
> > > LESSONS AND ACTIVITIES

LESSON SUMMARY:

Students will be able to:

- compare and contrast the qualifications, rights and responsibilities of citizens in Ancient Rome and contemporary American democratic society,
- identify implications for citizenship in contemporary American society,
- educate students and/or community members about the rights and responsibilities of citizens in contemporary American society.

STANDARDS:

- Students analyze the geographic, political, economic, religious, and social structures during the development of Rome. (*California Content Standards, History/Social Science, Grade 6, World History and Geography: Ancient Civilizations, Standard 6.7*)
- Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty). (*California Content Standards, History/Social Science, Grade 6, World History and Geography: Ancient Civilizations, Standard 6.7.2*)
- Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes. (*California Content Standards, History/Social Science, Grade 6, World History and Geography: Ancient Civilizations, Standard 6.7.3*)
- Students explain the central issues and problems from the past, placing people and events in a matrix of time and place. (*California Content Standards, History/Social Science, Grades 6-8, Historical and Social Sciences Analysis Skills: Historical Interpretation, Standard 1*)
- Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations. (*California Content Standards, History/Social Science, Grades 6-8, Historical and Social Sciences Analysis Skills: Historical Interpretation, Standard 2*)
- Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns. (*California Content Standards, History/Social Science, Grades 6-8, Historical and Social Sciences Analysis Skills: Historical Interpretation, Standard 3*)

ASSESSMENT:

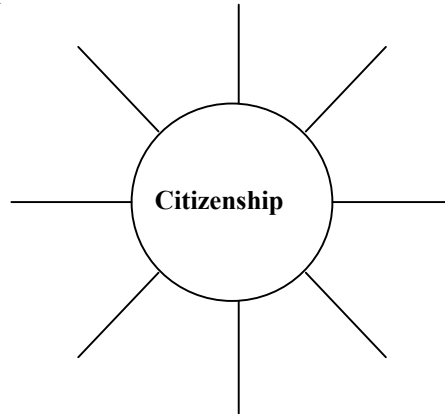
Essay or selective response multiple choice test asking students to respond to item #5 below.

RUBRIC

Feedback and evaluation of the essay will be given using a rubric appropriate to this grade level, and include such elements as: 4= Meets or Exceeds the Standards for Content and Writing. 3= Meets the Standard but does not Exceed. 2= Minimum for passing and need improvement. 1= did not meet the Standards and needs re-teaching. Selective Response. Multiple Choice. True False.

INSTRUCTIONAL ACTIVITIES AND STRATEGIES:

1. **Introductory Activity:** Ask students to brainstorm the idea of “citizenship.” “What comes to mind when you think of the word, ‘citizenship?’” Students work individually to record their responses on a graphic organizer such as the one below. Students share responses in pairs or small groups. Encourage students to add ideas to their graphic organizer. Conduct a quickwrite activity, “What does it mean to be a citizen?”
2. **Citizenship in Ancient Rome:** Ask students to conduct research in small collaborative groups to identify the rights and responsibilities of citizens in Ancient Rome. “How did people become citizens of Ancient Rome? What were their rights and responsibilities?”



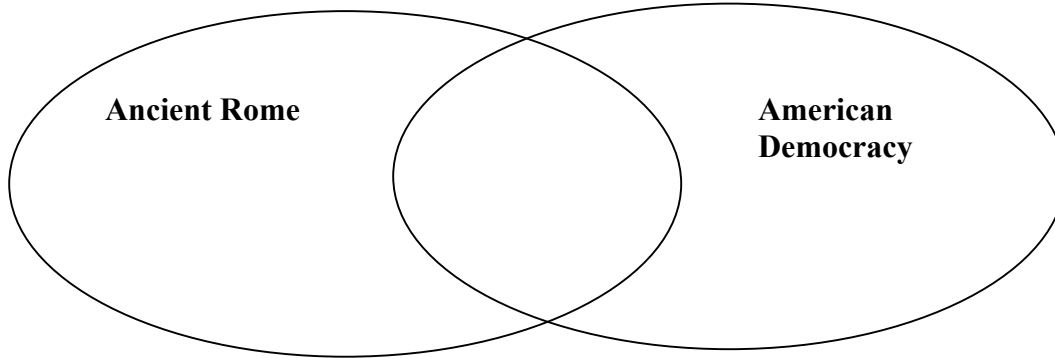
3. **Citizenship in an American Democracy:** Ask students to conduct research in small collaborative groups to identify the rights and responsibilities of citizens in contemporary American democracy. Examine Voting Military Service and Application for U.S. Citizenship. “How do people become American citizens? What are their rights and responsibilities?” Use a graphic organizer such as the one below to record information.

	Ancient Rome	Contemporary American Democracy
Qualifications for Citizenship		
Rights of Citizens		
Responsibilities of Citizens		

4. **Compare and Contrast:** Ask students to compare and contrast issues of citizenship in Ancient Rome and contemporary America. “What are the changes? Do American citizens have more or fewer rights than citizens of Ancient Rome? More or fewer responsibilities?” Use a graphic organizer such as the one below to compare and contrast ideas.

Qualifications, Rights, and Responsibilities of Citizenship

5. Implications for Today’s Citizens: Ask students to brainstorm “What are the advantages to being a citizen in American society today compared to being a citizen in Ancient Rome? What are the disadvantages? What can be done to educate students and/or members of the community about the rights and responsibilities of citizenship?”



6. Service Learning Activity: Ask students to develop and implement a program to educate students and/or community members about the rights and responsibilities of citizenship in a democratic society. Program activities may include:
- Development and dissemination of a brochure
 - Small group discussion forums
 - Community event including guest speakers, legislators, or other public officials
 - Public debate

TIME ELEMENT: 5-6 class periods. 50 minutes per class

MATERIALS/RESOURCES: Glossary of Terms: Republic, Consul, Patrician, Plebeian, Debt Bondage
Hand out of Picture of Roman Government 264 B.C., Chapter 13, page 410 of Textbook A Message of Ancient Days, Houghton Mifflin Social Studies

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