

Depth Study 2c: Ancient Rome

Unit of Work

Australian Curriculum: History

Developed by Sasha VINCENT

Pre-Service History Teacher | University of Newcastle

Available Online:

HERMES

History Education Research Network

<http://hermes-history.net>

Distributed under a Creative Commons Attribution Non-Commercial 2.5 Australia License
CC BY-NC 2.5 AU | <http://creativecommons.org/licenses/by-nc/2.5/au/>

The Ancient World: Depth Study 2 | Stage 4 | History

Summary	Duration
Examining Stage 4 of the History 7-10 Syllabus. Depth study 2: The Ancient World, 2C: ROME	6 weeks 2 days Detail: 12 lessons, 15 hours, 2 lessons/wk

Outcomes	Rome: From Brick to Marble	Unit overview
<p>History K-10</p> <ul style="list-style-type: none"> › HT4-2 describes major periods of historical time and sequences events, people and societies from the past › HT4-3 describes and assesses the motives and actions of past individuals and groups in the context of past societies › HT4-6 uses evidence from sources to support historical narratives and explanations › HT4-9 uses a range of historical terms and concepts when communicating an understanding of the past › HT4-10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past › HTLS-2 demonstrates an understanding of time and chronology › HTLS-3 investigates how people lived in various societies from the past › HTLS-4 explores the features of a particular society or time › HTLS-5 recognises the significance of people and events in the past › HTLS-8 uses sources to understand the past 	<p>The Mediterranean World: 2C Rome</p> <p>Pages 42 & 43 of Syllabus</p>	<p>In this unit, students have the opportunity to develop their investigative skills using a range of written and archaeological sources. Focusing on ancient Roman society student will develop their understanding of key historical skills & concepts.</p> <p>Taught through a variety on oral, written, visual and digital forms; students will come to understand the significance of the ancient Mediterranean world its physical features, geographical setting, key groups, customs and practices, significant persons, everyday life and importance of the overall civilisation on the world and history.</p>

<ul style="list-style-type: none"> › HTLS-11 uses historical terms to describe the past › HTLS-12 investigates the past using historical skills › HTLS-13 selects and uses a variety of strategies to organise and communicate information about the past 		
--	--	--

Historical Concepts	Inquiry Questions	Historical Skills
<ul style="list-style-type: none"> ▪ Continuity and change: Some aspects of a society, event or development change over time and others remain the same, e.g. the rise and fall of ancient civilisations; changes in religious belief or ideas; continuity of aspects of everyday life across centuries. ▪ Cause and effect: Events, decisions and developments in the past that produce later actions, results or effects, e.g. the cause of the 'fall' of the Roman empire and its effects; the reasons for and results of the Crusades. ▪ Perspectives: People from the past may have had different views shaped by their different experiences, e.g. the conquest of the Americas would be viewed differently by an 	<ul style="list-style-type: none"> ▪ How do we know about the ancient past ▪ Why and where did the earliest societies develop ▪ What emerged as the defining characteristic of ancient societies ▪ What have been the legacies of ancient societies 	<p>Comprehension: Chronology, terms & concepts</p> <ul style="list-style-type: none"> ▪ Read and understand historical texts ▪ Sequence historical events and periods ▪ Use historical terms and concepts <p>Analysis and use of sources</p> <ul style="list-style-type: none"> ▪ Identify the origin and purpose of primary and secondary sources ▪ Locate select and use information from a range of sources as evidence ▪ Draw conclusions about the usefulness of sources <p>Perspectives and interpretations</p> <ul style="list-style-type: none"> ▪ Identify and describe different perspectives of participants in a particular historical context

<p>Inca noble and a Spanish conqueror.</p> <ul style="list-style-type: none"> ▪ Empathetic understanding: The ability to understand another's point of view, way of life and decisions made in a different period of time or society. e.g. why ancient Egyptians believed their kings were divine. <p>1. Significance: The importance of an event, development, group or individual and their impact on their times or later periods, e.g. importance/impact of the Viking invasion on the British Isles.</p> <ul style="list-style-type: none"> ▪ Contestability: How historians may dispute a particular interpretation of an historical source, historical event, or issue, eg. Did the Roman Empire 'fall'? 		<p>Empathetic understanding</p> <ul style="list-style-type: none"> ▪ Interpret history within the context of the actions, attitudes, and motives of people in the context of the past <p>Research</p> <ul style="list-style-type: none"> ▪ Ask a range of questions about the past to inform historical inquiry ▪ Identify and locate a range of relevant sources, using IT and other methods ▪ Use a range of communications forms and technologies <p>Explanation and communication</p> <ul style="list-style-type: none"> ▪ Develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources ▪ Select and use a range of communications forms (oral, graphic, written and digital) to communicate effectively and the past
---	--	--

Outcomes:	Content	Teaching, learning and assessment	Resources	Evidence of student learning
	<ul style="list-style-type: none"> ▪ Overview 	<ul style="list-style-type: none"> ▪ Discuss what students know about Rome and create mind map on the board for students to copy in books. 	<ul style="list-style-type: none"> ▪ Handout with key terms for this unit 	<ul style="list-style-type: none"> ▪ Observations & Student discussion/questioni

Outcomes:	Content	Teaching, learning and assessment	Resources	Evidence of student learning
<ul style="list-style-type: none"> ▪ HT4-9 ▪ HT4-10 <ul style="list-style-type: none"> ▪ Continuity and Change ▪ Significance ▪ Analysis and use of sources ▪ Research ▪ Explanation & Communication 	<ul style="list-style-type: none"> ▪ Explain how the geographical setting and natural features influenced the development of the society 	<p style="text-align: center;">Empire</p> <ul style="list-style-type: none"> ▪ Read and discuss the geographical natural features and setting of ancient Rome that allowed the ancient civilisation to prosper <ul style="list-style-type: none"> ▪ Students are to take notes on the main features and settings ▪ Students are to identify the geographical features of ancient Rome using the sources provided and draw a colour coded map of the physical features of ancient Rome 	<p>images</p> <ul style="list-style-type: none"> ▪ https://www.google.com.au/maps/place/Europe/@39.8462173,38.9628906,4z/data=!4m2!3m1!1s0x46ed8886cfa dda85:0x72ef99e6 b3fcf079 ▪ Handout from history teacher.net on the founding of Rome <ul style="list-style-type: none"> ▪ http://www.historyteacher.net/EuroCiv/Resources/readin g- FoundingofRome.p df ▪ Geography handout and map task of ancient Rome. Students to receive (pg, 16-18, 20-21) ▪ http://www.mw.k12.ny.us/webpages/jahearn/files/geography_of_ancient_rome0001. 	<ul style="list-style-type: none"> ▪ Student discussion, participation, listening & observation ▪ Informal assessment on students ability to identify information and synthesize it to

Outcomes:	Content	Teaching, learning and assessment	Resources	Evidence of student learning
			pdf	<ul style="list-style-type: none"> create a map ▪ Teacher collects for marking (assess where students are at)
<ul style="list-style-type: none"> ▪ HT4-3 ▪ HT4-6 ▪ HT4-10 <ul style="list-style-type: none"> ▪ Cause & Effect ▪ Empathetic Understanding ▪ Significance ▪ Analysis and use of sources ▪ Research ▪ Explanation & Communication 	<ul style="list-style-type: none"> ▪ Roles of key groups in the ancient society, including the influence of law and religion ▪ Outline how ancient Rome was organised and governed including the roles of law and religion 	<ul style="list-style-type: none"> ▪ Briefly describe how ancient Rome was organised and governed, including laws and religion ▪ Key words of focus are: <ul style="list-style-type: none"> ▪ Republic ▪ Consuls ▪ Censors ▪ Senate ▪ Empire ▪ Emperors 	<ul style="list-style-type: none"> ▪ Lecture summary of main points by teacher in powerpoint form using smart board (Break down of each of the roles) ▪ Text books ▪ Ancient Rome: From the Republic to an Empire, Duncan Hill ▪ The Romans: An 	<ul style="list-style-type: none"> ▪ Observation ▪ Teacher assess students ability to grasp and understand concepts

Outcomes:	Content	Teaching, learning and assessment	Resources	Evidence of student learning
		<ul style="list-style-type: none"> ▪ Patrician & Plebeians ▪ Religion ▪ Worship ▪ Gods ▪ Goddess <ul style="list-style-type: none"> ▪ Students are to complete the questions on the worksheet "Roman Society" 	<p>Introduction 2nd Ed., Antony Kamm (pg 74-94)</p> <ul style="list-style-type: none"> ▪ Chart of government structure from <ul style="list-style-type: none"> ▪ http://rome.mrdonn.org/senate.html ▪ http://www.historyteacher.net/EuroCiv/Resources/chart-RomanGovernment-Republic.pdf ▪ Roman Society worksheet, Questions to focus on government and how it was key to the prosperity and organisation of Rome. ▪ The Romans: An Introduction 2nd Ed., Antony Kamm 	<ul style="list-style-type: none"> ▪ Informal assessment ▪ Teacher collects sheet for marking (written feedback given) ▪ Assess students ability to grasp historical concepts as well as the role of these two key groups and the

Outcomes:	Content	Teaching, learning and assessment	Resources	Evidence of student learning
<ul style="list-style-type: none"> ▪ HT4-2 ▪ HT4-3 	<ul style="list-style-type: none"> ▪ Describe the roles of appropriate 	<ul style="list-style-type: none"> ▪ Using computer lab students are to create a profile on one of the major god or goddess from the list provided and present to the class. ▪ Students are to use one primary & secondary source ▪ Discuss and assess as a class what type of roles the key groups of ancient Rome would have had 	<ul style="list-style-type: none"> ▪ http://www.historyteacher.net/EuroCiv/Resources/reading-RomanLawAnd12Tables.pdf ▪ Example profile for students ▪ Instruction sheet created by teacher ▪ Hint sheet for using Google to researching ▪ Resource website sheet for students ▪ Greek & Roman Mythology *sparkcharts (Barnes and Noble) handout on 'The Pantheon of Olympus' 	<ul style="list-style-type: none"> different facets ▪ Formal assessment ▪ Assess students on <ul style="list-style-type: none"> ▪ Public speaking ▪ Research ▪ Synthesis of information ▪ Understanding ▪ Collect profile for marking after presentation ▪ Observation ▪ Teacher guided questions &

Outcomes:	Content	Teaching, learning and assessment	Resources	Evidence of student learning
<ul style="list-style-type: none"> ▪ HT4-6 <ul style="list-style-type: none"> ▪ Cause & Effect ▪ Perspectives ▪ Significance ▪ Analysis and use of sources ▪ Perspectives & Interpretations ▪ Explanation & Communication ▪ HT4-3 ▪ HT4-6 ▪ HT4-10 	<p style="text-align: center;">key groups in the ancient Rome,</p> <ul style="list-style-type: none"> ▪ The ruling elite ▪ The nobility ▪ Citizens (Greece & Rome) ▪ Bureaucracy ▪ Women ▪ Slaves <ul style="list-style-type: none"> ▪ Describe the everyday life of men, women and children in 	<ul style="list-style-type: none"> ▪ In groups of 4x, students will be assigned one key group and must make a poster outlining the roles they would have in ancient Rome. <ul style="list-style-type: none"> ▪ Key Groups -Ruling Elite -Nobility -Citizens -Government (bureaucracy, officials, law) -Women -Slaves (slave dependency and revolts) ▪ Students will then pair with another group and create a comparison chart describing the differences in roles ▪ Provide students with the following information and sources on the everyday life of men, women, and children in 	<ul style="list-style-type: none"> ▪ Text book; Retroactive History Alive 7, Darlington & Retroactive 7, Anderson ▪ Text book; Ancient Rome: From the Republic to the Empire, Duncan Hill ▪ http://www.vroma.org/~bmcmanus/socialclass.html ▪ http://www.historyteacher.net/EuroCiv/Resources/reading-RomanSlaveryAndtheSpartacusRevolt.pdf ▪ Primary and secondary sources on everyday life 	<p style="text-align: center;">answers</p> <ul style="list-style-type: none"> ▪ Observation ▪ Student directed learning ▪ Oral Feedback ▪ Collaborative work ▪ Collect for marking & return with feedback (assess how well class is

Outcomes:	Content	Teaching, learning and assessment	Resources	Evidence of student learning
<ul style="list-style-type: none"> ▪ Perspectives ▪ Empathetic Understanding ▪ Perspectives & Interpretations 	<p style="text-align: center;">ancient Rome</p>	<p>ancient Rome</p> <ul style="list-style-type: none"> ▪ Students to take notes ▪ Students must write a report on the everyday life of men and women in ancient Rome (Male students to do women and Female students to do men) <ul style="list-style-type: none"> ▪ Everyday life of children to be done together as a class ▪ Students role play characters of men, women and children using the role play cards provided ▪ Students to explain the importance of empathetic understanding and perspectives when studying the past & history 	<ul style="list-style-type: none"> ▪ Summary of everyday life to be given in lecture form to class ▪ Women: Lewis #91-103 ▪ Text book; The Romans: An Introduction, Antony Kamm (104, 109-120) ▪ http://classicsvic.files.wordpress.com/2014/07/albrecht.pdf ▪ Role playing cards created by teacher from various sources <ul style="list-style-type: none"> ▪ http://www.historyteacher.net/EuroCiv/Resources/reading-RomanWomen.pdf ▪ Women: Lewis #91- 	<p>understanding and grasping concepts)</p> <ul style="list-style-type: none"> ▪ Informal assessment ▪ Observation ▪ Listening ▪ Role playing ▪ Teacher provides oral feedback

Outcomes:	Content	Teaching, learning and assessment	Resources	Evidence of student learning
			103 <ul style="list-style-type: none"> ▪ Text book; The Romans: An Introduction, Antony Kamm (104, 109-120) 	
<ul style="list-style-type: none"> ▪ HT4- <ul style="list-style-type: none"> ▪ Perspectives ▪ Empathetic understanding ▪ Analysis and use of sources ▪ Research 	<ul style="list-style-type: none"> ▪ The significant beliefs, values and practices of ancient Rome, with a particular emphasis on death and funerary customs ▪ Explain how the beliefs and values of ancient Roman society are evident in practices related to death and funerary customs 	<ul style="list-style-type: none"> ▪ Brief recap of beliefs, values and practices of ancient Roman society ▪ Read and explain <ul style="list-style-type: none"> ▪ Death rites ▪ Burial/Funerary customs ▪ Watch Video on Burial practices <ul style="list-style-type: none"> ▪ Students to take notes 	<ul style="list-style-type: none"> ▪ Text; Ancient Rome from the Republic to the Empire, Duncan Hill (pg, 112-113) ▪ Death in Ancient Rome: A Source Book, Valerie M. Hope ▪ National Geographic video on Roman Burial <ul style="list-style-type: none"> ▪ http://channel.nationalgeographic.com 	<ul style="list-style-type: none"> ▪ Observation ▪ Teacher guided questions and answers

Outcomes:	Content	Teaching, learning and assessment	Resources	Evidence of student learning
		<ul style="list-style-type: none"> ▪ Students to fill in the "Death and funerary" table worksheet 	<p>/channel/videos/roman-burial-ritual/</p> <ul style="list-style-type: none"> ▪ Death and funerary table worksheet to cover the different burial practices for the different social classes eg. <ul style="list-style-type: none"> ▪ Emperor ▪ Ruling Elite ▪ Priest ▪ Priestess ▪ Children ▪ Poor/working class ▪ Text; Ancient Rome from the Republic to the Empire, Duncan Hill (pg 112-113) 	<ul style="list-style-type: none"> ▪ Collect for marking and provide written feedback
	<ul style="list-style-type: none"> ▪ Contacts and Conflicts with and/or with other societies, resulting in developments such 			

Outcomes:	Content	Teaching, learning and assessment	Resources	Evidence of student learning
		<ul style="list-style-type: none"> ▪ Provide students with sources and information on the Punic wars (3) 1st-264-241BC 2nd-218-201BC 3rd-149-146BC ▪ Students are to write a report examining the cause and effect of the Punic wars 	<p>Hill</p> <ul style="list-style-type: none"> ▪ Text; A History of the Roman People 6th Ed., Allen M. Ward (pg, 75-127) • http://forum.padoxplaza.com/forum/showthread.php?604814-Map-and-timeline-of-the-Roman-expansion • Text; Ancient Rome from the Republic to the Empire, Duncan Hill (pg 40-47) • Text; A History of the Roman People 6th Ed., Allen M. Ward (pg, 90-111) • http://www.histo 	<ul style="list-style-type: none"> ▪ Collect for marking and compare against earlier timeline (assess where students are at with concepts and understanding) • Formal assessment • Collection and written feedback • Product Orientated

Outcomes:	Content	Teaching, learning and assessment	Resources	Evidence of student learning
<ul style="list-style-type: none"> ▪ HT4-2 ▪ HT4-6 ▪ HT4-9 <ul style="list-style-type: none"> ▪ Continuity and Change ▪ Significance ▪ Comprehension: Chronology, terms and concepts ▪ Research 	<ul style="list-style-type: none"> ▪ Describe significant contacts with other societies through trade, warfare and conquest 	<ul style="list-style-type: none"> ▪ Establish student guided lesson ▪ Pose questions to students <p>- "What conclusions can you draw about contact with other societies through trade, warfare and conquest from the information you have learned thus far?"</p> <p>- "Whom did Rome trade with?"</p> <p>- "What is trade & what items were traded?"</p> <p>- "What people did Rome conquer?"</p> <p>- "What people did Rome go to war with?"</p>	<p>ry.com/topics/ancient-history/punic-wars/videos</p> <ul style="list-style-type: none"> • http://www.history.com/topics/ancient-history/punic-wars 	<ul style="list-style-type: none"> • Assessment as learning • Observation • Listening

Outcomes:	Content	Teaching, learning and assessment	Resources	Evidence of student learning
		<ul style="list-style-type: none"> ▪ Students are to split into two groups (Using previously answered questions, sources, information and new handouts) <ul style="list-style-type: none"> ○ Group one will discuss the positive benefits of contact with other societies through trade, warfare and conquest (Must construct 5 arguments) ○ Group two will discuss the negative benefits of contact with other societies through trade, warfare and conquest (Must construct 5 arguments) 	<ul style="list-style-type: none"> • Previous resources from earlier in the unit <ul style="list-style-type: none"> – Maps – Source handouts – Students notes – Timelines – Text extracts – Worksheets 	<ul style="list-style-type: none"> • Observation • Listening

Outcomes:	Content	Teaching, learning and assessment	Resources	Evidence of student learning
		<ul style="list-style-type: none"> ▪ Students must then debate why contact through this way was either positive or negative for the Roman empire 	<ul style="list-style-type: none"> • Previous resources from earlier in the unit <ul style="list-style-type: none"> – Maps – Source handouts – Students notes – Timelines – Text extracts – Worksheets • Text; The Romans: An Introduction, Antony Kamm (pg, 101-105 • http://www.historyonthenet.com/romans/trade.htm • http://www.ancient.eu/article/638/http://www.ancient.eu/article 	<ul style="list-style-type: none"> • Observation • Listening • Student guided questions (in the form of rebuttal) • Assessment of public speaking skills and synthesis of information • Oral Feedback • Participation

Outcomes:	Content	Teaching, learning and assessment	Resources	Evidence of student learning
<ul style="list-style-type: none"> ▪ HT4-6 ▪ HT4-9 ▪ HT4-10 <ul style="list-style-type: none"> ▪ Continuity and Change ▪ Significance ▪ Comprehension: Chronology, terms and concepts ▪ Research 	<ul style="list-style-type: none"> ▪ Explain the consequences of these contacts with other societies, eg. Developments in trade, the spread of religious beliefs, the emergence of empires and diplomacy 	<ul style="list-style-type: none"> – Students will be split into groups of 3 and are to elaborate on the previous debate <ul style="list-style-type: none"> ○ "How did Rome manage these consequences?" ○ "Was the overall consequence positive or negative?" ○ "What were the consequences of contact with other societies?" ▪ Student still in groups of 3 must create a chart answering these questions for their allocated topic (3x) which they must then present to the class as a group <ol style="list-style-type: none"> 1. Developments in trade 2. Spread of religious beliefs 3. Emergence of empires and diplomacy 	<p style="text-align: center;"><u>/638/</u></p> <ul style="list-style-type: none"> • All previous resources from unit • http://ancienthistory.about.com/od/provinces/qt/083007RomExpnsn.htm 	<ul style="list-style-type: none"> • Observation • Student participation • Observation • Student participation • Oral Feedback • Student guided questions to each group upon

Outcomes:	Content	Teaching, learning and assessment	Resources	Evidence of student learning
<ul style="list-style-type: none"> ▪ HT4-6 ▪ HT4-9 <ul style="list-style-type: none"> ▪ Continuity and Change ▪ Cause and effect ▪ Significance ▪ Research 	<ul style="list-style-type: none"> ▪ Explain the legacy of ancient Rome 	<ul style="list-style-type: none"> ▪ Class breakdown of the legacies Rome has left <p>Teacher to cover anything students miss at end of this task</p> <ul style="list-style-type: none"> • Using the breakdown students must evaluate the legacy of ancient Rome and write a news article report on it <p>"Was this legacy good or bad?"</p> <p>"Is there negative consequences to this legacy?"</p>	<ul style="list-style-type: none"> • Poster paper for chart • Text; Ancient Rome from the Republic to the Empire, Duncan Hill • Text; A History of the Roman People 6th Ed., Allen M. Ward • Text; The Romans: An Introduction, Antony Kamm • http://www.eduplace.com/ss/socsci/ca/books/bkf3/reviews/pdfs/LS_6_15_04.pdfhttp://www.eduplace.com/ss 	<p style="text-align: center;">presentation</p> <ul style="list-style-type: none"> • Observation • Student participation • Collect for marking • Written feedback

Outcomes:	Content	Teaching, learning and assessment	Resources	Evidence of student learning
			<p>/socsci/ca/books/bkf3/reviews/pdfs/LS_6_15_04.pdf</p> <ul style="list-style-type: none"> http://server1.lomapieta.santa-cruz.k12.ca.us/MissionHill/accesshtml.cgi/u/MissionHill/isabelc/assignments/isabelAC.html 	
<ul style="list-style-type: none"> HT4-2 HT4-3 HT4-10 	<ul style="list-style-type: none"> The role of a significant individual in the ancient Mediterranean world such as Hatshepsut, Rameses II, Pericles, Julius Caesar or Augustus <ul style="list-style-type: none"> Using a range of sources, including digital sources, 	<ul style="list-style-type: none"> Read and discuss Julius Caesar assessment with students <p>Provide example for students</p>	<ul style="list-style-type: none"> Assessment sheets Video example 	<ul style="list-style-type: none"> Observation Student guided questions and

Outcomes:	Content	Teaching, learning and assessment	Resources	Evidence of student learning
<p>Perspectives</p> <p>Empathetic Understanding</p> <p>Significance</p> <p>Contestability</p> <p>Analysis of sources</p> <p>Perspectives and interpretations</p> <p>Research</p> <ul style="list-style-type: none"> HT4-2 HT4-3 HT4-6 <p>Perspectives</p> <p>Empathetic Understanding</p> <p>Significance</p> <p>Contestability</p>	<p>investigate the role of Julius Caesar in the ancient Mediterranean world</p> <ul style="list-style-type: none"> Assess the role and significance of Julius Caesar 	<p>Question and answers to provide clarification</p> <ul style="list-style-type: none"> Explain who Julius Caesar <p>Using the computer lab give tutorial to students on how</p> <p>-To use iMovie, Photo booth</p> <p>-How to research for information on Julius Caesar</p> <p>-How to film using a phone/tablet/video camera</p> <ul style="list-style-type: none"> Students are to present their final assessment news report to the class 	<p>of news report</p> <ul style="list-style-type: none"> Computer lab Text; Ancient Rome from the Republic to the Empire, Duncan Hill Text; A History of the Roman People 6th Ed., Allen M. Ward 	<p>answers</p> <ul style="list-style-type: none"> Observation Listening Teacher guided questions Oral feedback Formal assessment Summative assessment Oral feedback Written feedback Collect for marking

Outcomes:	Content	Teaching, learning and assessment	Resources	Evidence of student learning
Analysis of sources Perspectives and interpretations Research		<ul style="list-style-type: none"> • Class discussion to follow presentations on Julius Caesar • Evaluate the role and significance of Julius Caesar 		<ul style="list-style-type: none"> • Assess public speaking skills • Listening • Marking Criteria • Observation • Listening • Oral Feedback • Teacher support