

7 Humanities [Unit 2]: The Mediterranean World – Ancient Rome

Achievement Standard:

By the end of Year 7, students suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups. They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society. They identify past events and developments that have been interpreted in different ways.

Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop questions to frame a historical inquiry. They identify and select a range of sources and locate, compare and use information to answer inquiry questions. They examine sources to explain points of view. When interpreting sources, they identify their origin and purpose. Students develop texts, particularly descriptions and explanations. In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information.

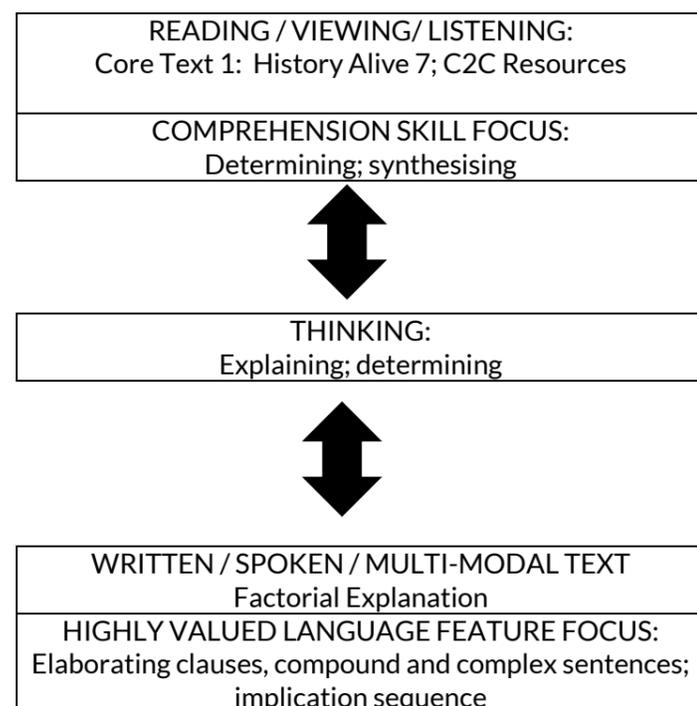
Unit Specific Information

In this depth study, students will investigate and develop an appreciation of the features of Ancient Rome, and the legacy that the society had on the modern world. They will investigate the following questions: Why did the earliest societies develop and what emerged as the defining characteristics of this period?

The content provides opportunities to develop historical understandings through the key concepts of interpreting and using evidence to identify the changes and continuities in the role of certain groups over time.

Assessment Details:

1. Assignment – Factorial Explanation: Term 2 Week 5



Priority Standards

	Change and Continuity	Incorporate relevant evidence
4	In addition to Score 3, I can use my understanding of change and continuity to describe the effects of an action and apply this in other subject areas.	In addition to Score 3, I can manipulate evidence identified in sources to organise and support my arguments that go beyond what has been taught and apply this to other subject areas.
3	I can: suggest reasons for change and continuity over time	I can: use historical terms and concepts, incorporate relevant sources, and acknowledge sources of information within descriptions and explanations
2	<p>Recognise or recall specific terminology, relevant to:</p> <ul style="list-style-type: none"> - change, continuity, useful, identify, categorise, explanation, integrate, evidence, direct, quotation, paraphrasing, reference, tone, contraction, colloquialism. <p>Performs basic processes, such as:</p> <ul style="list-style-type: none"> - Identify important information from historical sources that suggests continuities or changes about the topic - Categorise useful information into changes or continuities - Identify reasons as to why the information was a change and/or continuity - Form an explanation as to why the actions/events were a change and/or continuity - Integrate source evidence through direct quotation and paraphrasing to justify your conclusions - Reference sources by their source number (e.g. Source 1) - Maintain a formal tone through the use of: third person, past tense, no contractions or colloquialisms 	<p>Recognise or recall specific terminology, relevant to:</p> <ul style="list-style-type: none"> - evidence, paraphrase, quote, reference, acknowledge, relevant, determine, explicit meanings <p>Performs basic processes, such as:</p> <ul style="list-style-type: none"> - understand the purpose of inquiry questions - determine the key evidence relevant to inquiry questions by highlighting sources - use graphic organisers (table) to organise evidence effectively - identify where evidence is needed to support explanation of factors - embed evidence effectively through use of direct quotes or paraphrasing - use appropriate forms of referencing of sources
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes

YEAR 7 COURSE OVERVIEW

TERM 2: Ancient Rome 753 BCE to 476 CE

Guaranteed Vocabulary:		Design Question Four Strategy	Design Question Five Strategy	21 st Century Skill:
Patricians Plebeians Equestrians Women Slaves Gentiles Consul Tribune	Aqueducts Roman Roads Senate Emperor Caesar Republic Empire Pax Romana Pontiff	<p>Element 9: Using Structured Practice Sessions Students will be explicitly taught and guided through the skills needed for the assessment task. Here students will develop an understanding of how to take structured notes and use graphic organisers appropriately. Students will also be taken explicitly through how to write a factorial explanation.</p> <p>Element 10: Examining Similarities and Differences Students will be presented with scenarios where they will compare and contrast how Romans responded to differing challenges such as changes and continuities in roles in society, daily life, warfare, or death, political differences and religious customs.</p>	<p>Element 12: Engaging Students in Cognitively Complex Tasks. Students will be guided through an investigation of the role of a significant individual in ancient Rome's history such as Julius Caesar, Marcus Tullius Cicero, Marcus Aurelias or Augustus</p>	<p>Critical Thinking Students will develop an understanding of how to analyse, categorise and use sources effectively to identify changes and continuities in the roles in society and suggest reasons for this.</p>
Guaranteed Skills/Language Features:		Reading Comprehension Skill and Strategy	Cognitive Verbs:	ICT to Enhance Learning:
<ul style="list-style-type: none"> Be able to interpret & analyse a source Be able to explain the purpose of focus questions Be able to note take appropriately and categorise information into graphic organisers Be able to summarise Be able to identify and categorise sources into whether they are changes and/or continuities Be able to present findings in the form of a factorial 		<p>Determining importance Students practice the ability to decide what is the 'need to know' information from a source. This will be through the use of structure note-taking and double-entry diaries.</p> <p>Suggested Strategies: Three level reading guide p.214 Double-Entry Diaries p.98 Structured note taking p.200</p> <p><i>Doug Buehl (2014) Classroom Strategies for Interactive Learning</i></p>	<p>Explain – Make an idea or situation plain or clear by describing it in more detail or revealing relevant facts; give an account; provide additional information</p> <p>Determine – Establish, conclude or ascertain after consideration, observation, investigation or calculation; decide or come to a resolution</p> <p>Key terms:</p> <ul style="list-style-type: none"> There are several reasons for... The factors that contribute to this are... An effect of...is... The major cause of...is... 	<ul style="list-style-type: none"> Ω Using ICT to create engaging presentations Ω Engage with online learning platforms such as Education Perfect & Blackboard Virtual Classroom.

explanation based on source evidence			
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YEAR 7 COURSE OVERVIEW

TERM 2: THE MEDITERRANEAN WORLD - ROME 753 BCE to 476 CE

Learning Goals:

Strands & Sub-Strands	Australian Curriculum Content Descriptors	Kirwan High Learning Goals
Overview	<ul style="list-style-type: none"> The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies in places including Australia, Rome, Greece, Rome, India and China. The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries. The history content at this year level involves two strands: historical knowledge and understanding, and historical skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions. 	<ul style="list-style-type: none"> Understand aspects of culture that existed in the Ancient Roman world, based upon source material
	<ul style="list-style-type: none"> Key features of ancient societies (farming, trade, social classes, religion and rule of law) 	<ul style="list-style-type: none"> Understand the importance of the social class that existed in Ancient Rome, including the roles each class played Understand the importance of religion in the structure of Ancient Roman burial practice and cultural norms
Historical Knowledge	<ul style="list-style-type: none"> The physical features of ancient Rome (such as the Italian Peninsula) and how they influenced the civilisation that developed there 	<ul style="list-style-type: none"> Mark out physical features of Rome on a map and be able to explain the role of <u>geography on Roman society</u>
	<ul style="list-style-type: none"> Roles of key groups in ancient Roman society (such as the Patricians, Equestrians, Plebeians, bureaucracy, military, women, slaves, gladiators), including the influence of law and religion 	<ul style="list-style-type: none"> Mark out the social structure of Ancient Rome using a social pyramid Explain the role of each social group in Roman society Examine the structure of Roman government and how they relate to his power over others.
	<ul style="list-style-type: none"> The significant beliefs, values and practices of the ancient Romans, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and politics 	<ul style="list-style-type: none"> The role of a significant individual in ancient Rome's history such as Julius Caesar or Augustus Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of the Roman empire (including its material remains), and the spread of religious beliefs Roles of key groups in ancient Roman society (such as patricians, plebeians, women, slaves), including the influence of law and religion
Historical Skills	<ul style="list-style-type: none"> Sequence historical people and events Use historical terms and concepts 	<ul style="list-style-type: none"> Create a timeline of the founding of Rome (Aeneid or Romulus & Remus) Construct a glossary of key terms to modify and reflect on. Create a visual representation of Ancient Roman Gods and their roles in society.
	<ul style="list-style-type: none"> Identify questions to inform a historical inquiry Identify and locate a range of relevant sources, using ICT and other methods 	<ul style="list-style-type: none"> Determine the importance of information in a range of relevant source
	<ul style="list-style-type: none"> Identify the origin and purpose of primary and secondary sources Locate, compare, select and use information from a range of sources as evidence 	<ul style="list-style-type: none"> Understand how to interpret a range of sources. Compare and contrast sources to determine usefulness for a topic.

<ul style="list-style-type: none"> Draw conclusions about the usefulness of sources 	
<ul style="list-style-type: none"> Identify and describe points of view, attitudes and values in primary and secondary sources 	<ul style="list-style-type: none"> Define and identify perspectives, attitudes and values. Understand Ancient Roman values and attitudes
<ul style="list-style-type: none"> Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged Use a range of communication forms and digital technologies 	<ul style="list-style-type: none"> Create a paragraph response explaining Ancient Roman values. Develop a timeline correctly. Explain new knowledge by creating own definitions of key words (use knowledge gained in class to create these definitions).

YEAR 7 COURSE OVERVIEW

TERM 2: THE MEDITERRANEAN WORLD – ROME 753 BCE to 476 CE

Possible Habit of Mind: Respond with wonderment and awe

Exploring Meaning of the HOM By the end of this unit students will be able to: <ul style="list-style-type: none"> Appreciate the diverse practices of Ancient Rome. Be able to share this new knowledge with others. 	Expanding Capacity for using the HOM By the end of this unit students will be able to: <ul style="list-style-type: none"> Fun fact of the week (crazy facts about Rome). 	Increasing Alertness for the HOM By the end of this unit students will be able to: <ul style="list-style-type: none"> Reminders in PowerPoints to reflect on their reaction to new knowledge. Students create signs or hand signals to express their wonderment and awe. 	Extending Values of the HOM By the end of this unit students will be able to: <ul style="list-style-type: none"> Ω Respond with wonderment & awe Ω Thinking interdependently 	Building Commitment towards the HOM By the end of this unit students will be able to: <ul style="list-style-type: none"> Ω Persist Ω Think & communicate with clarity & precision
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General Capabilities: This unit provides opportunities for students to engage in following capabilities:

Literacy X Comprehending texts through listening, reading and viewing X Composing texts through speaking, writing and creating <ul style="list-style-type: none"> □ Text knowledge □ Grammar knowledge □ Word knowledge □ Visual knowledge Numeracy <ul style="list-style-type: none"> □ Estimating and calculating with whole numbers □ Recognising and using patterns and relationships □ Using fractions, decimals, percentages, ratios and rates X Using spatial reasoning <ul style="list-style-type: none"> □ Interpreting statistical information X Using measurement	ICT <ul style="list-style-type: none"> □ Applying social and ethical protocols and practices when using ICT □ Investigating with ICT X Creating with ICT X Communicating with ICT <ul style="list-style-type: none"> □ Managing and operating ICT Critical and creative thinking <ul style="list-style-type: none"> □ Inquiring - identifying, exploring and organising information and ideas □ Generating ideas, possibilities and actions X Reflecting on thinking and processes X Analysing, synthesising and evaluating reasoning and procedures	Personal and social capability <ul style="list-style-type: none"> □ Self-awareness X Self-management X Social awareness <ul style="list-style-type: none"> □ Social management Ethical understanding <ul style="list-style-type: none"> □ Understanding ethical concepts and issues □ Reasoning in decision making and actions □ Exploring values, rights and responsibilities □ Intercultural understanding X Recognising culture and developing respect <ul style="list-style-type: none"> □ Interacting and empathising with others □ Reflecting on intercultural experiences and taking responsibility
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Cross Curriculum Priorities:

X Sustainability

Differentiation [for small groups or individuals]:

To be managed by individual teachers to suit the specific learning needs of their students.

