Gr. 8 **Roman Empire**

**Content:** social, political, and economic systems and structures, including those of at least one indigenous civilization

**Who Cares**: This unit could be Vikings, Spartans or any civilization of student choosing. In diving into various types of governments, students make connections to becoming an Educated Citizens by understanding the past to relate the present and influence the future

Informed Citizen

**Big Idea:** Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions.

**Content:**

Exploration, expansion, and colonization

contact and conflict

state formation and collapse

**Why?**

**Essential Question:**

**If we could determine what is best for society, what kind of government would get us there?**

**Curricular Competency:**

Assess the significance of people, places, events, or developments at particular times and places

**X-Curricular:** English, ADST, Drama, Arts, Political Philosophy, Career

**Students do?** Create a Roman Empire **map** that locates key events during this period and rank which are the most significant. Which people lived where? Why?

**Evidence of Understanding**

Students can identify where Significant Countries are, what was happening where and who was affected in which ways

**Students do?**

**Write** a scenario that could happen now in our would where you would want or would not want a Cincinnatus

**Evidence of Understanding**

Based on writing prompt, student will demonstrate understanding of a Dictator, potential immediate danger based on current events

**Students do?** Build a **Visual Timeline** to understand chronological order of events as they occur. Timeline must have dates, but can be done with writing or pictures otherwise

**Evidence of Understanding**

Students demonstrate the understanding of chronological events

**Students do?** Julius Caesar: The **Play**!

Act, Create Props, design costumes, make a set, Narrate, stage manage etc…

**Evidence of Understanding**

Students demonstrate overall learning of Big Ideas & Curricular Competencies & Content through the play process & performance

**Relevance:** Do we have a Cincinnatus? Do other countries have a Cincinnatus?

**Topic:** Cincinnatus: A Dictator that would step in if the Republic was in immediate Danger

**Topic:** 3 Types of Government in Rome: Monarchy, Aristocracy & Democracy

Look at Traditional FN Gov’t

Look at Canada/ U.S. Gov’t

**Big Idea:** Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions.

**Curricular Competency:**

Determine which causes most influenced particular decisions, actions, or events, and assess their short-and long-term consequences

**Sub Competency:** What kinds of negative consequences can result from a positive event, and what kinds of positive consequences can result from a negative event

**Curricular Competency:**

Identify what the creators of accounts, narratives, maps, or texts have determined is significant

**Relevance:** Alliance with Egypt (Picked sides with Cleo over her husband/brother)

Elected Consul Again 46 BCE- with Co-Council

Elected Consul 45 BCE- No Co-Council

48 BCE Caesar had total command of Rome

Stabbed by Senate (too much power)

Octavian & Anthony

**Topic:** Caesar & Roman Empire Downfall

**Relevance**: Compare and Contrast to the types of government that exist in the world today. Type of Government **among First Nation’s** communities (past and/or present)? (Consensus/ Restorative Justice) Similarities? Differences?

**Summative Task:**

Pre-Assessment: What do you know/ Think you Know? What do you wonder? (This could shift what we learn about based on Student Advocated Learning Pedagogy)

Portfolio: Students keep all their work in a portfolio context. Each assignment has a criteria rubric. Students receive formative feedback along the way to ensure efficiency of the learner

Self- Assessment: Students will self-assess their assignments on a clear-criteria, point rubric NYM, MM, ME, EE: Students will conference and negotiate with teacher on this rubric for holistic learning process

Summative: A grade and percent will be given for the entire portfolio based off of the holistic learning process, negotiated and conferenced with the teacher on a Point Rubric/ Criteria Sheet

Learning Activities

Relevance: Gathering understanding and relations of essential question by creating and implementing ADST as Pedagogy.

**Topic:** Wrap up the Roman Empire: WITH A PLAY!!

**Topic:** Classes of Rome: Patricians (Rich) and Plebeia (Everyone Else)

**Relevance:** Compare and Contrast to the types of classes we have today

Poverty, Low Income, Middle and Upper Class: Where is the line? Where are we as a society? Where could we be?

**Instructional Blocks**

**Relevance:** Served in both army and senate

“Caesarian” Miracle Birth

Alliances with powerful figures (Ciassus & General Pompey)

Conquered Land (Great Britain) with Pompey’s Army

Changed Calendar

**Topic:** Julius Caesar & Roman Empire Expansion

**Instructional Blocks**

**How**

**Students do?** Individual **Venn Diagram** Activity: Comparing Roman Empire to one existing Government today

**Class Activity:** Massive Venn Diagram comparing Roman Empire to Traditional First Nation’s Governing Beliefs

**Evidence of Understanding**

Students’ & Class Venn Diagram demonstrate understanding of various types of Government

Capacities?

Big Picture