

Unit Topic: Ancient Rome and Monotheistic Religions	Content: Social Studies	Grade: 7	Duration: 5 weeks
<p>Big Idea: Power</p> <ul style="list-style-type: none"> • The study of government and civics equips students to understand the nature of government and the unique characteristics of American democracy, including its fundamental principles, structure, and the role of citizens. Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. • Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals (e.g., food, clothing, shelter, communication) connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them. • Economics includes the study of production, distribution and consumption of goods and services. Students need to understand how their economic decisions affect them, others, the nation and the world. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies, and governments. • Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population, and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future. • History is an account of events, people, ideas, and their interaction over time that can be interpreted through multiple perspectives. In order for students to understand the present and plan for the future, they must understand the past. Studying history engages students in the lives, aspirations, struggles, accomplishments and failures of real people. Students need to think in an historical context in order to understand significant ideas, beliefs, themes, patterns and events, and how individuals and societies have changed over time in Kentucky, the United States and the World 			
<p>Program of Studies: Enduring Knowledge – Understandings Students will understand that</p> <ul style="list-style-type: none"> • forms of government in world civilizations prior to 1500 A.D./C.E. had similarities and 		<p>Core Content for Assessment:</p> <p>SS-07-1.1.1 Students will compare purposes and sources of power in</p>	

<p>differences in their purposes and sources of power.</p> <ul style="list-style-type: none"> • the key ideals (e.g., citizenship, justice, equality, and rule of law) of a democratic form of government were practiced in some world civilizations prior to 1500 A.D./C.E. • individual rights in world civilizations prior to 1500 A.D./C.E. varied under different forms of government. • culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group of people. Through a society's culture, individuals learn the relationships, structures, patterns and processes to be members of the society. • cultures develop social institutions (e.g., government, economy, education, religion, family) to structure society, influence behavior and respond to human needs. • interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competition) and are influenced by culture. • culture affects how people in a society behave in relation to groups and their environment. • the basic economic problem confronting individuals, societies and governments in world civilizations prior to 1500 A.D./C.E. was scarcity: as a result of scarcity, economic choices and decisions had to be made. • individuals, groups and governments in world civilizations prior to 1500 A.D./C.E. made economic decisions about the use of resources in the production, distribution and consumption of goods and services. • the use of geographic tools (e.g., maps, globes, photographs, models, charts, graphs) and mental maps helps interpret information, analyze patterns and spatial data, and better understand geographic issues in world civilizations prior to 1500 A.D./C.E. • patterns emerge as humans move, settle, and interact on Earth's surface, and can be identified by examining the location of physical and human characteristics, how they are arranged, and why they are in particular locations. Economic, political, cultural and social processes interacted to shape patterns of human populations, interdependence, cooperation and conflict in world civilizations prior to 1500 A.D./C.E. • regions help us to see Earth as an integrated system of places and features organized by such principles as landform types, political units, economic patterns and cultural groups. • people depended on, adapted to, or modified the environment to meet basic needs. Human actions modified the physical environment and in turn, the physical environment limited or promoted human activities in world civilizations prior to 1500 A.D./C.E. • history is an account of human activities that is interpretive in nature, and a variety of tools (e.g., primary and secondary sources, timelines, Internet, maps) are needed to analyze historical events in world civilizations prior to 1500 A.D./C.E. • world civilizations prior to 1500 A.D./C.E. can be examined in order to develop chronological understanding, recognize cause-effect relationships, and interpret historical events. • geography and natural resources had a significant impact on world historical perspectives and events prior to 1500 A.D./C.E. 	<p>the most common forms of government (monarchy, democracy, republic, dictatorship) in early civilizations prior to 1500 A.D. DOK 2</p> <p>SS-07-1.1.2 Students will describe and give examples of how some early civilizations (Greece, Rome) demonstrated the use of democratic principles (e.g., justice, equality, responsibility, and freedom). DOK 2</p> <p>SS-07-1.1.2 Students will describe and give examples of how some early civilizations (Greece, Rome) demonstrated the use of democratic principles (e.g., justice, equality, responsibility, and freedom). DOK 2</p> <p><i>SS-07-2.2.1 Students will compare how cultures (early civilizations prior to 1500 A.D.) developed social institutions (family, religion, education, government, economy) to respond to human needs, structure society, and influence behavior.</i></p> <p>SS-07-2.3.1 Students will explain how social interactions led to conflict and competition (e.g., political, economic, religious, ethnic) among individuals and groups in early civilizations prior to 1500 A.D. DOK 2</p> <p>SS-07-2.3.2 Students will explain how compromise and cooperation are possible choices to resolve conflict among individuals and groups in early civilizations prior to 1500 A.D.</p>
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- advances in science and technology had a significant impact on historical events in world civilizations prior to 1500 A.D./C.E.
- each era (e.g., Beginnings to Human Society, Early Civilizations, Classical Civilizations, Major Civilizations, States and Empires, Medieval Europe and the Rise of Western Civilizations, and Exploration as it relates to world civilizations prior to 1500 A.D./C.E.) in the history of world civilizations had social, political, economic and/or cultural characteristics.

Grade 7 Skills and Concepts

- demonstrate an understanding (e.g., speak, draw, write, projects, present) of the nature of government:
 - explain the role of government (e.g., establishing order, providing security, achieving common goals) in world civilizations prior to 1500 A.D./C.E. and make connections to how government influences culture, society and the economy
 - compare different forms of government, and the purposes and sources of power in the most common forms of government (e.g., monarchy, democracy, republic, dictatorship) in world civilizations prior to 1500 A.D./C.E.
 - analyze how some world civilizations prior to 1500 A.D./C.E. (e.g. Greece, Rome) demonstrated the use of democratic principles (e.g., justice, equality, responsibility, freedom)
- compare rights and responsibilities of individuals in world civilizations prior to 1500 A.D./C.E. to the rights and responsibilities of U.S. citizens today
- analyze information from a variety of print and non-print sources (e.g., books, documents, articles, observations, interviews, Internet sources) to research, explain and answer questions about governments and people of world civilizations prior to 1500 A.D./C.E.
- demonstrate an understanding (e.g., speak, draw, write, sing, create) of the complexity of culture by exploring cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups and explaining how culture served to define groups in world civilizations prior to 1500 A.D./C.E. and resulted in unique perspectives
- investigate social institutions (e.g., family, religion, education, government, economy) in relation to how they responded to human needs, structured society and influenced behavior in world civilizations prior to 1500 A.D./C.E.
- explain how communications between groups can be influenced by cultural differences; explain how interactions lead to conflict and competition (e.g., political, economic, religious,

DOK 2

SS-07-3.1.1 Students will explain and give examples of how scarcity required individuals, groups, and governments in early civilizations prior to 1500 A.D. to make decisions about how productive resources (natural resources, human resources and capital goods) were used. DOK 2

SS-07-3.4.1 Students will explain ways in which societies in early civilizations prior to 1500 A.D. addressed basic economic questions about the production, distribution, and consumption of goods and services. DOK 2

SS-07-3.4.2 Students will describe how new knowledge, technology/tools, and specialization increased productivity in early civilizations prior to 1500 A.D. DOK 2

SS-07-4.1.1 Students will use a variety of geographic tools (maps, globes, photographs, models, charts, graphs, and databases) to interpret patterns and locations on Earth's surface in early civilizations prior to 1500 A.D. DOK 3

SS-07-4.1.2 Students will describe how different factors (e.g., rivers, mountains, plains) affected where human activities were located in early civilizations prior to 1500 A.D.

SS-07-4.2.1 Students will describe

<p>ethnic) among individuals and groups in world civilizations prior to 1500 A.D./C.E.</p> <ul style="list-style-type: none"> • describe conflicts between individuals or groups and explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in world civilizations prior to 1500 A.D./C.E. • compare examples of cultural elements (e.g., beliefs, customs/traditions, language, skills, the arts, literature) using information from a variety of print and non-print sources (e.g., media, literature, interviews, observations, documentaries, artifacts) to analyze how cultures in world civilizations prior to 1500 C.E have influenced cultures of today • demonstrate an understanding of the nature of limited resources and scarcity, using information from a variety of print and non-print sources (e.g., textbook, Internet, resource materials) to investigate world civilizations prior to 1500 A.D./C.E.: <ul style="list-style-type: none"> ○ explain how scarcity requires individuals, groups and governments to make decisions about use of productive resources (e.g., natural resources, human resources and capital goods) ○ describe how goods and services were exchanged in world civilizations prior to 1500 A.D./C.E. • investigate the production and distribution of goods and services in world civilizations prior to 1500 A.D./C.E. explaining ways in which societies addressed basic economic questions (e.g., how resources were used to produce goods and services; how new knowledge, technology/tools, and specialization increased productivity) about the production, distribution and consumption of goods and services • demonstrate an understanding of patterns on the Earth’s surface, using a variety of geographic tools (e.g., maps, globes, charts, graphs): <ul style="list-style-type: none"> ○ locate, in absolute or relative terms, landforms and bodies of water ○ locate and interpret patterns on Earth’s surface, explaining how different factors (e.g., rivers, mountains, seacoasts, deserts) impacted where human activities were located in world civilizations prior to 1500 A.D./C.E. • investigate regions of the Earth’s surface in world civilizations prior to 1500 A.D./C.E. using information from print and non-print sources (e.g., books, films, magazines, Internet, geographic tools): <ul style="list-style-type: none"> ○ explain relationships between and among physical characteristics of regions during the time of world civilizations prior to 1500 A.D./C.E., and explain how regions were made distinctive (e.g., dams, irrigation, roads) by human characteristics; describe advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement) that resulted ○ describe patterns of human settlement in world civilizations prior to 1500 A.D./C.E.; explain relationships between these patterns and human needs; analyze how factors (e.g., war, famine, disease, economic opportunity and technology) impacted human migration 	<p>how regions in early civilizations prior to 1500 A.D. were made distinctive by human characteristics (e.g., dams, irrigation, roads) and physical characteristics (e.g., mountains, bodies of water, valleys) that create advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement). DOK 2</p> <p>SS-07-4.2.2 Students will describe and give examples of how places and regions in early civilizations prior to 1500 A.D changed over time as technologies, resources, and knowledge became available. DOK 2</p> <p>SS-07-4.3.2 Students will explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity, and technology in early civilizations prior to 1500 A.D. DOK 3</p> <p>SS-07-4.4.1 Students will explain how technology in early civilizations prior to 1500 A.D. assisted human modification of the physical environment (e.g., dams, irrigation). DOK 2</p> <p><i>SS-07-4.4.3 Students will explain how the natural resources of a place or</i></p>
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<ul style="list-style-type: none"> ○ evaluate how availability of technology, resources and knowledge caused places and regions to evolve and change ○ analyze current events to compare geographic perspectives of today with those of world civilizations prior to 1500 A.D./C.E. ● investigate interactions among human activities and the physical environment: <ul style="list-style-type: none"> ○ explain how people of world civilizations prior to 1500 A.D./C.E. used technology (e.g., dams, roads, bridges) to modify the physical environment to meet their needs ○ describe how the physical environment promoted or restricted human activities (e.g., exploration, migration, trade, settlement, development) of world civilizations prior to 1500 A.D./C.E. ○ analyze cause and effect relationships between the natural resources of world civilizations prior to 1500 A.D./C.E. and their political, social and economic development ● demonstrate an understanding of the interpretative nature of history using a variety of tools and resources (e.g., primary and secondary sources, Internet, timelines, maps): <ul style="list-style-type: none"> ○ investigate and chronologically describe (e.g., using timelines, charts, fictional and report writing, role playing) significant events in world civilizations prior to 1500 A.D./C.E. and draw inferences about their importance ○ examine multiple cause and effect relationships that have shaped history throughout world civilizations prior to 1500 A.D./C.E. ○ analyze historical events, conditions and perspectives of different individuals and groups (e.g., by gender, race, region, ethnic group, age, economic status, religion, political group) in world civilizations prior to 1500 A.D./C.E. ● investigate, using primary and secondary sources (e.g., biographies, films, magazines, Internet resources, textbooks, artifacts), to answer questions about, locate examples of, or interpret factual and fictional accounts of major historical events and people: <ul style="list-style-type: none"> ○ examine the rise of classical civilizations and empires (e.g., Greece and Rome) and analyze their lasting impacts on the world in the areas of government, philosophy, architecture, art, drama and literature ○ explain how the movement of goods affected settlement patterns in and relations between early civilizations, empires, nations and states (e.g., Asia, Africa, and the Americas) 	<p><i>region impact its political, social, and economic development in early civilizations prior to 1500 A.D.</i></p> <p>SS-07-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts, timelines) to describe and explain historical events and conditions, and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in early civilizations prior to 1500 A.D. DOK 3</p> <p>SS-07-5.1.2 Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships. DOK 3</p> <p>SS-07-5.3.2 Students will describe the rise of classical civilizations and empires (Greece and Rome) and explain how these civilizations had lasting impacts on the world in government, philosophy, architecture, art, drama, and literature. DOK 3</p>
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Unit Topic: Ancient Rome and Monotheistic Religions	Content: Social Studies	Grade: 7	Duration: 5 Weeks	
<p>Big Idea: Power</p> <ul style="list-style-type: none"> • The study of government and civics equips students to understand the nature of government and the unique characteristics of American democracy, including its fundamental principles, structure, and the role of citizens. Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. • Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals (e.g., food, clothing, shelter, communication) connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them. • Economics includes the study of production, distribution and consumption of goods and services. Students need to understand how their economic decisions affect them, others, the nation and the world. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies, and governments. • Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population, and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future. • History is an account of events, people, ideas, and their interaction over time that can be interpreted through multiple perspectives. In order for students to understand the present and plan for the future, they must understand the past. Studying history engages students in the lives, aspirations, struggles, accomplishments and failures of real people. Students need to think in an historical context in order to understand significant ideas, beliefs, themes, patterns and events, and how individuals and societies have changed over time in Kentucky, the United States and the World 				
<i>What students will Know</i> The Physical Environment	<i>What students will Do</i> Power point	<i>What students will Understand</i> How the government	Essential Questions How did the physical	Assessments KCCT-like assessments

<p>impacted Roman lifestyle</p> <p>Democratic thinking developed in Rome</p> <p>Elements of Roman culture are evident in today's society</p> <p>Rome's Empire was allowed to expand due to multiple factors</p> <p>The development of monotheism has lasting impacts on Rome</p> <p>Critical Republic Dictatorship/dictator Connected events Multiple causes Cause and effect Judaism Humanitarianism Christianity Islam</p> <p>Important to know Empire</p>	<p>presentation about a topic of interest in Ancient Rome</p> <p>Read, discuss, answer questions about Ancient Rome</p> <p>Map project about Roman expansion</p> <p>Create models of important landmarks</p> <p>Investigate contributions, daily life, government, wars, etc. from Ancient Rome</p> <p>Write feature articles about something scarce today (link to scarcity in Ancient Rome)</p> <p>Work in mixed ability teams to learn vocabulary – play a competitive game to quiz each other</p> <p>Write poems, songs, skits, etc. about</p>	<p>evolved to meet the needs of the Roman citizens</p> <p>How the physical environment promoted and limited human activities in Ancient Rome</p> <p>The development of human rights</p> <p>The role religion played in the Roman empire and its decline</p> <p>Rome was a land power rather than a sea power</p> <p>Rome increased its power through conquest and/or treaties</p> <p>Judaism begat monotheism</p> <p>Judaism, Christianity and Islam have</p>	<p>environment promote and limit human activities in Ancient Rome?</p> <p>How did democratic thinking develop in Ancient Rome?</p> <p>How did elements of Rome culture develop and pass on to us today?</p> <p>What factors allowed Rome to expand its empire?</p> <p>How did the development of monotheism affect Rome?</p>	<p>Entry/exit slips</p> <p>Why the Mediterranean Sea was called the “Roman Lake”?</p> <p>Compare/contrast the Roman republic with Greek democracy</p> <p>How did cooperation and compromise help the Roman Empire expand and bring about the Pax Romana?</p>
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<p>Monotheism Emperor Julius Caesar Caesar Augustus Constantine I Constantinople Rome Romulus Remus Etruscans Aeneas Patrician Plebeian Consuls Tribune Legions Legionaries Gladiators Gladiatorial games Forum Hannibal Punic Wars Carthage Gaul Marc Antony & Cleopatra Marcus Lepidus Pompey Necropolis Catacombs Pompeii Gracchus brothers Senator</p>	<p>what they have learned about Rome</p> <p>Take notes on critical information</p> <p>View videos, photographs of artifacts, and art</p> <p>Draw and label the Coliseum, Forum, Circus Maximus or the Pantheon</p> <p>Compare/contrast Athens and Sparta</p> <p>Investigate how democracy developed in Ancient Rome</p> <p>Research words with Latin roots- make a presentation</p> <p>Create a timeline showing the evolution of the Roman Republic</p> <p>Create a timeline</p>	<p>many similarities</p> <p>The practical adaptations of existing ideas by the Romans improved their daily lives and continue to be important to us today</p>		
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<p>Soothsayer Omens Tariffs Alpine mountains Tiber River 12 tables Mosaics Pax Romana Census Rule by divine right Barter Inflation Barbarians Juries 5 good emperors Nero Tiberius Aqueducts Arches Roman roads Engineering Cuniculus Cement Dome Domus Latifundias Coliseum Circus Maximus Pantheon Jesus Mohammad Abraham Moses</p>	<p>chronicling the events from the Roman Republic to the Roman Empire</p> <p>Compare the Coliseum to a modern NFL stadium</p> <p>Debate about Augustus- greatest leader of ancient times or example of the danger of one person having too much power</p>			
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David Muhammad Scripture Torah Bible Koran Exodus Mosque Diaspora Synagogue Church 5 Pillars of faith Monks Nuns Decline Arab (Islamic) empire Palestine Israel Jerusalem Paul <i>Zakkah</i> Pilgrimage Eastern Orthodox Roman Catholic Sunni Shi'ite Sects				
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Resources:

Created by: Valerie Ramsey of Franklin County, Michael Hersey of Carroll County, and Lois Conely of Anchorage