

Course: *World Civilizations*
Unit #4: *The Classic Era*

Year of Implementation: 2022-2023

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

<https://www.state.nj.us/education/cccs/2020/>

Unit Standards

- **Content Standards**

6.2.8.CivicsPI.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.

6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).

6.2.8.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.

6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

6.2.8.GeoPP.3.a: Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.

6.2.8.EconEM.3.a: Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.

6.2.8.EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality

6.2.8.HistoryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).

6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

6.2.8.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.

○ **21st Century Life & Career Standards**

9.1.12.EG.3: Explain how individuals and businesses influence government policies.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations

- **English Companion Standards**

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

- **Interdisciplinary Content Standards**

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time.

1.3.8.D.4: Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.

- **NJ Statutes:**

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum

of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Transfer Goal: Students will be able to independently use their learning to and work collaboratively as they apply their knowledge from the Classic Era (ancient Greece and Roman Empire) to analyze patterns of continuity and change in politics, economics, society, and the humanities in the modern era.

As aligned with LRHSD Long Term Learning Goal(s):

1. Choose and analyze appropriate sources to gain content knowledge
2. Apply acquired content to connect past and present day events
3. Collaborate and interact with others in a diverse and ever-changing world
4. Independently formulate and effectively defend and articulate opinions on historical, political, economic, and social science topics
5. Communicate effectively through written, oral, and visual means

Enduring Understandings

Students will understand that. . .

EU 1

conflict is a result of a perceived need for political, economic, or social change by a population.

Essential Questions

EU 1

- How is power gained?
- How do humans justify war?
- How does conflict manifest?

EU 2

access to resources impacts political, economic, and social development.

EU 3

key cultural innovations and expressions evolve over time.

EU 4

religious development reflects a culture's perceived needs and norms.

EU 2

- How do societies respond when resources are scarce?
- How does geography influence the development of a community?
- How do societies adapt to the environment around them?

EU 3

- How do new technologies emerge?
- Why do political systems evolve over time?
- Do the arts reflect or shape culture?

EU 4

- How does religion reflect cultural norms?
- How do religions emerge?
- How do cultural institutions impact faith and beliefs?

Knowledge

Students will know . . .

EU 1

- the reasons why Greece defeated the Persian Army in the Greco Persian Wars. (6.2.8.HistoryCC.3.a)
- the tumultuous relationship among Greek city-states (6.2.8.HistoryCC.3.a)
- the impact of Alexander the Great's conquests. (6.2.8.HistoryCA.3.)

Skills

Students will be able to . . .

EU 1

- interpret how the theme of conflict (Athens/Sparta, Persian Wars, Peloponnesian Wars, and the rise of Alexander) shaped the Ancient Greek and modern world. (6.2.8.CivicsPI.3.a)
- evaluate the struggle between Rome and Carthage. (6.2.8.EconEM.3.a)

- the factors that transformed Rome from a democratic republic to tyrannical empire. (6.2.8.CivicsPI.3.a, 6.2.8.CivicsDP.3.b)
- the causes and consequences of the Punic Wars. (6.2.8.HistoryCC.3.a)

EU 2

- Greece's and Rome's geography (6.2.8.GeoPP.3.a, 6.2.8.GeoPP.3.b)
- the role of geography in shaping Greek culture (6.2.8.GeoPP.3.a)
- trade patterns of the Mediterranean (6.2.8.EconEM.3.a)
- the technological innovations and their relationship to perceived needs (6.2.8.EconGE.3.a)

EU 3

- the influence of Greek politics in the modern era (6.2.8.CivicsDP.3.b)
- the factors that led to the development of democracy (6.2.8.CivicsDP.3.b)
- Greek and Hellenistic art, architecture, and mythology (6.2.8.HistoryCA.3.a)
- the literary contributions of the Greeks (6.2.8.HistoryCA.3.a)
- the scientific contributions of the Greeks (6.2.8.HistoryCA.3.a)
- the philosophies of Socrates, Plato, and Aristotle ((6.2.8.HistoryCA.3.a)
- Etruscan and Greek influence on Roman culture (6.2.8.CivicsDP.3.a)

- create a timeline of the emergence of political generals in the and describe how it led to the collapse of the Roman Republic, (6.2.8.CivicsPI.3.a)
- define the concept of the "Pax Romana." (6.2.8.CivicsPI.3.a)
- differentiate as internal or external factors several important reasons for the decline and fall of the Roman Empire.(6.2.8.CivicsPI.3.a, 6.2.8.HistoryCA.3.b:)
- compare and contrast the credibility of differing ideas, elements, or accounts. 9RH.11-12.9)

EU 2

- map Greek territories and battles in the Mediterranean. (6.2.8.GeoPP.3.a)
- analyze and describe how the geography of Greece defined both the development of Greek culture. (6.2.8.GeoPP.3.a)
- trace the events at Pompeii and its significance in the archaeology of the Roman world. (6.2.8.HistoryCA.3.b:)
- Compare and contrast transportation systems of Greek and Rome. (6.2.8.EconEM.3.a)

EU 3

- illustrate the relevance of Greek culture and mythology. (RH.9-10.9.)
- evaluate key contributions of the Greeks in the areas of art, architecture, literature, science and philosophy. (6.2.8.GeoPP.3.a)
- read and analyze primary source documents to determine different points of view (6.2.8.CivicsDP.3.b)
- compare the positives and negatives of democracy (6.2.8.CivicsDP.3.a)
- list the contributions of the Etruscans and Greeks to Early Rome. (6.2.8.EconGE.3.a, 6.2.8.HistoryCA.3.))
- identify the struggle between the Roman social classes and how it shaped Roman society. (6.2.8.CivicsHR.3.a)
- summarize key elements of the Roman political structure. (6.2.8.CivicsDP.3.a)

- elements of the Roman legal system (6.2.8.CivicsDP.3.a)
- the Roman influence on western society (6.2.8.CivicsDP.3.b)
- the development of art and architecture in Rome (6.2.8.HistoryCA.3.)

EU 4

- the creation of Christianity (6.2.8.HistoryUP.3.c)
- the evolution and spread of Christianity throughout the Mediterranean (6.2.8.HistoryCC.3.a)

- describe the major types of buildings and structures of Roman architecture. (6.2.8.GeoPP.3.a)
- analyze the purpose of the gladiatorial games. (6.2.8.HistoryCA.3.a)

EU 4

- define the origins, major beliefs, and key events in the history of Christianity. (6.2.8.HistoryCC.3.a)
- read and analyze primary source documents to determine different points of view. (RH.11-12.9)
- test the validity of the information, using criteria as source, objectivity, technical correctness, and currency. (RH.11-12.2.)
- develop arguments that use evidence to support opinions. (RH.11-12.9)
- analyze the transportation routes and their impact on the spread of Christianity. (6.2.8.HistoryUP.3.c)

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection

- Create a map of ancient Greece and the Aegean Sea region. (A) (EU 2)
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- Create a timeline of events for the Persian War, the Peloponnesian Wars and the rise of Alexander of Macedon. (A) (EU 1)
- Create a family tree of the Greco-Roman gods and goddesses. (A) (EU 3)
- **Develop a presentation including visuals of key Greek features in art, architecture, literature, science and philosophy. (A) (EU 3)**
- Create a graphic organizer discussing the different government styles of the city-states of Ancient Greece. (A) (EU 3)
- Read the article Olympics B.C. by Judith Swaddling. (A) (EU 3)
- Create diagrams of the contributions of the Etruscans and the Greeks in the development of Early Rome. (A) (EU 1, 2)
- Complete a map of Italy and Greece illustrating key events of the Roman Republic. (A) (EU 2)
- Develop a timeline of the events in the Punic Wars. (A) (EU 1)
- Draw a typical home of a Patrician living in the city of Rome, highlighting characteristics that are unique to urban life. (A) (EU 3)
- Create a presentation highlighting the different developments in building and construction in the Roman Empire. (A) (EU 1, 2, 3, 4)
- Create a timeline of the Pax Romana. (A) (EU 1, 3)
- Complete a map activity of the Mediterranean at the end of the Roman Empire. (A) (EU 2)
- Watch Pompeii video and write several journal entries as an archeologist excavating the site. (A) (EU 2)
- Carousel Brainstorm Activity for the factors of decline and the fall of the Roman Empire. (A) (EU 1)
- Develop a presentation outlining the history of Christianity from its rise to the ultimate shift as a key religion in the region. (A) (EU 4)
- **Create a museum brochure highlighting key pieces of Roman art, architecture and literature a modern tourist would not want to miss out on seeing. Students will explain what each of the pieces are and why they are each significant elements of Roman culture. (A,M) (EU 3)**
- Draw a Venn diagram comparing the democracies of ancient Greece and modern United States. (A, M) (EU 3)
- Compare and contrast women's rights in Athens and Sparta. (A, M) (EU 1, 3)
- Compare and contrast modern athletes with ancient athletes of the Olympic Games. (A, M) (EU 3)
- Develop a constructed response on how geography impacted the history of Greece. (M) (EU 2)
- Develop a graphic organizer comparing the Minotaur legend and the legend of Atlantis highlighting their connections to true Minoan events. (M) (EU 2, 3)
- Create a graphic organizer comparing Alexander to contemporary leaders and fictional characters. (M) (EU 1, 3)

- Class debate on the “Greatness” of Alexander of Macedon. Students will be asked to determine exactly what “great” means. At the conclusion of debate, students will select a leader from history who qualifies as “great” according to their criteria. (M) (EU 1, 3)
- Develop a graphic organizer comparing the Roman class structure to past civilization’s social classes. (M) (EU 3)
- Create a biography which could be shown on an Ancient Roman newscast. (M) (EU 3)
- Role-play a Senate meeting in which Senators must debate plans to handle the invasion of Hannibal. This activity will be done before the knowledge of the Punic Wars was acquired. (M) (EU 1, 3)
- Develop a Venn diagram comparing Gladiatorial games and one student selected violent sport. (M) (EU 3)
- Create a constructed response explaining the changes in your school if a Greek philosopher became the Principal. (M, T) (EU 3)
- Think, pair, share discussion on how countries justify the invasion of another country. (M, T) (EU 1, 2, 3, 4)
- Greek government speed debate activity. (T) (EU 3)
- Analyze the following statement: The Roman Republic was more democratic for its time than the current US political system. (T) (EU 1, 2, 3, 4)
- Create a commercial, from a modern American marketing perspective, for a contemporary product that a Roman God would endorse (T) (EU 3)

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	Origins of Humans	~~20-25 days
2	River Valley Civilizations	~~20-25 days
3	Transitions in Culture	~~20-25 days
4	The Classic Era	~~20-25 days
5	Empires in the Middle East	~~20-25 days
6	The Middle Ages/Medieval Europe	~~20-25 days

Instructional Materials

The teacher may include but are not limited to the following:

- Maps of Greece and Rome
- *Olympics B.C.* by Judith Swaddling
- *ManKind: The Story of All of Us*
- *Engineering an Empire*
- BBC's *Pompeii: The Last Day*
- PBS's David Macaulay's *Roman City*
- Primary Source Documents
- Textbooks:
 - Ancient World History

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.