

Civilizations: Rise to Power

Teacher's Guide

Grade Level: 9-10

Curriculum Focus: Ancient History

Lesson Duration: Two class periods

Program Description

Rome's Beginnings (30 min.) – Traces the early chapters in ancient Rome's history, from Romulus and Remus to the dawn of an empire. **Inside Byzantium** (6 min.) – Explores how its Eastern empire kept alive Rome's ingenuity and culture. **Islam: History and Teachings** (5 min.) – Examines this religion and its worldwide practice today by more than a billion Muslims. **Suleiman, Magnificent Leader** (6 min.) – Considers this progressive Muslim ruler and the legacy of his empire's art, architecture, and social reforms.

Onscreen Questions

- What helped a small collection of Italian villages form the great Roman civilization?
- How were myths, legends, and superstitions important in Rome's early history?
- How can traditions and ideas be passed from one culture to another?
- How was religion a unifying force in the Muslim empire?

Lesson Plan

Student Objectives

- Understand the three main periods in ancient Roman history.
- Read primary sources to learn about the divisions of government in the Roman Republic.

Materials

- *Civilizations: Rise to Power* video and VCR, or DVD and DVD player
- Internet access

Procedures

1. After watching the video, ask students to describe how Rome was ruled under the Etruscans. (*It was a monarchy, ruled by kings.*) When the last Etruscan king was overthrown, what type of government was adopted? (*a republic*) Remind students the Roman Republic is different from the Roman Empire, in which emperors ruled Rome. You may want to show the three periods on a simple timeline:

- 753 BC to 509 BC Roman Monarchy
- 509 BC to 27 BC Roman Republic
- 27 BC to AD 476 Roman Empire (in West)

2. Ask the class to describe the republic, using what they learned in the video. (*In a republic, the government is ruled by laws and elected officials.*) Give students the following facts about the Roman Republic:
 - In 509 BC, the Romans set up a new government called a *republic*.
 - In the republic, the king was replaced with two *consuls*. Consuls ruled for one-year terms.
 - The consuls were nominated by the *Senate*, a group of men elected by the people to create laws.
 - The *plebeians*, or common people, elected officers called "tribunes of the people." These *tribunes* represented the common people and could veto any law.
 - The laws and rights of Romans were written down in the *Twelve Tables*.
 - The abbreviation "*SPQR*" stood for "*the Senate and the People of Rome*." This slogan of the Roman Republic was carved onto many public buildings.
 - Only wealthy landowners were allowed to vote.
3. Explain that much of what we know about the history of early Rome and the Roman Republic comes from two historians who lived during the republic, Polybius and Livy. Have students read Polybius' description of the Roman constitution to learn more about the government of the republic. In this description, he discusses the three main divisions of government:
 - Polybius 6.11-18: The Constitution of the Roman Republic
<http://duke.usask.ca/~porterj/DeptTransls/Polybius.html>A helpful guide can be found at this link:
 - The Roman Republic: Checks and Balances
<http://www.fordham.edu/halsall/ancient/rome-balance.html>
4. Have students write a brief essay describing the powers and limitations of the three divisions of government in the Roman Republic. Ask students to include at least three quotes from Polybius' writing. Their essays should end with a brief comparison of the United States' government and that of the Roman Republic.

Assessment

Use the following three-point rubric to evaluate students' work during this lesson.

- 3 points: Students were active in class discussions; essays reflected a strong understanding of the Roman Republic and included three or more quotes from Polybius' writing; the essay concluded with a clear comparison of the Roman Republic and the U.S. government.
- 2 points: Students participated in class discussions; essays reflected a satisfactory understanding of the Roman Republic and included at least two quotes from Polybius' writing; the essay concluded with an adequate comparison of the Roman Republic and the U.S. government.
- 1 point: Students did not participate in class discussions; essays reflected a weak understanding of the Roman Republic and included one or no quotes from Polybius' writing; the essay concluded with a vague or inaccurate comparison of the Roman Republic and the U.S. government.

Vocabulary

census

Definition: A count of the population and a property evaluation in early Rome

Context: The Etruscan king Servius Tullius carried out history's first census.

consuls

Definition: Annually elected heads of the Roman Republic

Context: Two consuls oversaw the early Roman Republic; in later years, there were more.

Islam

Definition: The second-largest religion in the world, founded 1400 years ago by the prophet Muhammad

Context: The word "Islam" means submission to God in Arabic.

legion

Definition: The principal unit of the Roman army comprising 3000 to 6000 foot soldiers with cavalry

Context: The Roman legions were highly disciplined and would fight to the death to defend Rome's liberty.

republic

Definition: A government in which supreme power resides in a body of citizens entitled to vote and is exercised by elected officers and representatives responsible to them and governing according to law

Context: The overthrow of King Tarquin led to the establishment of the Roman Republic.

senate

Definition: A government body made of a group of men; organized to represent the people and create laws for the Roman Republic.

Context: All the senators were wealthy men, since they were the only ones allowed to vote.

sultan

Definition: The ruler or king of a Muslim country.

Context: Suleiman was sultan of the Ottoman Empire during its golden age.

Academic Standards

Mid-continent Research for Education and Learning (McREL)

McREL's Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education addresses 14 content areas. To view the standards and benchmarks, visit <http://www.mcrel.org/compendium/browse.asp>

This lesson plan addresses the following national standards:

- Historical Understanding— Understands and knows how to analyze chronological relationships and patterns
- World History: Era 3 – Understand how major religious and large-scale empires arose in the Mediterranean Basin, China, and India from 500 BCE to 300 CE
- World History: Era 4— Understands the causes and consequences of the development of Islamic civilization between the 7th and 10th centuries
- Language Arts: Viewing— Uses a range of strategies to interpret visual media

The National Council for the Social Studies (NCSS)

NCSS has developed national guidelines for teaching social studies. To become a member of NCSS, or to view the standards online, go to <http://www.socialstudies.org/standards/strands/>

This lesson plan addresses the following thematic standards:

- Culture
- People, Places, and Environments
- Power, Authority, and Governance

Support Materials

Develop custom worksheets, educational puzzles, online quizzes, and more with the free teaching tools offered on the [Discoveryschool.com](http://www.discoveryschool.com) Web site. Create and print support materials, or save them to a Custom Classroom account for future use. To learn more, visit

- <http://school.discovery.com/teachingtools/teachingtools.html>
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