



## **Teaching the Middle East: A Resource for High School Educators**

### **Empires to Nation-States: Between Alexander and Muhammad**

Walter Kaegi, Professor of History, University of Chicago

#### **Lesson Plan 2:**

#### **The End of the Roman Empire: Decline or Transformation**

**General Description of Lesson Plan:** Students will research the various interpretations that explain the end of the Roman Empire and evaluate the factors that seem to contribute to the end of empire.

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**Subject Area(s):** World History, World Geography

**For Grade Level(s):** 9-10

**Time Needed:** Two class days

#### **Outcomes/Objectives:**

As background:

Students will examine the impact of Alexander's conquests in setting the stage for the Roman and consider what Roman administration brings to their growing Middle Eastern and Mediterranean areas of influence.

Then, students will research the various factors that seem to contribute to the end of the Empire.

#### **Materials:**

The Roman Empire, <http://www.roman-empire.net/maps/map-empire.html>

Internet Ancient History Sourcebook. Fordham University: The Jesuit University of New York.

<http://www.fordham.edu/Halsall/ancient/romanegypt1.html>

<http://www.fordham.edu/Halsall/ancient/arabia1.html#Ammianus%20Marcellinus>

<http://www.fordham.edu/Halsall/ancient/ardashir.html>

Faulkner, Neil. "Romanisation: the Process of Becoming Roman." BBC.

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[http://www.bbc.co.uk/history/ancient/romans/romanisation\\_article\\_01.shtml](http://www.bbc.co.uk/history/ancient/romans/romanisation_article_01.shtml)

Wallace-Hadrill, Andrew. "Roman Empire: The Paradox of Power." BBC.

[http://www.bbc.co.uk/history/ancient/romans/empire\\_01.shtml](http://www.bbc.co.uk/history/ancient/romans/empire_01.shtml)

Gibbon, Edward. "The Decline and Fall of the Roman Empire Vol. 1."

[http://www.archive.org/details/decline\\_fall\\_1\\_0707\\_librivox](http://www.archive.org/details/decline_fall_1_0707_librivox)

### **Suggested Procedure(s):**

In a brief whole class discussion, and based upon their textbook readings and previous work on this topic, students will identify the impact that Alexander and Hellenization had on the Middle East and Mediterranean World. Then, continuing the discussion, students will examine the map of the Roman Empire (noting the areas that Alexander had conquered), and evaluate the elements of Roman administration that not only extended the work of Alexander, but solidified their empire.

Students will then begin their research on factors that contributed to the end of what had seemed to be permanent.

Each student will choose one of the following factors:

- Political
- Military
- Cultural
- Religious
- Economic
- Art, architectural
- Other

Students will consult at least two sources, one being the Fordham Internet Ancient History Sourcebook (for a primary source), preparing an annotated bibliography to record their search.

In at least five, well-written paragraphs, (with an introduction, including a thesis, and a conclusion), students will explain the factor that they have selected, give specific examples to clarify the factor, provide reference to a primary source to illustrate the factor, and any other pertinent information.

As a portion of their conclusion, students will draw conclusions and offer a determination: Did the Roman Empire decline or was it transformed?

### **Evaluation/Assessment Strategies:**

--The quality of the class discussion on Alexander's impact and the success of Roman administration of the Empire;

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- Adherence to the requirements of the research assignment and,
- The quality of their written work.

### **Use these guiding questions to spur discussion in your classroom:**

1. What were the impacts of Alexander and Hellenization on the Middle East?
2. How did the factor you researched change or remain the same?
3. Why might you think that the Roman Empire declined during Late Antiquity? What arguments might you make to persuade someone that it instead transformed?

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### Evaluation Rubric:

### Research Report: The End of the Roman Empire

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

CATEGORY	20	18	15	12
<b>Quality of Information</b>	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
<b>Analysis</b>	Provides an effective analysis that answers all aspects of the question; thoroughly. Addresses counter-arguments; including significance and impact, change over time.	Provides analysis, but may not devote equal weight to all parts of the question; somewhat addresses significance and impact.	Some analysis present but superficial; does not sufficiently address all parts of the question.	Little or no analysis present; describes rather than analyzes.
<b>Sources</b>	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.
<b>Organization</b>	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.
<b>Mechanics</b>	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors.	A few grammatical, spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.