

Brandon Valley School District  
District Learning Plan  
April 20-24, 2020

Grade 6 Social Studies



## Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Rome Lesson 1 & 2

SUBJECT/GRADE: Social Studies

DATES: April 20- 24



<p>What do students need to do?</p> <p><a href="#"><u>Link to BV instructional video for week of April 20-24, 2020.</u></a></p>	<p><b>Monday (4/20) - Wednesday (4/22):</b></p> <ul style="list-style-type: none"> <li>● Rome: Republic to Empire Lesson 1 The Founding of Rome                             <ul style="list-style-type: none"> <li>○ Complete the 4 page Guided Reading                                     <ul style="list-style-type: none"> <li>■ As you read answer the questions as you go located on the side columns of pages 2-4</li> <li>■ The “Essential Question” &amp; “Guided Questions” located at the beginning are for you to reflect on before, during, and after your reading</li> </ul> </li> </ul> </li> </ul> <p><b>Thursday (4/23) - Friday (4/24):</b></p> <ul style="list-style-type: none"> <li>● Rome: Republic to Empire Lesson 2 Rome as a Republic                             <ul style="list-style-type: none"> <li>○ Complete the 4 page Guided Reading                                     <ul style="list-style-type: none"> <li>■ As you read answer the questions as you go located on the side columns of pages 2-4</li> <li>■ The “Essential Question” &amp; “Guided Questions” located at the beginning are for you to reflect on before, during, and after your reading</li> </ul> </li> </ul> </li> </ul>
<p>What do students need to bring back to school?</p>	<p>Students should submit their work one of several ways. They can email a photo of their work to their teacher, drop off a paper copy of their work at school, or in some cases submit their work digitally via Google Classroom.</p> <p>Submit your answers to:</p> <ol style="list-style-type: none"> <li>1. Rome: Republic to Empire Lesson 1 The Founding of Rome</li> <li>2. Rome: Republic to Empire Lesson 2 Rome as a Republic</li> </ol>
<p>What standards do the lessons cover?</p>	<p>K-12.H.1 Students will analyze how major events are chronologically connected and evaluate their impact on one another.</p> <p>K-12.H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources.</p> <p>K-12.H.3 Students will analyze and evaluate historical events from multiple perspectives.</p> <p>K-12.H.4 Students will identify and evaluate the causes and effects of past, current and potential events, issues and problems.</p> <p>K-12.H.5 Students will develop historical research skills.</p>
<p>What materials do students need? What extra resources can students use?</p>	<p>Students will need access to the directions and information located below this lesson plan.</p>
<p>What can students do if they finish early?</p>	<p>Extra reading, activities, and more are located on each student's McGraw Hill Connect ED online textbook.</p>

Who can we contact if we have questions?	<b>Brandon Valley Intermediate School</b> <b>Principal-</b> Mr. Skibsted- <a href="mailto:Nick.Skibsted@k12.sd.us">Nick.Skibsted@k12.sd.us</a> <b>Assistant Principal-</b> Mr. Pearson- <a href="mailto:Rick.Pearson@k12.sd.us">Rick.Pearson@k12.sd.us</a> <b>Social Studies Teachers:</b> Mr. Christensen <a href="mailto:Corey.Christensen@k12.sd.us">Corey.Christensen@k12.sd.us</a> (white team) Mr. Sturgeon <a href="mailto:Troy.Sturgeon@k12.sd.us">Troy.Sturgeon@k12.sd.us</a> (red team) Mr. Lockner <a href="mailto:Jeffrey.Lockner@k12.sd.us">Jeffrey.Lockner@k12.sd.us</a> (blue team) Mr. Kocer: <a href="mailto:Cassius.Kocer@k12.sd.us">Cassius.Kocer@k12.sd.us</a> (silver team)
<b>Notes:</b>	

***Instructional materials are posted below (if applicable)***

*Brandon Valley School District*

# Rome: Republic to Empire

## Lesson 1 The Founding of Rome

### ESSENTIAL QUESTION

*How does geography influence the way people live?*

### GUIDING QUESTIONS

1. *What effect did geography have on the rise of Roman civilization?*
2. *How did Rome become a great power?*

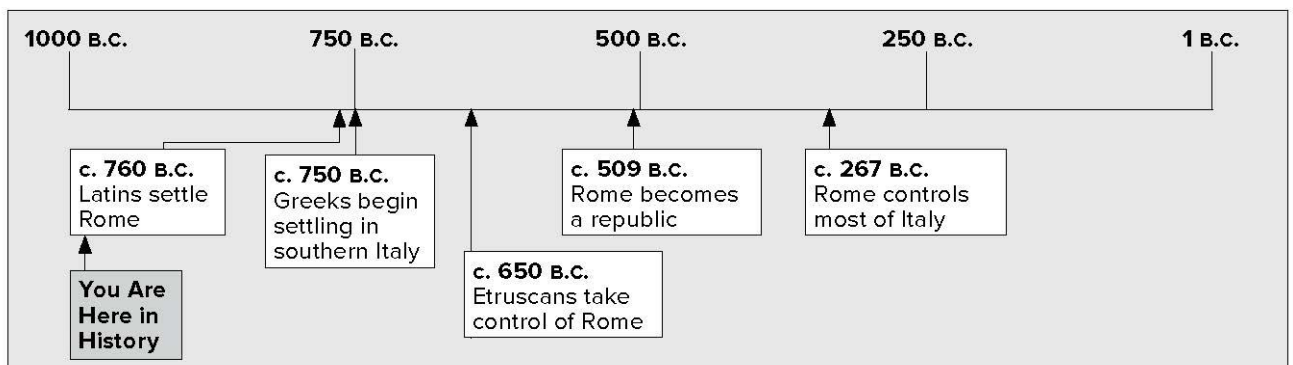
### Where in the world?



### Terms to Know

**republic** a form of government in which citizens elect their leaders  
**legion** a large group of Roman soldiers

### When did it happen?



# Rome: Republic to Empire

## Lesson 1 The Founding of Rome, *Continued*

### The Beginning of Rome

Italy is a peninsula in the Mediterranean Sea. It is shaped like a boot. The heel points toward Greece. The toe points toward the island of Sicily.

The Alps cross the top of Italy and separate it from the rest of Europe. Another mountain range, called the Apennines, runs down Italy, from north to south. Passes, which run through the mountains, helped link people from different parts of early Italy. They could trade ideas and goods with each other. Italy has a mild climate, rich soil, and large, flat plains that make good farmland.

Historians know little about the first people in Italy. Between 2000 B.C. and 1000 B.C., groups of people settled in the hills and on the plains. These people included the Latins. Historians think that a group of Latins tended herds and grew crops on Rome's hills. Their community developed into Rome. The people living there became known as the Romans.

Rome was built along the Tiber River about 15 miles from the Mediterranean Sea. The river could be used for fresh water, transportation, and the shipping of goods. Its location meant that sea-going pirates could not attack the city. Rome was built on seven hills. The hills made it easy to protect the city from attackers.

Tiber River	Seven Hills
15 miles from Mediterranean Sea	Protected city from attacks
Used for fresh water, transportation, and shipping	Latins settled here

Roman history does not just involve the Latins. Around 800 B.C., the Greeks and the Etruscans came to Italy. The Greeks built many colonies in Italy between 750 B.C. and 500 B.C. They taught the Romans to grow olives and grapes and to use the Greek alphabet. Romans also copied Greek sculpture and other art forms.

The Etruscans had an even greater influence. They came from the area north of Rome. Many Etruscans were rich miners and traders. Others were devoted to art. They painted pictures and created jewelry, tools, and weapons. When the Etruscans came, Rome was a village with straw huts. That changed, however, after 650 B.C. when the Etruscans conquered Rome. They taught the Romans to build temples, streets, and public squares.

#### **Marking the Text**

- Underline two features of Italy's geography.

#### **Making Connections**

- The Roman way of life was influenced by Latin, Greek, and Etruscan civilizations. How do other cultures influence your daily life?

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#### **Identifying**

- Which river was the city of Rome built along?

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#### **Listing**

- List two items the Romans borrowed from the Greeks.

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# Rome: Republic to Empire

## Lesson 1 The Founding of Rome, *Continued*

### Reading Check

5. How did the Etruscans influence early Rome?

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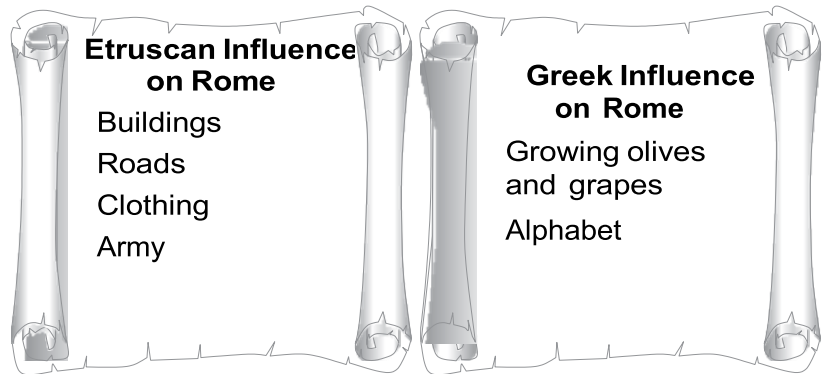
### Contrasting

6. How did Romans rule differently from the Etruscans?

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The Etruscans introduced togas and short cloaks. A toga is like a sheet wrapped around your body, with one end over your shoulder. Most importantly, the Etruscans showed the Romans how an army could be more effective. Later, the Romans copied the Etruscan army and conquered an empire.



## Becoming a Republic

The Etruscans ruled Rome for more than 100 years. The people benefited from Etruscan culture and ideas, but they got tired of Etruscan rulers. According to Roman tradition, in 509 B.C., the Romans rebelled and set up a **republic**. A republic is a form of government in which citizens elect their leaders.

Rome was still a small city when it became a republic. It had enemies all around it. Over the next 200 years, Rome fought many wars. By 267 B.C., the Romans had taken over the Greek colonies in what is now known as Italy. By then, the Romans ruled almost all of the Italian peninsula.

The Roman Republic grew because of its strong army. Roman soldiers were well trained. At the beginning of the republic, every male citizen who owned land had to join the army. Men who ran away, or deserted the army, were killed. This turned Romans into loyal fighters.

The Romans also thought of better ways to organize their army in battle. At first, the soldiers marched next to each other, moving in one large group. They attacked their enemy from only one direction. This way of fighting was slow. Then the generals changed the style of battle.

The Roman generals divided their armies into groups of soldiers called **legions**. Each legion had about 6,000 men. Legions were broken into even smaller groups of 60 or 120 men. These small groups could move very quickly in battle.

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## Rome: Republic to Empire

### Lesson 1 The Founding of Rome, *Continued*

Roman soldiers used a short sword called a *gladius* and an iron spear called a *pilum*. Each group also had a *standard*. A standard was a tall pole with a symbol on top—sometimes an eagle or other animal. One soldier would hold up the standard so others could see it. This helped the group stay together during battle.

The Romans were also smart planners. They built military towns in every region they conquered. Then they built roads between these towns. Soon their armies could travel quickly across the land.

The Romans believed they needed to treat conquered people fairly. They stressed that people would become loyal to Rome if they were treated well. The Romans created the Roman Confederation. It gave some conquered people full Roman citizenship. They could vote and be in the government. They were also treated the same as other citizens by law.

The Romans made other people allies. Allies could run their own towns, but they had to pay taxes to Rome. Allies also had to fight in Rome's armies. With these procedures, the Romans hoped to keep peace. If an area did rebel, Rome was ready to squash it. As a result, the Roman republic grew stronger.

#### Check for Understanding

List four characteristics of Rome and its people.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

#### Drawing Conclusions

8. How do you think the people conquered by the Romans felt about their new rulers?

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#### Reading Check

9. Why were the Romans able to expand their control of Italy?

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# Rome: Republic to Empire

## Lesson 2 Rome As a Republic

### ESSENTIAL QUESTION

*How do governments change?*

### GUIDING QUESTIONS

1. *How did conflict between classes change Rome's government?*
2. *How did Rome conquer the Mediterranean region?*

### Terms to Know

**patrician** a member of the ruling class

**plebeian** an ordinary citizen

**consul** head of government

**veto** to reject or say no to

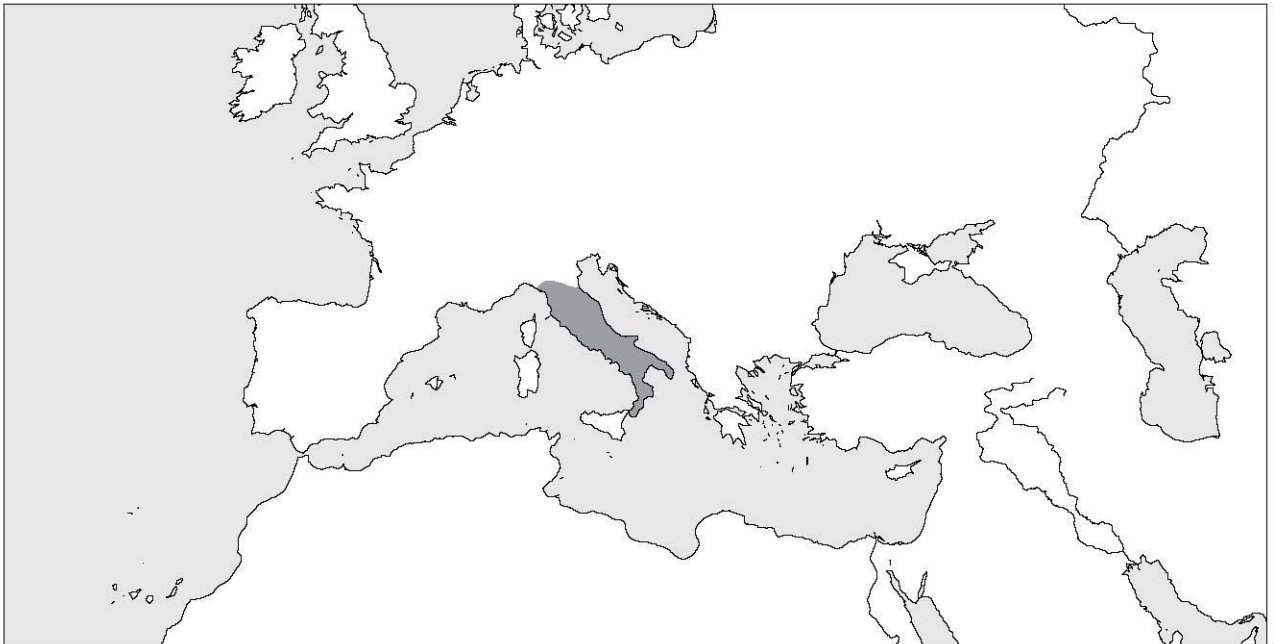
**praetors** government officials who interpret the law and serve as judges

**tribune** an elected official who protects the rights of ordinary citizens

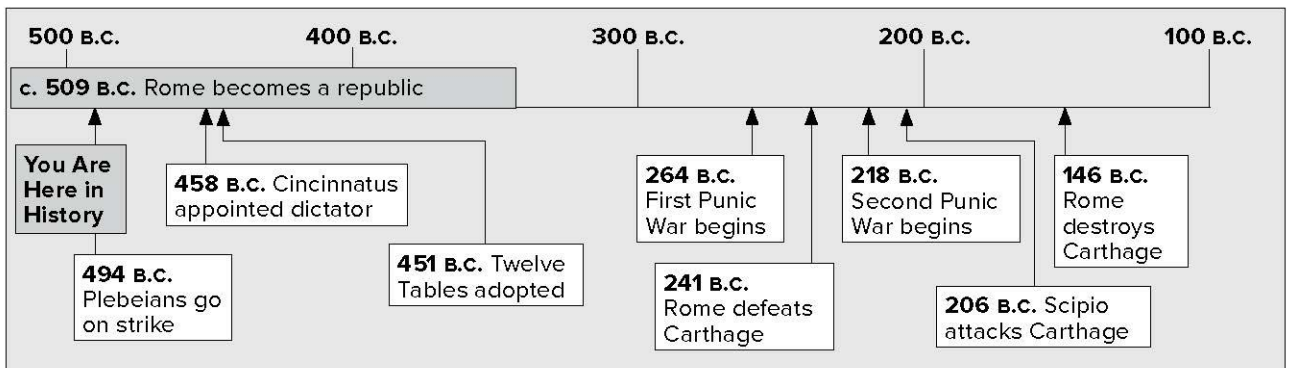
**dictator** a person given total power

**civic duty** the idea that citizens have a duty to help their country

### Where in the world?



### When did it happen?





# Rome: Republic to Empire

## Lesson 2 Rome As a Republic, *Continued*

### Governing Rome

There were two main social classes in early Rome: **patrician** and **plebeian**. Patricians were wealthy landowners who held government offices. Most people were plebeians—shopkeepers, artisans, and small farmers. Patricians and plebeians could not marry each other.

All patrician and plebeian men were citizens and had the right to vote. They had to pay taxes and join the army, but only patricians could be in the government.

The Roman government had three parts. This was to stop any one part from getting too strong. The top leaders were two **consuls** who served for one year. One consul headed the army. The other headed the rest of the government. Each consul could **veto**, or reject, the other consul's decision.

The Republican Government

Consul	Senate	Assembly of Centuries	Praetors
Head of military	Made laws	Made laws	Judges
Head of government	Advised consuls	Elected consuls	Interpreted laws
	Planned buildings		Led armies

Rome had two legislative bodies, or groups that made laws. The Senate was made up of 300 patrician men. They were senators for life. They passed laws and approved building projects. The second group that made laws was the Assembly of Centuries. It also elected consuls and **praetors** (or judges). Roman praetors could lead armies and help run the government.

Over time, the plebeians became angry. They had the duties of citizens, but they could not be a part of the government. They wanted equal rights. As a result, in 494 B.C., the plebeians went on strike. The patricians were scared. To prevent the collapse of the republic, plebeians were allowed to set up the Council of Plebs. It elected **tribunes**. The tribunes told the government what the plebeians thought about issues. The tribunes could also veto government decisions. A few wealthy families, however, still held most of the real power.

### Making Connections

1. How is the structure of the Roman government similar to that of the U.S.?

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### Explaining

3. How did the Council of Plebs change life for the plebeians?

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## Rome: Republic to Empire

### Lesson 2 Rome As a Republic, *Continued*



#### Summarizing

4. What was the job of the dictators in the early Roman Republic?

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#### Drawing Conclusions

5. How do you think poor Romans felt about the rule of law?

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#### Reading Check

6. What was the emergency that caused Cincinnatus to be appointed dictator?

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The Roman Republic included **dictators**. Today, a dictator is a cruel ruler who controls everything. In early Rome, dictators were chosen by the Senate to rule during emergencies. As soon as the emergency ended, the dictator's rule ended.

#### Tribunes

- elected by the Council of Plebs
- told leaders what plebeians thought about issues
- could veto government Decisions

#### Dictators

- chosen by the Senate
- ruled during an emergency
- rule ended when the emergency was over

In 458 B.C. the Roman army was attacked. The Senators chose a farmer named Cincinnatus to be dictator. He had been a respected Roman consul. Cincinnatus gathered an army, which easily defeated the enemy. Afterward, he went home to his farm. Cincinnatus was famous for doing his **civic duty** by serving his government when he was needed.

Plebeians demanded that Rome's laws be written down. That way, everyone could know the laws and make sure the judges followed them. In 451 B.C. Rome adopted its first written laws, known as the Twelve Tables. They were carved on bronze tablets and placed in the marketplace where everyone could see them. The Twelve Tables were based on the idea that all citizens should be treated equally under the law.

When Rome began taking over other nations, they made a new set of laws called the Law of Nations. The Law of Nations listed principles, or ideas, for justice. We still use some of these ideas today. For example, American law says that people are innocent until they are proven guilty.

Rome's legal system was based on the idea that everyone should be treated equally. This is called "the rule of law." Many rich people did not like the rule of law. They were used to having special privileges. In fact, many rich people were not used to obeying the law at all. The rule of law changed that.

### The Punic Wars

Rome continued to grow. It wanted to control the entire Mediterranean world, but so did an empire named Carthage. Carthage was a trading empire on the coast of North Africa. It was the largest and richest city in the western Mediterranean.

## Rome: Republic to Empire

### Lesson 2 Rome As a Republic, *Continued*

Carthage was built around 800 B.C. by the Phoenicians, who were skilled sailors and traders.

In 264 B.C. Rome and Carthage both wanted to rule the island of Sicily. The First Punic War was fought between Rome and Carthage. This war lasted 20 years until Rome won in 241 B.C. Carthage had to leave Sicily and pay a huge fine to the Romans.

Carthage then conquered southern Spain. The Romans helped the Spanish people rebel. In 218 B.C. Carthage sent their great general, Hannibal, to attack Rome. This started the Second Punic War.

Hannibal sailed his army from Carthage to Spain. His men rode horses and elephants across the Alps and into Italy. Hannibal's army beat the Romans at Cannae and began raiding Italy. In response, the Roman general Scipio captured Spain and attacked Carthage. Hannibal and his army had to return home to defend their people. Finally, Scipio's army defeated Hannibal's forces. Carthage was forced to give up its navy and give its Spanish territory to Rome. Rome now ruled the western Mediterranean region.

Carthage was no longer a military power, but it was still a rich trading center. In 146 B.C. during the Third Punic War, Roman soldiers burned Carthage to stop it from getting stronger. Many people in Carthage were enslaved.

In the 140s B.C., Rome conquered all of Greece. Twenty years later, it took its first province in Asia. Romans began to call the Mediterranean Sea *mare nostrum*, which means "our sea."



#### Identifying

7. What happened to Carthage after the Third Punic War?

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#### Reading Check

8. How did Hannibal lose the Second Punic War?

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### Check for Understanding

Explain the role or importance of each group of people in Rome.

1. consuls \_\_\_\_\_
2. dictators \_\_\_\_\_
3. patricians \_\_\_\_\_
4. plebeians \_\_\_\_\_
5. praetors \_\_\_\_\_
6. tribunes \_\_\_\_\_