

CFA 2.0 DESIGN TEMPLATE
FUNDAMENTAL COMPONENTS PLUS

GRADE AND CONTENT AREA: Middle School Social Studies

NAME OF UNIT: The Fall of the Roman Empire

TIMEFRAME (UNIT + BRIDGE): 2 Weeks + 2 Day "Bridge"

AUTHORS: Steve Ventura and Tommy Thompson

PRIORITY STANDARDS:

7th Grade Social Studies using Massachusetts State Standards
The Fall of the Roman Empire

7.42 Explain how inner forces (including the rise of autonomous military powers, political corruption, and economic and political instability) and external forces (shrinking trade, attacks, and invasions) led to the disintegration of the Roman Empire.

7.43 Describe the contribution of Roman civilization to law, literature, poetry, architecture, engineering, and technology (e.g., roads, bridges, arenas, baths, aqueducts, central heating, plumbing, and sanitation).

SUPPORTING STANDARDS

CC. WHST.6-8.2.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

“UNWRAPPED” PRIORITY STANDARDS

7th Grade Social Studies using Massachusetts State Standards
The Fall of the Roman Empire

7.42 EXPLAIN how inner forces (including the rise of autonomous military powers, political corruption, and economic and political instability) and external forces (shrinking trade, attacks, and invasions) led to the disintegration of the Roman Empire.

7.43 DESCRIBE the contribution of Roman civilization to law, literature, poetry, architecture, engineering, and technology (e.g., roads, bridges, arenas, baths, aqueducts, central heating, plumbing, and sanitation).

GRAPHIC ORGANIZER

“Unwrapped” Priority Standards CONCEPTS	“Unwrapped” Priority Standards SKILLS	Levels of Cognitive Rigor BLOOM’S / DOK	
<p>INNER (Internal) FORCES</p> <ul style="list-style-type: none"> • Military powers • Political corruption • Economic instability • Political instability 	<p>EXPLAIN (how internal forces led to the disintegration of the Roman Empire)</p>	Analyze 4	DOK 3
<p>EXTERNAL FORCES</p> <ul style="list-style-type: none"> • Shrinking trade • Attacks • Invasions 	<p>EXPLAIN (how external forces led to the disintegration of the Roman Empire)</p>	Analyze 4	DOK 3
<ul style="list-style-type: none"> • Laws • Poetry • Architecture • Engineering • Technology (roads, bridges, arenas, baths, aqueducts, central heating, plumbing, and sanitation) 	<p>DESCRIBE (contributions/laws, literature, poetry, architecture, engineering, technology)</p>	Analyze 4	DOK 2

BIG IDEAS

Both internal and external factors can lead to the demise of a civilization.

Civilizations can make significant social, economic, and political contributions that endure.

ESSENTIAL QUESTIONS

The Roman Empire is dead and gone. Why?

Elements of the Roman Empire still live today. How is this possible?

Essential Questions	Corresponding Big Ideas
<i>The Roman Empire is dead and gone. Why?</i>	Both internal and external factors can lead to the demise of a civilization.
<i>Elements of the Roman Empire still live today. How is this possible?</i>	Civilizations can make significant social, economic, and political contributions that endure.

➤ **UNIT LEARNING INTENTIONS WRITTEN AS STUDENT SUCCESS CRITERIA**
(Fundamentals PLUS)

STUDENT SUCCESS CRITERIA		
Essential Questions	“Unwrapped” Priority Standards	Unit Vocabulary
<p>Respond correctly with your Big Ideas to the unit’s two Essential Questions:</p> <p><i>The Roman Empire is dead and gone. Why?</i></p> <p><i>Elements of the Roman Empire still live today. How is this possible?</i></p>	<p>Demonstrate your ability to do each of the following:</p> <p>7.42 EXPLAIN <u>how inner forces (including the rise of autonomous military powers, political corruption, and economic and political instability)</u> and <u>external forces (shrinking trade, attacks, and invasions)</u> led to the <u>disintegration of the Roman Empire.</u></p> <p>7.43 DESCRIBE the <u>contribution of Roman civilization to law, literature, poetry, architecture, engineering, and technology (e.g., roads, bridges, arenas, baths, aqueducts, central heating, plumbing, and sanitation).</u></p>	<p>Define and use the unit vocabulary terms appropriately:</p> <ul style="list-style-type: none"> • Inner forces • External forces • Autonomous military powers • Political corruption • Economic instability • Political Instability • Shrinking trade • Invasions • Contributions: <ul style="list-style-type: none"> •Civilization •Law •Literature •Poetry •Architecture •Engineering •Technology •Aqueducts •Sanitation

LEARNING PROGRESSIONS SEQUENCED TO UNIT LEARNING INTENTIONS/STUDENT SUCCESS CRITERIA (Fundamentals PLUS)

	Subskills	Enabling Knowledge
	Identify	The location of the Roman Empire on a map (past & present)
	Describe	Internal factors that contributed to the rise and fall of the Roman Empire
	Describe	External factors that contributed to the rise and fall of the Roman Empire
	Compare & Conclude	The most important factors that contributed to the rise and fall of the Roman Empire
	Identify	Contributions from the Roman Empire that moved other civilizations forward are still present today.
	Explore	The similarities and differences between the rise and fall of the Roman Empire and issues facing countries today.

QUICK PROGRESS CHECKS MATCHED TO LEARNING PROGRESSIONS

Subskills	Enabling Knowledge	Quick Progress Checks
Identify	The location of the Roman Empire on a map (past & present).	After instruction, provide students with two maps (past & present) and ask them to locate the Roman Empire. This is important to know since geographical location affects physical areas economically, socially, and militarily.
Describe	Internal factors that contributed to the rise and fall of the Roman Empire	<ol style="list-style-type: none"> 1. Ask students to describe in writing the <i>internal</i> factors that contributed to the rise of the Roman Empire. 2. Soon after, ask students to describe in writing internal factors that contributed to the fall of the Roman Empire.
Describe	External factors that contributed to the rise and fall of the Roman Empire	<ol style="list-style-type: none"> 1. Ask students to describe in writing <i>external</i> factors that contributed to the rise of the Roman Empire. 2. Soon after, ask students to describe in writing internal factors that contributed to the fall of the Roman Empire.
Compare & Conclude	The most important factors that contributed to the rise and fall of the Roman Empire	Ask students to compare the factors that contributed to the rise and fall of the Roman Empire to conclude the most impactful elements.
Identify	Contributions from the Roman Empire that moved other civilizations forward are still present today.	Ask students to participate in a "meeting of the minds" where they create a Venn diagram or T-chart comparing Roman Empire elements that have shaped society today.
Compare & Contrast	The similarities and differences between the rise and fall of the Roman Empire and issues facing countries today	Although the targeted Priority Standards do not ask students to make connections to current day, this is an implied expectation in social studies. This might be informally assessed through class discussions, individual or group written responses.

COMMON FORMATIVE POST-ASSESSMENT**SELECTED-RESPONSE QUESTIONS ITEMS (Aligned to Priority Standards 7.42 and 7.43)**

Students: This assessment contains eight multiple-choice items, one short-response item, one extended-response question, and the unit's Essential Questions requiring your Big Idea responses. *To determine the best answer(s) for each question, please read carefully the entire question and all possible answers.*

Multiple Choice--Write your answer choice(s) on the line in front of each question.

_____ **1. Which statements support how Roman law provided a framework that greatly influenced present law systems in Europe, the Americas, and elsewhere? Select the two best statements.**

- A. The Roman law system is often cited as a guiding framework for the development of legal codes in western countries.
- B. The Roman law system was based on the concepts "guilty until proven innocent" and that different laws are applied to different people.
- C. The legal terminology used in the United States is another legacy of Roman law and is used in many courtrooms.
- D. The Roman law system succeeded in achieving a classless society, which was later copied in Western Europe.

_____ **2. When the Roman Empire began to fail, many people paid high taxes, lived in poverty, and trade declined. Which of the following describe the type of problem that contributed to the Empire's decline?**

- A. Economic
- B. Military
- C. Cultural
- D. Political

_____ **3. The Roman aqueduct system was an important contribution not only to the Roman civilization but to many other civilizations as well. What kind of contribution was this?**

- A. Architectural
- B. Philosophical
- C. Language
- D. Engineering

____ **4. What was the primary purpose of an aqueduct?**

- A. Aqueducts allow people and animals to cross over valleys.
- B. Aqueducts delivered water to cities.
- C. Aqueducts were used for transportation.
- D. Aqueducts provided shelter for the poor.

____ **5. The Romans were known for their advancements in architecture. Which of the following enabled Romans to construct larger buildings than the Greeks?**

- A. Granite
- B. Scaffolding
- C. Arches
- D. Stairways and ramps

____ **6. The Roman Empire collapsed for many reasons. Which of the following best describes the cause of the decline? Select the two best statements.**

- A. The empire became too big to control.
- B. The soil was no longer fertile for farming/agriculture.
- C. The taxes were too high which created poverty.
- D. The laws could no longer be enforced.

____ **7. Which of the following was an immediate result of the fall of the Roman Empire?**

- A. A renewed interest in education and the arts
- B. A period of disorder and weak central government
- C. An increase in trade and manufacturing
- D. The growth of cities and dominance by the middle class

____ **8. Which of the following best characterizes the political system of the Ancient Roman Empire?**

- A. A strong central government
- B. Rule by a coalition of emperors and religious leaders
- C. Universal suffrage in national elections
- D. A strict adherence to constitutional principles

Answer Key for Selected Response Items 1-8:

1. **A and C (2 points if both selected, 1 point if either choice is selected)**
2. **A**
3. **D**
4. **B**
5. **C**
6. **A and C (2 points if both selected, 1 point if either choice is selected)**
7. **B**
8. **A**

➤ DISTRACTER ANALYSES (Fundamentals PLUS)**Distracter Analysis-Item 1**

Correct responses (A and C) indicate the student can correctly identify the foundational framework for modern day legal rules and norms.

Incorrect response (B) indicates confusion about the equality of Roman law, which was based on “innocent until proven guilty”.

Incorrect response (D) indicates confusion about the term “classless society.” Social class in ancient Rome was hierarchical, but there were multiple and overlapping social hierarchies, and an individual's relative position in one might be higher or lower than in another.

Distracter Analysis-Item 2

Correct response (A) indicates that the student is able to correctly identify and connect the vocabulary word to the descriptors in the list.

Incorrect responses indicate that the student cannot distinguish the meaning of the unit vocabulary term “economic”, or that the student struggles with gaining meaning from text. “Economic” is the only correct answer.

Distracter Analysis-Item 3

Correct response (A) indicates that the student is able to correctly identify the connection between engineering contributions from the Roman civilization to other civilizations.

Incorrect responses indicate that the student cannot connect vocabulary terms to their reading and/or is confused about the learning outcome on this portion of the lesson. Functional distracters, like the ones used on this item, could indicate the student is not familiar with engineering contributions.

Distracter Analysis-Item 4

Correct response (B) indicates that the student is able to correctly identify the primary purpose of an aqueduct.

Incorrect responses indicate that the student cannot distinguish the connection between the prefix “aqua” and its association with the word “water”. The student cannot interpret the meaning of an artificial channel for conducting water from a distance, using gravity.

Distracter Analysis-Item 5

Correct response (C) indicates that the student is able to correctly identify that arches supply strength and support to buildings.

Incorrect responses indicate confusion between the function of arches, and the function of granite, stairways/ramps, and scaffolding.

Distracter Analysis-Item 6

Correct Responses (A and C) indicate that the student can identify those statements that best represent the two causes of the fall of the Roman Empire.

Incorrect responses may indicate a lack of knowledge about significant causes of the decline.

Distracter Analysis-Item 7

Correct response (B) indicates the student understands that when the Roman civilization fell, it resulted in uncertainty and chaos. Things did not improve.

Incorrect response may indicate that the student lacks the understanding of the implications when a civilization can no longer sustain itself.

Distracter Analysis-Item 8

Correct response (A) indicates that the student demonstrates knowledge of the Roman Central government. Ancient Rome developed its own form of government that allowed the Romans to govern themselves.

Incorrect responses may indicate students are confused about how Rome was governed and when. Rome, in its earliest days, was governed by kings.

SHORT CONSTRUCTED-RESPONSE QUESTION WITH SCORING GUIDES (Aligned to Priority Standard 7.43)

- 9. In addition to the development of architecture and aqueducts, name at least one technological contribution invented by Rome. In 2 to 3 sentences, explain how this contribution improved their daily life. Your response will be scored according to the success criteria listed on the scoring guide.**

Technological Contribution: _____

Explanation:

Short Response Scoring Guide for Item 9
<p>Exceeds the Success Criteria: Demonstrates all success criteria, plus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Makes connection to personal experience
<p>Achieves the Success Criteria: Demonstrates all:</p> <ul style="list-style-type: none"> <input type="checkbox"/> States accurately a technological contribution <input type="checkbox"/> Explains how the contribution improved a Roman's daily life <input type="checkbox"/> Includes 2-3 sentences in explanation
<p>Developing the Success Criteria:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates two of the Achieves Success Criteria
<p>Beginning the Success Criteria:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates fewer than two of the Achieve Success Criteria

Answer Key for Short Constructed Response Items 9

Commentary: Contributions to be listed could include the creation of roads, bridges, arenas, the development of new building materials, waterways/aqueducts, and the influence of Western law (U.S. Constitution). Other acceptable responses include:

- Architectural styles (arches & columns, domes, sculptures, frescoes, mosaics...)
- Concrete/mortar/cement
- Efficient highway system (still followed today by modern roads)
- Mass entertainment: stadiums & amphitheaters (ancestors of modern stadiums)
- Aqueducts and viaducts (the world's first bridges to cross valleys)
- Thermal baths, central heating and floor heating
- Wine-making (creating a lasting tradition in France, Italy, Spain...)
- Roman alphabet (the world's most widespread writing system)
- Latin language and descendants + influence on other European languages
- Roman legal system (basis of many European legal system to this day)
- The Republic & Senate (inspiration for modern democracies)
- The Julian Calendar (including current names of the months)
- Festivals (Carnival, Christmas, etc. had Roman origins)

EXTENDED-RESPONSE QUESTION WITH SCORING GUIDE

(Aligned to Priority Standards 7.42, 7.43 and to supporting standard WHST.6-8.2)

- 10. The Roman Empire was a very powerful civilization, yet it collapsed. Identify and explain 3-4 internal and external forces that contributed to the Empire’s decline, and analyze how those forces may have impacted each other. Be sure your writing meets the requirements stated on the scoring guide.**

Extended Response Scoring Guide for Item 10
<p>Exceeds the Success Criteria: Demonstrates all success criteria, plus:</p> <ul style="list-style-type: none"> □ Makes a comparison between the fall of the Roman Empire and a recent collapse in another civilization
<p>Achieves the Success Criteria: Demonstrates all:</p> <ul style="list-style-type: none"> □ Identify and explain 3-4 internal and external forces that contributed to the Empire’s decline □ Analyze how those forces may have impacted each other <p>Your writing must include the following:</p> <ul style="list-style-type: none"> • Introduce a topic clearly, organize ideas, concepts, and information • Develop the topic with relevant details • Use precise vocabulary • Provide a concluding statement
<p>Developing the Success Criteria:</p> <ul style="list-style-type: none"> □ Demonstrates 5 of the Achieves Success Criteria
<p>Beginning the Success Criteria:</p> <ul style="list-style-type: none"> □ Demonstrates fewer than 5 of the Achieves Success Criteria

ACCOMPANYING COMMENTARY OR SOLUTION STATEMENT WITH KEY ELEMENTS OF CORRECT RESPONSE (Fundamentals PLUS)

Commentary: During the third century A.D., several factors prompted the weakening of Rome's economy. Hostile tribes outside the boundaries of the empire and pirates on the Mediterranean Sea disrupted trade. Having reached their limit of expansion, the Romans lacked new sources of gold and silver. Desperate for revenue, the government raised taxes. It also started minting coins that contained less and less silver. It hoped to create more money with the same amount of precious metal. However, the economy soon suffered from inflation, a drastic drop in the value of money coupled with a rise in prices.

Agriculture faced equally serious problems. Harvests in Italy and Western Europe became increasingly meager because overworked soil had lost its fertility. In addition, years of war had destroyed much farmland. Eventually, serious food shortages and disease spread, and the population declined.

(Instructor Key)

Overview of the economic factors that contributed to the collapse of the Roman Empire:

- Poor harvests
- Disruption of trade
- No more war plundering
- Gold and silver drain
- Inflation
- Crushing tax burden
- Widening gap between rich and poor and increasingly impoverished Western Empire

In addition to economic factors, there were also political, social, and military issues that contributed to the fall of the Roman Empire:

Political

- Political office seen as burden, not reward
- Military interference in politics
- Civil war and unrest
- Division of empire
- Moving of capital to Byzantium

Social

- Decline in interest in public affairs
- Low confidence in empire

- Disloyalty, lack of patriotism, corruption
- Contrast between rich and poor
- Decline in population due to disease and food shortage

Military

- Threat from northern European tribes
- Low funds for defense
- Problems recruiting Roman citizens; recruiting of non- Romans
- Decline of patriotism and loyalty among soldiers

There are adherents to single factors, but more people think a combination of such factors as Christianity, decadence, monetary trouble, and military problems caused the Fall of Rome. Imperial incompetence and chance could be added to the list.

Essential Questions with Scoring Guide

In this unit, we have learned how to better understand the inner and external forces that led to the disintegration of the Roman Empire. We have had many opportunities to talk and learn about the contributions made by the Roman civilization. You have also had several opportunities to discuss and write about the Essential Questions posted in our room. It is now time for you to write your own response to show what you have learned. Remember to:

- ❖ Read and think carefully about each question.
- ❖ Refer to the scoring guide.
- ❖ Use the correct unit vocabulary.
- ❖ Write in a manner that is legible and courteous to the reader.

Essential Questions:

1. *The Roman Empire is dead and gone. Why?*

2. *Elements of the Roman Empire still live today. How is this possible?*

ESSENTIAL QUESTIONS--BIG IDEAS SCORING GUIDE
<p>Exceeds the Success Criteria: Demonstrates all success criteria, plus one or more:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Makes connections to other areas of school or life <input type="checkbox"/> Provides additional example(s) as part of explanations
<p>Achieves the Success Criteria: Demonstrates all:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Big Ideas stated correctly in own words <input type="checkbox"/> Responses provide supporting explanations <input type="checkbox"/> Uses unit vocabulary accurately and appropriately
<p>Developing the Success Criteria:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates 2 of the Achieves Success Criteria
<p>Beginning the Success Criteria:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates fewer than 2 of the Achieves Success Criteria

ACCOMPANYING COMMENTARY OR SOLUTION STATEMENT WITH KEY ELEMENTS OF CORRECT RESPONSE (Fundamentals PLUS)

EQ 1. A correct Big Idea response should reveal that the student understands that internal and external forces combined significantly to the fall of the Empire. These forces weakened the Empire to the point where external attacks, which had previously been repelled, successfully overran the Empire. Internally, Rome, like other civilizations, had many factors that are believed to be the actual cause of the fall of the Empire. Rome faced many social, economical, and political issues. Many of the social problems in Rome were due to unhappy citizens that were so upset and tired of the widespread slavery as well as losing trust in the army and government.

Students should begin to realize that many modern day societies are facing some of the same internal external forces that Rome experienced.

EQ 2. A correct Big Idea response should reveal that the student understands that societal contributions can have a lasting effect among other societies. For instance, the Romans were inspired by the Greeks and their architecture, but Romans were the ones to use extensively the arch, mosaics, and frescoes. The Romans developed spectator sports beyond anything seen until then. The Greeks invented the Olympic Games (including stadiums), but the Romans gave us the idea of mass entertainment.

The Romans weren't the first to come up with central or floor heating or hot baths, but they certainly spread its use across the Empire. Ironically, it is the Japanese who are fans of hot springs and baths nowadays, not the Europeans. But famous thermal springs still exist in Europe, and were especially popular in the 19th century. Some of these have Roman origins.

Students should begin to realize that societies who make significant contributions can withstand the test of time because of the practical and pragmatic applications of those contributions.

Teachers should encourage students to remember how the Roman Empire expanded and ultimately disintegrated by looking at those cause and effect factors that expanded and hindered the Empire.

