So, you think you can rule an empire?

## Goals & Objectives

Goals: Students will come to understand the personalities of three Roman emperors and learn of some of the challenges they each faced as well as the solutions they came up with and the consequences associated with them.

Objectives: Students will weight their options within the simulation. Students will summarize their experience in a two-page reflection where they will also compare their choices to the choices of the actual emperor.

## California State Content and Common Core Standards

 **CA Content Standard: 7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.**

1. Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribu­tion of news).

Common Core State Standard:

Writing: 10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Lesson Introduction

The teacher will remind students of the lessons they have already had in this unit: “The Strengths of Rome”, “The Weaknesses of Rome”, and “Lasting Contributions of Rome”.

Students will work in pairs and quickly brain storm at least two strengths, two weaknesses, and two lasting contributions of Rome. The teacher will then ask students to consider how these may have affected the life of the Emperor. Which obstacles might he face? What personality traits would be important to have, if any?

### Vocabulary

The list of important vocabulary for this lesson is as follows:

* Republic
* Senate
* Integration
* Citizenship
* Assignation

Studnets will be reminded of these key vocabulary workds. They will have already learned them in the previous lessons of this unit but will need a “refresh” before starting the simulation game.

Students with special needs/ELL/Striving readers will get a worksheet with the vocabulary words already defined along with an image of the word.

### Content Delivery

Students will be reinforcing the knowledge they gained in the unit so far through the use of an online simulation called “Emperor of Rome”. During the simulation, students will be making decisions while playing the role of “Emperor”, and attempt to rule over Rome the best that they can.

Students will start by choosing which emperor they want to “be”. Each emperor has a brief personality description below his name, allowing students to make a choice based on what skills they believe the ideal emperor of Rome should have.

As that emperor, students are then faced with a variety of obstacles that their emperor actually faced. Students will be given different options on how to respond to the situation. After they make their choice, the simulation tells students the results of their decision and includes a comparison to what the actual emperor did to respond.

Link: javascript:launchFlash()

<http://www.pbs.org/empires/romans/special/emperor_game.html>

### Student Engagement

Students will be engaged as they are playing the simulation. Each student will be able to play their own game, and will have to keep track of their choices and the results of their choices in their journals. Students may play through the game multiple times, but they must write down (bullet points etc.) what they are doing each time in the simulation.

### Lesson Closure

Students will be given time at the end of class to write a two page reflection in their journal. Students must reflect on the choices they made (why did they make them? Did they base it on what they’ve learned about the Roman Empire so far? Did they randomly guess?), the results of the choices (How did the people of Rome react to your decision? What choices did they favor? What choices worked or didn’t work in dealing with outsiders?), how their choices differed from the choices of the actual Emperor (if at all), and what would they have done differently after seeing all of their results?

### Assessment

Entry Level: The teacher will assess student’s ability to come up with a list of strengths, weaknesses, and lasting contributions from Rome. If the class on average can not come up with enough points, the material will need to be retaught before students can play the stimulation.

Progress Monitoring: The teacher will walk around the classroom and observe students as they play the simulation. The teacher will asses which students are making educated decisions, who are struggling, and who are clicking at random because they are not engaged with the material. The teacher will scaffold with those who are struggling or not engaged to make sure all students are benefiting from the simulation.

Summative: The teacher will collect student’s journals and grade their two page reflection on the simulation. Based on their reflections, the teacher can make decisions on what materials need to be reviewed for deeper understanding.

## Accommodations for English Learners, Striving Readers and Students with Special Needs

English learners, striving readers, and students with special needs will all be given vocabulary worksheets to help them progress through the simulation. Bilingual partners will be given to ELLs when able.

## Lesson Resources

<http://www.pbs.org/empires/romans/special/emperor_game.html>