

World History 2016

Oak Meadow Coursebook

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Lesson



Ancient Rome

The Roman Empire expanded to cover a vast region. As you learn about it in this lesson, consider what makes a successful empire. What purpose did expansion serve? What do you think is required of an empire such that it is capable of expanding its borders and maintaining control of newly conquered lands for hundreds of years? What type of leadership was needed, and how did a change in leadership styles impact Roman conquest and governance? What rationale did its various leaders use to justify their actions? What impacts did Roman conquest have on those who were conquered? Are there any parallels you can draw to other societies you know today?

In the context of what you learn about the expansion of the Roman Empire, is there ever a time when taking over someone else's land is right, moral, or just? Is there a time when it is not?

Learning Objectives

- Compare and contrast the rise and decline of two ancient empires.
- Identify similarities and differences between ancient Rome and a modern-day country.
- Develop a plan for the layout of a city.

ASSIGNMENT CHECKLIST

- Read about the rise and decline of the Roman Empire.
- Complete comprehension and critical thinking questions.
- Respond to the Central Question.
- Optional activities:
 - Activity A: Pictorial Timeline
 - Activity B: Greek and Roman Architecture

Lesson 4

(continued)

Lesson



Assignments

Reading

Read about ancient Rome and the rise and decline of the Roman Empire (600 B.C.E.–500 C.E.). You can use the assignments and activities below to help guide your research efforts. Remember to scan the visuals that accompany any text you read—they often contain valuable information in a format that highlights relevant connections. Feel free to focus on areas of interest to you in addition to exploring the following topics:

Roman Empire (600 B.C.E.–500 C.E.)

- patricians and plebeians in early Roman society
- Roman law and the Twelve Tables of Rome
- Cathage, Hannibal, and the Punic Wars
- Julius Caesar and Augustus
- reign of the five “good emperors” in the Roman Empire
- the expansion of the Roman Empire
- Roman culture and family life
- Circus Maximus
- Spartacus and slave revolts
- Jesus and the rise of Christianity
- political, economic, and social changes in the Late Roman Empire
- Huns, Visigoths, Vandals, and the fall of the Western Roman empire

Please keep track of the sources you use when researching the reading topics in this lesson and all future lessons. Include a list of both print publications and online sources (including URL) when you submit your assignments.

Think About It

Imperialism is a word used to denote how a powerful nation expands its territory at the expense of another. The Romans had a history of imperialism that went back to their beginnings in central Italy. They conquered other Latin tribes, then the Gauls and southern Italy before crossing the sea to acquire Sicily, Iberia, Macedonia, Greece, Asia Minor, and North Africa. This imperialistic expansion became a key factor in Rome's fall, as its frontiers were too spread out to defend successfully. When Rome could no longer police its borders, it left itself open to determined and strategic attacks from Asian and Germanic warriors. The inability to administer and control its vast territory ultimately led to Rome's decline.

Lesson 4

(continued)

Comprehension and Critical Thinking Questions

1. Compare and contrast the rise and fall of the Roman Empire with the expansion and decline of another ancient civilization you have learned about in Greece, Egypt, Persian, Han China, or Gupta India. What similarities do you notice and what differences? Make your comparison in list form or using some type of graphic organizer (Venn diagram, idea web, etc.). When you have completed your list or diagram, what observations can you draw from it? Considering what you think makes for a healthy or meaningful society, which civilization do you think was the most successful? Explain your thoughts in a paragraph.
2. Outline the economic, political, and social problems that ended the Roman Republic. Then, outline the problems that exist in your own country. How are the outlines similar? How do they differ?

Central Question

As the Roman Empire spread, Romans built cities with streets in a neat grid and public buildings around an open space. Today, urban growth boundaries, planned communities, and other intentional decisions are made by city planners to help shape, define, and give identity to our cities. How can design elements contribute to a healthy, thriving community? Do you like the layout of your city or town? Why or why

Lesson 4

(continued)

not? What elements do you see working well in your community? What is lacking?

Come up with a design for your ideal community, town, or city. You might want to discuss this with others who might want to live there with you. There are no right and wrong answers here—just an opportunity to share ideas and think about how our communal shared spaces affect our lives. What are your priorities and goals for a shared space?

Draw or describe your city design. Take into account any geographic features, such as mountains, rivers, valleys, flood plains, etc. You can specify any type of natural features you'd like to build your town near or around.

Activities

The following activities are **optional**. Feel free to choose any activity that interests you.

- Activity A: Pictorial Timeline
- Activity B: Greek and Roman Architecture

Activity A: Pictorial Timeline

Create a pictorial history of the events in this chapter. Your history might include drawings of events or objects, illustrated maps, diagrams of such things as a Roman bath, charts showing the Roman government's structure during the republic or the organization of the Roman legions, or political cartoons. Include a caption that explains each image.

Activity B: Greek and Roman Architecture

Create a pictorial comparison of Greek and Roman architecture. Use labels, captions, or brief descriptions to highlight the similarities and differences.

FOR ENROLLED STUDENTS

Refer to your course doc for instructions on submitting your work. Check that everything is properly labeled and organized, and notify your teacher when your work is ready for review.

Lesson 11 Renaissance and Reformation/ Europe in Crisis

Do you think humans have the potential to accomplish anything they put their minds to? Do we each have the responsibility to embrace knowledge, cultivate our innate talents, and expand our capacities to their fullest? This is the core ideal of humanism, a driving force during the Renaissance.

Learning Objectives

- Compare and contrast the ideas of Hobbes and Locke.
- Examine themes in Renaissance art.
- Identify modern influences of humanist ideals.

Lesson 11 Assignments

Reading

Read about the Renaissance, the Protestant Reformation and religious conflict in Europe, and the rise of absolute monarchies. During this relatively short period of time there were many political, religious, and cultural upheavals. You can use the following lists to help you identify key areas of importance to help guide your research and reading.

Renaissance (1350–1600)

- Medici family and other patrons of the arts
- Machiavelli's *The Prince*
- Renaissance art and artists

ASSIGNMENT CHECKLIST

- Read about the Renaissance, the Protestant Reformation, and the rise of absolute monarchies.
- Complete comprehension and critical thinking questions.
- Respond to the Central Question.
- Optional activities:
 - Activity A: Physical Ideal of the Renaissance
 - Activity B: Religious Debate
 - Activity C: Versailles
 - Activity D: Mannerism and Baroque Artistic Styles

Lesson 11

(continued)

- Gutenberg’s printing press
- Dante and Chaucer
- humanism

Protestant Reformation and Religious Conflict (1517–1685)

- Martin Luther’s Ninety-five Theses
- Holy Roman emperor Charles V
- Peace of Augsburg
- spread of Protestant religions
- religious wars between Protestants and Catholics
- Elizabeth Tudor and the Church of England
- Phillip II and the Spanish Armada
- Huguenots and the Edict of Nantes
- religious zeal and witchcraft trials
- Thirty Years’ War and dissolution of the Holy Roman Empire

Absolute Monarchies (1550–1715)

- divine right of kings and absolute monarchy
- Cromwell’s revolution and military dictatorship
- William of Orange and establishment of a constitutional monarchy
- the reign of Louis XIV
- Prussia and Austria after the Thirty Years’ War
- Russian czars Ivan IV (Ivan the Terrible) and Peter the Great
- mannerism in art and the baroque period
- William Shakespeare
- Miguel de Cervantes
- Thomas Hobbes and John Locke

Continue to make a list of the print and online sources you use for your research in each lesson, and include this list with your assignments.

Think About It

Reflect on what it would be like to be born to an absolute monarch, knowing from the day of your birth that you, too, were destined by divine right to rule. Imagine growing up believing that your right to rule was granted by God and you only had God to answer to. Imagine, then, what it might be like to have political ideas and religious beliefs turn around in your lifetime so that suddenly your “divine” right is questioned, opposed, and finally taken away. This scene played out over and over across Europe in the late 1600s. How hard would you and your followers fight to retain control of the realm? What would it take to convince you to relinquish control?

Lesson 11

(continued)

Comprehension and Critical Thinking Questions

1. What is a “Renaissance man”? How well might this type of person do in today’s society?
2. Compare and contrast the political thinking of Thomas Hobbes and John Locke.
3. Choose one of the following assignments:
 - a) Renaissance art reflected the humanist emphasis on the individual as the center of the universe, unlimited in the potential or capacity to accomplish all things. Examine samples of the works of Michelangelo, Leonardo di Vinci, and Raphael, and explain how the themes of the works emphasize the individual or “universal” person. Then find examples in modern popular music, film, painting, or advertising that exemplify how humanist ideals influence culture today.
 - b) Why are humans moved to create art? What is the role of art in life? How does preserving masterpiece works of art enrich human culture?

Find two (or more) pieces of art that help answer these questions. Choose one work of art from the Renaissance and one from another time period to respond to the questions

Lesson 11

(continued)

and explain how your choices relate to your answers. For instance, perhaps you feel that one reason humans create art is to commemorate or remember things that happened. In Raphael's famous painting *The School of Athens*, he depicts ancient Roman culture while at the same time immortalizing famous artists of the day (Michelangelo, Leonardo da Vinci, and Raphael himself are painted into the picture to represent famous people from ancient Greece).

Central Question

Maintaining order and increasing political and economic stability has been the primary goal of most modern governments. What is the best way to do this, by extending government controls and powers, or by guaranteeing individual rights and limiting government?

Analyze this question by researching current examples of two governments that have taken different approaches to solving this issue. Write an essay stating your opinion on this issue, as supported by the results of your research. (It might help to consider the philosophies of John Locke and Thomas Hobbes.) Include the sources of your research.

Activities

The following activities are optional.

- Activity A: Physical Ideal of the Renaissance
- Activity B: Religious Debate
- Activity C: Versailles
- Activity D: Mannerism and Baroque Artistic Styles

Activity A: Physical Ideal of the Renaissance

The Renaissance revived the Greek concept that an ideal person participated in a variety of activities, including sports. Research one of the following popular Renaissance games or sports: javelin hurling, tennis, chess, archery, fencing, boxing, falconry, or hunting. Explain how your chosen activity resembles or differs from the same activity today. Prepare an illustrated report with your findings.

Activity B: Religious Debate

Imagine that you are living in Germany in the 16th century. Write a discussion, argument, or debate between yourself and a Catholic or Lutheran during the Reformation. Alternately, you can write a letter to the editor asserting a Catholic or Lutheran point of view regarding the implications of Luther’s reforms on the Catholic Church in Germany.

Activity C: Versailles

Research the building of Versailles, including when and how it was built, the size of the grounds and the palace, and the style of architecture. Also, explore the art that is in the Versailles Museum. Write a summary analysis about how the art and architecture reflect the power and grandeur associated with the reign of Louis XIV. Design a visual aid to accompany your report, using a model, drawings, or photos to illustrate your research.

Activity D: Mannerism and Baroque Artistic Styles

Study the artwork of El Greco, Bernini, and Gentileschi. Identify the characteristics of each of the representative styles of mannerism and baroque as seen in their work, and explain how each achieves the goals of that particular style. Also, identify symbols used by each artist. Finally, express how you personally are affected by each work.

Lesson 11

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