

Brandon Valley School District
District Learning Plan
May 4-8, 2020

Grade 6 Social Studies



Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Rome Chapter 12 Lesson 1 & 2

SUBJECT/GRADE: Social Studies

DATES: May 4 - May 8



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|---|---|
| <p>What do students need to do?</p> <p><u>Link to BV instructional video for week of May 4- 8, 2020</u></p> | <p>Monday (5/4) - Wednesday (5/6):</p> <ul style="list-style-type: none"> ● Rome Chapter 12: Lesson 1 The Roman Way of Life <ul style="list-style-type: none"> ○ Complete the 4 page Guided Reading <ul style="list-style-type: none"> ■ As you read answer the questions as you go located on the side columns of pages 2-4 ■ The “Essential Question” & “Guided Questions” located at the beginning are for you to reflect on before, during, and after your reading <p>Thursday (5/7) - Friday (5/8):</p> <ul style="list-style-type: none"> ● Rome Chapter 12: Lesson 2 Rome’s Decline <ul style="list-style-type: none"> ○ Complete the 4 page Guided Reading <ul style="list-style-type: none"> ■ As you read answer the questions as you go located on the side columns of pages 2-4 ■ The “Essential Question” & “Guided Questions” located at the beginning are for you to reflect on before, during, and after your reading |
| <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"> 1. Rome Chapter 12: Lesson 1 The Roman Way of Life 2. Rome Chapter 12: Lesson 2 Roman’s Decline |
| <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> | <ul style="list-style-type: none"> ● Extra reading, activities, and more are located on each student's McGraw Hill Connect ED online textbook. |

Who can we contact if we have questions?

Brandon Valley Intermediate School

Principal- Mr. Skibsted- Nick.Skibsted@k12.sd.us

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Social Studies Teachers:

Mr. Christensen Corey.Christensen@k12.sd.us (white team)

Mr. Sturgeon Troy.Sturgeon@k12.sd.us (red team)

Mr. Lockner Jeffrey.Lockner@k12.sd.us (blue team)

Mr. Kocer: Cassius.Kocer@k12.sd.us (silver team)

Notes:

Instructional materials are posted below (if applicable)

Brandon Valley School District

Roman Civilization

Lesson 1 The Roman Way of Life

ESSENTIAL QUESTION

What makes a culture unique?

GUIDING QUESTIONS

1. *What was daily life like for the Romans?*
2. *How did the Greeks influence Roman culture?*

Terms to Know

gladiator a person who fought people and animals for public entertainment

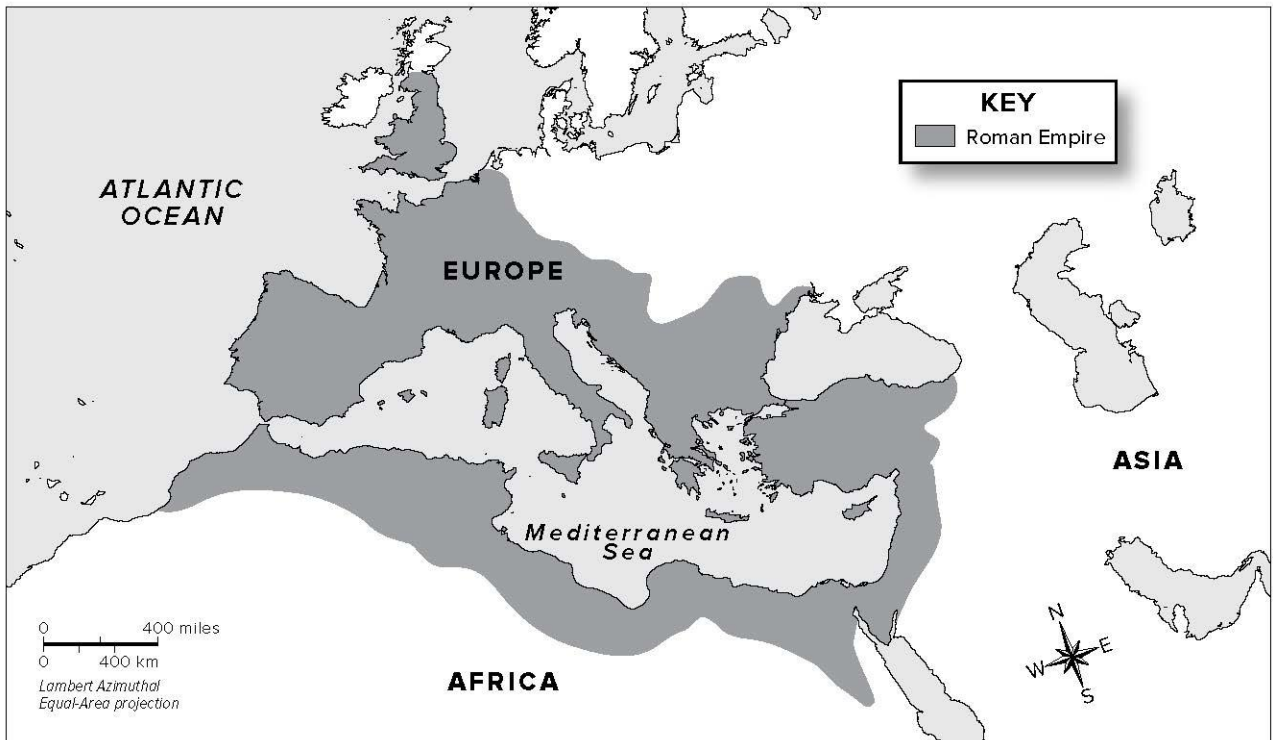
satire writing that pokes fun at human weaknesses

ode poem that expresses strong emotions about life

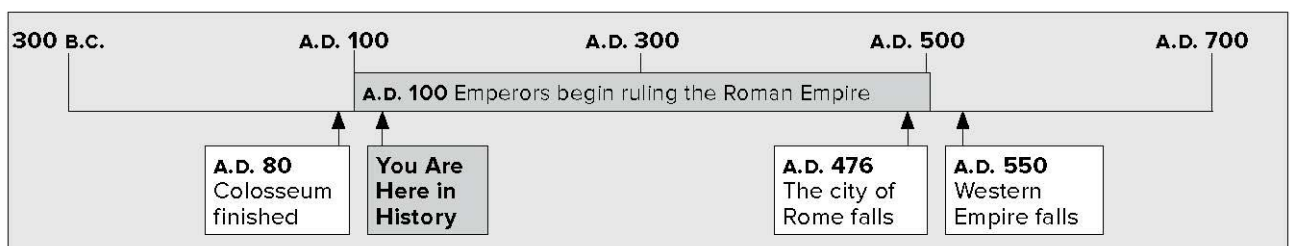
vault a curved ceiling

anatomy the study of the body's structure

Where in the world?



When did it happen?



Roman Civilization

Lesson 1 The Roman Way of Life, *Continued*

Daily Life

Rome was one of the largest and most carefully planned cities in the ancient world. More than a million people lived in Rome by about A.D. 1. It had a public square called the Forum. Romans shopped, conducted business, played games, and visited with friends in this area.

Wealthy people lived in big houses built around courtyards. Most Romans were poor and did unskilled labor. They lived in apartment buildings. Those neighborhoods were crowded, noisy, and dirty.

Politicians offered free food and entertainment to gain the support of the poor. People watched chariot races. They also watched **gladiators** fight. Gladiators fought each other or even wild animals to entertain the crowds.

Roman Men

- Heads of household
- Responsible for their children's education
- Responsible for the family business
- Could work outside the home
- Could own property

Roman Women

- Not full citizens
- Had strong influence on their families
- Did the housework
- Could work in the family's business
- Few worked outside their homes

Roman families were large. Fathers had control over their families. They could even sell their children into slavery. Children of wealthy families received an education. Sons went to school to learn reading, writing, math, and rhetoric, or public speaking. Children of poor families could not afford to go to school. Poor people learned just enough reading, writing, and math to help them conduct business.

Wives of wealthy, powerful men had more freedom than those with less money. They could own land. They could hire enslaved people to do their housework, so they had free time to study art and literature, and go out for entertainment. Women with little money generally worked in the family business and took care of their households.

The use of enslaved persons in Rome became more common as the empire grew larger. Most enslaved people were prisoners of war. They worked in homes and on farms. They also helped build roads, bridges, and buildings.



Explaining

1. What did politicians do to make people like them?



Listing

2. List three activities that wealthy women could do that poorer women could not.



Marking the Text

3. Underline the phrase that explains why wives of wealthy men had time for study and entertainment.

Roman Civilization

Lesson 1 The Roman Way of Life, *Continued*

Reading Check

4. Why was the family important in Roman society?

Contrasting

6. How were satires different from odes?

Romans believed that gods and spirits controlled all parts of life. Greek gods and goddesses were popular in Rome, but the Romans gave them new names. The Roman Senate declared that the emperors were gods. The Romans worshiped their gods by praying and offering food to them.

Romans borrowed ideas such as Stoicism from the Greeks and changed them to fit their culture. For Greeks, Stoicism meant finding happiness through reason. For the Romans, it meant living in a practical way. Roman Stoics urged people to do their civic duty and participate in government. These ideas are still important to us today.

Science and Art

The Romans used many features of Greek writing, art, and architecture, but changed them to fit Roman style. Like the Greeks, Roman artists created statues. Greek statues showed perfect and beautiful people. Roman statues, on the other hand, showed people that looked more realistic.

| Greeks | Romans |
|---|---|
| Greeks believed in gods and goddesses. | Romans gave Greek gods and goddesses new names. |
| Stoicism taught people to find happiness through reason. | Stoicism taught people to do their duties as citizens and participate in government. |
| Statues made people look perfect and beautiful. | Realistic statues showed details like warts and wrinkles. |
| Writers honored their gods and praised their generals' successes. | Writers wrote comedies about their gods' mistakes. Writers also wrote about the failures of their generals. |

Some Roman writers based their work on Greek models. The Roman poet Virgil borrowed some of the ideas for his poem the *Aeneid* from the Greek poem called the *Odyssey*. The poet Horace based his **satires** and **odes** on Greek works. Satires poke fun at human weakness, like comedians do today. Odes are poems that express strong emotions about life.

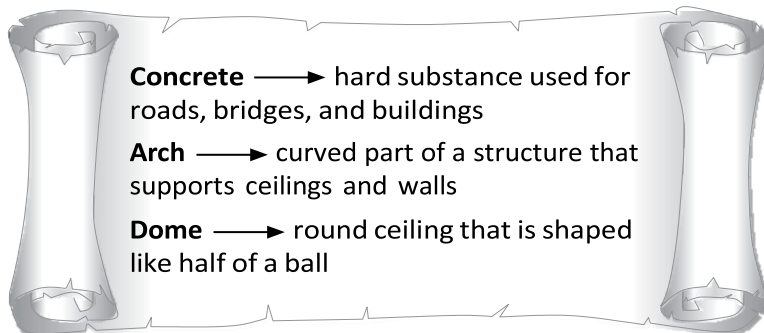
Other Romans wrote plays. Unlike the Greeks, however, Romans wrote comedies about their gods as well as plays that honored them.

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Roman Civilization

Lesson 1 The Roman Way of Life, *Continued*

Romans added new ideas to architecture. Architecture is the art of making structures, such as buildings. Romans built with concrete. They added arches. By putting many arches together, they could form a **vault**, or curved ceiling. Curved ceilings created beautiful domes. Using domes, the Romans were able to build large, open rooms.



Romans also learned science from the Greeks. They studied the work of a Greek doctor named Galen. Galen studied **anatomy** to learn about the body's structure.

Roman engineers built practical things such as bridges, buildings, and roads. Roads connected the city of Rome to every part of the empire. This allowed soldiers to travel quickly. Traders used the roads so trade grew. The Romans also built aqueducts that carried fresh water into the cities.

The Romans influenced future generations. Concrete and other elements of Roman architecture are still used today. Until about A.D. 1500, Latin, the language of the Romans, was the official language of European government, trade, and learning. Latin is the basis of many modern languages, such as Italian, French, and Spanish.

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Check for Understanding

List two facts that describe what life was like for the Romans.

1. _____

2. _____

List two things the Romans borrowed from the Greeks and then adapted to meet their needs.

3. _____

4. _____

Explaining

7. How did engineers change and improve the lives of people throughout the empire?

Reading Check

8. Describe Roman improvements to Greek architecture.

Roman Civilization

Lesson 2 Rome's Decline

ESSENTIAL QUESTION

Why do civilizations rise and fall?

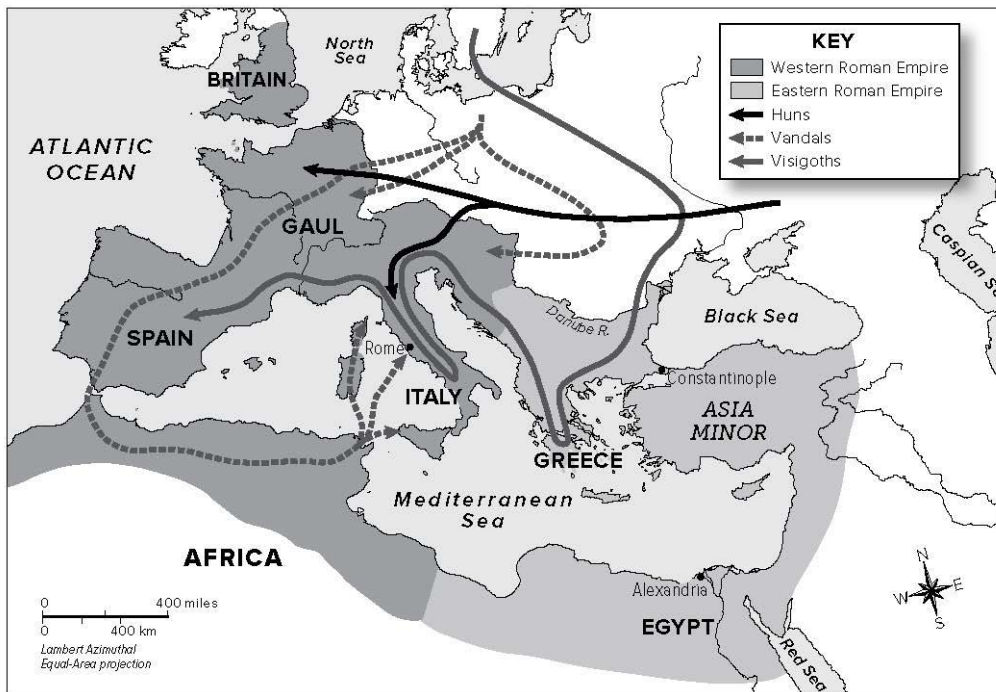
GUIDING QUESTIONS

1. *What problems led to Rome's decline?*
2. *What effect did Germanic invaders have on the Roman Empire?*
3. *What are the key achievements and contributions of Roman civilization?*

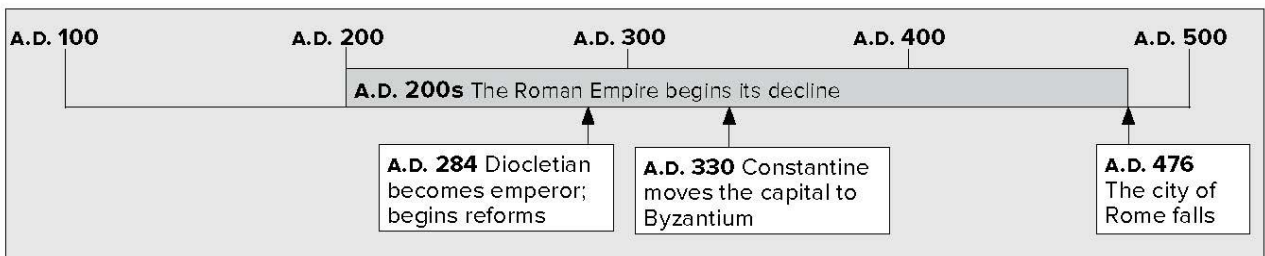
Term to Know

reforms political changes to bring about improvement

Where in the world?



When did it happen?



Roman Civilization

Lesson 2 Rome's Decline, *Continued*

A Troubled Empire

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The peace of the *Pax Romana* was followed by a century of confusion and violence. Roman government grew weak while the army grew strong and independent. The legions of the army fought each other to put new emperors on the throne. Rome had 22 emperors in a period of 50 years.

This period of civil war caused great suffering, including:

- Food shortages
- High prices
- Decreased support for education
- Unpaid taxes

The government tried to fix the economy by making more new coins. These new coins had less value, so it cost more to buy goods. This is called inflation. Inflation happens when prices go up and money is worth less. People began to barter. Instead of using money, they traded one product or service for another.

As Rome struggled, Germanic tribes began to attack the empire. The Romans built walls around their cities for protection. The Roman government hired Germanic soldiers for the army, but these soldiers had no loyalty to Rome.

In A.D. 284, a general named Diocletian became emperor. He tried to strengthen the empire by making many **reforms**, or changes to make things better.

| Diocletian's Reforms | Reasons |
|--|---|
| Built forts on borders | for defense |
| Split empire into four parts | to make it easier to rule |
| Set prices for goods and wages | to stop inflation |
| Ordered workers to keep their jobs until they died | to improve the amount of goods being made |
| Made officials responsible for local taxes | to make sure taxes were paid |

He built forts along the borders. He set prices for goods and wages. This was to keep prices from rising even more. People paid no attention to his rules. Diocletian was not strong enough to enforce them, so his reforms did not work.



Marking the Chart

2. Place a dollar sign to the left of the three reforms that Diocletian made to help Rome's economy.



Reading Check

3. How did Diocletian try to improve Rome's economy?

Roman Civilization

Lesson 2 Rome's Decline, *Continued*



Identifying

4. Which phrase tells what Constantine finally did when his reforms failed to help Rome?



Explaining

5. Why did some Germanic tribes want land?



Drawing Conclusions

6. Why did the Visigoths rebel?



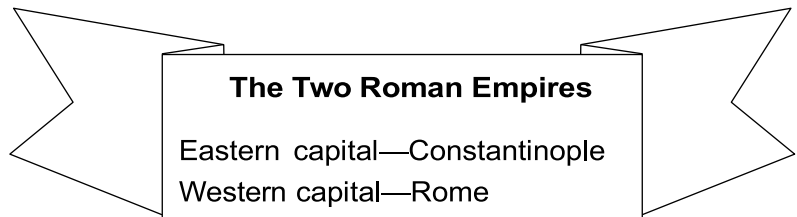
Reading Check

7. Why do historians consider A.D. 476 an important date?

The Fall of Rome

The next emperor was Constantine. He tried to make Diocletian's reforms work so the empire would grow strong again. Constantine made the military stronger. Nothing seemed to help Rome improve. In A.D. 330, he moved the capital from Rome to Byzantium in the east. Then he changed the name of the new capital to Constantinople. That name lasted many years. Today the city is known as Istanbul in present-day Turkey. Constantine's reforms helped the empire, but not enough.

After Constantine died, Theodosius took power. He realized that the empire had grown too big to rule. When Theodosius died, he left a will that instructed the Romans to divide the empire into eastern and western parts. When the Romans divided the empire, they also divided the army. The western half of the empire was now too weak to stop invaders.



In the A.D. 300s and A.D. 400s, many Germanic tribes took over Roman land. Some wanted better land for raising crops and farm animals. Many were running away from the Huns, a fierce group of warriors. A tribe called the Visigoths asked Rome for protection. The Romans let the Visigoths live just inside the empire's border. Later, the Romans treated the Visigoths badly so the tribe fought back. The Visigoths captured Rome in A.D. 410.

Then, another Germanic tribe, the Vandals, invaded the Western Roman Empire. They burned buildings and took valuable things. The Germanic people now had entered every part of Roman society. Many held high government positions.

The last Western Roman emperor was a 14-year old boy name Romulus Augustulus. He did not have strong power or support.

In A.D. 476, a Germanic general named Odoacer overthrew the emperor. He took control of Rome. No Roman emperor ever again ruled from Rome. This is considered the end of the Western Roman Empire.

