

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 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>

DVD Content

This program is available in an interactive DVD format. The following information and activities are specific to the DVD version.

How To Use the DVD

The DVD starting screen has the following options:

Play Video – This plays the video from start to finish. There are no programmed stops, except by using a remote control. With a computer, depending on the particular software player, a pause button is included with the other video controls.

Video Index – Here the video is divided into four parts (see below), indicated by video thumbnail icons. Watching all parts in sequence is similar to watching the video from start to finish. Brief descriptions and total running times are noted for each part. To play a particular segment, press Enter on the remote for TV playback; on a computer, click once to highlight a thumbnail and read the accompanying text description and click again to start the video.

Curriculum Units – These are specially edited video segments pulled from different sections of the video (see below). These nonlinear segments align with key ideas in the unit of instruction. They include onscreen pre- and post-viewing questions, reproduced below in this Teacher's Guide. Total running times for these segments are noted. To play a particular segment, press Enter on the TV remote or click once on the Curriculum Unit title on a computer.

Standards Link – Selecting this option displays a single screen that lists the national academic standards the video addresses.

Teacher Resources – This screen gives the technical support number and Web site address.

VIDEO INDEX

I. Rome's Beginnings (30 min.)

Explore the beginnings of the Roman Empire, from its earliest inception as an Etruscan city to its recreation a republic.

II. Inside Byzantium (5 min.)

Explore the Byzantine Empire and see how the remains of the Roman Empire mixed with other cultures to create a society that still influences our world today.

III. Islam: History and Teachings (5 min.)

Founded 1,400 years ago, the Islamic religion is followed by millions of people around the globe. Learn about the teachings of Muhammad and the five pillars of Islam.



IV. Suleiman, Magnificent Leader (6 min.)

Suleiman was the best-known ruler of the Ottoman Empire. Learn about the life and legacy of the man known as “The Law-Giver.”

CURRICULUM UNITS

1. Organizing an Empire

Pre-viewing question:

Q: What do you think were the greatest achievements of early Rome?

A: Answers will vary.

Post-viewing question:

Q: How was the city of Rome organized?

A: The Romans relied on urban planning techniques. They built large public storehouses and installed citywide sewage systems. Perhaps their greatest achievement was the aqueducts, which guaranteed a continual flow of fresh water into the city.

2. The Etruscan Artisans

Pre-viewing question:

Q: What are some of the earliest civilizations that you know about?

A: Answers will vary.

Post-viewing question:

Q: What was the Etruscan civilization like?

A: The Etruscans created sculptures using the metals they mined from beneath their lands. They traded their artworks with the people in other nations. Etruscan woman enjoyed more freedom than most other women of the time, but all Etruscans were sharply divided by class. Despite their many talents, the Etruscans left no written record.

3. A Darker Side of Life

Pre-viewing question:

Q: Why do you think many early civilizations believed in human sacrifice?

A: Answers will vary.

Post-viewing question:

Q: What kinds of things did Rome take from the Etruscans?

A: The people of Rome learned almost everything from the Etruscans. Etruscan engineers showed the Romans how to drain the marshes where Rome now stands and channel the water into underground sewers. Etruscan architects and builders laid out the forum as a public square. The Romans also took the brutal practices of slavery and human sacrifice from the Etruscans.

4. Hints of Decline

Pre-viewing question:

Q: What are some things that cause an empire to decline?

A: Answers will vary.



Post-viewing question:

Q: What were some of early signs of Rome's decline?

A: Though the glory of Rome was in its height during Emperor Augustus' reign, there was already a hint of decline. The empire had been through decades of civil war; bitterness and political intrigue ran rampant.

5. Rome's Mythical Origins

Pre-viewing question:

Q: What are some stories and myths that have been passed down in your culture?

A: Answers will vary.

Post-viewing question:

Q: Who were the augers?

A: The augers were early Roman priests. They interpreted signs as the will of the gods. They studied the movements of birds, the weather, and the entrails of sheep before making their pronouncements, called auguries.

6. The Census

Pre-viewing question:

Q: What do you think made Rome different from other cities of the time?

A: Answers will vary.

Post-viewing question:

Q: What did the census do for the Romans?

A: History's first census, conducted in the sixth century B.C., detailed every Roman's obligation to the city: To obey its laws, pay taxes, and do military service. The census also gave Romans certain rights. Romans were given a say in how their city was run, in proportion to their contributions. Finally, the census decreed that each of Rome's social classes should contribute a group of soldiers for Rome's defenses.

7. Birth of a Republic

Pre-viewing question:

Q: What would be some pros and cons of living in a monarchy?

A: Answers will vary.

Post-viewing question:

Q: Why did the Romans revolt against the Etruscans?

A: The Romans grew tired of the decadence and brutality they saw under the Etruscan kings. A revolt forced the royal family to flee for their lives. After declaring they would never again be ruled by a king, the Romans decided to create a republic that would be ruled by laws and elected officials.

8. Rome's Rise and Fall

Pre-viewing question:

Q: What were the stoic virtues upheld in the Roman code of honor?



A: Valor, discipline, and self-sacrifice

Post-viewing question:

Q: What was the setback that haunted Rome forever?

A: In 386 B.C. Celts from Gaul (present-day France) had asked for territory in central Italy after being forced from their homeland. When Rome refused the Gauls attacked Rome and sacked the city. The Romans escaped being slaughtered only by paying the Gauls to leave them in peace.

9. The New Rome

Pre-viewing question:

Q: In what ways have other cultures and traditions influenced your own?

A: Answers will vary.

Post-viewing question:

Q: What things did the Byzantines borrow from other traditions?

A: The Byzantine Empire preserved the heritage and traditions of Rome, but it also borrowed heavily from the Greeks, Persians, Egyptians, and other cultures. Constantinople became a place where eastern and western traditions were merged.

10. The Teachings of Muhammad

Pre-viewing question:

Q: What do you know about Islam?

A: Answers will vary.

Post-viewing question:

Q: How do mosques differ from churches or temples that you have visited?

A: Answers will vary.

11. Rituals and Practices of Islam

Pre-viewing question:

Q: What are some religious rituals and practices you perform?

A: Answers will vary.

Post-viewing question:

Q: What are the five pillars of Islam?

A: The five pillars of Islam define duties that must be performed. These duties include: declaring one's faith, ritual prayer, charity, spiritual discipline and fasting, and pilgrimage.

12. The Lawgiver

Pre-viewing question:

Q: What do you think it takes to be a great ruler?

A: Answers will vary.

Post-viewing question:

Q: What was the reign of Suleiman like?



A: Suleiman revised Ottoman laws and improved the justice system, earning him the name "The Law-Giver." He was a patron of literature and the arts who surrounded himself with writers, poets, and musicians and even wrote poetry himself. He hired great architects to build magnificent mosques and other buildings throughout the empire. He even freed people who had been unjustly imprisoned and allowed people to move up in social rankings based on their merit. Suleiman allowed conquered people to continue practicing their own religion instead of Islam, as long as they professed loyalty to him.

