

ANCIENT ROME

UNIT OVERVIEW

In this unit, students will learn about the powerful civilization of Ancient Rome. They will learn about the many Roman influences on our modern world. “Part I - Core Teaching Lessons” includes five lessons about Ancient Rome that are designed in a very structured format. “Part II - Optional Lessons” adds a degree of flexibility to the unit and possible enrichment activities. “Part III - Major Project” allows the students to demonstrate further knowledge of Ancient Rome by completing a group project. A rubric and contract are included to give the students a sense of responsibility and ownership over their work. The teacher acts only as a facilitator during this project. “Part IV - Extension Activity” can be modified to meet your needs. This unit is filled with a variety of teaching strategies and a range of activities that use all modalities while integrating subject matter. Students and teachers alike will enjoy learning about Ancient Rome using this format.

PART I - CORE TEACHING LESSONS

In this section, students will learn about different aspects of Ancient Roman life. Teacher instruction followed by student assignments helps the students to initially explore Ancient Rome in a structured setting. The lesson titles and subsequent activities are as follows:

- | | |
|--|------------------------|
| 1) Introduction to Ancient Rome | Interesting Facts Game |
| 2) Time and Place of Ancient Rome | Map Activity |
| 3/4) Life in Ancient Rome | Learning Centers |
| 5) Famous People from Ancient Roman Era | Worksheet |

PART II - OPTIONAL LESSONS

- | | |
|-----------------------------------|--------------------------------|
| 1) Creative Writing Assignment | 6) Ancient Roman Videos |
| 2) Ancient Roman Vocabulary | 7) Related Reading |
| 3) Mosaics | 8) Ancient Roman Influence |
| 4) Ancient Roman Crossword Puzzle | 9) Websites about Ancient Rome |
| 5) Roman Numerals Worksheet | 10) Ancient Roman Day |

PART III - MAJOR PROJECT: ANCIENT ROMAN TELEVISION PROGRAM

This section of the unit is a group assignment. Student groups create programs about different aspects of Ancient Roman life. They draw pictures, write scripts, and make television sets. A rubric and group contract are provided.

PART IV - EXTENSION ACTIVITY: ANCIENT ROMAN DAY

This section provides information for having an Ancient Roman Day at your school or for your class. Students will be able to experience different aspects of the Ancient Roman civilization by doing various activities throughout the day.

FAMOUS PEOPLE FROM ANCIENT ROMAN ERA

Julius Caesar - Caesar was a ruler, politician, conqueror, and orator. He considered himself the king and "dictator for life" over the Romans. Many Romans adored and respected him, especially the poor because he had given them land. He introduced the modern-day calendar and named the month of July after himself. He was also very powerful and influential in reforming Ancient Roman laws. Ultimately, he was betrayed and killed by those closest to him.

Mark Antony - Mark Antony was a great supporter of Julius Caesar and wished to rule as a dictator also. He broke Roman law to marry Cleopatra, the Queen of Egypt. He struggled for power against Octavian (Caesar's adopted son) after the death of Caesar. Octavian won.



Cleopatra - Cleopatra was the Queen of Egypt. She was Greek. She was a very beautiful and intelligent woman. Julius Caesar and her were deeply in love before his death. After his death, Cleopatra married Mark Antony. They committed suicide together after Octavian's victory.

ANCIENT ROMAN LANGUAGE ACTIVITY

ABBR. (abbrevis)

Topic: LANGUAGE
#3 - ACTIVITY LEADER
Student D

Directions: Use your common sense and personal experiences to help you match the well-known Latin abbreviations on the left with their meanings on the right.

- | | |
|--------------------------------|---------------------------|
| 1. P.S. (Post Scriptum) | A. after midday and so on |
| 2. VS. (Versus) | B. may he rest in peace |
| 3. M.D. (Medicinae Doctor) | C. written after |
| 4. A.M. (Ante Meridiem) | D. before midday |
| 5. R.I.P. (Requiescat In Pace) | E. Doctor of Medicine |
| 6. Etc. (Et cetera) | F. against |
| 7. P.M. (Post Meridiem) | G. Always faithful |
- Directions: In the left-hand column there are locations with their Latin mottoes. Translate the motto into English using the phrases in the right-hand column. (Hint: Compare the Latin and English words carefully. They resemble each other. For the more difficult ones, use the process of elimination. Don't forget to use your common sense too!)
- | | |
|--|--------------------------------|
| 8. Canada - A mari usque ad mare | H. Always faithful |
| 9. United States - Novus ordo seclorum | I. Work conquers all |
| 10. New York State - Excelsior | J. Always prepared |
| 11. Oklahoma State - Labor omnia vincit | K. In books (there is) freedom |
| 12. Harvard University - Veritas | L. From sea to sea |
| 13. L.A. Public Library - In libris libertas | M. A new order of the ages |
| 14. Marine Corps - Semper Fidelis | N. Ever upward |
| 15. Coast Guard - Semper paratus | O. Truth |

BONUS QUESTION: Translate this Latin saying into English. Remember, the words resemble each other. Take your best guess.
"INJURIA NON EXCUSAT INJURIAM"

INTERESTING FACTS GAME

Directions: Fill in the blanks with the word that makes the most sense. Take your best guess!

Example: The months of _____ and _____ were named after two famous Romans whose names were Julius Caesar and Caesar Augustus.

- In _____ A.D., the Roman Empire spanned half of the known world.
- Ancient Rome was ruled by _____ who acted as both the spiritual and the governmental leader over the Empire.
- The Ancient Romans were skilled _____ who shaped their bushes in the form of animals and gods.
- Ancient Romans ate fancy foods like flamingo and _____.
- The Roman hour changed, depending on the season, but the hour always equaled 1/12 of daylight. So, during the summer (when it stayed light longer), the hour was _____ minutes long. During the winter (when daylight was shorter), the hour was only _____ minutes long.
- The most valuable Ancient Roman coin was gold and was worth 100 _____.
- Criminals and slaves living in Ancient Rome were often placed in an arena to battle _____ for the public's entertainment.
- The Ancient Romans attended horse races and even placed _____ on horses.
- Some boys in Ancient Rome worked by cleaning _____ with their feet in large tubs.
- There was a special _____ that Ancient Romans served cold before their meal or warm during their meal.
- Some Romans chose to be cremated when they died and have their ashes placed in _____.
- Ancient Romans bathed in public baths and used _____ instead of soap to clean themselves.
- Roman architectural creations used today include _____, arches, domes, and aqueducts.
- The language of Ancient Rome was _____. It is the root language of Italian, English, French, Spanish, Portuguese, and Romanian.
- The _____ are named after Ancient Roman gods.
- The Ancient Romans took a siesta every afternoon, which meant that everyone stopped what they were doing to _____.

TIME LINE OF ANCIENT ROME

Monarchy

753 BC Founding of Rome by Romulus; Monarchy (rule by kings) begins

Republic

509 BC Monarchy ends; Rome becomes a Republic
 246-146 BC Three Punic Wars against Carthage result in Roman rule in Africa
 196 BC Macedonia defeated
 189 BC Victory over Seleucid Empire (modern-day Turkey)
 146 BC Rome conquers Greece; North Africa and Greece become Roman provinces
 58 BC Rome conquers Gallia (modern-day France)
 45 BC Julius Caesar becomes Dictator over Rome
 44 BC Julius Caesar is murdered
 32 BC Mark Antony and Cleopatra marry
 30 BC Egypt falls under Roman rule

Empire

27 BC Augustus becomes first emperor; Rome officially becomes an Empire
 43 AD Britannia (modern-day Britain) added to empire
 64 AD Great fire of Rome
 79 AD Mount Vesuvius erupts burying the city of Pompeii
 80 AD Colosseum opens for Roman entertainment
 106 AD Dacia (modern-day Romania) added to empire
 117 AD Roman Empire at its height
 238-284 AD Civil War in Roman Empire; Roman Empire begins to decline
 303-313 AD Christians executed in amphitheaters
 330 AD Roman capital moved from Rome in the west to Constantinople in the east

Eastern and Western Empires

395 AD Empire permanently divided into two parts - eastern and western
 406 AD Barbarians invade Gallia (modern-day France)
 410 AD Rome falls to Goths (Germans); Rome loses power over Britannia
 476 AD Western Empire falls to Germans
 1453 AD Eastern Empire (known as Byzantine Empire) falls

MAP OF THE ANCIENT ROMAN EMPIRE

Directions: Label the following areas of the map with the correct symbols. Place the symbols on the areas that provided those items.



- Britannia** - gold, silver, metals, wool, leather, fur, grains
- Hispania** - gold, silver, metals, wool, marble, grains, pottery, horses, wine, oil
- Gallia** - wool, pottery, wine, ceramics, metals, glass, grains, marble, cattle
- Germania** - leather, wood, ceramics, metal, grains, horses
- Italia** - silver, gold, glass, wine, horses, honey, wool, oil, grains, marble
- Dacia** - leather, grains, honey, amber, timber
- Asia** - metals, cloth, marble, wine, horses, timber, wool, oil, cattle
- Aegyptus** - glass, papyrus, wine, oil, wool, metals, grains, horses, marble
- Africa Proconsularis** - ivory, marble, oil, grains, wine, timber, horses, wool

PART III - ANCIENT ROMAN TELEVISION PROGRAM (MAJOR PROJECT)

Student Objectives And Activities

- Student groups will create their own mock television programs about Ancient Roman topics.

Suggested Teaching Strategies

- Divide your class into small groups of 3 - 5 students each. (Groups do not all have to be the same size.) Have them gather in their groups now.
- Explain to the students that they will be working together in their groups to complete the major project - designing and producing a mock television program about Ancient Roman topics.
- Take the page "Program Topics" and cut it along the dotted lines. You should have ten topics, one on each slip of paper. Fold each topic and place them in a bowl or hat. Let each group reach in and choose one. (After all the groups have chosen their topic, you may want to allow a set time of a few minutes for trading of topics - if groups choose to do so.)
- Now that the groups have their topics, pass out and read "Ancient Roman Television Program Rubric". Explain that a rubric is a paper that tells the students what is expected of them for this project, and includes the grading scale as well. With a rubric, there are no surprises. They are to keep the rubric and turn it in with their project for 5 extra credit points. After reading the rubric, answer any questions that the students might have about the project.
- Next, have each group fill out the "Group Contract", specifying who is in the group and what duties each student will be responsible for completing.
 - Duties include writing the script, drawing the pictures, and making the television. Explain that these duties may be divided any way the group chooses. It can be as simple as having one student to do each of the duties already listed, or something more complex. For example, student #1 writes the script and draws the pictures for frames 1 - 3, student #2 makes the entire television, student #3 decides to write the script for the rest of the frames (4 - 10), and student #4 agrees to draw the pictures for these frames (4 - 10). Have the groups discuss each other's strengths and decide the responsibilities evenly and fairly.
- Meet with each group to review the "Group Contract". Everyone will need to sign and date the contract to make it valid. Then, the group may proceed with the project.
- Make sure you have provided the materials necessary to complete the projects. Also, allow enough time for the students to do a thorough job. (If possible, schedule time in the library so students can gather additional information on the topics.)
 - Refer to "Instructions for Making a TV Set" for a list of required materials.
- When the project deadline arrives, have the students present their television programs to the class. Two students should be responsible for turning the dowels (one on each side), while the remaining students take turns reading the script. All of the group members should be involved.
- You may choose to display the projects in the library, district office, or other location after the presentations are done. If so, punch holes in the corners of the notecards. Put them on metal rings. The information from these projects can also be extended into "Part IV - Ancient Roman Day".

PART IV - ANCIENT ROMAN DAY

This activity is an extension of the major project, and allows students to further demonstrate the knowledge gained during this unit in a fun, culminating event. The following list of instructions includes information necessary to prepare for this event:

1. Decide on a date, time, and location for the event. The location will depend on the size of the area needed to accommodate all activities and people. You may choose:
 - **Classroom:** If you are only involving the class members and are scheduling the activities back-to-back, the classroom may provide adequate space.
 - **Outside quad area or multipurpose room:** If you are involving several classes and parents, you will probably want the activities occurring simultaneously in a large area like a multipurpose room. If the weather permits, hold the event outside in the quad area.
2. Choose the activities for the "fair". Here are some suggestions:
 - **Storyteller:** Have a professional storyteller, parent(s), or student(s) tell several Roman myths. Dressing the part would really add flare to the stories.
 - **Ancient Roman Food:** Have a booth that serves Ancient Roman food. This is really easy since the Romans ate a lot of bread, cheese, honey, fruit and vegetables. You could serve more elaborate recipes also. (Ancient Roman recipes are easy to find, either at the library or on the Internet.)
 - **Ancient Roman Fashion Show:** Create a stage or runway for students to show off their Ancient Roman attire. Make sure to have a Master of Ceremonies to explain the outfits, hairstyles, jewelry, etc. as they are being modeled.
 - **Ancient Roman Music:** The Ancient Romans always had music at their parties. Check the library for instrumental music from this period. Play it in the background throughout the event, while students are entering and existing, or during a specified time, such as while they are eating. (The Romans were entertained by musicians during their dinner parties.)
 - **Trading Center:** Make Ancient Roman coins. Give students a certain amount of Roman money (which could be determined by "behaviour" while preparing for this event). Make sure to have a poster that serves as a key, explaining prices and values. You could trade for Ancient Roman items, such as grain, pottery, and olive oil. However, trading for modern-day items (such as pencils, candy, stickers, etc.) might be easier and a bigger incentive to behave well and earn money.
 - **Archaeological Dig:** Use a sandbox or other area with soft dirt to bury objects. (It is best to use plastic objects or those without sharp edges.) Have the objects resemble Ancient Roman objects - such as dishes, tools, jewelry or money (which you might want to place in a small bag before burying).
 - **Game Area:** Ancient Romans liked to play games similar to checkers, jacks, and parcheesi. Have an area where students can play the modern-day

LEARNING CENTERS GRADING SHEET

Group Names: Student A - _____
 Student B - _____
 Student C - _____
 Student D - _____

Categories of Grading

There are two categories of grading:

- TEAMWORK - This grade is based on participation, cooperation, on-task behaviour, plus attentiveness and respect while each student is doing his or her job.
- WRITTEN WORK - This grade is based on the quality of work completed at each center.

*Extra credit is available for Fast Finisher assignments.

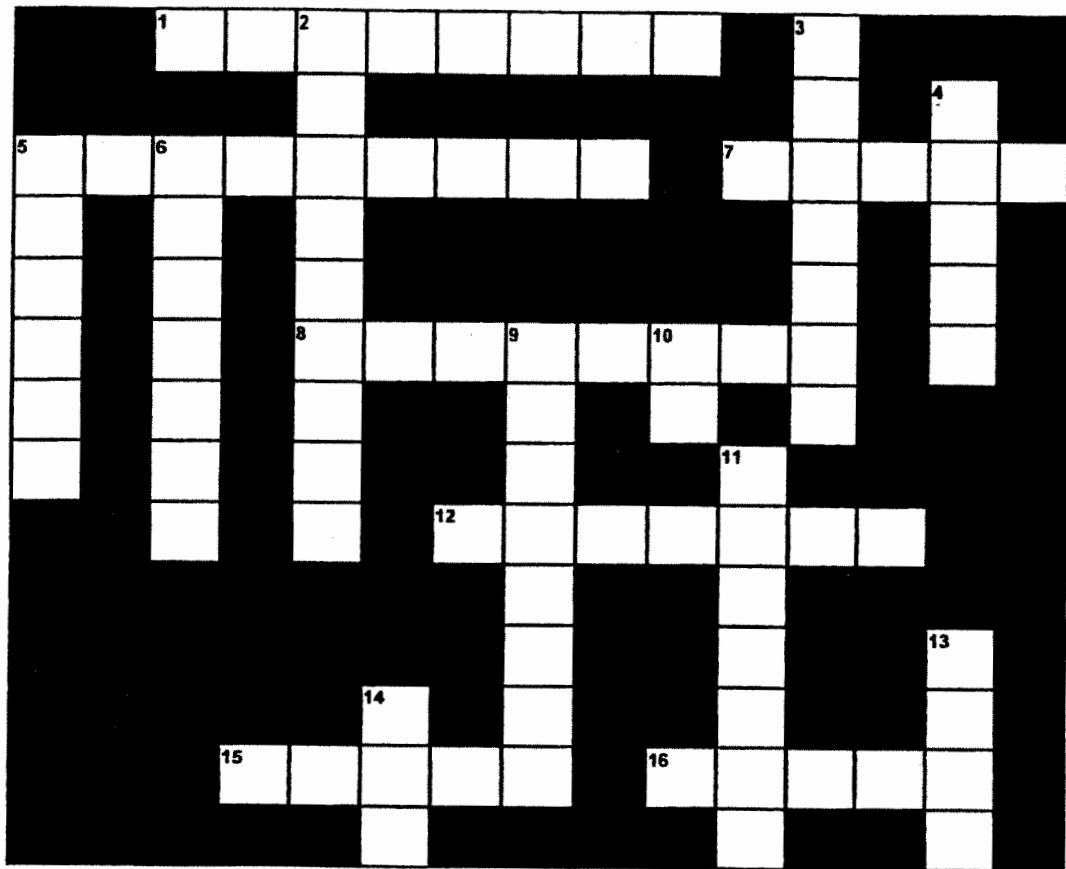
Learning Center Scores:

Name of Center	Teamwork	Written Work	Fast Finisher	Total Points
Pompeii	____ / 10	____ / 12	+ ____	____ / 22
Money	____ / 10	____ / 12	+ ____	____ / 22
Language	____ / 10	____ / 15	+ ____	____ / 25
Mythology	____ / 10	____ / 10	+ ____	____ / 20
Architecture	____ / 10	____ / 8	+ ____	____ / 18
Total Score:				____ / 107

TEACHER'S COMMENTS:

ANCIENT ROMAN CROSSWORD PUZZLE

NAME: _____



ACROSS

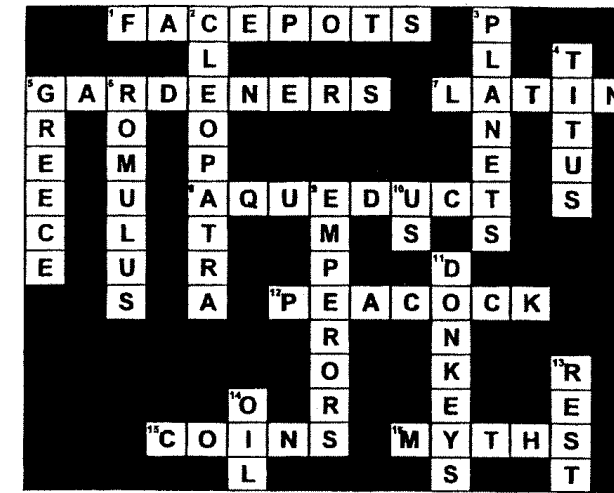
1. When a person was cremated, their ashes were put in one of these.
5. Who shaped bushes into the forms of animals and gods?
7. What was the language of Ancient Rome?
8. This is an architectural structure that transports water.
12. Ancient Romans ate fancy foods like flamingo and _____.
15. Ancient Romans used these to trade with.
16. What is the name given to Roman religious stories?

DOWN

2. Who did Mark Antony marry?
3. What is named after Roman gods?
4. Who opened the Colosseum?
5. The _____ civilization of this country greatly influenced the Romans.
6. Who, according to legend, was the founder of Rome?
9. What was the title given to the rulers of the Empire?
10. Male Roman names often ended with these letters.
11. The valuable Roman gold coin was worth 100 of these.
13. The Ancient Romans took a siesta or _____ every afternoon.
14. This was used to bathe with instead soap.

Lesson #4 - Ancient Roman Crossword Puzzle

Activity is intended to serve as a review test after the unit has been completed. The students will answer questions about Ancient Rome - some of the questions are new and some are from the "Interesting Facts Game". Have your students answer the questions and complete the crossword puzzle. A teacher's key has been provided.



Lesson #5 - Roman Numerals Worksheet

Students will need to use their math skills to solve these problems using Roman numerals. The problems are as follows:

- | | |
|-------|----------------------------|
| 1. II | 6. VI |
| 2. XV | 7. L |
| 3. X | 8. XL |
| 4. C | 9. LX |
| 5. V | 10. Will vary per student. |

Lesson #6 - Ancient Roman Videos

Since they did not have video cameras in Roman times, there are many excellent videos about Ancient Rome. Be sure to view all videos prior to showing them to your students. Follow your school policy and get any authorization needed beforehand.

The *Discovery Channel* televised a five-part series on Ancient Rome that is now available on video. It is designed for grades 6 - 12 and runs a total of five hours (one hour per video). The series covers Ancient Rome's rise to power through to the fall of the Roman Empire. Visit their website at <http://dsc.discovery.com> for more information.

Watch "Ben Hur" to help your students visually understand life in Ancient Rome. Check the library for videos about Ancient Rome and related topics, such as Pompeii.

