

Winslow Township School District

Grade 6 Social Studies

Unit 6 - The World of Ancient Rome

Overview: In this unit, students will learn about ancient civilizations of Rome. Students will be able to recognize basic facts, governing systems, cultures and contributions to first societies of mankind. Students will learn, explore, and discover knowledge through demonstration of Language Arts Literacy skills, with some emphasis on writing. The topic of the Holocaust as will be examined and discussed as well.

| Overview | Standards for Social Studies | Unit Focus | Essential Questions |
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| Unit 6 The World of Ancient Rome | <ul style="list-style-type: none"> • 6.2.8.CivicsPI.3.a • 6.2.8.CivicsDP.3.a • 6.2.8.CivicsDP.3.b • 6.2.8.CivicsHR.3.a • 6.2.8.GeoPP.3.a • 6.2.8.GeoPP.3.b • 6.2.8.EconEM.3.a • 6.2.8.EconGE.3.a • 6.2.8.HistoryCC.3.a • 6.2.8.HistoryUP.3.a • 6.2.8.HistoryUP.3.b • 6.2.8.HistoryUP.3.c • 6.2.8.HistoryCA.3.a • WIDA 1,5 | <ul style="list-style-type: none"> • Identify the location of Ancient Rome and label the city of Pompeii. • Explain the importance of mythology in everyday life of Roman citizens. • Describe the events and competitions that took place in the Colosseum. • List the Gods and Goddesses of Ancient Rome. • Students will be able to infuse the history of Jewish and Jewish Americans. They will also be able to understand the impact of the Holocaust on world history. | <ul style="list-style-type: none"> • Where is Ancient Rome located and explain the importance of the capital city? • According to mythology who are the founders of Rome and where does the name Rome come from? • What was the Colosseum and what events took place there? • What inventions were created the by the Ancient Romans? • Who was Julius Cesar and when did he rule? • What is the culture of ancient Rome and why do we study it? |
| Unit 6: Enduring Understandings | <ul style="list-style-type: none"> • A civilization is a complex society marked by common written language, economic system, government, culture and religion. • The geographic conditions and features of particular places supported the development of complex societies. • Early civilizations made technological advancements and cultural contributions (e.g., arts, government, laws, language). • The Roman Empire vastly expanded and ultimately disintegrated. • Religion and belief systems have influenced the daily lives of classical civilizations. • The philosophies, architecture, and literature contributions made by | | <ul style="list-style-type: none"> • How is ancient Rome similar or different than other ancient civilizations we have studied? • Why were the ancient Romans located where they settled? • Why did ancient Rome “fail”? • How can individuals and societies remember and |

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| | <ul style="list-style-type: none">• Ancient Greece and Ancient Rome have had long lasting legacies on Western civilizations.• People with different backgrounds, but with a common cause, can effect great change.• The Holocaust occurred because individuals, organizations, and governments made choices that legalized discrimination. | <p>commemorate difficult histories?</p> <ul style="list-style-type: none">• How did the Holocaust affect the world and what lessons did they learn? |
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| Curriculum Unit 6 | Standards | | Pacing | |
|----------------------------------|----------------------------|--|--------|-----------|
| | | | Days | Unit Days |
| The World of Ancient Rome | 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. | 8 | 30 |
| | 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. | 3 | |
| | 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. | 3 | |
| | 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. | | |

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| | 6.2.8.HistoryUP.3.a | Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality. | 11 | |
| | 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. | | |
| Assessment, Re-teach and Extension | | | 5 | |

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| Content Statement | Indicator # | Indicator |
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| Governments have different structures which impact development (expansion) and civic participation. | 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. |
| The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments. | 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. |
| Governments have protected and abused human rights (to varying degree)s at different times throughout history. | 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. |
| Relationships between humans and environments impact spatial patterns of settlement and movement. | 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. |
| People voluntarily exchange goods and services when all parties expect to gain as a result of the trade | 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. |
| Economic interdependence is impacted by increased specialization and trade. | 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. |
| Historical events and developments are shaped by social, political, cultural, technological, and economic factors | 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. |

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| An individual's perspective is impacted by their background and experiences. | 6.2.8.HistoryUP.3.a | Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality. |
| Perspectives change over time. | 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) |
| Historical contexts and events shaped and continue to shape people's perspectives. | 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. |
| Historians analyze claims within sources for perspective and validity. | 6.2.8.HistoryCA.3.a | Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time. |
| To better understand the historical perspective, one must consider historical context. | 1.12.HistoryCC.11.d | 6. Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. |

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Assessment Plan

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| <ul style="list-style-type: none">• Complete an assessment that includes: multiple choice, true/false, definitions, matching, fill-in the blank, and open ended questions.• Complete Active Journal Workbook pages that includes: main idea and detail skills, cause and effect skills, sequence skills, summarizing skills, definitions, matching, fill-in the blank, and open ended questions, timeline skills, map skills.• Homework monitor and assess class work.• Research Paper: As you read, build a response to this question: How does Rome compare to an earlier or contemporary society in terms of environment, political system, citizenship, or cultural connection?• Project-Based Learning: The Roman Influence On this Quest, you need to find out how Rome influenced later governments. You will examine sources about the Roman republic and later governments to find similarities. At the end of the Quest you will write an explanatory essay describing the long-term influence of the Roman republic. | <ul style="list-style-type: none">• Short constructed response• Exit tickets• Design a presentation in Google Slides about a tribe that helped to destroy the Roman Empire. Be sure to include its location, famous leaders, inventions, or other important facts.• Create a poem on the Holocaust about survivors and their experiences.• Create a newspaper article about one event during the Holocaust. |
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| Resources | Activities |
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| <ul style="list-style-type: none"> • Text Resource: Ancient Civilizations, Ancient Rome • Graphic Organizers and outline notes • Journal Entries and writing prompts • Leveled Reading • Writing Centers • Maps online and in textbook • Chrome-book and iPad • www.Readworks.org • https://www.commonlit.org/ • https://www.mrdonn.org/ • www.ducksters.com • https://www.nj.gov/education/holocaust/resources/Poems.pdf • https://www.nj.gov/education/holocaust/resources/HankFellows.pdf • https://www.nj.gov/education/holocaust/resources/Quotations.pdf • https://www.nj.gov/education/holocaust/resources/recent_materials.html | <ul style="list-style-type: none"> • On a map of Europe find and label Ancient Rome and the city of Pompeii. • Research any Ancient Roman God or Goddess and write a biography on them. • Using a Venn diagram compare and contrast the events and competitions that took place at the Colosseum to a sports arena today. • Pick any invention created in Ancient Rome and discuss its importance. • Complete a web quest about emperors of Rome. • Students will examine poems on the Holocaust then create their own poems on the Holocaust about survivors and their experiences. • Students will listen to “Questions, Thoughts, and Lessons for Songs” and then create their own songs to prevent hatred and prejudice. |
| Instructional Best Practices and Exemplars | |
| <ol style="list-style-type: none"> 1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations | <ol style="list-style-type: none"> 6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates |

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9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.

9.2.8.CAP.16: Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.

9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross- cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).

9.4.8.DC.1: Analyze the resource citations in online materials for proper use.

9.4.8.DC.1: Analyze the resource citations in online materials for proper use.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities.

Accommodations will be made for those students who need extra time to complete assignment. Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Small group instruction
- Audio books/ Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Repeat directions as needed
- Graphic organizers
- Study Guides, Study Aids and Re teaching as needed

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Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Audio books and Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

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| English Language Learners | Modifications for Gifted Students |
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| <p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grades 6-8 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> • Relate to and identify commonalities in history studies in student’s home country • Assist with organization • Use of computer • Emphasize/highlight key concepts • Teacher Modeling • Peer Modeling • Label Classroom Materials - Word Walls | <p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> • Raise levels of intellectual demands • Require higher order thinking, communication, and leadership skills • Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles • Provide higher level texts • Expand use of open-ended, abstract questions • Critical and creative thinking activities that provide an emphasis on research and in-depth study • Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> ❖ Gifted Programming Standards • Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy • REVISED Bloom’s Taxonomy Action Verbs |

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Interdisciplinary Connections

Interdisciplinary Connections:

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered)

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

4.MD.1.

Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.

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Integration of Computer Science and Design Thinking NJSL 8

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.

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.