Is there anything you would like the observer to look for? Are the students enthused, inspired and ready to learn and were the class objectives met. Did the students think, discuss, make connections to our times, write and ultimately did they learn about the Punic Wars? Also, the observer must know that this is the brainstorming phase of a much larger writing piece.

**Common Core Standards:** Reading – Integration of Knowledge and Ideas:
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Writing Standards 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.

**Massachusetts History and Social Science Curriculum Framework Standard:**

Prerequisite Knowledge:
Massachusetts History & Social Science Curriculum Framework
The Roots of Western Civilization: Ancient Rome, c. 500 BC/BCE-500 AD/CE

- 7.35 On a historical map, identify ancient Rome and trace the extent of the Roman Empire to 500 AD/CE. (H, G)

- 7.36 Explain how the geographical location of ancient Rome contributed to the shaping of Roman society and the expansion of its political power in the Mediterranean region and beyond. (H, G, E)

- 7.37 Explain the rise of the Roman Republic and the role of mythical and historical figures in Roman history. (H)
  - A. Romulus and Remus
  - B. Hannibal and the Carthaginian Wars
  - C. Cicero
  - D. Julius Caesar and Augustus
  - E. Hadrian

- 7.38 Describe the government of the Roman Republic and its contribution to the development of democratic principles, including separation of powers, rule of law, representative government, and the notion of civic duty. (H, C)

- Phoenicia, c. 1000-300 BC/BCE

- 7.17 On a map of the ancient Mediterranean world, locate Greece, Asia Minor, Crete, Phoenicia, the Aegean, and the Red Sea. On a modern map, locate Greece, Crete, Turkey, Lebanon, and Syria. (G)

- 7.18 Identify the Phoenicians as the successors to the Minoans in dominating maritime trade in the Mediterranean from c. 1000-300 BC/BCE. Describe how the Phoenician writing system was the first alphabet (with 22 symbols for consonants) and the precursor of the first complete alphabet developed by the ancient Greeks (with symbols representing both consonants and vowels). (H, E)

**Objective(s):**

1. I can identify, discuss and write the primary causes and the results of the Punic Wars (264-146 BC) between the Roman Republic (General Scipio Africanus) and the Carthaginians (Phoenicians) led by Hannibal which culminated with the Battle of Zama in North Africa in 202 BC. *Casus belli* is a Latin expression meaning "an act or event that provokes or is used to justify war" (literally, "a case of war").

**Class Schedule: Steps 1 - 6**

1. Class introduction (2 minutes): Greetings, homework schedule, open response, quiz and test schedule quickly discussed.
Today’s specific target goal: “Today We Will”

1. Identify the causes, key events, key people and results of the Punic Wars
   a. Review Rome vs. Carthage Venn Diagram

2. Warm-Up (4 Minutes): Review of the Time Line of the Roman Republic. Review the time line in pre-assigned groups together.

3. Geography “check-up” of the Ancient Mediterranean Map (5 Minutes). Complete the Ancient Mediterranean Map and discuss the geographic influence of the geography on Roman history.

4. 20 minutes: Using multiple resources including class text book *A Message of Ancient Days*, class website (Class Notes webpage) use chrome-books, complete the Punic Wars worksheet.

5. 10 minutes from the History Channel: The Punic Wars

6. Class Summary: End of Class Quick Check Assessment: Ask students to discuss in each group: What will you tell your parents today when they ask: “What did you do in school today in social studies class?” Remember: Never, say “nothing” please. Discuss who caused the Punic Wars? What can our country learn from the lessons of the Punic Wars?

**Build Background/Warm Up:** Warm-up? Review of the Ancient Roman Republic time-line and Ancient Mediterranean geography. Get into pre-assigned groups and complete steps 2 and 3 shown above. Repetitions create skills and study habits.

**Instruction:** Divide into groups and start right away completing steps 2 and 3 warm-up. Then go directly into completing steps 4 and 5. Students will already have the Punic Wars worksheet and should have already completed the Venn Diagram (Rome vs. Carthage). 5 Minute checks will be employed to ensure the quality and accuracy of their efforts.

2. End of the class “Quick Check Assessment” will be completed to ensure closure and summary of the class overall lesson and objectives

**Differentiation:** Students will be arranged in mixed level groups and will be provided with graphic organizers and typed notes made by the students during the course of unit.

**Assessment of Objective:** End of class “Quick Check Assessment” will allow for
summary of the lesson, in 10 days our unit summative test as well the unit open
response will give evidence of the success of the lesson as well as the entire unit. Ask
students to discuss in each group at the end of the class: What will you tell your parents
today when they ask: What did you do in school today in social studies class?
Remember: Never say “nothing.” Discuss who caused the Punic Wars? What can our
country learn from the lessons of the Punic Wars?

**Homework:** Complete Ancient Roman Empire timeline and geography worksheet,
study for upcoming matching, sequence and geography quiz.

**EXTENDED LEARNING:** Research the origin of the letter “A”. Review and
complete questions 1 – 5 p. 485. Read chapter on Ancient Roman Economics pages
482-484 in class textbook: *Message from Ancient Days.*

**Teacher Reflection:** This content area is very exciting and fun to teach students. Ultimately the end of the unit summative test and the end of the unit open response assignment will give evidence of their knowledge of the content area. Acquiring background content knowledge is essential to writing clear and effective essays, open response and short answers. The study of ancient civilizations provides a perfect platform to acquire effective writing and study habits which will be essential for my students’ success in future years.

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**Punic Wars Guided Reading**

*Please Write Answers on WLP, PH, Title: Punic Wars*

**USE RESOURCES:** Textbook, Class Website, Notes & Remember: *You’re the Best Resource!*

Questions 1 – 14 Use Class Notes Webpage Roman Section

1. What does Punic mean?

2. Where and when did the Phoenician civilization start?

3. What was one of the greatest legacies of the Phoenicians?

4. What Phoenician letter matches our modern day letter the closest?

5. What famous Greek poet used a Phoenician influenced new Greek alphabet in 800 BC?

6. What epic poems did this Greek poet write?

7. What was the name of the Roman epic poem?

8. Who wrote Rome’s epic poem and what Phoenician queen was mentioned in the poem?

9. This legendary Queen __________ founded __________ in 814 BC?

10. **DO YOU WANT TO HEAR A STORY ABOUT HER?** Warning: It involves a dead ox.
11. This city-state was a ______________ of Phoenicia until the homeland was conquered.

12. Like Rome, Carthage was originally a ___________ ____________.

13. The “Great” king of ____ conquered Phoenicia in 332 BC and made an example of Tyre.

14. Phoenicia was divided into four kingdoms called ______, _____, ______ and ______?

Comparing & Contrasting Rome vs. Carthage Venn Diagram

15. What islands in the Mediterranean did both Carthage and Rome want to control?

16. Discuss in your group: Why do you think these islands were so important? Write down the best response of your group and be ready to have that best response debated.

17. What were the years of the Punic Wars? Use Class Notes webpage if needed.

18. What were the years for the First Punic War, Second Punic War and Third Punic War?
19. The Romans were not experienced navigators, ship builders and added to this Rome had never had to face an enemy at sea. Carthaginians were at this point the best sailors, ship builders and was the strongest naval power of its day. How was Rome going to win a war against Carthage on the high seas? Discuss in your group how Rome figured out how in the First Punic War to defeat the Carthaginians. HINT: Reverse engineering. Record your answer.

20. What would make your book make such a mistake about the “corvus” or the “crow?” On two occasions during the First Punic Wars two storms drowned a total of 100,000 Roman sailors because of the “corvus.” After these disasters, Rome stopped employing it.

21. Looking at maps provided in your text book what modern nations did a majority of the Punic Wars battles take place? Compare map on p. 413 with a modern map of same area.

22. Why did Rome win the first Punic Wars? P. 413

23. Describe the land route Hannibal took to attack Rome in the Second Punic Wars? P. 414

   On your map trace his route all the way to Rome.

24. How many years was Hannibal defeating Roman armies in Italy before he left? Why did Scipio defeat Hannibal at Zama in 202 BC? P. 415

25. Turn and Talk: Hannibal and Scipio spoke to each other before Zama. What do you think they said to each other? Remember: Both lost family members fighting each other.

26. What did Carthage lose at the end of the Second Punic War? P. 415

27. Go back to the webpage Class notes to read the quotations between the Carthaginians and the Roman senator known as the “delayer.” These quotes are what started the 2nd Punic War. What Roman historian wrote this quote and what do these quotations demonstrate about the relationship between Rome and Carthage?

28. Go back to the quote from Cato the Elder. Who was Cato the Elder? What is the quote and what is this quotes significance? Use Web

29. What ended the Third Punic War? What did Rome do to make sure Carthage would never rise again? What were the results of the Punic Wars? Use Webpage Class Notes
30. Complete the Alphabet Chart P. 488

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EXTENDED LEARNING OPPORTUNITY: RESEARCH – What does the letter “A” look like to you?
Read pages 482-484. Answer question 1 on p. 485