

**Eric Jenks**

**Te 843**

**5/4/2012**

**Introduction:**

Woodworth Middle School is found in Dearborn Michigan and it is part of the Dearborn Public Schools. At Woodworth I teach 7<sup>th</sup> grade Social Studies: Eastern Hemisphere Geography. Woodworth is one of three feeder schools to Fordson High School. Woodworth like Fordson, has a student population that hovers around 97% Arab. I have 120 students of those nine are non-Arab. There are three main ethnic backgrounds found in my classrooms, the largest is Lebanese at 83%, followed by Yemeni at 8% and a growing Iraqi population at 6%. The Lebanese students are mostly 2nd, 3rd and even 4th generations immigrants with many of their families coming over in the 1970's and 80's. With the Yemeni and Iraqi students most are 1st or 2nd generation with almost all of the Iraqi families coming over since the start of the Iraq War.

At Woodworth we are on a schedule that is similar to the high schools in Dearborn. We have six class periods each 56 minutes in length. This unit plan is designed for my 3<sup>rd</sup> hour students, which I meet from 10:02am to 10:58am. The lessons will cover the entire hour from the moment the students walk in and begin their Bell Work to the time they leave when they turn in their Exit Ticket. My classroom is setup in table group formations of 18 tables pushed together to form 9 separate groups, with four students sitting together in a group.

In late March I was chosen as a pilot teacher for a new text reading technique that our district is implementing starting next year. I was chosen because I am a Social Studies Teacher and we do a lot of reading. I have been to two different workshops and I am working with the districts literacy coach on the strategy. The strategy is called "Talking to the Text" and so far both the students and I like the results. It forces the students to discuss the material before they come and ask me questions and it really puts an emphasis on student based learning.

This unit is based on the Ancient Civilization of Rome. There are three purposes tied into the unit. The first is to introduce the students to the advancement in human history that the Roman Civilization is responsible for. Secondly, the unit is also intended to capture the

student's imagination and creativeness through a final group project. The third purpose for presenting the unit in this manner is to work on reading strategies and making textbook comprehension strategies explicit. The students will be asked to compare and contrast the Ancient Greek and Roman Civilizations and in order to be able to do so the students need the necessary background information. Generally speaking my students struggle when it comes to reading comprehension. However, since introducing the "Talking to the Text" strategy, both the middle and lower level students seem to be more engaged and obtaining more information from the readings. This unit is set up to continue the progress the class is showing. Due to the gains that I am seeing and the fact that I was chosen to as a pilot for this strategy almost every time we read a passage whether from the textbook or a supplemental reading we use this technique. "Often content-area teachers introduce students to the textbook early in the school year but do not consistently refer them to text features throughout the year. Students who struggle with academic reading need constant reminders and practice to get to the point where they become independent users of such features."(Sheridan-Thomas, 172) As a result as I plan my lessons "Talking to the Text" is found all over the place and I really want to the students engaged in this strategy. To supplement the strategy as a form of assessment the students are asked to create a number of graphic organizers, such as the double-bubble, the bubble map, tree charts and flow maps.

## Curriculum Map

**Instructional context: Ancient Rome**

**Timeline: 6-7 Days**

**Placement context: 7<sup>th</sup> Grade Eastern Hemisphere Geography**

Essential Questions/ Overall Goals	Content	Skills	Learning/Teaching Strategies	Cumulative Assessment
<b>1. After using the Talking to the Text reading strategy, students will be able to describe and distinguish between the 6 great Roman Accomplishments</b> <b>2. Students will be able to describe the differences between Ancient Greece and Ancient Rome.</b>	<ul style="list-style-type: none"> <li>- Pax Romana</li> <li>- 3 classes of Roman Society</li> <li>- The Battle of Actium</li> <li>- 6 Roman Accomplishments</li> <li>- How Aqueducts worked</li> <li>- Why Aqueducts were important to Rome.</li> </ul>	<p>1. Students will be able to explain the Relationships between Cleopatra, Marc Antony and Octavian and how they affected Rome.</p> <p>2. Students will create a Tree Map describing 5 major events during the Roman Empire.</p> <p>3. Students will be able to explain why the Pax Romana period allowed the Roman Civilization to grow and give examples.</p> <p>4. Students will be able to describe each of the 6 Roman Accomplishments</p>	<ul style="list-style-type: none"> <li>- Reading to the Text</li> <li>- Graphic Organizers</li> <li>- Exit Tickets</li> <li>- Power Point</li> <li>- QAR</li> </ul>	<ul style="list-style-type: none"> <li>- Students will be given a Test covering Chapter 15. (Greece, Rome, Middle Ages)</li> <li>- For the Roman Empire the Power point will also prove mastered goals.</li> </ul>

# Day 1

**Preview:** Today is the first day in our Rome unit. The students will become introduced to the Roman Civilization by first completing a T.H.I.E.V.E.S. worksheet based on the textbook version of the section. After completing T.H.I.E.V.E.S. there will be a short video about the Roman Empire which will further introduce the students to Rome. For the Final fifteen minutes of class the students will start a Roman Empire reading which they will have Homework questions to answer from the reading. We will finish our group discussion of the reading selection on day 2.

## I. Objectives:

1. Students will read about the Roman Empire using “Talking to the Text” Strategy.
2. Students will answer questions based on the Roman Empire reading using QAR.

## II. Materials:

- Promethean Board
- T.H.I.E.V.E.S. (attached 1)
- Rome the Eternal City Movie
- Rome the Eternal City Questions (attached 2)
- Rome Empire Reading (attached 3)
- Rome Empire Questions (attached 4)

## III. Procedure:

- A. Bell Work: Create a Bubble Map (Describing Map) with Rome in the Center Bubble.
- After 3 or 4 minutes students will come up and will write on the Promethean board their examples and we will make a class Bubble Map

### B. Lesson:

1. Pass out Rome the Eternal City Movie Questions
2. Watch Rome the Eternal City Moves (15 minutes long)
3. Go over Questions 3-4 Minutes
4. Pass out Roman Empire Reading
5. Students will use the “Talking to the Text” strategy.
  - Groups of 2
  - Each person is assigned “A” or “B” and we divide up the reading
  - 5 Sections in the reading
  - We complete each section before we move on to the next.
  - 1 person reads and talks out loud about the text
    - Asks questions
    - Makes connections
    - Uses Context clues answer questions
  - 2<sup>nd</sup> person will read along and write anything the reader says aloud.
  - They then discuss the passage

- We then have a class discussion about the passage
  - I ask what did you learn and students will give examples
  - I ask for any questions
  - Try to have the other students in the class answer questions if possible
  - If not possible then I will help out and give the answers.

6. Move on to the next section. Get as far as we can today – we will finish tomorrow.

7. Pass out Homework questions at the end of the hour. – Rome Empire Questions (1 – 9 Only) Use QAR to answer Questions.



# THIEVES

Name \_\_\_\_\_

Date \_\_\_\_\_ Hour \_\_\_\_\_

## Chapter 15 sec. 1 pgs. 275-277

Taking the most information from your textbook.

### T-Title

The title of section 1 is \_\_\_\_\_

### H- Headings pgs. 275-277

The important headings in this section are...

#### Setting the Scene

(red) \_\_\_\_\_ (blue) \_\_\_\_\_

(blue) \_\_\_\_\_ (blue) \_\_\_\_\_

(blue) \_\_\_\_\_ (red) \_\_\_\_\_

### I- Introduction

Read **Setting the Scene** on page 275.

Name one thing from the introduction that we still have today that came from Ancient Europe.

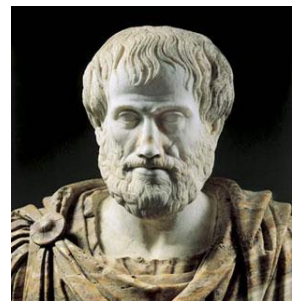
### E- Everything I already know about this topic

List things you already know about Ancient Greece, Feudalism, Europe, or anything you saw in the **Headings**.

### V- Visuals and Vocabulary- (LOOK at pictures, charts, graphs, captions, illustrations, maps, etc.)

Look at the picture and read the caption on page 275.

Who is the statue of?



What did he do that was important?

Is he a political or cultural figure?

**Look carefully at the map and read the caption on page 276.**

What is being shown on the map?

What specific region is being shown on the map in the picture? (Ex. East Asia)

What was the Roman name for the area that is now SPAIN? \_ \_ \_ \_ \_

What was the Roman name for the area that is now BRITAIN? \_ \_ \_ \_ \_

What was the Roman name for the area that is now FRANCE? \_ \_ \_ \_ \_

What was the Roman name for the area closest to what is now ROME? \_ \_ \_ \_ \_

\_ \_

What was the Roman name for the area closest to what is now the MIDDLE EAST? \_ \_

\_ \_ \_ \_

**Look at the picture and read the caption on page 277.**

What is the name of the building in the picture?

What is the building being shown used for?

Why did the people of Europe build it?



## E- End of Chapter Questions

Look over the vocabulary words and questions in **SECTION 1 ASSESSMENT** on page 277.

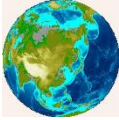
## S- Summary- Choose the best summary statement

\_\_\_\_\_ I think the section will mostly be about...

- a. knights slaying dragons during the Middle Ages.
- b. the Greek Olympic Games.
- c. how all roads lead to Rome.
- d. three major periods of history in Ancient Europe.

You are now ready to read the section!





## Journals through History

Name \_\_\_\_\_

Date \_\_\_\_\_ Hour \_\_\_\_\_

# ROME:

## The Eternal City Video Notes

Write in or circle the correct answer.

1. What does "Roma Eternal" mean?

roam around the world

run and turn

Rome, the eternal city

2. What is the boy in the video's name?

Romeo

Julius

Sparkles

3. What is Julius studying in school to become?

a singer on "Roman Idol"

a senator

a soldier or

legionnaire

4. Who was emperor of Rome during Julius's time?

\_\_\_\_\_

5. What was the name of the poem Julius had to read at school?

Rain, rain, go away

The Odyssey

The Aeneid

6. Who wrote the Aeneid?

Julius

Dr. Seuss

Virgil

7. Who was at war in the poem?

\_\_\_\_\_ VS.

\_\_\_\_\_

8. Why were the Achaeans fighting against the Trojans?

over gold

over a girl

over land

9. How did the Achaeans trick the Trojans?

hid in a wooden horse  
as bushes

made a crank phone call

disguised themselves

10. Why was Aeneas important to Romans?

because he could ride a wooden horse well  
because his family (started) the city of Rome  
because he won it from the Achaeans

11. Who did the Romans learn the most from?  
the Persians                      the Egyptians                      the Greeks
12. What did the Romans learn from the Latins?  
their language                      their religion                      their clothing style
13. What did the Romans learn from the Sabines?  
art and music                      farming and fighting                      fishing and  
building
14. What did the Romans get from the Etruscans?  
language and laws                      art and leadership                      religion and  
architecture
15. What did the Etruscan king Servius Tullius do?  
attacked and burned down Rome  
had the first Roman Census  
went to Egypt to marry Cleopatra
16. What does SPQR stand for?  
Spongebob & Patrick Quickly Running  
Sit Please Quietly Right-now

### **Senatus Populus Que Romanus**

17. What does SPQR mean?
- 

18. What is the name for the wealthy land-owners that got to be part of the early Roman  
**Senate?**  
Senators                      Patricians                      Aristocrats
19. What was the name for the rest of the people in Rome?  
the Planktons                      the Plebeians                      the Politicians
20. Instead of a king, who did the Patricians decide would rule their country?  
two consuls                      three amigos                      one potato or two  
potatoes

21. When the Patricians refused to share power with the Plebeians, what happened?  
the Struggle of the Orders  
the American Revolution  
the Civil War

22. What were the Twelve Tables of Law?  
a meeting with twelve tables where you had to obey different laws at each table  
written laws decided on by both the Patricians and the Plebeians  
like the first ten amendments but with two more added

23. When the people of Rome were going to be attacked from two sides, who did they ask to be dictator of Rome?

**Alexander the Great**

**Emperor Augustus**

**Cincinnatus**

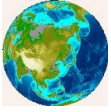
24. What was the difficult question that Julius asked Teacher?  
Teacher, can I have a pencil?  
Teacher, what time is it?  
Teacher, what's my grade?  
Teacher, what's the homework?

**Teacher, do we have to do this?**

Teacher, why does Rome have so many slaves?

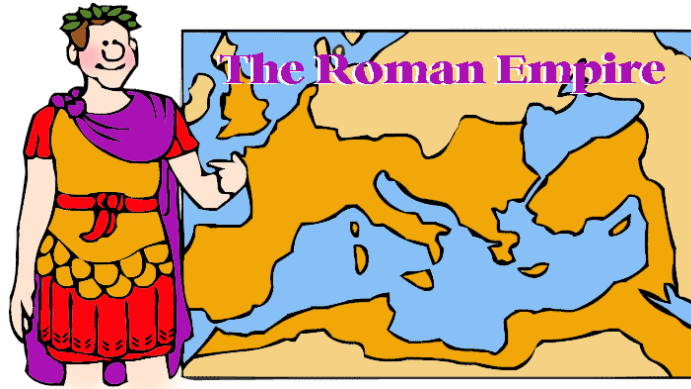
25. What happened to Tiberius Gracchus?  
He had to go and fight long wars as a Roman Legionnaire.  
He was kicked out of Rome for breaking one of the Twelve Tables of Law.  
He was killed by a chair for trying to help out Roman soldiers returning from war.

26. What did Julius Caesar's words, "Veni, vidi, vici" mean?  
One, two, three  
I know you are, but what am I?  
I came, I saw, I conquered



# The Roman Empire

## READING



### Introduction

The people of the Roman Empire are actually descendants from the famous Trojans. The **Trojans** once lived in what was called Anatolia and is now called Turkey. They were forced from their land and home by the ancient Greeks, who at that time were known as the **Achaens**, during the Trojan War in about 1200 B.C. Two ancient poems tell the story of the Trojan War. The **Iliad**, by the Greek writer **Homer**, tells the story from the Greek point of view. The Roman version called the **Aeneid**, by the poet **Virgil**, tells the story of Aeneis, and how his people were tricked by the Acheans. In this famous story, after ten years of fighting between the Acheans and the Trojans, the Trojan War still wasn't over. Neither the Greeks nor the Trojans seemed to be able to win, until one of the Greek kings, Odysseus of Ithaca, had an idea.

"Build a big wooden horse on wheels," he said, "big enough for a bunch of Greek soldiers to hide inside it." So the Greeks did. When they finished, they loaded the horse with some brave soldiers and then the Greeks pretended to sail home. They acted like they had given up and left. But really the Greek army hid near by.

Soon the Trojans found the horse. Nobody knew what it was or why it was there. (The Greek soldiers hiding inside kept very quiet). Then they found a Greek soldier hiding nearby. He said (though this was part of the trick) that the other Greeks hated

him and they had left him behind. So the Trojans asked him what the horse was for. He said it was an offering to the goddess Athena.

Because the Trojans didn't want to upset the goddess Athena, they began to roll the big horse into the city of Troy behind its protective walls. It was so big it wouldn't go through the gate so they had to tear down a piece of the city wall to get it in. They took the horse



inside the walls and left it at the temple of Athena, and then the Trojans had a big party to celebrate the end of the war. Still, the Greek soldiers inside the horse kept very quiet.

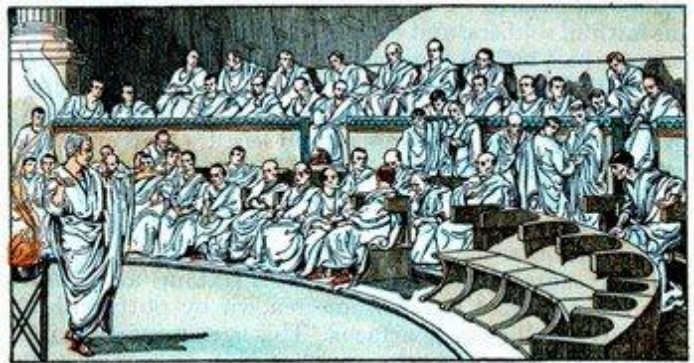
Finally everyone fell asleep and then the Greek soldiers came out of the Trojan Horse and killed the remaining guards on the walls. They signaled the Greek army which was in hiding to come attack Troy. They could now get into the city of Troy because of the piece of the wall that was torn down. There was a big battle and the Achaeans (Greeks) won. Many of the Trojan men were killed, and most of the women and children were taken back to Greece as slaves. The city of Troy was burnt to the ground. A few survivors, led by Aeneas left their land, sailed across the Aegean Sea and began to settle in Rome.

Over time, the people of Troy re-settled and learned and shared many things with their new neighbors. For example, the Romans learned Latin from the Latins, about government from the Greeks, about farming their new land from the Sabines, and about art and leadership from the Etruscans.

## The Roman Senate

In Rome there were three social classes of people, the wealthy landowners, called the **patricians**, the every-day people and workers, called the **plebeians**, and the slaves.

The Roman Senate was originally set up so that the patricians would meet and decide on laws for all of Rome. Two patricians were chosen to lead the senate, called **consuls**, who would serve for just one year, to limit their power. The patricians would hold their meetings in secret, so that plebeians were not allowed to come and debate or speak about the laws. The plebeians felt that this was unfair and asked the patricians for a chance to vote and participate in creating the laws and rules they would have to live under. When the patricians refused, the plebeians responded by leaving Rome. It was kind of like going on strike since it was the plebeians or common people that did most of the work in Rome. They left the city and set up tents and a camp just outside the city. This was called the **Struggle of the Orders**. Without the plebeians to do work, the patricians quickly realized that their easy way of life would be threatened. So, they made a deal with the plebeians to allow them elect their own representatives to participate in the Senate. They also agreed to write down the laws that were passed in Rome so that all of the people could see them and know them and they could not be secretly changed or manipulated. They were then hung in the city for all to see. They were called the **Twelve Tables of Law**. For a while, the senate worked okay and the patricians and plebeians were able to rule Rome effectively. But eventually, trouble arose and a debate about how soldiers were being treated when they returned from war sent the Roman Senate into an eighty-year struggle over ruling the empire.



## The Reign of Julius Caesar

During the time of the struggle in the senate, a man named **Julius Caesar** was a soldier in the Roman Legion. He was a great soldier, an even better general, and a very good public speaker. As general, he helped lead the Roman army to conquer the Gauls to the north



of Rome (the people from what is now France, Belgium, and Switzerland). In a famous letter back to his superiors in Rome, Caesar bragged, “**Veni, vidi, vici**” which means “I came, I saw, I conquered!” The people of Rome loved Caesar because he was a good general and a good Roman. He was also a nice and generous man. At the same time, the senators were worried that Caesar may be a threat to their power in Rome when he returned from war. The senate ordered him to lead expeditions farther into modern day Germany and Britain, which were at that time completely

unknown to the Romans. After exploring, Caesar wanted to return to Rome and enter into politics. The senate told him to disband or dismiss his army before returning, because they were afraid that he would become ruler of Rome and challenge their power. Caesar ignored them and famously crossed the river **Rubicon** (which was the border between the province he ruled and the Italian territories of the Roman empire) with his army and took power over Rome as a dictator after a short civil war. As ruler of Rome, Julius Caesar did many things. He used his power to carry out much-needed reform, such as relieving debt and enlarging the senate to include representatives for more Roman citizens in other territories. Many senators disliked him and were jealous of him. Eventually, several senators led by Cassius and Brutus conspired against him and murdered him using daggers. After his death, two men rose to power, his grandson, **Octavian**, and a powerful general and politician named **Mark Antony**. Instead of warring, the two men agreed to share control of Rome.

## The Battle of Actium



During their shared rule over Rome, Mark Antony traveled to Egypt (part of the Roman Empire) and fell in love with the ruler of Egypt, a woman named **Cleopatra**. Together, Mark Antony and Cleopatra planned to invade Rome and seize control of the empire and rule it as king and queen. **The Battle of Actium** was an important turning point in the history of Egypt and Rome.

When Octavian (later known as the **Emperor Augustus**) met the combined armies of Mark Antony and Queen Cleopatra of Egypt, Roman forces faced Roman forces in a civil dispute or civil war, and they were pretty evenly matched. The majority of the fighting took place on the sea. The fighting continued throughout the day on September 2, 31 B.C., until, unexplainably, Cleopatra took her ships and left the naval battle. Mark Antony, left his troops behind and followed her. The result was that Octavian and his navy won the battle. Octavian became ruler of Rome

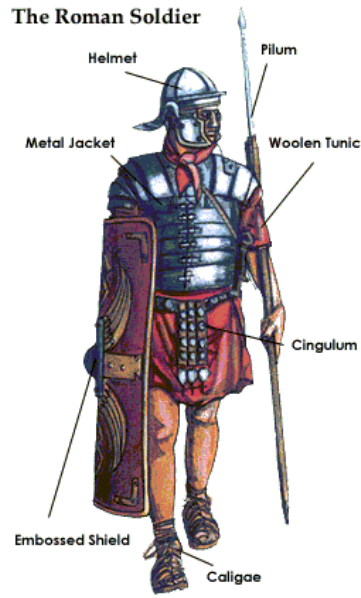
and the Romans changed his name to Emperor Augustus. Under the rule of Emperor Augustus, Rome continued to strive and grow as a civilization.



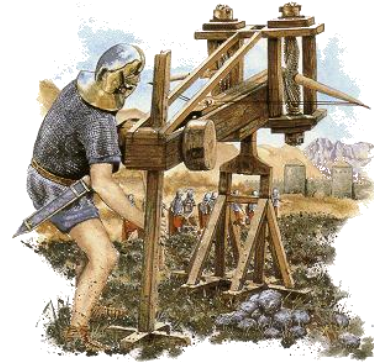
### **The Roman Legion**

The Roman army was called the **Roman Legion**. Soldiers were called **Legionnaires**. Roman soldiers came from all over the empire of Rome. The Romans learned many things from the civilizations they conquered. They learned strategies and formations from the Greeks. They also borrowed many weapons from the armies they conquered. For example, they began using the swords, they had seen the Hispanian soldiers using.

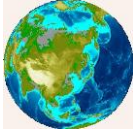
### The Roman Soldier



They changed the size and shape of their shields and even designed their own spear called the **pilum**. These were the spears used to form the phalanx formation. Other weapons the Romans developed and mastered are the **scorpion** and the **ballista**. The scorpion was a larger version of a crossbow which was mounted so that it could be aimed at different angles.



It was designed to shoot a large arrow-type missile into enemy troops. The ballista was an early version of a cannon without the gun-powder. It used the same idea as a crossbow or a bow and arrow to shoot a large rock which would take out troops and smaller stone or wooden walls.



Europe and Russia: Shaped by History

## The Roman Empire

Name \_\_\_\_\_

Date \_\_\_\_\_ Hour \_\_\_\_\_

### QUESTIONS

#### ROMAN VOCABULARY

- |   |                |
|---|----------------|
| _____ 1. a soldier in the Roman army.   | a. patricians  |
| _____ 2. wealthy, noblemen who controlled the early senate of Rome.                       | b. consuls     |
| _____ 3. the two leaders of the senate chosen to serve for one year to limit their power. | c. pilum       |
| _____ 4. a spear designed by the Romans which will easily pierce a shield or armor.       | d. plebeians   |
| _____ 5. the common working people in Rome.   | e. legionnaire |

#### QUESTIONS

5. Who were the Achaeans and who were the Trojans?
  
6. Where did the Trojans live? (Name the city) Where specifically was it located?
  
7. What was the **Aeneid**, who wrote it, and what is it about?
  
8. **Explain** how the Achaeans (Greeks) beat the Trojans and ended the Trojan War.

9. Who was **Aeneis** and why is he important to Ancient Rome?

10. What's the difference between a **patrician** and a **plebian**?

11. What was the Roman government (The Senate) like? How was it organized? Who ruled the country?

12. What was the **Struggle of Orders**? What happened? Who won the struggle?

13. What are the **Twelve Tables of Law**?

14. Who was **Julius Caesar** and what did he do?

15. How did Julius Caesar die?

16. Describe what happened in the **Battle of Actium**.

17. What was the **Roman Legion** and what was it like? Give examples.

## **Day 2**

**Preview:** The bell work is designed to prepare the students for the when they will be asked to compare and contrast Ancient Greece and Rome. It is designed to get the students thinking about how the two great civilizations were similar and different. The lesson plan itself is a continuation of Day 1. We will check the homework then move on to complete the Roman Empire Reading. This reading is important because it sets a time line for some of the major events that occurred during Ancient Rome, how the Roman Senate was created, the rise and death of Julius Caesar, Marc Antony and Octavian's role and the way the Roman Legion ruled Europe during this time. Unfortunately our textbook does a very poor job of coving the State Statues so most of this unit is supplemented material.

### **I. Objectives:**

1. Students will be able to explain the relationships between Cleopatra, Marc Antony and Octavian and how the three affected Rome.
2. Students will create a Tree Map describing 5 major events during the Roman Empire.

### **II. Materials:**

- Promethean Board
- Roman Empire Reading (attached above)
- Computer Paper for "Tree Map"
- Example of Tree Map (attached)

### **III. Procedures:**

#### **A. Bell Work:**

Using a Double-Bubble Map: Compare and Contrast Ancient Greece and Ancient Rome

#### **B. Lesson Plan:**

1. Go over Roman Empire Questions (1-9) – Check for completion and review.
2. Students will continue Roman Empire Reading using "Talking to the Text"
3. Students will create a "Tree Map" (Classifying) showing the Empire Reading
4. Exit ticket – Explain the three levels of society in Ancient Rome.

### **IV. Homework: Complete Tree Map and the rest of the Roman Empire Questions using QAR.**

## Day 3

**Preview:** The movie comes from a series call “Journals through History” and we have watched similar ones from Egypt, China, Mesopotamia and Greece. They’re part Cartoon and part live motion pictures. They do a very great job of connecting to middle school students and explaining the topic. After watching the movie which introduces the Roman Accomplishments, I will give a short lecture/presentation about the Roman Accomplishments that we discussed in the movie. Often times the students will find them exciting and entertaining and I will show more photos of them. After the presentation we will start our reading on six of the most important. The first of the six is the Coliseum and we will be able to finish the reading for this. As a result our exit ticket will be about the Coliseum.

### I. Objectives:

1. Students will be able to explain why the Pax Romana period allowed the Roman Civilization to grow and give examples.
2. Students will be able to describe why the Roman Baths were so popular.

### II. Materials:

- Promethean Board
- Roman Accomplishments Movie Questions (Attached Below)
- Roman Accomplishments PowerPoint ([Link](#))
- Roman Accomplishments Reading (attached Below)

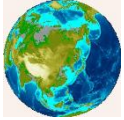
### III. Procedures:

A. Bell Work: School given MEAP practice questions

#### B. Lesson:

1. Begin by Collecting Tree Maps
2. Pass out Roman Accomplishments Movie Questions
3. Watch Roman Accomplishments (15 Minutes)
4. Go over Roman Accomplishments Worksheet. (5 minutes)
5. Power point over Roman Accomplishments (lecture) (20 minutes)
6. Pass out Roman Accomplishments Reading
7. New Reading Partners – Seating chart for students.
8. Start “Talking to the Text” Strategy for the Roman Accomplishments reading.
9. Exit Ticket – What was the Roman Coliseum used for?

C. Home work: Nothing today (Friday)



ver 1.0

## Journals through History

ROME: Building an Empire

Name \_\_\_\_\_

Date \_\_\_\_\_ Core \_\_\_\_\_

## Video Notes

Write in or circle the correct answer.

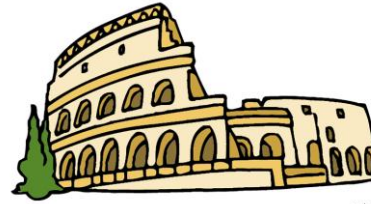
27. What is the name of the boy in the video? \_\_\_\_\_

28. Where did Julius just visit with his grandfather?

Persia

Athens

the Coliseum



29. What did Julius see at the Coliseum?

a gladiator battle

a Jonzes Bros concert

Aristotle's speech

30. What is the name of the major battle in Rome that changed life for the Romans?

\_\_\_\_\_

5. Who were the two leaders that rose to power after Julius Caesar was killed?

Alexander and Darius

Barack Obama and Hillary Clinton

**Mark Antony and Octavian**

6. Who did Mark Antony marry when he went to Egypt?

Jennifer Lopez

Cleopatra

Hannah Montana

7. Where did the Battle of Actium take place?

on land

on the sea

in the air

8. Who won the Battle of Actium?

Alexander

Octavian

Mark Antony

9. What name was Octavian given as ruler of Rome?

\_\_\_\_\_

10. What is the name of the long period of peace and stability in Rome called?

World Peace

Pax Romana

the Cold War

11. What is the name of the new building just completed in Rome?

the Parthenon

the Pantheon

the Coliseum

12. What is the name of the round room in the center of the Pantheon?

the Rotunda

the circle of life

the Lobby

13. What is the name of the round opening at the top of the dome?

\_\_\_\_\_

14. Who are king and queen of the gods? \_\_\_\_\_ and

\_\_\_\_\_

15. Which is Julius's favorite god? \_\_\_\_\_

16. What is the name of the Roman army?

The Gladiators

The Roman Legion

The Little Caesars

17. What is the name of the long spear used by Roman legionnaires?

\_\_\_\_\_

18. What is the name of Rome's bigger weapon? \_\_\_\_\_

19. Which Roman weapon can launch balls more than  $\frac{1}{4}$  of a mile?

the catapult

the pilus

the ballista

20. Who did the Romans conquer in the battle that Julius tells us about?



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21. What is the name of the tool used by the surveyors in Rome?

the scorpion

the groma

the ballista

22. Complete the following statement:

*“All roads lead to \_\_\_\_\_”*

23. What is the name of the “fire beneath” that keeps the Roman baths warm?

an inferno

a bunsen burner

a hypocaust

24. What is the name of the water channels that bring fresh water to Rome?

aqueducts

irrigation canals

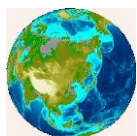
wells

25. What does Emperor Hadrian want to build in Britain?

an aqueduct

a wall

a bathhouse



The Roman Empire:

Name \_\_\_\_\_

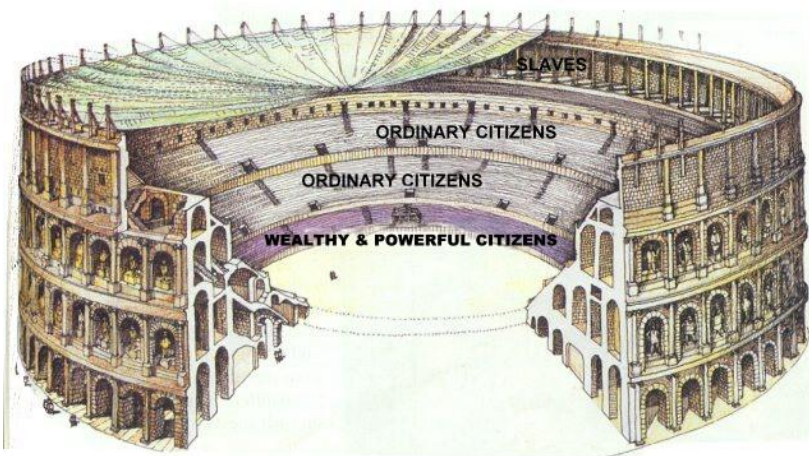
## Accomplishments in

### Ancient Rome

### READING

#### The Coliseum

In 72 AD, Roman Emperor Vespasiano began building the most spectacular coliseum. It was over 160 ft high with eighty different entrances and could seat more than 50,000 spectators at one time. When it was completed in 80 AD, the opening of **the Coliseum** was celebrated with 100 days of games in which thousands of animals and gladiators were killed. Gladiators



were sometimes professional fighters or sometime people who were captured and made slaves and forced to fight. Sometimes criminals who had been sentenced to death would be forced to fight as well. The gladiators entertained the public by engaging in **mortal combat**, in other words, a fight to the death. Trained archers stood on a catwalk above the crowd and would shoot arrows at people such as slaves and criminals who refused to fight or ran away from the combat and any angry animals that got out of hand.

Gladiator battles between two men stopped around 404 A.D., but animals such as lions, elephants, snakes and panthers continued to be slaughtered in the name of sport until the 6th Century (500s A.D.). Sometimes, the Coliseum was used for mock (pretend) naval battles by removing the heavy wooden flooring and flooding the lower cells where prisoners and animals were usually kept with water. Full sized ships would be moved in and used in the pretend battles.

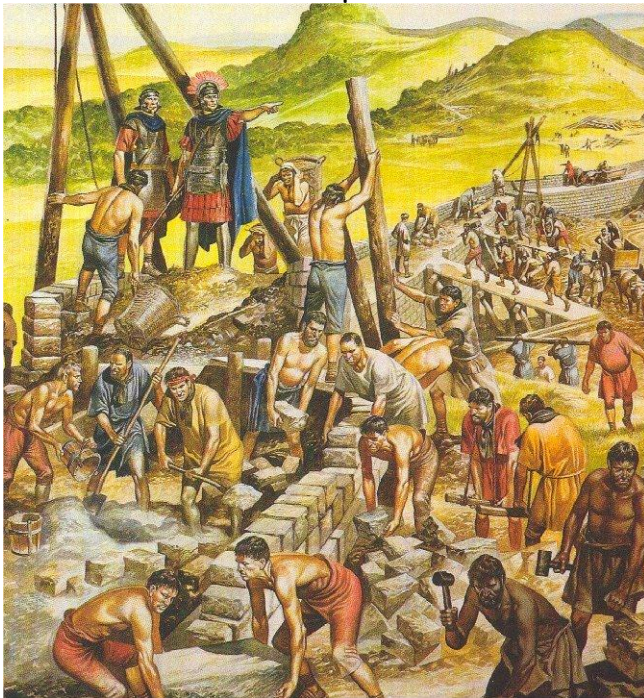
During the Middle-ages, many stones, especially the marble from the Coliseum were removed for new buildings. Today the Coliseum is only ruins, but it is one of Rome's biggest tourist attractions.

## Pax Romana (Peace in Rome)

This was a period in ancient Roman history during which things were pretty much peaceful among the territories of the Roman Empire. It is said to have lasted from around 27 B.C. to around 180 A.D. During this period, the Roman Legion kept peace throughout most of the empire and the emperors were able to focus on major building projects such as temples, roads, bathhouses, and the aqueducts.

## Hadrian's Wall

At the start of his reign as emperor of Rome there had been fighting in northern Britain between the Britons and their neighbors, the Picts and the Scots. To strengthen this part of the Roman Empire, **Emperor Hadrian** made the decision to build a permanent barrier, a wall, to keep out invaders.



It took the Roman Legionaries, who built the wall, about 6 years to complete the job.

**Hadrian's Wall** was built across one of the narrowest parts of the Britain. When it was finished, the wall was 73 miles long.

When work started on the wall, it was about 15 feet high and 9 feet wide, and might have had a walkway along the top. This original plan was changed during the building of the wall and some parts of the wall were shrunk to only 5 feet thick. This was probably so that the Roman Legionaries could finish the job more quickly. At some parts, the wall was built of turf or sod at first. This was probably because there was no good building stone nearby and the Romans wanted to finish the work quickly. Later, those parts of the wall were rebuilt in stone.

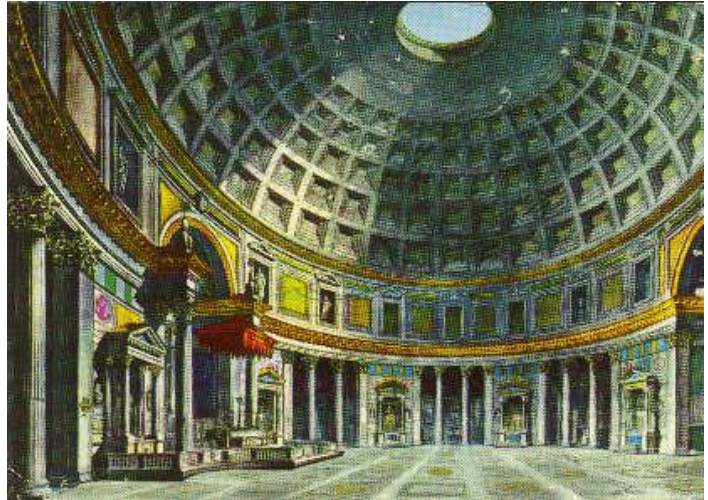
Every mile along the wall there was a **milecastle**, which was a protected gateway. These allowed Roman soldiers to go on patrol to the north of Hadrian's Wall and to control people passing through the wall.

In between the milecastles were two tall **turrets** or towers from which soldiers could keep watch over the surrounding countryside. During the building of the wall it was decided to add forts to the plan of the wall. In the end there were 16 forts built along the length of the wall. These meant that even more Roman soldiers were based along the wall and the

frontier was even more effectively controlled. Between the wall, the turrets, and milecastles Roman soldiers were able to watch what was happening along the whole length of the frontier.

## **The Pantheon**

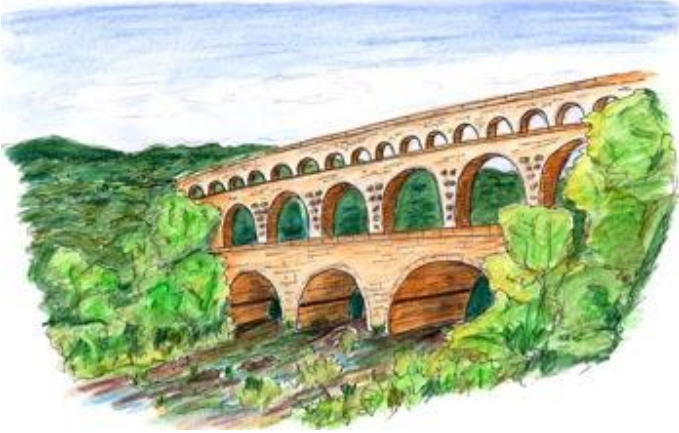
This was a temple built under Emperor Hadrian to honor all of the Greek gods. It is an amazing building for its time because of the large dome above a round room called the **rotunda** which has an opening in the middle of it called an **oculus**. The large dome of the temple was supposed to remind Romans of the heavens and the gods. The oculus was supposed to be an opening to the heavens and a connection to the sun, which is the giver of all life. This building still stands in Rome today as an example of the amazing architecture of the Roman Empire.



## **Roman Aqueducts**

As Roman towns got bigger it became very hard for the people who lived in the towns to get fresh drinking and washing water. Because raw sewage (waste) was draining into the rivers, people who drank river water often got very sick or died. Local governments, first in the city of Rome and then elsewhere in the growing Roman Empire, decided to build long stone channels to carry clean water from nearby hills to the towns. These are called **aqueducts**.

Ancient Rome had eleven major aqueducts, built between 312 B.C. and 226 A.D. that provided the city of over 1 million people with fresh water. The longest aqueduct was 59 miles long. It has been calculated that when the city of Rome's population was the highest, these



aqueducts were capable of providing over one cubic meter of water per day for each citizen which is more than most people use in a day in modern times.

While it is the amazing arched aqueducts that most people recognize, for most of their length the early aqueducts were simply channels or pipes bored or drilled through the rock. The depth of the channel below ground varied so as to maintain a constant, very shallow gradient

or slope throughout the length of the aqueduct. This kept the water always running down hill towards Rome. Often, only in the final stretches of the aqueduct leading into the city were the channels raised up on arches like seen in the picture above.

The channels in which the water flowed were just over three feet wide and about six feet high. They were big enough to allow workers to be able to walk through them, when the water supply had been cut off, for inspection and maintenance.

When the water reached Rome, it flowed into huge **cisterns** or holding tanks, situated on high ground, from which it was distributed through metal pipes to the different areas of the city. Part of the water was exclusively for the emperor's use, part of it was sold to rich citizens, who, for a price, could have it piped to their houses, but much of it was available to ordinary people through a network of public fountains, which were located at crossroads throughout the city. Enormous amounts of water also went to supply the numerous bath complexes located throughout the city.

## **Roman Baths**

Of all the leisure activities, bathing was surely the most important for the greatest number of Romans, since it was part of the daily routine for men of all classes, and many women as well. We think of bathing as a very private activity conducted in the home, but bathing in Rome was a communal activity, conducted for the most part in public facilities that in some ways resembled modern spas or health clubs.

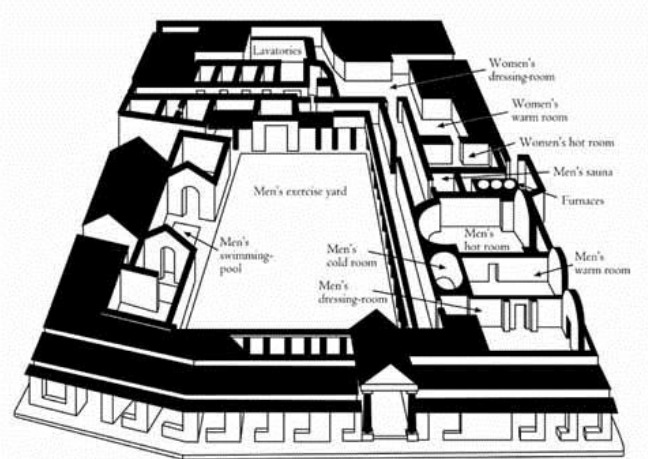
Roman baths were a central part of Roman social life, as well as a way for the citizens of Rome to stay healthy. Roman baths were located in almost all Roman cities; most certainly in the largest and most prominent ones. Far from simply being a place for people to clean themselves, Romans baths provided an

opportunity for citizens to socialize, exercise, and unwind after a day's or week's work.

Roman bath-houses were a feat of engineering at the time. Drawing on natural hot springs from beneath the ground, a system of pumps brought water up and into the large pool areas, wherever springs existed. Heaters, called **hypocausts**, were also created to maintain warm temperatures in the baths.

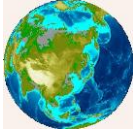
In addition, many bathhouses also had workout equipment nearby for men to strength train with weights or toss around a discus. Men also brought and used oils after bathing, and those in the upper classes brought along servants to carry their towels, oils, and clothing. Most bath-houses were quite large (some could hold up to 3,000 people at one time).

Although the evidence is not clear about exactly what Romans wore when bathing, it seems probable that they did not



exercise or bath in the nude (as Greek males did). Within the warm baths, special sandals with thick soles were needed to protect their feet from the heated floors.

There were plenty of other things to do at the bath-houses, besides take a bath. After their baths, people could stroll in the gardens, visit the library, watch performances of jugglers or acrobats, listen to a literary recital (a storyteller), or buy a snack from the many food vendors. Doubtless the baths were almost always busy and noisy but the baths were also probably very attractive and popular places.



Europe and Russia: Shaped by History

Name \_\_\_\_\_

## Accomplishments

Date \_\_\_\_\_ Hour \_\_\_\_\_

### In Ancient Rome

### QUESTIONS

1. What is the Coliseum? What was it used for?
2. What was the Pax Romana and what happened during this time?
3. What was **Hadrian's Wall**? What was it like? Why was it built?
4. What is the **Pantheon**? What does it look like? What is it for?

5. What are **aqueducts**? Why did the Romans need them and build them?

6. What were the Roman baths like? What types of things (besides wash) did Romans do there?

## MAP SKILLS



Use the scale provided to estimate the distance between the following places:

\_\_\_\_\_ miles from the Rome to Athens.

\_\_\_\_\_ miles from Rome to Syracuse.

\_\_\_\_\_ miles from Rome to London.

\_\_\_\_\_ miles from Rome to Hadrian's Wall.

\_\_\_\_\_ miles from Rome to Byzantium.

\_\_\_\_\_ miles from Rome to Babylon.

\_\_\_\_\_ miles from Rome to Jerusalem.

# Day 4

**Preview:** Today we will finish the Roman Accomplishments reading. There are usually a number of questions about the different accomplishments. Students are generally fascinated by the Coliseum, the Aqueducts and the Roman Baths. I will also introduce a student led group project near the end of the hour. Groups of 2 or 3 students will be assigned one of the Roman accomplishments and they will be responsible for creating a PowerPoint presentation dedicated to that accomplishment. I will show examples of previous student created PowerPoint's as examples and basically let the students be as creative as they can be with this project.

## I. Objectives:

1. Students will be able to describe each of the 6 Roman Accomplishments.
2. The students begin a group presentation of one of the 6 Roman Accomplishments.

## II. Materials:

- Promethean Board
- Roman Accomplishments Reading (attached Above)
- Roman Accomplishments questions (attached above)
- Previous Student created Power-points. ([Link 1](#), [Link 2](#))

## III. Procedures:

### A. Bell Work:

1. How did the Trojan War affect the development of Rome?
2. Explain the Battle of Actium, who was in charge, who won?
3. Name 2 weapons that the Roman Legion adopted from defeated enemies.
4. What are the three social classes of Ancient Rome?

### B. Lesson Plan:

1. Continue Roman Accomplishments Reading
2. Student discussion about Roman Accomplishments
  - Students will discuss within their groups which Roman Accomplishment is the most impressive.
  - Class discussion with different groups with each group called upon explaining their choices.
3. Pass out Roman Accomplishments Reading Questions
4. Answer questions using QAR.
5. Start Power Point Group Project.
  - Groups of 3 students will be assigned one of the Roman Accomplishments.
  - They will create a power point minimum 5 slides that explains "their" Accomplishment.
  - Groups will present their power points when completed.

## IV. Homework

1. Complete Roman Accomplishments reading using QAR
2. Start formulating plan/ideas for Power points.

**Reflection:**

While designing this lesson plan I knew what the topic was, it was a matter of putting everything together in a sequence that made the most sense to ensure student learning. Over the course of the semester one of the main discussion points is that not every student learns in the same manner, “as teachers plan, implement and assess instruction, they need to consider how multiple literacies, multiple discourses, multiple text types, multiple modalities, multiple contexts and multiple identities all play key roles in comprehension instruction.”(Brown, 124) What I try to do in this unit is give the students the in a multitude of different forms, movies, QAR, Talking to the Text, Group Work, PowerPoint Presentations and lectures to ensure the students are given every available opportunity to learn. One thing that I am conscious of after reading chapter 10 is that sometimes teachers being a strategy but they do not go back to that strategy enough and the students lose feel of how to use that strategy. “Often content-area teachers introduce students to the textbook early in the school year but do not consistently refer them to text features throughout the year. Students who struggle with academic reading need constant reminders and practice to get to the point where they become independent users of such features.”(Sheridan-Thomas, 172) After reading this and being introduced to the “Talking to the Text” reading strategy I am committed to continuing with this and to implement it in lesson plans until my students become independent users. There were a number of reading for the semester that played a role in deciding on the sequence including the reading by Moje and Speyer where they discussed how it was important to have an introduction component to each lesson, “Before reading, whether whole class or independently, review texts with strategies such as K-W-L, anticipation guides, preview guides, and advanced organizers.” (Moje 203) What I came up with for Rome was the T.H.I.E.V.E.S. worksheet on Day 1. From T.H.I.E.V.E.S. students are introduced to the topic, I am also able to quickly access through the question where it asks the students to write down everything they know about the topic by looking at responses as the students are working and by later asking students to share their knowledge. I also wanted to make sure that there were a number of graphic organizers used during the lesson. Graphic Organizers were used as both Bell Work and as a formative assessment to allow me to gauge where the students learning process was at. QAR is both a district implanted answer strategy and it was discussed by in the reading by Sheridan-Thomas, ‘one instruction method that lends itself to helping students do both of

these(determining importance and making inferences) is question-answer relationship or QAR,”(Sheridan Thomas 174). For those two reasons, on days 1, 2 and 4 the students are using that strategy to answer their homework questions. Finally I knew I had to supplement most of this unit because our textbook does a very poor job of covering the basic State-Standards’. What I came up with was two readings that look at some of the more interesting and entertaining topics of Rome. I chose these readings to help peak the students interest because as Moje and Speyer say “understanding the text may depend most on readers; interest in the topic or motivation to make sense of the text,”(Moje 196) the more interested the students are in the topic, the more information they will obtain. Then it was just a matter of putting everything together in that logical sequence from the introduction to making sure the movies, lectures and readings all matched.