



# LAUSD

## HISTORY-SOCIAL SCIENCE

### STANDARD: 6.7.2

Describe the government of the Roman Republic and its significance (e.g. written constitution and tripartite government, checks and balances, and civic duty).

#### COMMON CORE STATE STANDARDS

##### Reading Standards for Literacy in History/Social Studies 6-12

###### **Key Ideas and Details**

1. Cite specific textual evidence to support analysis of primary and secondary sources.

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

###### **Craft and Structure**

6. Identify aspects of a text that reveal an author's point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts.)

###### **Range of Reading and Level of Text Complexity**

10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

##### Writing Standard for Literacy in History/Social Studies 6-12

###### **Text Types and Purpose**

1. Write arguments focused on *discipline-specific content*.

a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

###### **Production and Distribution of Writing**

3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

###### **Range of Writing**

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### ESSENTIAL QUESTION/ PERFORMANCE TASK

Based on evidence from a background reading and primary sources, students make a claim in response to the prompt:

##### **How does a society determine a person's value?**

Students are required to outline a five paragraph essay and write the first two paragraphs.

#### LANGUAGE OBJECTIVE

Students will use complex sentences to write two paragraphs that describe how a society determines a person's value.

#### ENDURING UNDERSTANDING

Upon completing this three day lesson, students will have the enduring understanding that while a society may value the contributions of people different, each person does make a contribution to society.


#### KEY TERMS AND CONTENT

##### Tier 2 Words

Equality  
Civic duty  
Legions  
Provinces

##### Tier 3 Words

Plebeians  
Patricians

**Note:** The symbol  denotes a differentiation strategy.

## Lesson 6.7.2

### Citizenship in the Roman Republic

#### **Standard:**

6.7.2 Describe the government of the Roman Republic and its significance (e.g. written constitution and tripartite government, checks and balances, civic duty).

#### **Enduring Understanding**

Upon completing this three day lesson, students will have the enduring understanding that while a society may value the contributions of people differently, each person does make a contribution to society.

#### **Language Objective**

Students will use complex sentences to write two paragraphs that describe how a society determines a person's value.

#### **Common Core State Standards:**

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###### Range of Writing

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#### **Materials:**

**Document 1** Background Reading

**Document 2** Procedures for Close Reading

**Document 3** Twelve Tables

**Document 4** Twelve Tables

**Document 5** Twelve Tables  
**Student Handout 1** The Hook  
**Student Handout 2** Visual Analysis  
**Student Handout 3** Visual Analysis  
**Student Handout 4** Prompt Page  
**Student Handout 5** Prewriting

### **Performance Task/Essential Question**

Based on evidence compiled from a background reading and primary sources, students make a claim in response to the prompt:

**How does a society determine a person's value?**

Claims will be supported by three pieces of evidence, selected and cited, from primary and secondary sources. Students are required to outline a five paragraph essay and write the first two paragraphs.



### **Vocabulary**

Students may need frontloading of the following terms:


#### **Tier 2 Words**

- Equality
- Civic duty
- Legions
- Provinces

#### **Tier 3 Words**

- Plebeians
- Patricians

<b>Day 1</b>	
<b>Teacher/Student Activities</b>	<b>Helpful Hints</b>
<p><b><u>Hook</u></b>            Working individually, students are to complete <b>Student Handout 1</b>, which will begin the discussion of a how a society determines the value of its citizens.</p> <p>Students will complete <b>Student Handout 1</b>, by first drawing a picture of themselves in the center circle. Then, have students fill in the circles with as much detail as possible in relation to how they contribute to their home, school, community, and society. Teachers should take a moment to ensure students understand the category of society. Students should share out their answers.</p> <p>Next, have students write in the frame of the circles who values their contributions, creating a frame for a discussion. Students should turn to a partner and ask, "How did you make the decision to include that idea in that circle?" The teacher should select a few students to share out their answers.</p> <p>Next, the teacher should introduce the essential question, "<b>How does a society determine a person's value?</b>" and have students write the question across the top of <b>Student Handout 1</b>.</p>	<p><b><u>Time Suggestion:</u></b>            15 minutes</p>

<p><b>Visual Analysis</b> Divide students into groups of three or four.</p> <p>Each group will analyze one of the images on <b>Student Handouts 2 and 3</b> and complete the associated graphic organizer. After about ten minutes of work time have one group representing each image present, allowing students to complete the graphic organizer for <b>Student Handouts 2 and 3</b>.</p> <p>Students will answer Question Five after they have completed the Background Reading (<b>Document 1</b>)</p> <p><b>Note:</b> The purpose of the activity is to have students practice using <b>evidence</b> to support their responses. Teachers should focus less on a “correct” answer and more on the <b>evidence</b> students use to support their analysis.</p>  <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Students may benefit from the use of sentence frames.</li> <li><input checked="" type="checkbox"/> Limit the number of documents analyzed or to complete the analysis as a whole class activity.</li> </ul>	<p><u>Time Suggestion:</u> 20 minutes</p> <p><b>Question 1:</b> Students should describe who they see in the image.</p> <p><b>Question 2:</b> Students should give a literal description of what they see in the image.</p> <p><b>Question 3:</b> Student answers should include various contributions.</p> <p><b>Question 4:</b> Answers will vary depending on student answers to question 3.</p>
<p><b>Begin Background Reading</b> Distribute <b>Documents 1 and 2</b> to students.</p> <p>Tell students that they are going to engage in a close read of an essay that will teach them about equality in the Roman Empire.</p> <p><b>First Read</b> While reading, students should:</p> <ol style="list-style-type: none"> <li>1. Circle any words they do not know.</li> <li>2. Highlight or underline anything they read connected to the concept of equality.</li> <li>3. Put a plus in the margin for paragraphs they understand and a question mark next to any paragraph that causes confusion.</li> </ol> <p><b>Document 2</b> should be used as a reference for students as they read closely.</p> <p><b>Second Read</b> Next, the teacher should read the text aloud to the students, defining words when needed, clarifying any areas of student confusion, and double checking that students have been able to correctly identify the concepts related in equality in the reading.</p> <p><b>Third Read</b> Students should partner read the document.</p>	<p><u>Time Suggestion:</u> 20 minutes</p> <p><b>Note: This activity will continue on Day 2</b></p> <p>Make references to prior discussions of equality.</p>

When the students have finished the third reading have them complete the text dependent questions by completing a Think, Ink, Pair, Share. This is similar to a Think, Pair, Share except students record their answers before sharing with a partner.

After students have completed the questions, have a few students share their answers with the class to check for understanding. When students share, the teacher should have them refer explicitly back to the text.




- ☒ Read the document to the students and have the students complete the second reading independently.
- ☒ Chunk the reading into smaller sections.
- ☒ Create a word wall for students out of the words in the reading that are confusing. Students may use the word wall as a reference when writing.
- ☒ Provide sentence stems for students to complete answers (the first has been provided as an example).
- ☒ Take notes on post its as they are reading.

Day 2	
Teacher/Student Activities	Helpful Hints
<b><u>Complete Background Reading</u></b> Allow students additional time to complete the background reading, if needed.	<u>Time Suggestion:</u> 20 minutes
<b><u>Reconnecting with the Visual Analysis</u></b> Students should return to the Visual Analysis, <b>Student Handouts 2 and 3</b> , and complete question five using the what they have learned from the Background Reading, <b>Document 1</b> .  Students should turn to a partner and ask, "What value did the people in the image have to the Roman Republic?" Students should press one another to cite <b>evidence</b> from the text.  Student answers will vary based upon their answers to previous questions.	<u>Time Suggestion:</u> 10 minutes
<b><u>Primary Source Analysis</u></b> Students will analyze excerpts from the Twelve Tables of Rome, <b>Documents 3-5</b> .  <b><u>First Read</u></b> The teacher should begin by selecting an excerpt and working with the	<u>Time Suggestion:</u> 20 minutes

<p>whole class, modeling the thinking needed to analyze the source.</p> <p><b><u>Second Read</u></b> Next, have students work in partners or groups to analyze a quote. Note that the third question asks the students to reflect on their own opinion and it is best for students to independently complete this question before sharing with a partner.</p> <p><b><u>Third Read</u></b> Finally, have students analyze a quote on their own.</p> <p>Upon completion of the primary source analysis, have students share out their answers to check for understanding.</p> <div data-bbox="191 655 269 716" data-label="Image"> </div> <p><input checked="" type="checkbox"/> Provide sentence stems for students to complete answers.</p>	
<p><b><u>Introduce the Prompt/Task and Rubric</u></b> The teacher should review <b>Student Handout 4</b>, the prompt, with students, pausing to ensure that students are clear that while they are to outline the arguments for each paragraph, they are only to write the first two paragraphs of the essay.</p> <p>Additionally, the teacher should review the grading rubric with the students, ensuring that students are clear on the expectations for their writing.</p>	<p><b><u>Time Suggestion:</u></b> 5 minutes</p>

Day 3	
Teacher/Student Activities	Helpful Hints
<p><b><u>Prewriting</u></b> The teacher should reconnect students with the prompt and rubric.</p> <p>Students should use <b>Student Handout 5</b> to help them organize their ideas/evidence in preparation for writing in response to the prompt.</p> <p>Paragraph organizers have been provided as an additional support in assisting students with organizing for writing. These should be used at the teacher's discretion.</p> <div data-bbox="191 1562 269 1623" data-label="Image"> </div> <p><input checked="" type="checkbox"/> Scaffold the generation of ideas for each body paragraph using a graphic organizer.</p> <p><input checked="" type="checkbox"/> Students should be encouraged to balance facts with analysis/commentary in the formation of a response to the prompt.</p>	<p><b><u>Time Suggestion:</u></b> 15 minutes</p>

<p><b>Writing</b> The teacher should allow the students the remainder of the class period to complete the writing task.</p>  <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Have students write the essay with a partner.</li> <li><input checked="" type="checkbox"/> Structure the writing time by chunking the task into smaller sections and providing students time to complete each chunk.</li> </ul>	<p><u>Time Suggestion:</u> 35 minutes</p>
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Day 4 (if needed)	
Teacher/Student Activities	Helpful Hints
<p><b>Complete Writing</b> Allow students additional time to complete the writing task.</p>	<p><u>Time Suggestion:</u></p>

## Document 1

### Background Essay: Citizenship in the Roman Republic

#### **civic duty**

the responsibility of citizens to contribute to the welfare of the society

As you remember from our study of Greece, citizenship in Athens focused on the rights of the individual under the law. In the Roman Republic, the emphasis was on a citizen's responsibility to the society, otherwise known as **civic duty**.

#### **legions**

units of the Roman army

Any child born in a legal marriage of Roman citizens was automatically a citizen. However, as the Republic grew, other ways of gaining citizenship became necessary. For example, people could be granted citizenship for outstanding service to the Republic, such as serving 25 years in the Roman **legions**. The children of freed slaves were declared to be citizens. It was possible to buy citizenship, but that was very expensive. Eventually all free people who lived in the Roman Republic were granted citizenship.

#### **Twelve Tables**

the basic laws of the Roman Republic

Under the laws stated on the **Twelve Tables**, Roman citizens had the right to vote and hold public office, and to marry. They had full legal rights, including the right to sign contracts, to appeal court decisions, and to be protected from torture. Both **patricians** and **plebeians** were considered citizens. However, the plebeians had lower social status and their rights were limited.

#### **patricians**

the upper class

#### **plebeians**

the lower class

The rights of citizenship were accompanied by responsibilities. Male patricians were expected to take part in government through service in the legions, voting, and holding various offices. Citizens paid taxes and followed the laws. They produced goods on their farms and in their workshops.

#### **provinces**

conquered areas of the Roman Empire

There were non-citizens in the Roman Republic, whose rights changed over time. At first, conquered people in the various **provinces** had limited rights; these conquered peoples were later given paths to become citizens. Slaves had no rights. They were considered property. Roman women were almost a separate class, they were technically citizens, but their rights were different from the rights of men. Roman women could not vote or hold office. Women did have some personal freedom but little choice over what they would do with their lives. Women were expected to marry and have and raise children.

Non-citizens didn't have all the rights of citizens, but they still were required to contribute their taxes and labor to the welfare of the Republic. Conquered people in the provinces produced trade goods that brought wealth to the Republic. Slaves worked long hours in the fields, in dangerous mines, and in the houses of the patricians.

#### Text Dependent Questions:

1. What was required to become a Roman citizen?

The requirements to become a Roman citizen were

2. What in the text leads you to believe the Roman government wanted conquered people to become citizens?

3. People were not valued equally in the Roman Republic. Using the text, explain the differences in the value placed on people within the Roman Republic.



## Procedures for Close Reading

### First Read

While reading:

1. Circle any words you do not know.
2. Highlight or underline anything they read connected to the concept of equality.
3. Put a plus in the margin for paragraphs you understand and a question mark next to any paragraph that causes confusion.

### Second Read



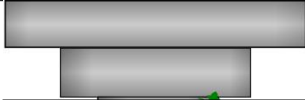
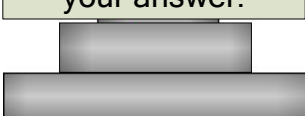


Your teacher will read the text aloud to you, defining any words you do not know.

### Third Read

You will read the document again with a partner and answer the text dependent questions.

## Document 3

Directions: Listed at the top of the graphic organizer is a quote from the Twelve Tables of the Roman Empire. Read the quote and answer each of the questions in the boxes at the bottom of the graphic organizer.

V. "Females should remain in guardianship even when they have attained their majority (adulthood)."		
 <p>1. Based on the background reading and the quote, what can you infer about the Roman view of women?</p> 	 <p>2. What were the Romans trying to accomplish by passing this law? Cite evidence from the background reading to support your answer.</p> 	 <p>3. How does the Roman viewpoint compare with our society's view of women?</p> 
1.	2.	3.

## Document 4

Directions: Listed at the top of the graphic organizer is a quote from the Twelve Tables of the Roman Empire. Read the quote and answer each of the questions in the boxes at the bottom of the graphic organizer.

VI. (in a marriage) “the woman legally is treated as the man’s daughter.”		
1. Based on the background reading and the quote, what can you infer about the Roman view of marriage?	2. What were the Romans trying to accomplish by passing this law? Cite evidence from the background reading to support your answer.	3. How does the Roman viewpoint of marriage compare with our society’s view of marriage?
1.	2.	3.

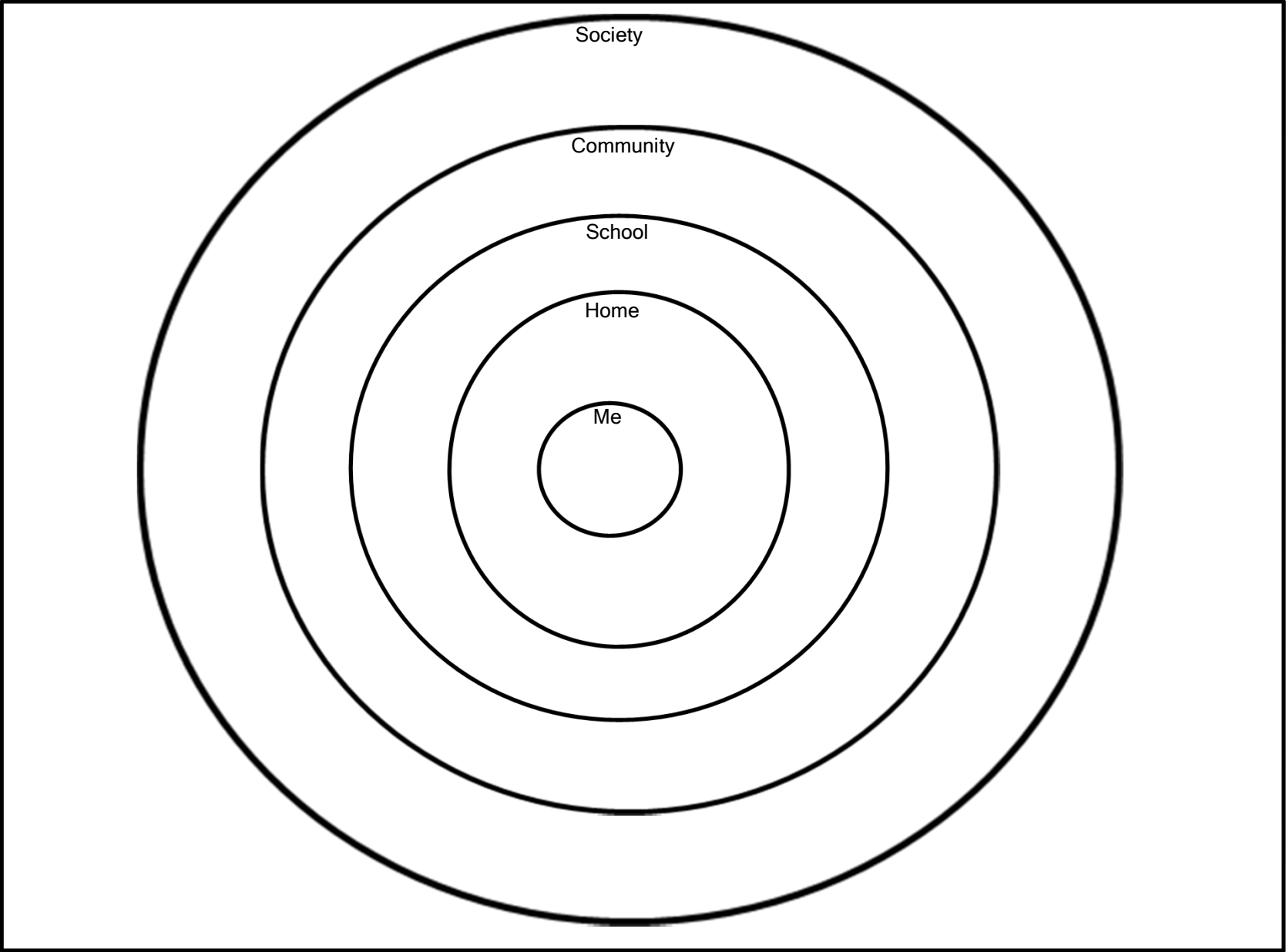
## Document 5

Directions: Listed at the top of the graphic organizer is a quote from the Twelve Tables of the Roman Empire. Read the quote and answer each of the questions in the boxes at the bottom of the graphic organizer.

XI. 1 “Marriage shall not take place between a patrician and a plebeian.”		
<p>1. Based on the background reading and the quote what can you infer about the Roman View social classes?</p>	<p>2. What were the Romans trying to accomplish by passing this law? Cite evidence from the background reading to support your answer.</p>	<p>3. How does the Roman viewpoint compare with our society’s view of social classes?</p>
<p>1.</p>	<p>2.</p>	<p>3.</p>

# Student Handout 1

**Directions:** Begin by drawing a picture of yourself in the center circle. Then, list the ways in which you contribute to each of the groups listed in the surrounding circles. Finally, in the frame, list who values your contributions.



## Student Handout 2

1. Who is in the picture?

2. What are the people in the picture doing?



3. How are the people in the picture contributing to the Roman Republic? Cite specific examples from the picture.

4. How does the action of the people in the image show their value to the Roman Republic? Cite specific examples from the picture.

5. Based on the background reading, determine what value the people in the image had to the Roman Republic

Student Handout 3

1. Who is in the picture?

2. What are the people in the picture doing?



3. How are the people in the picture contributing to the Roman Republic? Cite specific examples from the picture.

4. How does the action of the people in the image show their value to the Roman Republic? Cite specific examples from the picture.

5. Based on the background reading, determine what value the people in the image had to the Roman Republic.

## Student Handout 4

### Citizenship and Equality

#### **Background:**

Throughout history, each society has placed different value on the people who make contributions to that society. Historians determine the value a society places on a person in many ways, including looking at laws and the types of jobs a person held or was not allowed to hold.

#### **Prompt:**

How does a society determine a person's value?

#### **Task:**

Using the background essay and primary source documents you are to:

1. **Outline** a five paragraph essay that builds an argument in response to the prompt.
  - a. Using the prompt as a stem, make a claim about how society determines a person's value.
  - b. Draw evidence from the documents provided and from your knowledge of modern society.
    - i. Modern society examples should be taken from the hook activity and compared to the Roman examples.
  - c. Provide three pieces of evidence from the documents to support your argument.
    - i. Evidence may be selected from any of the documents or visual sources.
  - d. Provide citations for each piece of evidence selected.
2. **Write** the introductory and first body paragraphs of the essay.

#### **Your writing should contain some of following words:**

- Equality
- Civic duty
- Legions
- Provinces
- Plebeians
- Patricians

#### **Content Standard:**

6.7.2 Describe the government of the Roman Republic and its significance (e.g. written constitution and tripartite government, checks and balances, civic duty).

#### **Common Core Writing Standard for Literacy in History/Social Studies 6-12**

##### Text Types and Purpose

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## Student Handout 5

### Prewriting

**Directions:** Using the information provided in the documents, complete the following items. Using this prewriting tool will help you to organize your evidence in preparation for writing. Be sure to reference back to the prompt page and documents as you organize your thoughts.

**Prompt:** How does a society determine a person's value?

**Response:**

A society determines a person's value by \_\_\_\_\_.

**Evidence supporting your opinion:**

1. One of the ways that society determines a person's value is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Source:**

This means that: \_\_\_\_\_  
\_\_\_\_\_

2. Another way society determines a person's value is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Source:**

This means that: \_\_\_\_\_  
\_\_\_\_\_

3. A final way that society determines a person's value is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Source:**

This means that: \_\_\_\_\_  
\_\_\_\_\_