

**Social Studies Curriculum  
Union 61/Tantasqua Schools  
Grade 6**

**Theme: Ancient Cultures....Roman Republic to Roman Empire**

<i>Students will demonstrate an understanding of the following vocabulary/concepts:</i>	<b>STUDENT LEARNING OUTCOMES*</b>	<b>ASSESSMENT STRATEGIES/ACTIVITIES</b>
<p><i>Pax Romana, coliseum, legions Republic, empire, republic, separation of powers, civic duty, rule of law, kingdom</i></p> <p>Compare information shown on modern and historical maps of the same region. (G)</p> <p>Use correctly the words or abbreviations for identifying time periods or dates in historical narratives (<i>decade, age, era, century, millennium, AD/CE, BC/BCE, c., and circa</i>).</p> <p>Identify in BC/BCE dates the higher number as indicating the older year (<i>that is, 3000 BC/BCE is earlier than 2000 BC/BCE</i>) (H)</p> <p>Construct and interpret timelines of events and civilizations studied. (H)</p> <p>The growth and impact of centralized state power.</p> <p>The influence of economic, political, religious, and cultural ideas as human societies move beyond regional, national, or geographic boundaries.</p> <p>The effects of geography on the history of civilizations and nations.</p> <p>The growth and spread of free markets and industrial economies.</p>	<p><i>A student will be able to:</i></p> <p><b>6.33</b> On a historical map, identify ancient Rome and trace the extent of the Roman Empire to 500 AD/CE. (H, G)</p> <p><b>6.34</b> Explain how the geographical location of ancient Rome contributed to the shaping of Roman society and the expansion of its political power in the Mediterranean region and beyond. (H, G, E)</p> <p><b>6.35</b> Explain the rise of the Roman Republic.</p> <p><b>6.36</b> Describe the government of the Roman Republic and its contribution to the development of democratic principles, including separation of powers, rule of law, representative government, and the notion of civic duty. (H, C)</p> <p><b>6.37</b> Describe the influence of Julius Caesar and Augustus in Rome's transition from a republic to an empire and explain the reasons for the growth and long life of the Roman Empire. (H, E)</p> <p style="padding-left: 40px;">A. Military organization, tactics, and conquests; and decentralized administration</p> <p style="padding-left: 40px;">B. the purpose and functions of taxes</p> <p style="padding-left: 40px;">C. the promotion of economic growth through the use of a standard currency, road construction, and the protection of trade routes</p> <p style="padding-left: 40px;">D. the benefits of a Pax Romana</p> <p><b>6.38</b> Describe the characteristics of slavery under the Romans. (H)</p>	<p><i>Students will demonstrate their knowledge/skill by:</i></p> <p><i>Compare and contrast Greek and Roman societies using a Venn diagram.</i></p> <p><b>SUGGESTED TEACHING STRATEGIES &amp; LEARNING ACTIVITIES</b></p> <p>Inquiry and investigation    Essays          Mobiles                      Power point presentations          mock trials</p> <p>Discuss: international trade             Roads and army, ships and navy             Create a big map of Roman Empire with trade goods             Standard coinage for trade and propaganda             Need for labor             Create a slideshow of process of raw copper to copper coin             Keep accounts with Roman numerals             Make flashcards of latin roots and prefixes</p>

\* Numbers correspond to Learning Standards from the Massachusetts History and Social Science Framework August, 2003 pp.27-32

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<i>Students will demonstrate an understanding of the following vocabulary/concepts:</i>	<b>STUDENT LEARNING OUTCOMES*</b>	<b>SUGGESTED INSTRUCTIONAL MATERIALS &amp; RESOURCES</b>
<p>The development of scientific reasoning, technology, and formal education over time and their effects on people's health, standards of living, economic growth, government, religious beliefs, communal life, and the environment.</p> <p>The birth, growth, and decline of civilizations.</p> <p>The evolution of the concepts of personal freedom, individual responsibility, and respect for human dignity.</p> <p>Identify multiple causes and effects when explaining historical events.</p>	<p><i>A student will be able to:</i></p> <p><b>6.39</b> Describe the origins of Christianity and its central features. (H)</p> <ul style="list-style-type: none"> <li>A. monotheism</li> <li>B. the belief in Jesus as the Messiah and God's son who redeemed humans from sin</li> <li>C. the concept of salvation</li> <li>D. belief in the Old and New Testament</li> <li>E. the lives and teachings of Jesus and Saint Paul</li> <li>F. the relationship of early Christians to officials of the Roman Empire</li> </ul> <p><b>6.40</b> Explain how inner forces (including the rise of autonomous military powers, political corruption, and economic and political instability) and external forces (shrinking trade, attacks, and invasions) led to the disintegration of the Roman Empire. (H, E)</p>	<p><b>History Alive!</b> Unit 6, lesson 32,33,35</p> <p>Literature Link:  <i>Bronze Bow</i> by Elizabeth George Speare            Video <i>Jesus to Christ</i>  <i>Roman City</i> video and book by David Macaulay            Video <i>Ben Hur</i></p> <p><b>RELATED SOFTWARE &amp; WEBSITES:</b>  <a href="http://www.marcopolo.org">http://www.marcopolo.org</a> has the following related website  <i>Pompeii Forum Project</i>  <i>Odyssey Online</i>  <i>Exploring Ancient World Cultures</i></p>

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