

**Humanities and Social Sciences 2024  
Year 12 Ancient History Program – General**

**UNIT 3: Societies and Change**

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| **Unit 3: SOCIETIES AND CHANGE**  **Rome, the Late Republic to the Lex Manilia c. 133–66 BC** | | | | |
| **Course Outline: Unit 3 – Societies and change**  In this unit, students examine the evolving nature of societies and the various forces for continuity and change that exist. They also learn that values, beliefs and traditions are linked to the identity of a society. Students learn that in any period of change there are those individuals and/or groups that support change, but others that oppose it, and that there are different interpretations of the resultant society.  **Course Outcomes**  The Ancient History General course is designed to facilitate achievement of the following outcomes:   * Outcome 1: Historical Skills * Outcome 2: Understanding the Past * Outcome 3: Continuity and change in the ancient world      |  |  | | --- | --- | | **Historical Skills** | **Historical Knowledge and Understanding** | | * Chronology, terms and concepts * Historical questions and research * Analysis and use of sources * Perspectives and interpretations * Explanation and communication | * Rome, the Late Republic to the Lex Manilia c. 133–66 BC |   **Key words:**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Ancient | Continuity and change | Historical Authentication | Modern sources | Significance | | Ancient Sources | Concepts | Historical Inquiry | Perspective | Source | | Cause and Effect | Empathy | Hypothesis | Reconstruction | Terms | | Contestability | Evidence | Interpretation | Representation |  | | | | | |
| **Topic** | **Week** | **Historical Understanding** | **Teaching/Learning Activities** | **Assessment** |
| Elements of Roman society at the start of the period | **Term 1**  **Week 1** | **Elements of Roman society at the start of the period**   * broad overview of the historical context for the ancient society * the geographic location, including the nature of the environment and its influence on the ancient Roman civilisation: * written and archaeological sources available for the period * key political features and structures of Late Republican Rome, including: * the Republic/*Senatus Populusque Romanus* (*SPQR*) * Senate, People’s Assemblies, tribunate, consuls and magistrates   **Historical Skills**   * Chronology, terms and concepts * Analysis and use of sources * Explanation and communication | **Learning Activities**   * Chronology and Terminology of Ancient History (BCE/CE, Timelines, Ancient Sources) * Create a timeline of key dates for Ancient Rome * Mapping Exercise: Key sites of Rome within period * Key definitions/terminology   **Resources**   * PPT – Introduction to Ancient Rome * PPT – Power and Authority * PPT – Political Structures Review * WORKSHEET – Key People * WORKSHEET – Political Structures Info * WORKSHEET – The Struggle of the Orders * TEXTBOOK – Unit 4 Power and Authority |  |
| **Term 1**  **Week 2- 3** | **Elements of Roman society at the start of the period**   * key social and cultural features, structures and practices of Roman society, including: * nobles, equestrians, slaves, freedmen, *socii* (allied tribes of Italy) * patron-client relationship and family structures (*paterfamilias*) * individuals and groups who hold power and those who do not * key religious features and practices, including: * omens, oracles, religious festivals, triumphs and games * key military features and structures, including: * legions, centurions, legates and generals * weaponry and tactics * key economic features and structures, including: * agriculture, land tenure system, trade, slavery, provinces and taxation * values, beliefs and traditions that have evolved and/or become integral to the society, including: * *mos maiorum*, *dignitas*, *libertas*, *fides, paterfamilias*   **Historical Skills**   * Chronology, terms and concepts * Analysis and use of sources * Explanation and communication | **Learning Activities**   * Social Classes Card Activity * Information Sheet Summary Task * Ancient Roman Society Reading Comprehension * Practice essay/quiz questions * Vocabulary List * Create an Onager Catapult   **Resources**   * PPT – Rome Social Structures * PPT – Rome Cultural Structures * PPT – Rome Religious Structures * PPT – Rome Military Structures * PPT – Conflict of the Orders * PPT – Rome Historical Context * PPT – Rome The Land Crisis * WORKSHEET – Roman Citizenship * WORKSHEET – Info Sheets x4 * WORKSHEET –Roman Society * WORKSHEET –Roman Citizenship * WORKSHEET –Elections * WORKSHEET –Kingship and Republic * WORKSHEET –Republic and Empire * WORKSHEET –Onager Catapult Activity * WORKSHEET –Research Task * WORKSHEET –Source Analysis |  |
| Tiberius and Gaius Gracchus (133 – 121BCE) | **Term 1**  **Week 4 - 6** | **Key people, ideas and events of the period**   * key people, ideas and/or events and their influence on Roman society * the role of people, ideas and events as forces for change in Late Republican Rome * examples of change in the period (political, social, religious, cultural, military and/or economic) * examples of continuity in the period (political, social, religious, cultural, military and/or economic) * methods and strategies used by leaders, individuals and/or groups seeking change * leaders, individuals and/or groups that supported change and their reasons (motives) for doing so * leaders, individuals and/or groups that resisted change and their reasons (motives) for doing so   **Effects of continuity and change in the period**   * short-term and long-term effects of change in the period * evidence and impact of change on the lives of individuals and/or groups * short-term and long-term effects of continuity in the period   **Key teaching points**  ***Tiberius and Gaius Gracchus (133–121 BCE)***   * the problems confronting Rome in 133 BCE; reasons for the reforms of Tiberius and Gaius Gracchus; the traditional roles and powers of the tribunate * Tiberius Gracchus and the *lex agraria*; the reforms of Gaius Gracchus; the methods used by the Gracchi; the Senate’s reaction * role of *Optimates* and *Populares*; the use of the tribunate; the use of *senatus consultum ultimum* (final decree of the senate) * impact of the Gracchi’s reforms; and the challenge to the Senate and the Roman Republic   **Historical Skills**   * Chronology, terms and concepts * Analysis and use of sources * Perspectives and interpretations * Explanation and communication | **Learning Activities**   * Source Analysis * Venn Diagram – Comparing Gracchi * Sample Essays * Worked Examples – Essays   **Resources**   * PPT – The Late Republic * PPT – Tiberius * PPT – Gaius * PPT – Essay Writing Review * WORKSHEET – The Gracchi * WORKSHEET – Reading: Comparison | **Learning Task 1: Explanation**  **(Week 6 - 10%)**  **TOPIC:** Tiberius and Gaius Gracchus (133-121BCE) |
| Career of Gaius Marius (133 – 87BCE) and extraordinary commands up to 66BCE | **Term 1**  **Week 7 - 9** | **Key people, ideas and events of the period**   * key people, ideas and/or events and their influence on Roman society * the role of people, ideas and events as forces for change in Late Republican Rome * examples of change in the period (political, social, religious, cultural, military and/or economic) * examples of continuity in the period (political, social, religious, cultural, military and/or economic) * methods and strategies used by leaders, individuals and/or groups seeking change * leaders, individuals and/or groups that supported change and their reasons (motives) for doing so * leaders, individuals and/or groups that resisted change and their reasons (motives) for doing so   **Effects of continuity and change in the period**   * short-term and long-term effects of change in the period * evidence and impact of change on the lives of individuals and/or groups * short-term and long-term effects of continuity in the period   **Key teaching points**  **Career of Gaius Marius (133–87 BCE) and extraordinary commands up to 66 BCE**   * Marius’ background; First consulship and the reasons for this consulship * Marius’ reforms to the Roman army; implications and consequences of the emergence of a new professional army * successive consulships and reasons for these consulships * relationship between generals and tribunes; role of tribunes in Marius’ career * concept of extraordinary commands; types of extraordinary commands; examples of extraordinary commands up to 66 BC * role of tribunate; extent of support for extraordinary commands; importance of army and extraordinary commands to politics and foreign policy   **Historical Skills**   * Chronology, terms and concepts * Analysis and use of sources * Perspectives and interpretations * Explanation and communication | **Learning Activities**   * Source Analysis – Gaius Marius * Timeline – Key Events * Mapping Key events/battles   **Resources**   * PPT – Gaius Marius * PPT – Marius’ Reforms * PPT – Marius’ Consulships * PPT – Gaius Marius – Impacts * PPT – Source Analysis Prep * WORKSHEET – Gaius Marius Work booklet * WORKSHEET – The Jugurthine War * WORKSHEET – War and Conflict * WORKSHEET – GM Summary * WORKSHEET – Practice Source Analysis * WORKSHEET – GM Summary * VIDEO (Documentary) - <https://www.youtube.com/watch?v=PvPsUwL-2Lk&ab_channel=BanijayHistory> | **Learning Task 2: Source Analysis**  **(Week 9- 10%)**  **TOPIC:** Career of Gaius Marius (133 – 87BCE) and extraordinary commands up to 66BCE |
| Career of Sulla (90 – 78BCE) | **Term 1**  **Week 10**  **Term 2**  **Week 1 - 3** | **Key people, ideas and events of the period**   * key people, ideas and/or events and their influence on Roman society * the role of people, ideas and events as forces for change in Late Republican Rome * examples of change in the period (political, social, religious, cultural, military and/or economic) * examples of continuity in the period (political, social, religious, cultural, military and/or economic) * methods and strategies used by leaders, individuals and/or groups seeking change * leaders, individuals and/or groups that supported change and their reasons (motives) for doing so * leaders, individuals and/or groups that resisted change and their reasons (motives) for doing so   **Effects of continuity and change in the period**   * short-term and long-term effects of change in the period * evidence and impact of change on the lives of individuals and/or groups * short-term and long-term effects of continuity in the period   **Key teaching points**  **Career of Sulla (90–78 BCE)**   * Sulla’s background; transfer of Mithridatic command to Marius by the tribunate * Sulla’s first march on Rome; Sulla in the East and the events in Rome * Sulla’s second march on Rome; the proscriptions; Sulla’s dictatorship; increasing use of violence in politics * Sulla’s reform program; effects of reforms * Sulla’s resignation and death * failure of the Sullan ‘Restoration’: discontented classes; Sulla’s own example; inadequacies of reforms themselves   **Historical Skills**   * Chronology, terms and concepts * Analysis and use of sources * Perspectives and interpretations * Explanation and communication | **Learning Activities**   * Timeline of Key Events * Conflicts Comic Strip * Sulla Source Analysis * Sulla Work booklet – Research * Mapping conflicts * Reflection and EST Goal Setting * Revision (mind mapping, source analysis, practice EST questions)   **Resources**   * PPT – The Social War * PPT – Intro to Sulla * PPT – Sulla and Conflict * PPT – Pontus and Mithridates * PPT – Sulla’s First March on Rome * PPT – The Social War * PPT – The First Mithridatic War * PPT – The Second March on Rome * PPT – The Proscriptions * PPT – Death and Legacy * WORKSHEET – Comparing Marius and Sulla * WORKSHEET – Conflicts Table * WORKSHEET – Comic Strip * WORKSHEET – Sulla’s First March on Rome * WORKSHEET – Sulla Work booklet * WORKSHEET – The First Mithridatic War |  |
|  | **Term 2**  **Week 4 - 5** | **Task 4: Externally set task** |  | **Learning Task 3: EST**  **(Week 4 - 5- 15%)**  **TOPIC:** Unit 3 EST Syllabus content |
| Early Career of Pompey to 66 BCE | **Term 2**  **Week 5 - 6** | **Key people, ideas and events of the period**   * key people, ideas and/or events and their influence on Roman society * the role of people, ideas and events as forces for change in Late Republican Rome * examples of change in the period (political, social, religious, cultural, military and/or economic) * examples of continuity in the period (political, social, religious, cultural, military and/or economic) * methods and strategies used by leaders, individuals and/or groups seeking change * leaders, individuals and/or groups that supported change and their reasons (motives) for doing so * leaders, individuals and/or groups that resisted change and their reasons (motives) for doing so   **Effects of continuity and change in the period**   * short-term and long-term effects of change in the period * evidence and impact of change on the lives of individuals and/or groups * short-term and long-term effects of continuity in the period   **Key teaching points**   * **Early career of Pompey to 66 BCE** * careers of Lepidus, Sertorius and Spartacus; the crises facing Rome in the 70s BC; inability of Senate to deal with crises * steps in Pompey’s rise to power; Consulships of 70 BC (Pompey and Crassus) * problem of piracy; *lex Gabinia* and the reasons for its creation; Pompey’s actions against pirates * Lucullus’ command against Mirthridates; *lex Manilia* and the reasons for its creation * role of tribunes in Pompey’s rise; increasing importance of Roman Generals; continuing struggle between Optimates and Populares | * Chronology, terms and concepts * Historical questions and research * Analysis and use of sources * Perspectives and interpretations * Explanation and communication | **Learning Task 4: Historical Inquiry**  **(Week 5 - 6 - 10%)**  **TOPIC:** Early Career of Pompey to 66 BCE |
| **EXAM WEEK/S: (ATAR ONLY)**  **Week 7** | | | | |