

## **From Republic to Empire: Law, Justice, and Crime**

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### **Overview:**

At the first CTI meeting I attended, I did not know what to expect. I was incredibly excited because, based on what I had heard about the program, it was going to be like taking a college course. While our responsibility as educators is to teach others, I think one of our greatest responsibilities to our students is to continuously be a learner. I am always anxious to learn more about content, which will ultimately make me a better educator. Being a life-long student is vital in order to be a life-long educator.

As I was listening to presentations about the seminars I was a bit disappointed. I was hoping to hear about a seminar that related directly to the content that I teach, World History. The only history related seminar being offered focused around United States history, which is a subject that I do not currently teach. There was one seminar in particular that caught my attention, and that was the Gender, Race, and Justice seminar. It occurred to me that one of the many benefits of teaching World History is the ability to relate the content to almost anything that is relevant in today's world. North Carolina World History curriculum begins with Prehistory and ends with the modern world, so I cover a broad range of times, places, themes, cultures, religions, and events in history. I knew that I could take the information that I learned in the seminar about the current United States justice system, and apply it to a system that existed in the ancient world.

While writing my prospectus over the summer, it occurred to me that my topic was too broad. I was going to create a unit plan on the justice systems within the entire ancient world, covering a number of civilizations. Obviously this was going to be impossible because my unit plan would have been hundreds of pages. I thought about how I could minimize the size of the unit plan. I decided the best way to do this would be by focusing on the roots of the United States government and justice system which left me with the governments of Greece (Democracy) and Rome (Republic). I came to the conclusion that a unit on Ancient Rome would most benefit my students because there are many aspects of Roman government and society that are relevant to the government and society of the United States.

From the beginning of civilization, humankind has continuously searched for a number of ways to maintain order and structure in society. Government leaders have used a number of tactics to control their people ranging from cruel to kind. Early in the semester, I teach a unit on the first civilizations (starting with Sumer, and then working my way through time). One of the major themes I emphasize is law, government control,

and the response of the people. As we continue throughout history, law and justice becomes more complicated, thus the response of the people becomes more complicated. I think that one of the best ways to familiarize students with the development of justice, especially as it relates to our own in the United States, is to teach them about the development, and ultimate decline, of the Roman government. Since World History can often seem irrelevant to many of our students, it is important that we ask them to make connections to modern society, especially the current government in the United States.

My first goal is for students to know the origins of Rome. How was Rome founded? How did the Roman Republic develop? They must also know exactly how the government was organized. Knowing the basics of government organization will give students insight on government participation based on social class. Could all members of society participate in the government? What were the roles of the upper, middle, and lower class? What were the societal expectations of women and minority groups within ancient Rome? Students will also examine the reaction that certain individuals had towards inequalities within the Republic. This will also be a good place for students to determine if inequities create structure or chaos within society. This is another area where they can easily make comparisons to the United States government. Students will be asked, based on their knowledge of Rome and of the United States, if they believe that society has changed from then until now. How is government participation based on social class in our society? What roles do we have based on our socio-economic status? Can all members of our society participate? What are the societal expectations of women in the United States? Student will also discuss how individuals react to inequalities on our society in comparison to how people reacted to similar treatment within the Republic.

Once students have basic knowledge of the beginnings of Ancient Rome, I will emphasize its importance. Students will need to discover reasons for the decline of the Roman Republic, and should have the ability to point out strengths and weaknesses within the Roman governmental system. Upon discovering the reasons for decline, students will be required to determine whether the United States has learned from the weaknesses of the Roman government. What did we adapt from the Romans? What did we leave behind that may have allowed for us to either be a weaker or stronger nation? This is also the point in my unit plan where I will address issues within the Republic related to socio-economic status. Were there certain opportunities granted to certain social classes in the Republic, or was it a place of equity? Students will also make another comparison to the United States government at this point in the unit plan. Is the United States a place of equity when it comes to government benefits and socio-economic status? Are there certain social classes who are “above the law” in our justice system?

After we have delved into issues regarding social class in Rome, we will then discuss applications, and changes made to legal codes, crimes, and punishments in the Roman Republic. We will read and evaluate excerpts from different legal codes that were created within Rome’s classical period. This is the point where we will determine how Roman law changed over the course of time, and where we will discuss how individual rights changed over time. Of course, with legal codes come punishments for

breaking the law. At this point in my unit plan, we will discuss punishments for certain crimes in the Roman Republic. How does punishment vary depending on societal status? Based on law, what determines social status? Variation in legal expectations for women will also be discussed in this part of the unit.

Following the decline of the Republic, there is a transitional period between the end of the republic and the official beginning of the empire. The development of triumvirates, power struggles, civil wars, and permanent dictatorships begin during this time. Eventually, Augustus Caesar becomes Principate, and essentially takes on the role of Emperor. The only aspect of the Republic that still remains is the Senate. I will introduce a number of different emperors and describe their rule, changes and reforms they made, and explain how government changes depending on who has control of the government. This is also where I will teach students about the ultimate decline of Rome. Students will evaluate the reasons for Rome's decline, and discuss what the Romans may have been able to do to prevent their ultimate decline. Did Rome need their republican government in order to survive? Could the Republic survive Rome's growth? Students should also be able to notice patterns in history. They should have the ability to point out ways in which the United States is different and similar to both the Roman Republic and the Roman Empire.

### **My School:**

I think it is important for students to study Ancient Rome since it has had such an influence on the development of the United States. Students should learn the reasons why our Founding Fathers were influenced by Greek and Roman government. The Roman government is one that is incredibly similar to the United States government, especially in structure, and in its development of law. It is difficult for students to understand their own government if they do not know where it originated. I teach 9<sup>th</sup> grade Honors World History to International Baccalaureate students who will need to be well prepared not only for future Social Studies courses, but for a continuously changing society in the 21<sup>st</sup> Century United States. It is difficult for students to understand current issues without knowing past events that have shaped them in some way.

International Baccalaureate (IB) is a magnet program that is offered at my school. It is a demanding program offered to students in all grade levels. The program is open to anyone who enrolls and is based on the philosophy that any student can become successfully educated, regardless of their ability upon entering the program. The International Baccalaureate Organization (IBO) is divided into three different levels: The Primary Years (ages 3-11), Middle Years (ages 11-16), and the Diploma Program (ages 16-19). I teach students who are in the Middle Years Program (MYP). IB has its own worldwide curriculum that works well with all state standards, including those in North Carolina. We are required to assess a variety of different types of work based off of the IBO's own rubric system, and, as a school, we are regularly evaluated. Upon completion of the Diploma Program, students complete a number of tests, and based upon their results they may graduate with an IB diploma. Participation in the IB Program and

receiving an IB diploma allows for an opportunity to get accepted to a number of well-respected universities nationwide. There are 3, 083 IB schools offered in 139 countries.<sup>i</sup>

My school is set in an urban area and has a diverse student population. Last year, we had 2, 074 students, although this year we have fewer students because of redistricting and the building of a new high school. Based upon our 2009-2010 NC School Report Card and EOC test scores, we are currently a School of Distinction. Last year, we also barely missed AYP (Adequate Yearly Progress) by four points meeting 22 out of 26 of our targets.<sup>ii</sup> About 28% of our students of my school's population is on free and reduced lunch. My school is about 52% African American, 27% Caucasian, 16% Hispanic, 5% Asian, and <2% Native American.<sup>iii</sup>

### **Objectives:**

The purpose of this unit is for students to make comparisons between the ancient Roman government and the current government of the United States. This should allow students to learn about the past and acknowledge connections between past and present. Students should question ways in which we have learned from ancient Rome as well as ways in which history is repeated. Throughout the unit, students should be able to recognize similar themes such as the idea of compromise within government, ways in which the majority and minority handle issues regarding tolerance and social injustices, and the use of social movements to promote change within a continuously changing and evolving government. For example, students should be able to make comparisons to the changes of the Plebeians as a "working class" to changes many other groups, both of past and present, have experienced in the United States while working towards gaining equal rights within society. Another example of class differences in Rome relates to the reforms suggested by the Gracchi. The Gracchi was two brothers who suggested that the Romans redistribute land and give it to landless farmers. Senate, being made up of wealthy, landowning citizens were strongly opposed to these reforms. Ultimately the Gracchi push for reforms resulted in the death of both brothers. Students could make comparisons to failed reforms in Rome and failed reforms in the United States. I want students to realize that while things change throughout history, and we learn from the shortcomings of past civilizations, such as Rome, that there are many major themes, especially those related to societal inequity, that continue to remain the same, in spite of the fact that the specific groups that may be fighting for justice may vary depending on place and time. By the end of the unit students should also be able to recognize the influence that the aristocracy had on the development and power of the early Roman government. Students should also be able to explain make comparisons to the influence of the upper class in the United States, and possibly recognize the amount of power members of the upper class can have on the government.

### **Strategies:**

I will begin my unit by testing the prior knowledge of students. What do they know about previous forms of government we have discussed (theocracy, monarchy, bureaucracy, democracy)? I will also check to see what they already know about ancient Roman government. Many students should have some background based on the knowledge they obtained in middle school social studies. Along with testing prior knowledge of the ancient world, I will also test their prior knowledge of the United States justice system. I will base how much detail I need to include in my lessons on the prior knowledge of the students. Students will learn about the Roman Republic and Roman Empire in chronological order, but with an emphasis on the development of their government. Students will also learn about Rome's justice system, and the treatment of others based on socio-economic status. They will also be required to make comparisons to modern United States government and justice system. Students will notice similar patterns of the development of both Rome and the United States. Students will also note similarities and differences between the two societies. They should have the ability to analyze and critique both governments and justice systems. Students will also be able to argue which society has or had the strongest government based on their own analysis. This unit also requires the ability to evaluate and analyze primary sources relevant to the topic, especially legal codes. Students will present their knowledge through a number of activities, including a research-based WebQuest<sup>iv</sup>, essay writing, and a class debate.

### **Activities:**

This unit plan will take place over the course of approximately seven days of school, leaving the eighth day for testing. There will be a number of smaller activities including note taking, completion of graphic organizers, and questions pertaining to the topic. I am planning on utilizing four major activities which includes a jigsaw activity<sup>v</sup>, research-based web quest where the final product is an essay, a project on the Roman Emperors, and a class debate.

### **The Development of the Roman Republic (Day One)**

This lesson will begin with a class discussion. Students will be asked questions about previous governments that have been discussed during the course. After the review of previous governments, students will be asked to make a list of anything they know about the ancient Roman government. There will be a brief discussion about the ancient Roman government. Students will then take notes on the origins of Rome, and read a brief story about Romulus and Remus. Once students know the origins of Rome, they will complete a graphic organizer that breaks down the organization of the Roman Republican government. The students will complete the chart in groups. Each group will be responsible for finding information about each faction of the Roman government. As they document information in their chart, they must also write down something that is similarities in the United States government. Students will document their answers on a sheet of poster paper and display it later during a class wide gallery crawl.<sup>vi</sup> Their poster paper will include information about the faction of government they are responsible for,

the equivalent in the United States, and an explanation for their United States equivalent. The students will complete the other portions of their chart during the gallery crawl. After the activity, we will review the chart. Students will be held accountable for their information by completing a quiz either at the end of the Day One lesson, or the beginning of the Day Two lesson.

### The Roman Republic (Day Two)

This lesson will begin with the creation of a class Venn diagram<sup>vii</sup> comparing the Roman Republic to the United States government. Students will make their own individual Venn diagram first, and then we will complete a collaborative Venn diagram on the promethean board. A Promethean board is an interactive whiteboard that is hooked up to the computer. You can also connect to the internet and display interactive websites for students, and you can hook it up to a DVD player and show movies off of the white board.<sup>viii</sup> After the class comparison, students will read and analyze two primary sources. They will read excerpts from the Twelve Tables (which was Rome’s first code of law). They will also be asked to reference similarities and differences between Roman law and US law. For example, US and Roman legal codes both address issues relating to individual rights; however, Roman legal codes placed restrictions on particular groups of people based upon social class, while US law, particularly the Constitution, is based upon the idea of individual freedom regardless of social class. Students could also point out that this was not always the case in the US, thus pointing out yet another similarity between the two. They will also be asked to site changes that were made in the legal codes. After the evaluation of the legal codes, students will copy notes about issues relating to class differences in Rome, specifically between the Patricians and the Plebeians. There will be a class discussion along with the notes about the role social class played in the Roman Republic. After the class discussion, students will complete a WebQuest where they will be required to find information about the following: legal codes, punishments, Roman citizenship, the role of women in Rome, and more specifics about social class. Students will also research the government, crimes, punishments, ideas about citizenship, and the role of women within the Roman Empire. Students will also look for information about the United States justice system. Students will be given a list of questions to answer based on what they are expected to find in the web quest (see attached WebQuest). After completing the WebQuest, they will be required to complete an essay comparing the Roman justice system to the current United States justice system.

Sample Venn Diagram:

<b>Ancient Rome</b>	<b>Similarities</b>	<b>United States</b>
<ol style="list-style-type: none"> <li>1. Temporary dictatorship during a crisis (war, famine, etc.)</li> <li>2. Consuls and other magistrates</li> </ol>	<ol style="list-style-type: none"> <li>1. A system of checks and balances.</li> <li>2. Elected officials</li> <li>3. Leader acts in the interest of the people</li> </ol>	<ol style="list-style-type: none"> <li>1. President/Vice President</li> <li>2. Presidential election every four years</li> <li>3. Women involved in politics</li> </ol>

3. Consuls elected once every year	4. Branches of government	4. Democratic Republic
4. Plebeians and Patricians	5. Judges	
5. Republic	6. Census	
	7. Yearly elections	
	8. Constitution	
	9. Term limits	

### Civic Virtue and Values in the Roman Republic (Day Three)

This lesson will begin with a discussion about civic virtue. Students will be asked to define the term, and determine how it relates to both the Roman Republic and the United States. After the class discussion, students will read a short passage about Cincinnatus. Cincinnatus was a farmer who was chosen to be temporary dictator (Romans allowed temporary dictatorship during a time of trouble and chaos in order to reestablish order). Cincinnatus was idolized as a Roman hero because, rather than abusing his power/opportunity to become a permanent dictator, he allowed for Rome to return to the way it was once he had completed his job (there was a limit to the amount of time one could be dictator, but Cincinnatus had the chance to be a permanent leader). Students will use what they know about United States history and George Washington to compare George Washington and Cincinnatus. At this point, students can easily make a connection to the way both leaders approached limits to their power. An example of this could be the idea of term limits. Students will also be asked if there are any other leaders in our history who they consider to have shown civic virtue. After completing this activity, students will be divided into groups to learn more about civic virtue, and the principles the United States has learned (or not learned) from the Roman Empire. Students will read more about how the Roman republican community operated. Once they are finished they will complete a set of questions about civic virtue. The reading also includes more comparisons between the Roman Republic and the United States. Once the students finish answering the questions in their groups, there will be a class discussion where we will go over the questions. Students will also share their opinions of civic virtue and Roman Republican values. They will analyze and compare Roman values to those of the United States. Students will be asked if there are any specific values that we are lacking in the United States that worked well for Rome, or if they support Roman valued over those of the United States. Students will choose one quality (such as honesty, loyalty, kindness), and find a way to display to another individual. For example, if their virtue of choice is kindness, they may choose to perform a random act of kindness. They must write a page about their civic virtue, why they have chosen it, and what they have done to display that they exhibit their chosen characteristic. This activity will be due for homework the following day.

### Transitions from Roman Republic to Roman Empire (Day Four)

During this lesson, students will learn about the decline of the Roman Republic. At the beginning of the lesson, students will be asked why they think the Roman Republic declined and ultimately fell to permanent dictatorship under the rule of Julius Caesar. Once students point out basic errors, they will ask if they think we, as Americans, have truly learned from the errors of the Romans. They will be asked which faults we have learned from and which areas we have repeated. Students will then record notes and answer questions about the transition from republic to Empire. Students will then watch a brief video from Discovery Education called “Rotten Romans”.<sup>ix</sup> This video is animated, and is an interesting way for students to learn more information about Roman society and government. This is also the point in the unit where students will learn about the triumvirates that were formed. There will be a class discussion about the flaws in sharing “equal” power between three people, and why it caused so much conflict in Rome. We will also discuss how Augustus Caesar handled his power differently, and why he was a political success during the “Augustan Age”. Students will also answer questions about the culture of the Roman Empire and how Rome has changed culturally and politically since the decline of the Republic. These questions will be about cultural characteristics that existed up until the decline of Rome. Students will also obtain information about how the rise of Christianity changed society and politics during the imperial period. After completing the questions, students will be asked to create top ten list of differences, and another top ten list of similarities between Ancient Rome and the United States. They will also make a list of things they would have done differently in order to maintain a stronger government. Students will share their lists during a class discussion. They will be asked which major issues caused the downfall of the republic. They will then be asked about major issues that could cause the destruction of the United States government. They will be asked to note any similarities they may have noticed between the two societies. Once the class discussion has concluded, students will create an analytical time line that traces changes in the empire. The timeline comes with questions that require students to notice changes in Rome over time.

#### Julian Emperors and Good Emperors (Day Five)

In this lesson, students will complete notes on the Julian and Good Emperors. They will then work collectively to complete a chart that includes details of the rule of each emperor. They will complete this chart in pairs, and then share their information on the Promethean Board. Once students complete the chart, they will begin a project on the Roman Emperors. Students will be required to make a cereal box that explains more specifics about one Roman emperor of their choice. On the front of the box, they will have a catchy name for their cereal box and a picture representing their emperor of choice. They will include “ingredients” of what they think makes a good emperor, and list heroic characteristics of their emperor of choice. On the cereal box, students will also list cultural information about Rome during the emperor’s rule, and biographical information on the back of the box. Students will be given a small amount of class time to begin this activity. They will be given an additional five days to have the entire project turned in completed. Students will be given an opportunity to share information about their emperor of choice on the day the project is due. Students will be asked how and why

government varied depending on who controlled the government during the Imperial Age. Students will also be asked to compare the difference between the republican government and the imperial government. They will be asked if the changes helped or hindered the progress and successes of the Roman Empire.

#### Constantine, Diocletian, and the Fall of the Roman Empire (Day Six)

Students will work collaboratively on a chart that documents the decline of the Roman Empire. Students will document the rule of emperors who focused on reform in order to save the empire. They will critique these reforms while determining whether these reforms were ultimately helpful or harmful for the empire. Students will be asked to make connections to United States presidents. Which presidents worked to reform our society? Were their reforms helpful or harmful? Who is our Constantine or Diocletian? Could the United States ultimately have the same fate as the Roman Empire? Why or why not? Students will complete a brief, three paragraph essay about the decline of Rome, then the above questions will be asked as we discuss the essay question. This lesson will conclude with students being divided into two sides in preparation for a class debate that will take place during the next lesson. Each side will be divided into small groups. Students will begin preparing for a class debate that will take place during the next lesson. Some students will be required to argue that the United States government is stronger than the Roman government. The other half of the students will argue that the Roman government was stronger, and that we should have adopted more ideas from their government. Each group will be assigned the side of the argument that they will be defending.

#### Conclusions about the Romans and their Government and Justice System (Day Seven)

Students will be given the opportunity to briefly meet with their small groups in preparation for their class debate. Each small group will be given a chance to speak and state their argument. Students will be expected to use their own knowledge, as well as class information to argue who had the most powerful and efficient government, justice system, and legal system. They will be expected to cite at least two primary sources that they have read and discussed throughout the unit. Students will be graded on their knowledge of the content that they have studied throughout the unit, and their ability to verbally analyze the Roman government as it relates to the United States government. Students should also have the ability to present both sides of the argument. The debate will conclude with a class discussion that will bring together major ideas and issues discussed through the unit plan. Once the debate and class discussions are over, the unit will conclude with a review activity for the test that will be given the following day.

#### **Activity Resources:**

#### **Government Chart for Day One**

## Rise of the Roman Government

<b>Term</b>	<b>Role in Roman Government/Definition</b>	<b>US Equivalent</b>	<b>Illustration</b>
<b>Patricians</b>			
<b>Plebeians</b>			
<b>Consuls</b>			
<b>Magistrates</b>			
<b>Twelve Tables</b>			
<b>Triumvirate</b>			
<b>Dictator</b>			
<b>Emperor/Principate</b>			
<b>Assemblies</b>			

### Quiz to be completed at the end of Day One or beginning of Day Two

#### Roman Government Quiz

Patricians	Triumvirate
Plebeians	Senate
Consuls	Dictator
Magistrates	Principate
Twelve Tables	

1. First citizen.
2. Two chief executives elected each year.
3. Rome's first written legal code.
4. Upper class/aristocracy that controlled the government.
5. When three leaders share equal amounts of power in the government.
6. An absolute leader who seizes power by force.

7. Commoners who originally had fewer rights and less governmental power.
8. These could be consuls, judges, and censors.
9. A body of 300 members who advised magistrates, elected officials, and controlled finances and foreign affairs.
  
10. How did the Plebeians gain more power within the Roman government?
  
11. Who was the first principate?
  
12. Briefly describe Rome's system of checks and balances.
  
13. Name one difference and one similarity between the US system of checks and balances and Rome's system of checks and balances.
  
14. What is civic virtue?
  
15. Name one person who you think exhibits civic virtue. Explain.
  
16. What was the purpose of the forum?
  
17. What is a republic? How is it different from a democracy?

### **WebQuest for Day Three**

Divide students into groups of three to four. Have each group of students focus on a specific issue. After researching, have each group teach others in the class about the information they have gathered. As other groups are presenting, have students complete the chart below the Web Quest instructions.

#### **Roman Republic and Empire WebQuest**

Step 1: Go to the following webpage <http://www.roman-colosseum.info/roman-life/index.htm>

Step 2:

##### **Part I Government**

There is a box on the webpage titled "Roman Life Facts and Information". In the box, click any and all links related to government, and read the information. Record notes on anything that you learn about the government. When you finish reading, you should have completed a minimum of one page of notes.

##### **Part II Crime and Punishment**

Return to the original webpage with the box titled "Roman Life Facts and Information". Click on the link that says "Roman Law". Read about Roman law and punishments. If you need to refresh your memory, or if you would like supplementary information, you

may also read the page about the Twelve Tables. There is a link to this page when you click “Roman Law”. You will also need to read the punishments for slaves in Rome. After reading, you will create a comparison chart (it may be a t-chart or a Venn diagram) that compares Roman law and punishment to United States law and punishment. If you are unfamiliar with US law and punishment you may want to open another window to research this information. When you complete the chart, answer this question at the bottom: how does punishment vary based upon social class in Rome? Does punishment vary based upon social class in the United States? Explain your answer.

### Part III Roman Citizenship

Return to the original page. Click on the box that says “Rights of Roman Citizens”. Read the information on this page. Create another chart comparing citizenship in Rome to citizenship in the United States. Do you think citizens have more rights in the United States or in Rome? How does the treatment of noncitizens in Rome compare to the treatment of noncitizens in the United States? Answer these questions under your chart.

### Part IV The Role of Women

Return to the original page. Click on the link that says “Roman Women”. Read the information on this page. You should have completed a page of notes based on what you have read. Why do you think women’s lives were so restricted? How did the role of a woman in Roman society vary based upon social class? To what extent do women still face similar restrictions in the United States?

### Group presentation notes

#### Instructions:

As each group presents, write down three major points of information.

Part I: Government	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
Part II: Crime and punishment	<ol style="list-style-type: none"> <li>1.</li> </ol>

	<ol style="list-style-type: none"> <li>2.</li> <li>3.</li> </ol>
Part III: Roman citizenship	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
Part IV: The role of Women	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>

**Step 3:**

Upon finishing the WebQuest, you will complete a five paragraph essay based upon your research. You need to choose **THREE** areas of interest (for example, your essay may be about law, women, and citizenship). You will explain how each area influenced Roman society and then make connections to modern society in the United States, so you are comparing Roman society to US society.

**Timeline from Day Four**

The Roman Civilization has three very different time periods, the developmental stage called the **archaic** period, the Republic called the **classical** stage, and the Empire period called the **Imperial** Period. Each stage has a beginning, high point, and an end. The entire civilization lasts 1500 years and each period is of equal value.

Start your timeline at 1000 BC and end at 500 AD.

List AT LEAST five major events in each era. List events you consider significant or had the biggest impact.

Pick events from different systems: Political, Social, Economic, Education, and Culture

Label or distinguish by some means each era on your time line. (archaic, classical, Imperial)

Your timeline should indicate the rise and fall of Rome in some way.

Complete your timeline on a separate piece of paper. You may use white paper, or construction paper. Be creative, you may include pictures.

After completing your timeline, create a visual that includes the following information.

1) A chart that looks like this:

Era	Beginning Date	Ending Date
Archaic		
Republic		
Empire		

2) List and describe the following for each era:

- One political event
- One social/cultural event
- One economic event

3) Which period had the strongest political, social, and economic systems? In other terms, which period was the strongest or most effective and tell **why**?

4) The fall of Roman Civilization that actually began with the fall of the Republic and took over 500 years was caused by Political, Social, and Economic reasons. Discuss the fall of Rome by listing Political, Social, and Economic reasons for the fall of Rome.

- Political
- Social
- Economic

How did they interrelate?

Your visual must include all of the following information.

Your visual can be a book, created on construction paper, or created on a sheet of white paper. You can add pictures and make it colorful.

**Cereal Box Project from Day Five**

## Roman Emperor Cereal Box Project

You are to construct a cereal box that provides a description of one of the many Roman Emperors who ruled Rome during the time period we will be studying. Your cereal box will provide insight into Rome, the characteristics of a good emperor, and a brief biographical sketch of your assigned emperor.

1. On the front panel of your cereal box you should include:
  - a. Brand- Your emperors name
  - b. Slogan- Your slogan should be catchy and should symbolize or be representative of your assigned emperor. (Ex: Frosted Flakes... They're Great!)
  - c. Picture- Your picture may be hand drawn or computer generated and should either be of your emperor or symbolic of his rule of Rome (please make the front panel look as attractive as possible)
2. On Side Panel #1 you should include:
  - a. Ingredients of a good emperor.
  - b. Use research and personal opinion to develop a list of ingredients that the ideal emperor or ruler must portray to be an effective leader who is also liked by his people
3. On Side Panel #2 you should include:
  - a. Interesting facts about Ancient Rome
  - b. Try to include information that is unique to the Roman Empire and that gives insight into the significance and advancements of early Romans
4. On the back panel of your cereal box you should include:
  - a. Biographical Information about your assigned emperor. You should include but are not limited to the following information:
    - i. Birth and death date
    - ii. Date of rule
    - iii. When and how he died
    - iv. Who his predecessor and successors were
    - v. Information about Rome during his reign
    - vi. Military or other accomplishments (or lack there-of) during their rule
    - vii. Whether you would consider your emperor to be a good or bad emperor
    - viii. Any other important or interesting information or facts about your emperor

## **THE FALL OF THE ROMAN EMPIRE**

Cause	Description	Affect on Rome
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<b>Weak Leadership</b>	No strong leaders after Good Emperors	Military dictatorship; civil wars for power; violent deaths of leaders
<b>Economic Decline</b>	Government overspending, especially on military and building projects left Rome in debt.	Crime increased; merchants afraid to ship goods; increase in taxes; inflation; decrease in the value of money; increase in prices
<b>Reforms of Diocletian</b>	Absolute ruler; divided the empire in two; increased army to defend empire; new tax system to raise money for gov	Successful reforms; regulated lives of Roman citizens; cause a civil war at the end of his rule bc he left no order of succession
<b>Reforms of Constantine</b>	Continued Diocletian's policies; supported Christianity; built Constantinople as capital; divided the empire	Ended persecution of Christians; led to an empire-wide force of Christianity; creation of new capital created division
<b>Foreign Invaders</b>	Germanic tribes pushed into empire; people from central Asia move to empire; Huns invade Rome	Visigoths and Huns capture and sack Rome; Romans get Huns to withdraw; Barbaric tribes rule most of Italy; Odoacer overthrows last emperor; left Rome in shambles.

1. **On the back, answer the following question:**
2. **What are some changes the Romans could have made in order to save their empire? Do you think the collapse of their empire could have been prevented, or was it inevitable? Explain your answer.**
3. **How is the course of Roman history both different and similar from the course of United States history? Is it possible that the United States could decline? Explain.**
4. **Which American leaders can we compare to Diocletian and Constantine? Who are the major reformers in US history, and have they been successful? Explain.**

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<sup>i</sup> "The International Baccalaureate offers high quality programmes of international education to a worldwide community of schools." The International Baccalaureate offers high quality programmes of international education to a worldwide community of schools. <http://www.ibo.org> (accessed October 28, 2010).

<sup>ii</sup> "NC School Report Cards." ReDir. <http://www.ncreportcards.org/src/> (accessed November 16, 2010).

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<sup>iii</sup> "Education Statistics Access System (ESAS)." North Carolina Public Schools.  
<http://www.ncpublicschools.org/fbs/resources/data/esas/> (accessed November 29, 2010).

<sup>iv</sup> Dodge, Bernie. "WebQuest.Org: Home." WebQuest.Org: Home.  
<http://webquest.org/index.php> (accessed November 29, 2010).

<sup>v</sup> Aronson, Elliot. "The Jigsaw Classroom: A Cooperative Learning Technique." The Jigsaw Classroom: A Cooperative Learning Technique. <http://www.jigsaw.org/> (accessed November 29, 2010).

<sup>vi</sup> Carleton College. "Teaching strategies." SERC.  
<http://serc.carleton.edu/NAGTWorkshops/coursedesign/tutorial/strategies.html> (accessed November 29, 2010).

<sup>vii</sup> New World Encyclopedia. "Venn, John." Info:Main Page - New World Encyclopedia.  
[http://www.newworldencyclopedia.org/entry/John\\_Venn](http://www.newworldencyclopedia.org/entry/John_Venn) (accessed November 29, 2010).

<sup>viii</sup> "Promethean Interactive Whiteboards, IWB and Classroom Technology : Promethean.." Promethean Interactive Whiteboards, IWB and Classroom Technology : Promethean.. <http://www.prometheanworld.com/> (accessed November 29, 2010).

<sup>ix</sup> Discovery Communications. "Welcome to Discovery Education." Welcome to Discovery Education. <http://www.discoveryeducation.com/> (accessed November 29, 2010).

## **Bibliography**

Aronson, Elliot. "The Jigsaw Classroom: A Cooperative Learning Technique." The Jigsaw Classroom: A Cooperative Learning Technique. <http://www.jigsaw.org/> (accessed November 29, 2010).

This website provides more information about the jigsaw activity. It also includes a brief history of the strategy. This website will help teachers implement the strategy. It also includes links to other useful websites that can be useful.

Dodge, Bernie. "WebQuest.Org: Home." WebQuest.Org: Home.  
<http://webquest.org/index.php> (accessed November 29, 2010).

"Education Statistics Access System (ESAS)." North Carolina Public Schools.  
<http://www.ncpublicschools.org/fbs/resources/data/esas/> (accessed November 29, 2010).

This website provides information about WebQuests. Information about where to find WebQuests, how to make WebQuests, and how to share them is available on this page.

Lintott, A. W.. *The constitution of the Roman Republic* . Oxford [England: Clarendon

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Press, 1999.

In this book, Lintott provides details about the organization of the Roman Republic. It contains descriptions of different government roles and information about the influence social class had on the government. The author also provides details about changes that were made within the Roman government throughout the history of the Republic.

Mouritsen, Henrik. *Plebs and politics in the late Roman Republic*. Cambridge, U.K.: Cambridge University Press, 2001.

Mouritsen provides information about the role of the Plebeian class in ancient Rome. He provides details about their role in government, especially their role in the tribunes and legislative assembly. The author also provides details about the election process in the Roman Republic.

"NC School Report Cards." ReDir. <http://www.ncreportcards.org/src/> (accessed November 16, 2010).

This website provides information about all public schools in North Carolina, grades K-12. It can be used to find information about test performance, teacher qualifications, school safety, and other basic school demographics.

"Promethean Interactive Whiteboards, IWB and Classroom Technology : Promethean.."  
Promethean Interactive Whiteboards, IWB and Classroom Technology : Promethean.. <http://www.prometheanworld.com/> (accessed November 29, 2010).  
This website offers more information about the Promethean Whiteboard. Not only does this website provide basic information about the Promethean board, but it also provides research that has been conducted about the use of technology and student performance.

Carleton College. "Teaching strategies." SERC.

<http://serc.carleton.edu/NAGTWorkshops/coursedesign/tutorial/strategies.html> (accessed November 29, 2010).

This website provides information about a number of different teaching strategies, including the gallery crawl. There is only a small amount of information provided about the gallery crawl, but the site provides a link for more examples and explanation of the strategy.

"The International Baccalaureate offers high quality programmes of international education to a worldwide community of schools." The International Baccalaureate offers high quality programmes of international education to a worldwide community of schools. <http://www.ibo.org> (accessed November 29, 2010).

The IBO website provides a number of different resources for teacher and also includes a thorough explanation of how their organization operates. The site also explains IB philosophy in more depth. There are a number of resources on this site, and there is also information about becoming an IB school.

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New World Encyclopedia. "Venn, John." Info:Main Page - New World Encyclopedia. [http://www.newworldencyclopedia.org/entry/John\\_Venn](http://www.newworldencyclopedia.org/entry/John_Venn) (accessed November 29, 2010).

The New World Encyclopedia explains the history of the Venn diagram and provides a biography of the inventor of the Venn diagram, John Venn.

Discovery Communications. "Welcome to Discovery Education." Welcome to Discovery Education. <http://www.discoveryeducation.com/> (accessed November 29, 2010). Discovery Education is an excellent resource for educators. The site provides a number of educational videos for all subject areas. Educators are able to download videos and video clips to show students. Membership is required in order to use the site.

### **Teacher Resources**

Ramirez, Susan E., Peter N. Stearns, Samuel S. Wineburg, and Steven A. Goldberg. *Holt world history: human legacy*. North Carolina ed. Austin, Tex.: Holt, Rinehart and Winston, 2008.

This is the World History book used by my school district. This is a good place to find basic information and ideas for instructional activities. The textbook is a good tool for helping students answer basic questions within some of the activities provided in this unit.

Tacitus, Cornelius, and D. S. Levene. *The Histories*.. Oxford : Oxford University Press, 1997.

*The Histories* is an excellent primary source that provides insight on the imperial period of Rome's history. Tacitus includes information about the Roman military, government, and society. This is also a good resource for students.

*We the people the citizen and the Constitution*.. Calabasas, Calif.: Center for Civic Education, 1995.

This book includes reading that was required in Lesson 3 of this unit plan. There is a section in the book that further explains the Roman Republic and describes the importance of civic virtue. It also includes a number of questions which force student to think critically.