Title: The Pax Romana: A Golden Age for all?

Goal:
To assess Ancient Rome's Golden Age from a plebeian perspective.

Objectives (SWBAT):
1. Evaluate primary sources to determine key trends during the *Pax Romana*.
2. Describe the *Pax Romana* from a variety of perspectives.
3. Explain the political strategy of "bread and circuses" and apply it to other situations.
4. Determine if there is more evidence to consider in assessing a "Golden Age."

Procedures and Activities:
1. NEED Loose leaf paper & pen - 1 page.
3. Discuss the notion of a Golden Age. Introduce the PAX Romana - the 200 year reign of the Roman Empire.
4. Put definition on board: Golden Age is? Peace, prosperity cultural/intellectual achievements. Despite the benefits of the *Pax Romana*, Rome was hated: "Words cannot express how bitterly we are hated among foreign nations" (Cicero).
5. Mention (brief discussion) post WWII USA - Pax Americana. A RELATIVE Peace. The ideal is: The strong are JUST, the weak SECURE, the peace PRESERVED. Not really the case.
6. Explain DO NOW. Three (3) primary sources and four (4) questions. Two questions to be answered on each side of loose leaf.
8. OPTIONS: Student reads out loud while teacher codes while students consider DO NOW questions OR students read quietly while answering DO NOW questions.
9. Wrap up: Citing preliminary evidence for and against a Roman Golden Age. More to follow with accomplishments.

Closure/Formative assessment:
Introduce accomplishments of the 200 year *Pax Romana* This will extend our consideration of the *Pax Romana* Golden Age.

Homework:
NONE.

Technology/media:
Presentation software
Presentation software needed (e.g., *Powerpoint*)

Standards:
9.3 CLASSICAL CIVILIZATIONS: EXPANSION, ACHIEVEMENT, DECLINE: Classical civilizations in Eurasia and Mesoamerica employed a variety of methods to expand and maintain control over vast territories. They developed lasting cultural achievements. Both internal and external forces led to the eventual decline of these empires. (Standards: 2, 3, 5; Themes: MOV, TCC, GEO, GOV, CIV)
9.3c A period of peace, prosperity, and cultural achievements can be designated as a Golden Age.
9.3c.1 Students will examine the achievements of Greece, Gupta, Han Dynasty, Maya, and Rome to determine if the civilizations experienced a Golden Age.
9-10.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<table>
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<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>9-10.RH.2</td>
<td>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</td>
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<td>9-10.RH.4</td>
<td>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</td>
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<td>9-10.RH.5</td>
<td>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</td>
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<td>9-10.RH.6</td>
<td>Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</td>
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<td>9-10.WHST.9</td>
<td>Draw evidence from informational texts to support analysis, reflection, and research.</td>
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<td>9-10.SL.1</td>
<td>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</td>
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**BT.1** Remembering - Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers

**BT.2** Understanding - Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.

**BT.4** Analyzing - Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.

**Attachments:**

PAX-Romana-DO-NOW-Higgins.pptx