

LESSON PLANS FOR ROMAN AROUND – A Study of Ancient Rome

Content Area: ENGLISH LANGUAGE ARTS

STANDARDS

6-1

6-4

GOALS

The students will be able to answer the following essential questions:

1. How does an author use dialogue to describe characters?
2. How is drama different from a narrative (prose)?
3. What is author's craft and what "craft moves" are evident in *The Lost Hero*?
4. How does point of view impact a story?

MATERIALS

Computer for each student (for web quest), pencils, paper, white drawing paper, composition book for journal, *The Lost Hero* by Rick Riordan – a copy for each student

VOCABULARY

Drama	Foreshadowing	Antagonist	Point of View
Narrative	Suspense	Monologue	Flashback
Fantasy	Climax	Stage directions	
Dialogue	Genre	Cinquain	
Characters	Protagonist	Setting	

PROCEDURES

DAY ONE

1. Students will be introduced to Ancient Rome with a website. The teacher will lead the students to certain areas of the site, and then the students will be allowed to explore the topics as they please. (<http://www.historyforkids.org/learn/romans/index.htm>)

DAY TWO

1. Students will begin the class novel, *The Lost Hero*, by Rick Riordan. Teacher will model fluent reading by doing a shared reading and an oral cloze. Students will keep a double-entry journal to annotate text as they read. Teacher will prompt students as to when/what to annotate. While reading, teacher will model think alouds.
2. Students will close today's class with a journal writing...What craft moves did Riordan make in today's reading of the novel?

DAY THREE

1. Students will continue reading class novel and annotating text using the double-entry journal.

Lesson Plans for Ancient Rome, Page 2 of 10

2. Teacher will use the Smartboard to explore Rick Riordan's website of Camp Jupiter. Students will compare the map to Ancient Rome. Similarities and differences will be noted in journals.

DAY FOUR

1. Students will continue reading class novel and annotating text using the double-entry journal.
2. Teacher will discuss drama with students (characters, characterization, monologues, and stage directions)
3. Students will choose a scene from the class novel, *The Lost Hero*, and turn it into a short play.

DAY FIVE

1. Students will continue reading class novel and annotating text using the double-entry journal.
2. Teacher will show students how to create a cinquain poem.
3. Students will write and illustrate a cinquain poem about Ancient Rome on white drawing paper.

ACCOMODATIONS / DIFFERENTIATING

1. Teacher will model fluent reading and lead students in an oral cloze.
2. Students will work in groups for some assignments.
3. Teacher will show examples of model work.
4. Extra time will be given to students as needed.
5. A variety of activities are assigned.
6. Students may be assigned a "reading buddy".
7. Some students may have shortened assignments.

*The class novel will take several weeks to complete.

ANCIENT ROME

Content Area: Mathematics

STANDARDS

6-2.3: Compare rational numbers and whole-number percentages through 100 by using the symbols \leq , \geq , $<$, $>$, and $=$.

6-2.4: Apply an algorithm to add and subtract fractions.

6-3.1: Analyze numeric and algebraic patterns and pattern relationships.

GOALS

The students will become familiar with the Roman numeral system.

The students will be able to add and subtract using Roman numerals.

The students will understand and apply basic properties of the concepts of numbers.

The students will understand the values of Roman currency.

MATERIALS

Graph paper, chart paper, colored pencils, rulers, tracing paper

Video: The Roman Empire in the First Century

VOCABULARY

Roman numerals: the numeral system of ancient Rome, or **Roman numerals**, uses combinations of letters from the Latin alphabet to signify values.

The aureus: gold

The denarius: silver

The double denarius: now known as the antinianus or the radiate.

The sestertius: brass

The dupondius: brass

The as: copper

Greek Imperial

Roman provincial coin

PROCEDURES/ENRICHMENT

Lesson Plans for Ancient Rome, Page 4 of 10

DAY ONE

The teacher will write the following numerals on the board: I, II, III, IV, VI, VII, VIII, IX, X. The teacher will ask the students what numerals they think will come next and ask the students to give a rationale for their choices. Students can work in pairs.

The teacher will show the rest of the Roman numerals to the class.

1=I 5=V 10=X 50=L 100=C 500=D 1000=M

4=IV 9=IX 40=XL 90=XC 400=CD 900=CM

Task: Students will do calculations with Roman numerals, in which they will be adding and subtracting Roman numerals and will give their answers as Roman numerals.

DAY TWO

Students will plan, design, and create a community using Roman numerals for the addresses and license plates.

DAY THREE

The teacher will discuss the Roman currency with the students and show picture of the currency to the students.

Students will go to the library to use books and the internet to find the values of coins and research the times at which certain coins were used. Students will also compare and contrast the Roman currency and American currency.

DAY FOUR

Students will watch a video entitled, *The Roman Empire in the 21st Century*. Students will discuss how the Roman children learned math and other things that interest them and will display their findings on chart paper.

DAY FIVE

Students will search the internet or library books for Roman Architecture and work in groups to construct a scale model of any Roman architecture using graph paper.

ANCIENT ROME

Content Area: SCIENCE

Standard:

- Explain how solar energy affects Earth's atmosphere and surface (land and water).(Grade: 6)
- Summarize the interrelationships among the dynamic processes of the water cycle (including precipitation, evaporation, transpiration, condensation, surface-water flow, and groundwater flow). (Grade 6)

Goals:

The students will be able to answer the following questions:

- How did the Roman Empire manage to supply its urban citizens with water?
- What techniques can be used if mountains and valleys exist between the water source and the city?
- How is today's water system similar or different from that of the Romans?

Procedures:

- By introducing various ideas and themes from the social studies curriculum on Ancient Rome and incorporating this modeling project, this could become a favorite interdisciplinary activity for middle scholars.
- Gather materials and make copies of the worksheets.
- Drill 3/8" holes in the tops of 2-liter soda bottle caps for the tubing to fit into.
- Set up the "course" that the water will be transported through. For example, from a table to a bucket on the floor 5 feet away, with an obstacle of books between.

Attachments:

- Sample aqueduct;
http://www.teachengineering.org/collection/wpi_/activities/wpi_construct_an_aqueduct/sample_setup.pdf
- Give a brief history of aqueducts <http://www.crystalinks.com/romeaqueducts.html>
- General information about Aqueducts
<http://www.culture.gouv.fr/culture/arcnat/vienne/en/aqueduc.htm>
- Assessment of Roman Aqueduct:
http://www.teachengineering.org/collection/wpi_/activities/wpi_construct_an_aqueduct/assessment.pdf

Materials

- Thin plastic drop cloth
- Empty 2-liter soda bottle and cap
- Bucket
- Duct tape
- Clear vinyl tubing (3/8" outside diameter)
- Cardboard
- 2-3 tables
- Chair
- Blocks or books
- 2 liters water
- Scissors
- Electric drill or screwdriver
- videos

Vocabulary

- **Aqueduct:** A pipeline specifically built to transport water.
- **Chorobate:** surveying instrument that was used by engineers when building aqueduct. It is used to determine the profile of the land in order to determine where the water needs to flow to reach its destination.

Procedures

- Give a brief history of aqueducts <http://www.crystalinks.com/romeaqueducts.html>
- General information about Aqueducts
<http://www.culture.gouv.fr/culture/arcnat/vienne/en/aqueduc.htm>
- Building Roman Aqueduct
- Assessment of Roman Aqueduct:
http://www.teachengineering.org/collection/wpi/_activities/wpi_construct_an_aqueduct/assessment.pdf

Day 1

Introduce Roman Aqueducts (smartboard) <http://www.crystalinks.com/romeaqueducts.html>

Video: Aqueducts

Students will work in pair shares to write down information about Roman aqueducts.

Graphic Organizer <http://www.eduplace.com/graphicorganizer/pdf/tree.pdf>

Lesson Plans for Ancient Rome, Page 7 of 10

Information sheet for Aqueduct Information [Scenario Worksheet \(doc\)](#) (Information will also be used for third day activity of building Roman Aqueducts).

Day 2

Teacher will take students to the computer lab to investigate the websites below to analyze whether the parts of the two systems have similar functions.

Diagram and information about current day American Water systems
http://www.cdc.gov/healthywater/drinking/public/water_treatment.html

Construct an Aqueduct
<http://www.pbs.org/wgbh/nova/lostempire/roman/aqueduct.html>
<http://www.pbs.org/wgbh/nova/lostempire/roman/aqueductjava.html>

Students will answer the following question:
Do the parts of the two water system have similar functions?
Comparison Chart (Graphic Organizer)
<http://www.eduplace.com/graphicorganizer/pdf/venn.pdf>

United States water System:	Roman Aqueducts
Coagulation	Arch
Estimation,	Covered Trench
Filtration	Tunnel
Disinfection	Pressurized Pipe
Storage	Wall

Essential Question: Analyze the United States water system and determine any possible dangers that could harm our water. Be ready to justify your answers.

Day 3

Students will be placed in groups of 5 develop The Roman aqueduct
<http://womens.research.ucf.edu/Engineering/PDF/Engineering%20History/others/Aqueduct.pdf>

Day 4

Completion of projects and reflection

- Students will be placed in groups of 5 develop The Roman aqueduct
<http://womens.research.ucf.edu/Engineering/PDF/Engineering%20History/others/Aqueduct.pdf>

Lesson Plans for Ancient Rome, Page 8 of 10

Standard:

6-2.5: Explain the decline and collapse of the Roman Empire and the impact of the Byzantine empire, including the Justinian Code and the preservation of ancient Greek and Roman learning, architecture and government.

Goals:

Students will be able to evaluate reasons for the success and failure of Rome

EQ:

Can you evaluate the reasons for the rise and fall of Rome?

Procedures:

- Post Test: http://www.etap.org/demo/grade7_history/lesson1/lesson.html
- Interactive activities
- Discussion
- Interactive websites (BrainPop)
- Video
- Debate

Resources/websites included in the lesson plan

- Post Test: http://www.etap.org/demo/grade7_history/lesson1/lesson.html
- Roman Republic <http://www.brainpop.com/socialstudies/worldhistory/romanrepublic/>
- ***Rise of Rome BrainPop:***
<http://www.brainpop.com/socialstudies/worldhistory/falloftheromanempire/>
- ***Fall of Rome BrainPop:***
<http://www.brainpop.com/socialstudies/worldhistory/falloftheromanempire/>
- Diagram of The Roman Republic
http://www.google.com/search?q=The+roman+republic+diagram&rls=com.microsoft:en-us:IE-SearchBox&ie=UTF-8&oe=UTF-8&sourceid=ie7&rlz=1I7RNRN_en

ANCIENT ROME

Content Area: Social Studies

Materials:

- Video: The Rise of Rome
- Video: Fall of Rome

Vocabulary

- Byzantine Empire
- Roman Republic
- Dictatorship
- Oligarchy

Day 1

The Rise of Rome

- *Inform students that they will be doing a debate in groups of 4 Friday on reasons/solutions to the fall of Rome.*
- Video: The Republic: The Rise of Rome
- Republic <http://www.brainpop.com/socialstudies/worldhistory/romanrepublic/>
- Discussion: Students will evaluate the Roman Republic to determine the strengths/weaknesses compared to the United States Government.
http://www.google.com/search?q=The+roman+republic+diagram&rls=com.microsoft:en-us:IE-SearchBox&ie=UTF-8&oe=UTF-8&sourceid=ie7&rlz=117RNRN_en

Day 2

The fall of Rome

- Video: **Nero, the destroyer of Rome**
- **Activity:** Choose a student to be the dictator of the other students for the entire class period.
- **Compare/contrast** the differences between The Republic of Rome and the dictatorship of Rome.

Day 3:

The Byzantine Empire

- **Activity:** *Divide the class in half and illustrate the differences between the two empires. The eastern half ruled by Maximian and the western half ruled by Diocletian. Allow the students to choose east or west. Distribute note cards to the students on both sides that represent characteristics of their chosen empire (east or west)*
- Discussion on benefits and/or disadvantages of living in the eastern/western part of the split of Rome.
- **BrainPop:** <http://www.brainpop.com/socialstudies/worldhistory/falloftheromanempire/>
- **Video:** *The Byzantine Empire*

Day 4

Debate Preparation: Reasons/solutions to the fall of Rome

Students will prepare materials in groups of 4 to reasons why they think Rome fell and what solutions could have prevented the fall of Rome.

Day 5

Debate: Reasons/Solutions to the fall of Rome

Accommodations: Students will be working in pair shares or large groups while completing assignments.