Instructional Unit Title: ALL ROADS LEAD TO FROM ROME ... AND GREECE

The teacher may engage students in gallery walk (e.g. images of Greek and Roman architecture, early Olympics, excerpts from writings of Thucydides) so that students can begin to understand the foundations of classical civilizations and begin to consider the legacy of those cultures.



The teacher may provide maps and images (e.g., Minoan art, digital era maps, Mycenaean artifacts) so that students can explain how the physical geography of Greece influenced the development of early Greek culture and economy.



The teacher may provide primary and secondary sources (e.g., digital era maps, Athenian Constitution, Herodotus' Histories, Spartan and Athenian artifacts) so that students can explain how the physical geography of Greece influenced the development of its political and social structures.



The teacher may provide images, documents, and artifacts so that students can explore the cultural developments (e.g., art, architecture) of the classical Greeks which had a lasting impact beyond their time.



The teacher may provide documents (e.g., Julian calendar) so that students can discover the cultural and social characteristics of the Roman civilization.



The teacher may provide primary and secondary sources (e.g., the 12 Tables, structure of the Roman Republic) so that students can analyze the political and economic foundations of classical Roman civilization.



The teacher may provide students with a primary source set (to be developed by teacher) on Hellenistic Greece so that students can explore how the diffusion of Greek culture influenced subsequent civilizations.



The teacher may provide images, documents, and artifacts so that students can explore the cultural developments (e.g., epics, mythology) of the classical Greeks which had a lasting impact beyond their time.



The teacher may provide primary and secondary sources (e.g., Edict of Milan, Letters of Pliny, writings of Tacitus) so that students can study the development and evaluate the impact of Christianity on the polytheistic Roman society.



The teacher may provide primary and secondary sources so that students can evaluate the lasting legacy of the classical Greek and Roman civilizations.



PERFORMANCE ASSESSMENT: You are traveling around the world with a student travel group to seek out the lasting influence of ancient Greek and Roman civilizations. In order to keep in touch with friends and family at home, you all have decided to keep a travel blog illustrating the roots of Greek and Roman civilizations and the evidence of their lasting influence on architecture, cultural traditions, government, art, literature, sports, etc. As part of your student travel assignment, the blog should include images (as evidence of the Greek/Roman influence), as well as narratives describing the historical roots of the artifact (e.g., a Roman aqueduct - why were they built? How were they built?), where the artifact is located, and how Greek/Roman influence came to that area (e.g., was the location part of the Roman Empire?).

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.