rome – Graphic Organizer*. Instruct students to list characteristics of republican government on the left side of the top section of the chart and the advantages/disadvantages of this type of government in the right section.

The lower section is for law in the Roman republic. The left side is to list characteristics of the law. The right side is to list advantages/ disadvantages of law in the Roman republic.

- e. Distribute Attachment D – *Help the Founding Fathers*. Explain to students that they are to assume the role of an expert in the history of ancient Rome. They are living in Philadelphia in 1787 and have been summoned to the Constitutional Convention. They have been asked to give a brief speech to the Founding Fathers about the government and law in ancient Rome. They must explain the Roman ideas and tell the group which ideas will be beneficial to the new country and which will not be helpful (include system of government and laws). Students may use their reading, textbooks, and internet resources for additional information. Students will complete their speeches for home learning. Speeches may be presented during the next class period.
- f. Have students take the post-quiz associated with this lesson (Attachment E). Go over the quiz with students. Check for understanding and re-teach any concepts not understood.

8. Specific Activities: (From Guided to Independent)

Activities designed to facilitate the gradual release of teacher responsibility, from teacher-led to independent

- a. After students have completed the reading and the graphic organizer (Attachment B) have students write a 1-2 paragraph journal entry describing government and law in the ancient Roman republic. Their journal entry should discuss their point of view as to advantages and disadvantages of the legal code and government.
- b. For students who are struggling readers and/or English Language Learners, pair them with another student for assistance.
- c. Circulate the room to monitor students' abilities in writing the journal entry. If students have difficulty with this assignment, model a sample journal entry on the white board.
- d. Have students share their completed journal entries with the class.

9. Differentiated Instruction Strategies:

How to accommodate a variety of student learning needs; remediation strategies as well as enrichment strategies

- a. As students are completing the graphic organizers, work individually with students who are having difficulty with this task.
- b. While students are completing the journal entry, work on an individual basis with students who are having difficulty.

10. Technology Integration:

Activities incorporating technology; e.g., address lesson content through online resources.

- a. Have students access *Odyssey Online: Rome* from Emory University and Memorial Art Gallery, University of Rochester. The Web site examines "objects that were made in the city of Rome and in the provinces that formed the Roman Empire. The Web site is organized by themes: people, mythology, daily life, death and burial, writing, and archaeology.
<http://carlos.emory.edu/ODYSSEY/ROME/homepg.html>
- b. For lesson plan, "Rome's Influence" visit Discovery Channel:
<http://www.discoveryeducation.com/teachers/free-lesson-plans/romes-influence.cfm>
- c. Have students visit "History for Kids" Ancient Rome site for more information on all facets of ancient Rome:
<http://www.historyforkids.org/learn/romans/index.htm>
- d. Visit MDCPS website to access biographies, events, topics, primary sources, images, maps, video and timelines focusing on ancient Rome.

Facts on File- Ancient History:

<http://www.fofweb.com/NuHistory/default.asp?ItemID=WE49&NewItemID=True>

Facts on File Curriculum Resource Center- factsheets, timelines, maps, images:

<http://www.fofweb.com/CRCNU/default.asp?ItemID=WE51>

Grolier Online- searchable database for articles by reading level

<http://go.grolier.com/>

World Book- Student- Ancient Rome

<http://www.worldbookonline.com/student/home>

World Book for Kids- Ancient Rome:

<http://www.worldbookonline.com/kids/search?st1=Ancient+Rome&x=0&y=0>

World Book Advanced- Research tools & E-book Center

<http://www.worldbookonline.com/advanced/home>

- e. For background information, ideas, activities and games for Ancient Rome, visit:

<http://www.mrdowling.com/702rome.html>

11. Lesson Closure:

Methods to draw ideas together, review concepts, etc.

- a. After completing and reviewing the post quiz with students, ask students the following questions to conclude the lesson:
- How did the physical geography of Italy affect the development of ancient Rome?
 - What were the basic characteristics of the government in the ancient Roman republic?
 - How has the republican government of ancient Rome influenced the United States government?
 - What has Western Civilization gained from the law of the ancient Roman republic?
 - What are three of the basic principles of ancient Roman law that are part of the legal code of the United States?
- b. For home learning, students should complete work on Attachment D – *Help the Founding Fathers*. Instruct students to finalize research and outlines in class. They should complete their speeches at home and be prepared to share their work with the class.
- c. Have students complete the 3rd column of their KWL chart- “What I’ve Learned. Ask students to share their responses with the class.

Attachment A

Ancient Rome

KWL Chart



What I K now	What I W ant to know	What I've L earned

Much that we know about the beginnings of Ancient Rome comes from legend. It is thought that farmers and shepherds lived in scattered groups of farming villages near the Tiber River on the Italian peninsula as early as 1900 BCE. Geography played an important part in the development of ancient Rome. The peninsula was protected by the sea on three sides, and the Alps to the north. By the 1500's BCE, a cluster of villages developed on seven hills that overlooked the Tiber. This location provided another advantage, that of being able to see approaching invaders. According to legend, the villages united to form the town of Rome in 753 BCE. The town, often described as nothing more than an armed camp, would grow into a city-state, republic and then an empire. The humble farming villages on the Italian peninsula would grow into a great civilization that would influence the history of the world, including our own country... over two thousand years later.

The earliest form of government in ancient Rome was a **monarchy**, or rule by a king. The Etruscans took control of Rome and placed their own kings in power. After over a century of Etruscan rule, the Romans overthrew the last Etruscan king in 509 BCE and founded a **republic**. A republic is a government in which the people (**citizens**) choose representatives to govern them. This is a **representative government**. All citizens were not equal in the Roman Republic. They were divided into different social classes. The **patricians** were the wealthy landowners. They also had the most power in the Roman Republic. The **plebeians**, or common citizens, were usually artisans, merchants, farmers, or traders. They made up the majority of the population, but had very little say in government. The third group in Rome was the slaves, who were not considered citizens. Women, though generally respected in Roman society, could not vote or hold public office.

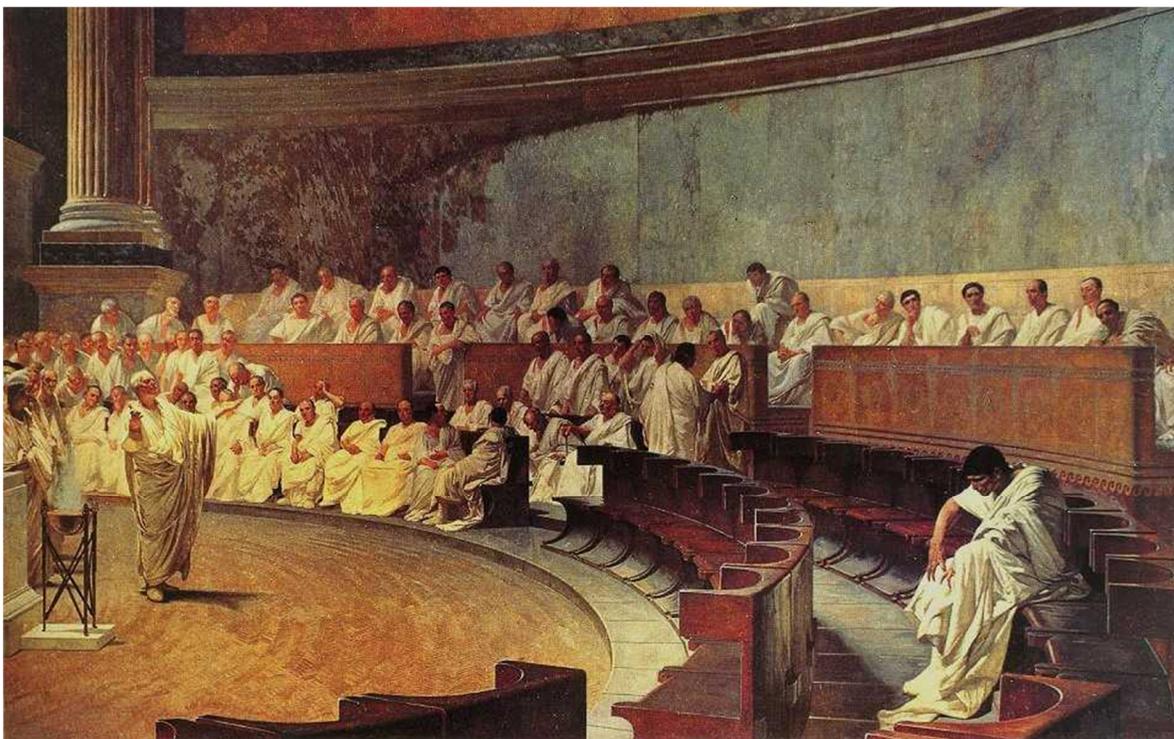
The Roman Republic had a **legislature** that included a **senate** and two **assemblies**. The senate, made up entirely of patricians, was the most powerful governing body. Plebeians were permitted to be elected to one of the two assemblies. The balance of government between the senate and assemblies, while recognizing the rights of individual citizens created one of the first systems of **separation of powers**. The object of separating powers is to prevent one group from having all the power. As time progressed, the plebeians gained more power, eventually establishing their own assembly with power to **veto** laws.

Another idea firmly established in the Roman Republic was the **rule of law**. Rule of law is the principle that no one is above the law. Everyone in a society is subject to the same laws, and must obey all laws. In the Roman Republic, laws were seen as a way to give citizens both rights and protection. Many consider the laws and legal code of ancient Rome to be its greatest gift to the world. The first written laws in ancient Rome, The Twelve Tables, were completed in 450 BCE. Later, the Emperor Justinian collected, and published all Roman laws. These have served as models for legal codes throughout the world, including our own laws. Roman law protected citizens' rights, life, and property as well as presenting the idea that all people were innocent until proven

guilty. Under Roman law, all citizens were supposed to be treated equally without regard to their social status or wealth.

Ancient Romans also had a strong sense of **civic duty** which served as a model for later civilizations. Citizens of the republic felt it important to be a respectable member of society, pay taxes, and obey the law. They also considered it their obligation to take a role in government, defend Rome, and serve in the military. Citizens of the Roman Republic demonstrated how highly they valued their rights by their devotion to civic duty.

Although the Roman Republic lasted only about 500 years, its laws and government still serve as models for countries in the modern world. The **Founding Fathers** of the United States included many elements of Roman law and government when setting up our government and legal system. The United States has a representative democracy in that the people control the government by delegating power to their representatives. The idea of a representative government originated in the Roman Republic. The founding fathers also adapted the idea of separation of powers from Ancient Rome. The Roman Republic had a senate and two assemblies; the United States has a senate and House of Representatives. The roots of our legal code may also be seen in ancient Rome. As with the Roman Republic, all people in the United States are equal under the law, have their rights and property protected, and are considered innocent until proven guilty.



Attachment C **The Legacy of Ancient Rome- Graphic Organizer**

Republican Government	
Characteristics of a republican government	Advantages/disadvantages of a republican government
<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••
Law in the ancient Roman Republic	
Characteristics of the law during this period	Advantages/disadvantages of the law during this period
<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••

Briefly describe each of the following in your own words and indicate where it would go on the above chart:

Separation of powers

Rule of law

Civic duty

Attachment D

Help the Founding Fathers

Imagine that you are living in Philadelphia in 1787. You are a respected scholar with great knowledge of ancient Rome. You have been called to the Constitutional Convention to inform the *Founding Fathers* about the government and laws of ancient Rome. You must tell them which aspects of government and law from ancient Rome will be helpful to the new country's constitution and which will not be helpful. You have no more than five minutes to address the Convention. This is the most important speech you will ever give. The Founding Fathers are depending on you and the future of the new republic is in your hands!

Use the space below for notes, ideas and an outline. You may wish to write the entire speech on the back of this page.



Attachment E

Legacy of Ancient Rome - Post Quiz

Low Complexity Items:

1. What was the earliest form of government in ancient Rome?
 - a. monarchy
 - b. direct democracy
 - c. republic
 - d. tyranny

2. What is considered the Ancient Roman's most important contribution to Western Civilization?
 - a. poetry
 - b. sculpture
 - c. law
 - d. gunpowder

3. In which type of government do people choose a smaller group of people to make rules and laws for everyone?
 - a. monarchy
 - b. representative democracy
 - c. tyranny
 - d. direct democracy

Moderate Complexity Items

4. What is the importance of the Twelve Tables?
 - a. the tables set up requirements for the twelve Gods of ancient Rome
 - b. that was the number of tables required by custom at major feasts
 - c. the tables contained mathematical formulas to calculate elections
 - d. the tables established written legal principles

5. Which grouping below represents the social divisions in ancient Rome?
 - a. plebeians, slaves, freedmen
 - b. patricians, plebeians, slaves
 - c. patricians, saxons, barbarians
 - d. barbicans, plebeians, artisans

6. Which of the following is true about the geographic location of ancient Rome?
 - a. the location made Rome more susceptible to attack
 - b. the low elevation made it difficult to see enemies advancing
 - c. being in the center of the continent made trade impossible
 - d. the location provided protection from enemies

High Complexity Items

Common Principles of Roman Law:

- People of the same status are equal before the law.
- An accused person is innocent until proven guilty.
- The accused should be allowed to face his or her accuser and defend against the charge.
- Guilt must be established “clearer than daylight” through evidence.

7. Based upon the common principles of Roman Law, which of the following would be true?

- a. A person accused of stealing would be punished immediately.
- b. A person accused of stealing is assumed guilty if they are of a lesser status
- c. A person accused of stealing has the right to face his/her accuser
- d. A person accused of stealing could be convicted without evidence

8. Which of the following is the best description of the meaning of “clearer than daylight” in the above statement of principle of Roman Law?

- a. guilt is beyond a reasonable doubt
- b. all trials will be conducted during the day
- c. evidence must be gathered during the daylight
- d. guilt can only be determined clearly during the day

9. Read the following paragraph to answer this question.

Although the Roman Republic lasted only about 500 years, its laws and government still serve as models for countries in the modern world. The Founding Fathers of the United States included many elements of Roman law and government when setting up our government and legal system. The United States has a representative democracy in that the people control the government by delegating power to their representatives. The idea of a representative government originated in the Roman Republic. The founding fathers also adapted the idea of separation of powers from Ancient Rome. The Roman Republic had a senate and two assemblies; the United States has a senate and House of Representatives. The roots of our legal code may also be seen in ancient Rome. As with the Roman Republic, all people in the United States are equal under the law, have their rights and property protected, and are considered innocent until proven guilty.

Which of the following pieces of information would most likely be considered a “common characteristic” of both the United States Government and the Roman Republic?

- a. Both were formed during the same time period.
- b. Both had two parts to the legislative branch.
- c. Both had most of the power in one part of the government.
- d. Both practiced the idea that every citizen had a direct say in what the government did.

10. Read the following sentence to answer this question:

The plebeians, or common citizens, were usually artisans, merchants, farmers, or traders.

Which of the following modern day professions would have been considered as plebeians during the Roman Republic Era?

- a. medical doctors
- b. university professors
- c. plumbers
- d. stock traders

Answers to Post Quiz

1. A
2. C
3. D
4. C
5. B
6. D
7. C
8. A
9. B
10. C

Civic Integration
Lesson Plan Quiz Blueprint
NGSSS-SS Main Benchmark: SS.5.C.1.6
Title of Lesson: Voting and the Constitution
Grade Level: 5th

Pacing Guide Connection: Sixth Grade – World History – 4th Nine Weeks Topic 10: Ancient Rome (600 BCE-500 ACE)

Question #	Benchmark Grade Level	Benchmark 7th Grade Tested	Answer	Complexity Level
1	SS.6.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.7.C.3.1 Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).	A	Low
2	SS.6.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.6.C.1.2 Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).	SS.7.C.1.9 Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.	C	Low
3	SS.6.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.7.C.3.1 Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).	D	Low
4	S SS.6.C.1.2 Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).	SS.7.C.3.1 Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).	C	Moderate

5	SS.6.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.7.C.3.1	Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).	B	Moderate
6	SS.6.G.2.4	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.			D	Moderate
7	SS.6.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.7.C.1.9	Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.	C	High DBQ
	SS.6.C.1.2	Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).				
	SS.6.C.2.1	Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.				
8	SS.6.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.7.C.1.9	Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.	A	High DBQ
	SS.6.C.1.2	Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).				

9	SS.6.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.7.C.3.1	Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).	B	High DBQ
10	SS.6.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.7.C.3.1	Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).	C	High DBQ