

# Roman with the Times

## 1. Question & Research Task

The earliest Roman civilizations thrived nearly 2,700 years ago. It might seem hard to believe that the activities of people who lived so long ago could still be relevant in modern times.

Yet Roman achievements in the arts, government, science, math, literature, and other areas continue to impact our lives.

We will investigate the contributions of the ancient Romans in order to answer the inquiry question:

***Which of the ancient Romans' achievements have had the greatest impact on the way we live today?***

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Click the image above to watch a video about Ancient Rome.

Image Source: Discovery Education:

## 2. Information Sources

To discover the achievements of the Ancient Romans, use these resources:

### General Sites

- Watch [5 Things You Should Know](#)
- [Primary History: Romans](#) (BBC)
- Watch [Ancient Rome](#)
- [Ancient Rome for Kids](#)
- [The Roman Empire](#) (PBS)
- Watch [Roman Republic BrainPop](#)
- [Ancient Rome](#) (Kids Konnect)
- [Ancient Rome: Rise to Power](#)
- [Rome: The Early Republic](#)

### Architecture

- Watch [Roman Concrete](#)
- Watch [The Roman Arch](#)

### Government and Law

- [History of Ancient Rome \(Ducksters\)](#)
- [Roman Government](#)
- Watch [History vs. Augustus](#)

### Language/Literature

- [Roman Art and Literature](#)
- [Ancient Roman Art Facts](#)

### Mathematics

- [On Roman Numerals](#)
- Watch [The Roman Numeral System](#)

### Technology/Engineering

- [Aqueducts](#)
- [Building Wonders: Aqueducts](#)

### 3. Student Activity

You will use the information sources on Slide 2 to **gather information about ONE major area of achievement** of the ancient Romans.

Use this [graphic organizer](#) to take notes.

Think about:

- What were the major achievements of the Romans or Romans in the area I am researching?
- What made these achievements unique, special or extraordinary?
- How have these achievements impacted how we live today?



Relief of Roman soldiers in the Vatican, Rome

Image Source: Pics4Learning



## 4. Assessment Activity

So, which achievement had the greatest impact on life today? Think about the three focus questions that you researched. Then, create the following:

**#1: The Pitch** - Write a one-paragraph [pitch](#) to convince others that the achievements you researched have had a significant impact on the modern world and life today. Use the resources on Slide 5 to help you cite your sources and avoid plagiarism.

**#2: The Visual** - Create a visual—such as a Google Slide, model, drawing or poster—to illustrate your pitch. Use the following for images.

- [Wikimedia Commons--Ancient Rome](#)
- [Creative Commons Search](#) - Includes Google Image Search
- [Ancient Roman Picture Gallery](#)
- [Ancient Rome in Pictures](#)
- [Free Ancient Rome Clipart](#)
- [Pics4Learning](#)

**#3: The Presentation** - In small groups, you will present your pitch and visual about how your achievement had a significant impact on life today. Students will use a [continuum](#) to rank your achievement against the others presented.



The Colosseum in Rome, Italy

Image Source: Pics4Learning

# 5. Enrichment Activities

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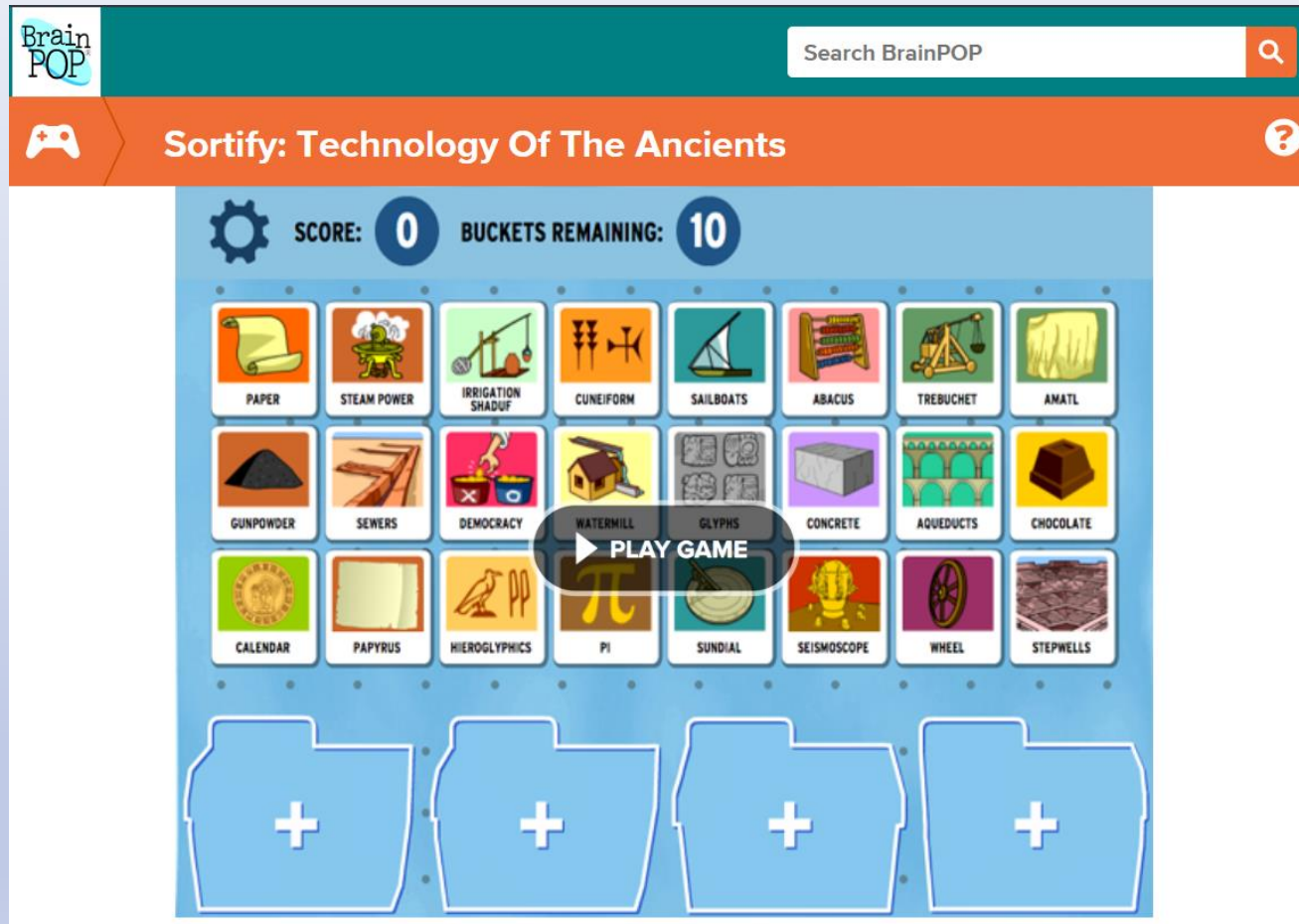
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Test your knowledge of technologies developed by different ancient civilizations!

Play the BrainPop Game [Sortify: Technology of the Ancients](#)

- Click the question mark on the top right corner of the game screen for directions.

# 6. Teacher Resources

## BCPS Curriculum

**SK.1.** Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

**SK.2.** Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.

**SK.4.** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.

**SOC.1:** Examine the roles of individuals within imperial societies based on characteristics such as social class, gender, and ethnicity.

**POL.1:** Analyze the development and role of government in shaping imperial societies and civilizations.

## Common Core State Standards for English Language Arts & Literacy

**Reading: 1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**Writing: 7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**AASL Standards Framework for Learners** Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

## P21 Framework: 21<sup>st</sup> Century Student Outcomes

**3. Information, Media & Technology Skills: Information Literacy:** Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

**ICT Literacy:** Use technology as a tool to research, organize, evaluate and communicate information.

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## Grade 6, Social Studies: Emerging Powers

**Time Frame:** Three fifty-minute class periods

### Differentiation:

- Direct students to use comprehension tools included in databases, such as: audio read-aloud, labeled reading levels, and embedded dictionaries.
- Organizers may be modified to meet the needs of students.
- Activity Assessment: Students may choose to hand write their response to the question.

**Notes to the teacher:** Look over the resources on Slide 2. You may choose which sources you would like the students to use. Slide 4 provides some presentation options, but feel free to change them to meet the needs of your class.

Have students use learning supports provided in any [BCPS-licensed Digital Content](#) included in this lesson. Refer to [Digital Content Links, Usernames, and Passwords](#) for login information as needed.

Last updated: July 2023 Use this form to [Report Broken Links](#)

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