



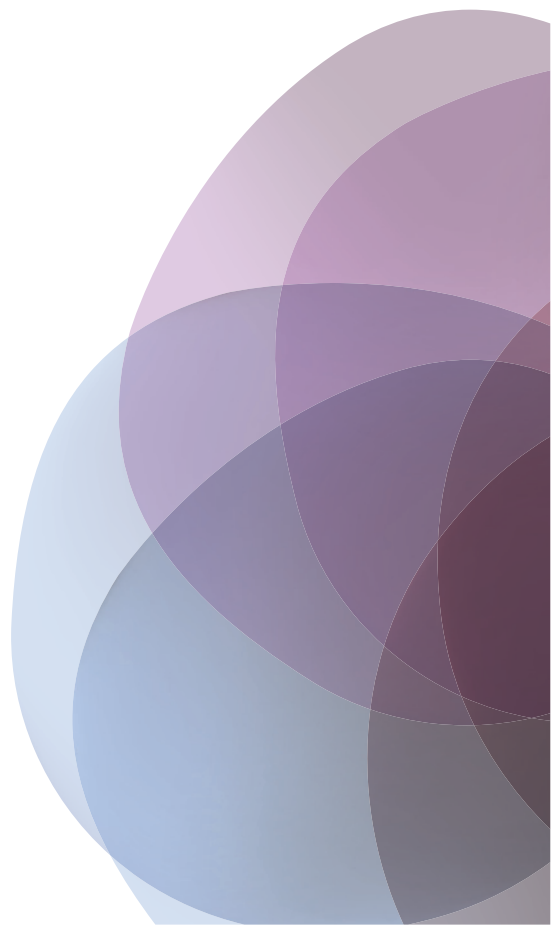
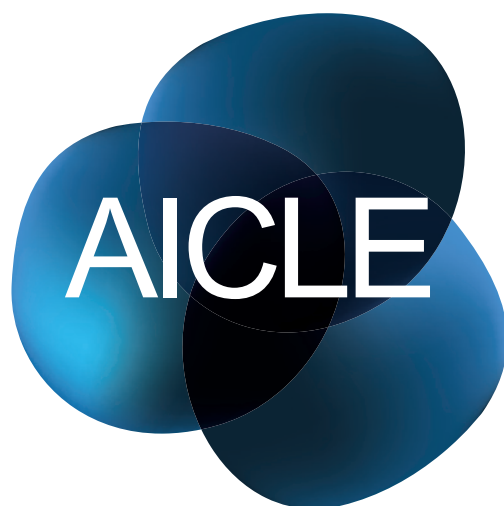
# Ciencias Sociales

Secundaria



JUNTA DE ANDALUCÍA

Inglés



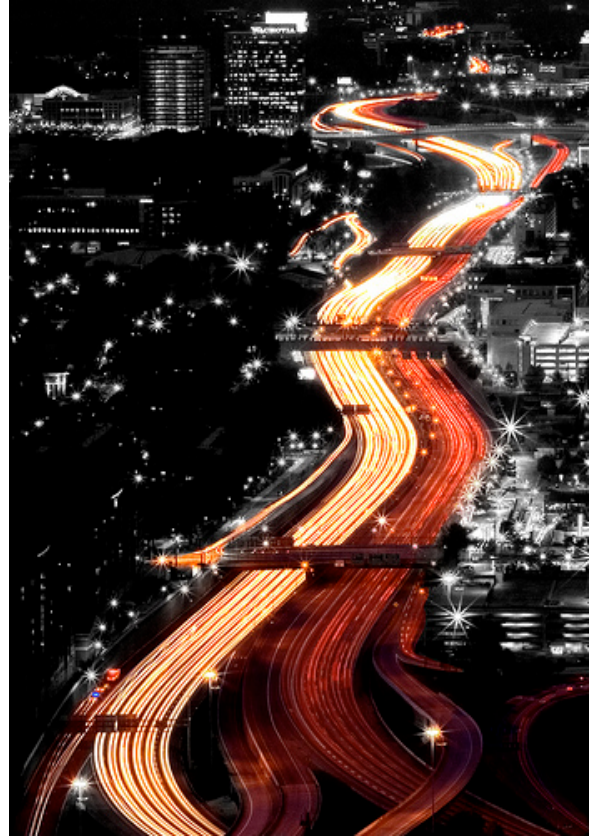
## Identificación del material AICLE

<b>TÍTULO</b>	Ancient Rome: History and Culture
<b>NIVEL LINGÜÍSTICO SEGÚN MCER</b>	A2.1
<b>IDIOMA</b>	Inglés
<b>ÁREA / MATERIA</b>	Geografía e Historia
<b>NÚCLEO TEMÁTICO</b>	El Imperio Romano. Historia y Civilización
<b>GUIÓN TEMÁTICO</b>	La unidad trata de abarcar los principales aspectos de la historia y la cultura romanas en la Antigüedad. En cinco sesiones se tratan los periodos de la historia romana, la sociedad, la vida cotidiana, la administración y el legado romano. Cada sesión se puede utilizar de forma independiente. Es una introducción a aspectos que se profundizar en otras clases en español, y no pretende tratar exhaustivamente el tema.
<b>FORMATO</b>	PDF
<b>CORRESPONDENCIA CURRICULAR</b>	1º de Educación Secundaria
<b>AUTORÍA</b>	Alberto de los Ríos Sánchez
<b>TEMPORALIZACIÓN APROXIMADA</b>	5 sesiones
<b>COMPETENCIAS BÁSICAS</b>	Competencia lingüística: mediante la expresión y la comunicación.
<b>OBSERVACIONES</b>	Los contenidos de las sesiones pueden exceder de una hora de clase real. Las actividades de postarea, al final de cada sesión podían utilizarse todas como actividad final. Además, cada sesión puede utilizarse de forma independiente.

## Tabla de programación AICLE.

<b>OBJETIVOS</b>	<ul style="list-style-type: none"> <li>- Conocer la periodización y datación correcta como referencia temporal en la localización de hechos y procesos históricos</li> <li>- Conocer los rasgos básicos de la civilización romana, con especial atención a la organización políticsocial y económica, y entre otros rasgos culturales actuales el legado de la civilización romana</li> </ul>		
<b>CONTENIDOS DE CURSO / CICLO</b>	<ul style="list-style-type: none"> <li>- Localización en el tiempo y en el espacio de los periodos, culturas y civilizaciones y acontecimientos históricos</li> <li>- Representación gráfica de secuencias temporales</li> <li>- Las formas de organización económica, administrativa y política romanas</li> <li>- La ciudad y la forma de vida urbana</li> </ul>		
<b>TEMA</b>	<ul style="list-style-type: none"> <li>- Periodos de la historia romana</li> <li>- La sociedad romana</li> <li>- La vida cotidiana</li> <li>- Administración y gobierno</li> <li>- El legado romano</li> </ul>		
<b>MODELOS DISCURSIVOS</b>	<ul style="list-style-type: none"> <li>- Analizar y comparar diferentes formas de gobierno</li> <li>- Clasificar a los ciudadanos romanos en grupos sociales</li> <li>- Secuenciar hechos en el tiempo</li> <li>- Describir lugares</li> <li>- Clasificar por roles políticos</li> <li>- Secuenciar hechos de la vida personal</li> <li>- Contrastar presente y pasado</li> </ul>		
<b>TAREAS</b>	<ul style="list-style-type: none"> <li>- Eje cronológico</li> <li>- Escucha y reconstrucción de un texto histórico</li> <li>- Redacción de una biografía</li> <li>- Síntesis de información</li> <li>- Análisis de imágenes</li> </ul>		
<b>CONTENIDOS LINGÜÍSTICOS</b>	<b>FUNCIONES:</b> <ul style="list-style-type: none"> <li>- Describir hechos del pasado</li> <li>- Secuenciar en el tiempo</li> </ul>	<b>ESTRUCTURAS:</b> <ul style="list-style-type: none"> <li>- Rome was...</li> <li>- The Empire started always, sometimes... later, first...</li> </ul>	<b>LÉXICO:</b> <ul style="list-style-type: none"> <li>Monarchy, Empire, Republic, slave, plebeian, patrician, Senate, bridge, theatre, aqueduct, temple, calendar, town...</li> </ul>
<b>CRITERIOS DE EVALUACIÓN</b>	<ul style="list-style-type: none"> <li>- Utilizar las convenciones y unidades cronológicas</li> <li>- Caracterizar los rasgos de la organización política, económica y social de la civilización romana valorando la trascendencia de la romanización y la pervivencia de su legado</li> <li>- Realizar una lectura comprensiva de fuentes de información escrita de contenido geográfico o histórico y comunicar la información obtenida de forma correcta por escrito</li> </ul>		

# ANCIENT ROME HISTORY AND CULTURE



**What is the legacy of Rome? What did we learn from the Romans?**

## CONTENTS

1. Periods of Roman History
2. Roman society
3. A day in the life of a Roman
4. Ruling Rome
5. The legacy of Rome

## SESSION 1.PERIODS OF ROMAN HISTORY.

### PRETASK

#### 1.Vocabulary.



Put these words into the correct boxes:

king                      Senate                      Emperor                      citizens                      rule of law  
huge territories                      expansion

Monarchy	Republic	Empire



**Guessing from pictures. Can you describe this man? Who is he? Is he a senator, a king, or an emperor? Why do you think so?**



Statue of the emperor Augustus in Museo Chiaramonti, Vatican, Rome

He is....

Most likely, he is a Roman .... because....

## 2. Listening and taking notes



Listen to your teacher/assistant. Fill in the gaps in the following text.

Use these words:



Empire famous war killed uncle 753 ago wolf murdered senators France citizens  
empire plebeians free slave twins ruled story.

### The origins of Rome. \_\_\_\_\_ and History

2,000 years \_\_\_\_\_, Rome was the capital of the Roman \_\_\_\_\_. The construction of Rome started in \_\_\_\_\_ B.C. The Romans had a \_\_\_\_\_ to explain how Rome began. Twin boys, Romulus and Remus, were the sons of Mars (the Roman god of \_\_\_\_\_). An evil \_\_\_\_\_ took them as babies from their mother and threw them into the River Tiber. The babies floated to land, and a mother \_\_\_\_\_ fed and cared for them. Later a shepherd looked after the \_\_\_\_\_ until they grew up.

Years later, Mars told his twin sons to build a city there. The city was Rome. One day, Remus made fun of the wall Romulus had built around the city. The twins argued, fought and Romulus \_\_\_\_\_ Remus.

Today, historians agree that people lived in Rome long before 753 B.C., but the legend is one of the most \_\_\_\_\_ in world history.

### The Republic

The Senate \_\_\_\_\_ the republic. Rich men called \_\_\_\_\_ ran the government. Poor men (called \_\_\_\_\_) had much less power. The plebeians fought for fairer treatment. A plebeian was a \_\_\_\_\_ man, not a \_\_\_\_\_ and could be a Roman citizen. People in lands conquered by the Romans could become \_\_\_\_\_ too. But women and slaves could not be citizens, so they could not vote in elections. Rich men and plebeians fought for the control of power.

By the 1st century BC, Rome conquered many areas in \_\_\_\_\_, England, Spain, and the North of Africa. Rome was more than a republic, it was an \_\_\_\_\_. Some generals, like Julius Caesar, were so important that they became the rulers of Rome. But, Julius Caesar was \_\_\_\_\_ before he could become emperor.

### 3. Analyzing maps



Look at the map. Which continents were a part of the Roman Empire? Can you write the names of the present day countries that used to be ruled by Ancient Rome?



#### TASK



#### READING: PERIODS IN ROMAN HISTORY

##### The origins of Rome- Legend and History

2,000 years ago Rome was the capital of the Roman Empire. The construction of Rome started in 753 B.C. The Romans had a story to explain how Rome began. Twin boys, Romulus and Remus, were the sons of Mars (the Roman god of war). An evil uncle took them as babies from their mother and threw them into the River Tiber. The babies floated to land, and a mother wolf fed and cared for them. Later a shepherd looked after the twins until they grew up.

Years later, Mars told his twin sons to build a city there. The city was Rome. One day, Remus made fun of the wall Romulus had built around the city. The twins argued, fought and Romulus killed Remus. Today, historians agree that people lived in Rome long before 753 B.C., but the legend is one of the most famous in world history.

##### The Monarchy

During the early years of Rome, the city was ruled by kings. Many of these kings were Etruscans, an old civilization from the north of Italy, which dominated Rome for many years. In those times, the kings and the Senate ruled the city.

Around 590 BC, Romans expelled the Etruscans kings from Rome. The last king of Rome was Tarquin the Proud.

##### The Republic

The Senate ruled the republic. Rich men called senators ran the government. Poor

1. A legend is a story about a person who did something heroic. Whether it is true or false is not as important as the story itself.

2. The Senate was an assembly of old people who ruled a country or a city.



men (called plebeians) had much less power. The plebeians fought for fairer treatment. A plebeian was a free man, not a slave and could be a Roman citizen. People in lands conquered by the Romans could become citizens too. But women and slaves could not be citizens, so they could not vote in elections. Rich men and plebeians fought for the control of power.

By the 1st century BC, Rome conquered many areas in France, England, Spain, and the North of Africa. Rome was more than a republic, it was an empire. Some generals, like Julius Caesar, were so important that they became the rulers of Rome. But, Julius Caesar was murdered before he could become emperor.

### The Empire

After years of fighting, Octavian, a Roman army leader became Emperor in 27 BC. Augustus was the first Emperor of Rome. The Empire lasted till 476 AD when it collapsed and was conquered by Germanic tribes known as barbarians.

The Roman Empire dominated the Mediterranean Sea (Mare Nostrum). Emperors extended the Empire throughout Europe, Africa and Asia. Hadrian decided to stop the conquest and built a wall between Roman Britain and Scotland (the Hadrian Wall). The Roman legions did not pass the border of the empire in Germany ("limes").

But some of the emperors wanted to become gods and paid little attention to the good administration of the empire. After the 3rd century AD the empire entered a crisis till its collapse in 476 AD.

### TEXT ATTACK!!!

**1. Building a timeline. Complete a chart about the Roman Empire including dates, facts and characters.**

	753BC	1AD	476AD
<b>Periods</b>	Monarchy	Republic	Empire
<b>Facts</b>			
<b>Characters</b>			



**2. Classify these phrases into these three categories: monarchy, republic, and empire. Write the word after the phrase. Some of the phrases will have more than one answer.**

A king rules a country.

A powerful leader rules over many lands and different continents.


An assembly makes the laws for a country.

An army leader holds power.

People vote for their representatives.

There is no king or emperor.  
When the ruler is dead, his son takes over.  
The symbol of power is a crown.

### 3. Creating definitions

 Using the text, fill in the gaps to make simple definitions for: monarchy, republic and empire.


**Monarchy** It is a political system where a \_\_\_\_\_ rules a country

**Republic** In this political system there is no \_\_\_\_\_.

**Empire** In this political system the \_\_\_\_\_ rules a huge territory.

 **4. Writing and thinking time. Legends and History.**

According to the text, Romulus and Remo were the first kings of Rome. Do you think this story is true or false? Can we ever know? And if so, how? Do you know any other historical legends? Write your answers in the box.

 **5. Discuss this statement about Roman society with your partner. Circle YES or NO and explain your reasons. Use the text to help you.**

Roman society was divided into rich and poor people.

YES            NO    Reasons:

Men and women had the same rights.

YES            NO    Reasons:

A slave belonged to the plebeian social class.

YES            NO    Reasons:

 **6. Final report**

In groups of four, make a poster about a period of Roman History. Illustrate your poster with drawings or pictures. Write down the names of important characters, dates and facts. Use big letters and bright colours.

## WHAT I LEARNED.



1. Language focus. Look at the text and underline the words that talk about the past. Write some sentences about Roman society in the boxes.

I worked... I went ...		



2. Glossary. Write down the new vocabulary, classifying the words into the following categories:

**POLITICS**

Monarchy

Senate

**SOCIETY**

plebeian

rich

POSTER.

# Roman Empire

PERIOD FROM: TO:

CHARACTERS:

HISTORICAL FACTS.

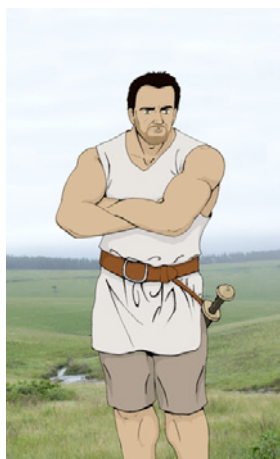
## SESSION 2. ROMAN SOCIETY.

### PRETASK



1. Vocabulary. Look at the pictures below. These are Roman people from different social groups. Write the following words next to the correct images:

patrician      landowner      noble      general      worker  
farmer      artisan      rich      army      power  
housework      politician      Senate      servant      master



### 2. Dictogloss.

The class is divided into four teams. Every team gets a sheet of paper on which they have to restore a paragraph. The assistant or the teacher reads the whole text. The students have to interact with each other, making proposals, reaching agreement, changing things etc.... (see the dictogloss worksheet )

## READING 1- ROMAN SOCIETY.

**Social classes** During the Era of the Republic (before 27 BC), two groups, patricians and plebeians, made up Roman society. Both of them were citizens.

### Patricians

They were the descendants of the most ancient and powerful families (nobles), they were landowners, lived in large houses, and they had political power in the Senate.

### Plebeians

They were artisans or peasants. They worked the patricians' land. They lived in apartments and they had no political rights.

There was a sharp divide between the patricians and the plebeians: the patricians married and did business only with the people of their class. The plebeians could become clients (obedient servants) of a patrician family. They offered their services and so received the protection of the head of the patrician family. Then, the head of this family became their patron.

### Society in the Era of the Empire 27BC – 476AD . Becoming a Roman citizen.

During the Empire, social classes changed to include nobility, the middle class and the army. Among the nobles there was a change; many of the new rich people of the Provinces became members of the Senate.

In the cities of the Provinces, there was an active middle class: landowners, traders, professionals and state officers. Artisans were also included as a part of the Roman middle class.

Many people from the Provinces joined the army and received Roman citizenship. Being in the army did not only mean fighting, but colonizing, building roads, bridges and fortifications. The soldiers founded the first settlements of future cities and supervised their development and security.

## READING 2. SLAVES.

Slaves were very important to the Romans. They did the hardest work and thanks to them, some Romans became very rich and powerful. Without slaves the Romans could not live as well as they did.

Who were the slaves? They were people frequently captured in battle and sent back to Rome. Later, Romans sold them. However, abandoned children could also become slaves. According to Roman law, fathers could sell their older children if they were in need of money. Wealthy Romans bought slaves in a market place. Young males were very expensive because they could work for a long time.

A slave was a slave for life. Only their owners could give them their freedom. When that happened, they became freedmen. They could also buy their freedom, if they had the amount of money that their masters had paid for them, which was virtually impossible. If a slave married and had children, the children automatically became slaves.

We assume that slaves were all poor, but this is not the case. There were teachers, cooks, etc., living normal lives in their masters' houses. Miners, however, suffered very difficult working conditions.

Historians think that 25% of all people in Rome were slaves.

## TEXT ATTACK! READING COMPREHENSION

1. Fill in the chart with these words: patricians, plebeians, people from the Provinces, slaves, freedmen.

POLITICAL STATUS	ROMAN PEOPLE
CITIZENS	1
	2
NON CITIZENS	3
	4

2. Match the words in the columns.

1. Patricians

2. Plebeians

3. Free people from the Provinces

4. Slaves

a. Rich

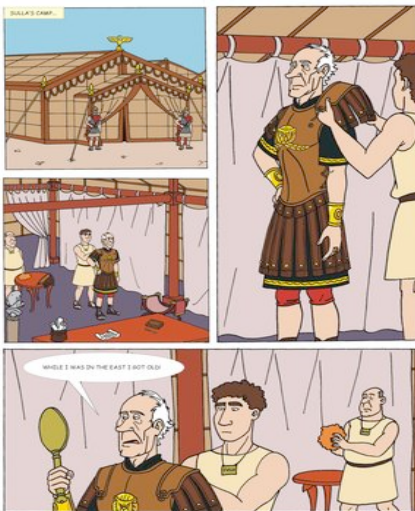
b. Artisans

c. Farmers

d. Middle class

e. Miners.

3. Look at this scene from a comic called "Caesar comic". Which two types of Roman society can you see represented here? Circle the patricians' faces in red and the slaves' faces in blue. Write a short description of what is going on in the box.



4. Classify these sentence into these social groups: patricians, plebeians and slaves. Write PA, PL or SL after the sentences.

- They were not citizens.
- They were rich and powerful.
- They could become freedmen.
- They worked as servants.
- They had lands and slaves.
- They suffered terrible working conditions in mines.
- They were nobles.

5. Draw a four frame comic about one of these Roman characters: a slave, a freedman, a plebeian or a patrician. Use speech bubbles to create a story telling us about their role in Roman society.

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**WHAT I LEARNED.**

1. Find the mistakes in the following paragraph. Circle them in red. After that, rewrite the corrected sentences in the box.

Patricians and plebeians forming the Roman society. Patricians have lands, servants and slaves. They were very powerful. Plebeians could worked for patricians as servants. They has no political rights. There was a lot of slaves, around 25% of Rome population. They belonged to a master. The master could gave them their freedom. They could also buy it.

2. Vocabulary sets. Organize the following words from readings 1 and 2 into the categories in the box:

citizenship    landowner    Republic    servant    slave  
 artisans    cook    Empire rights    miner    soldier    power  
 marry    family    children    teacher    freedmen  
 Senate    population    nobility    farmer

Society	Jobs	Politics



## DICTOGLOSS WORKSHEET.

### Team 1. Patricians and plebeians.

Put these sentences in order:

1. Then, the head of this family became their patron.
2. Plebeians. They were artisans or peasants. They worked the patricians' land. They lived in apartments and they had no political rights.
3. They offered their services and as a result received the protection of the head of the patrician family.
4. The plebeians could become clients (obedient servants) of a patrician family.
5. The two classes were sharply divided: the patricians married and did business only with the people of their class.
6. Patricians. They were the descendants of the most ancient and powerful families (nobles), they were landowners, lived in large houses, and they had political power in the senate.

### Team 2. Becoming a citizen. The Roman army.

Put these sentences in order:

1. The soldiers founded the first settlements of future cities and supervised their security.
2. Being in the army did not only mean fighting, but also included colonizing, building roads, bridges and fortifications.
3. Many people from the Provinces joined the army and, at the end of their period of service, received Roman citizenship.

### Team 3. Who were slaves?

Put these sentences in order:

1. Later, Romans sold them. However, abandoned children could also become slaves.
2. Young males were very expensive because they could work for a long time.
3. According to the Roman law, fathers could sell their older children if they were in need of money.
4. They were people frequently captured in battle and sent back to Rome.
5. Wealthy Romans bought slaves in a market place.

### Team 4. Slave's life.

Put these sentences in order:

1. They also could buy their freedom, if they had the sum of money that their master had paid for them.
2. There were teachers, cooks ... living normal lives in their masters' houses. Miners, however, suffered very difficult working conditions.
3. And that was virtually impossible. If a slave married and had children, the children automatically became slaves.
4. A slave was a slave for life. Only their owners could give them their freedom.
5. We assume that slaves were all poor, but this is not correct.

## SESSION 3. A DAY IN THE LIFE OF A ROMAN

### PRETASK



1. Vocabulary. Write the following words next to one of pictures below.



Fish            circus            diet            theatre            agriculture            drama  
bath            pool            food            leisure            chariot            racing  
comedy            play            dinner            show

Now, write the activities that Romans could do in each of these places.



### 2.Dictogloss.



The class will divide into groups of four. The teacher will give each person a different version of the text. Your teacher will read the text one time, very quickly.



Then, you will work with your group members to see what they put.

## TASK

### 1. JIGSAW READING. LIFE IN ROMAN CITIES.

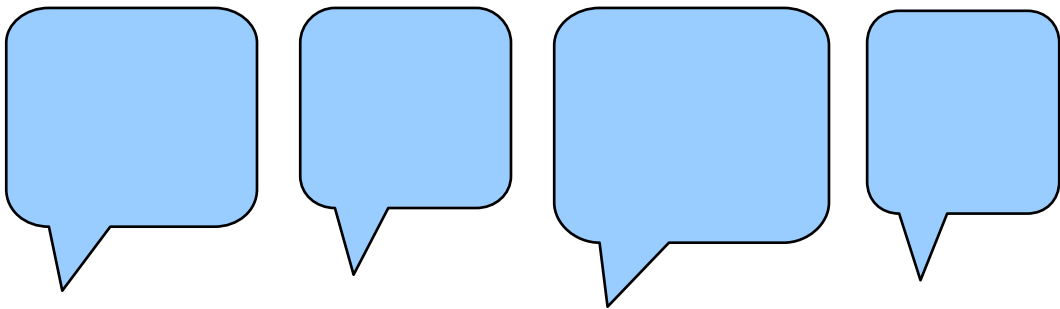
The class will be divided into groups of five. Each student will have a different information sheet. You must read your part of the information sheet and work with your group member in order to fill in the boxes in the answer sheet.

## POSTASK

### 1. VOCABULARY BUBBLES.

Flavius Antonius is a Roman citizen. In the bubbles write some activities that he might do on a normal day.

*"Hi, I'm Flavius. I am a plebeian. I live in Italica, in Hispania. This a normal day for me..."*



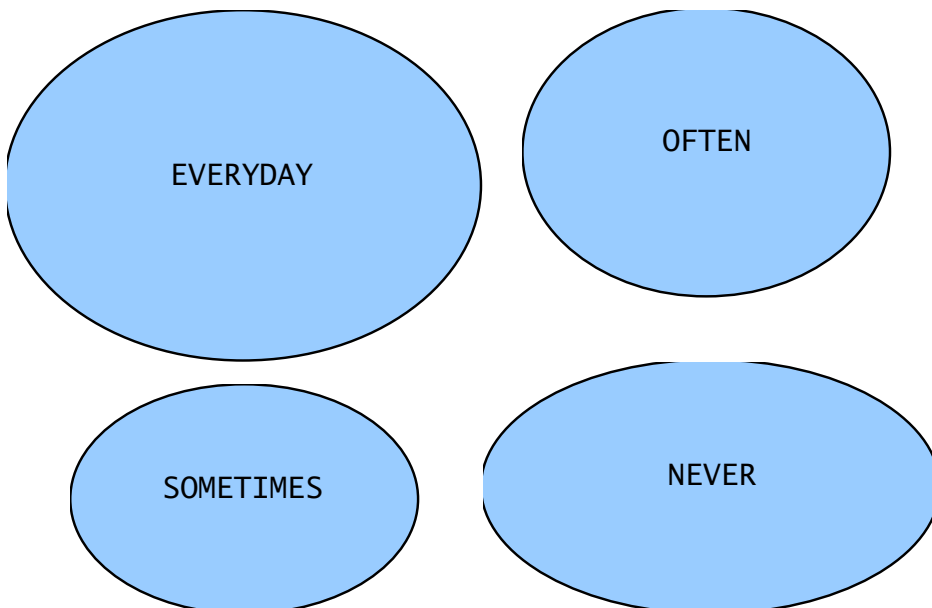
In the morning ... sometimes...    for lunch I eat...    after lunch, I go to..    in the evening, I

### 2. A DAY IN THE LIFE.



Everyday, always, often, sometimes, usually, never... Roman people did many activities.

In the blue circles, write the activities that Romans did everyday, often, sometimes and never.



## DICTOGLOSS WORKSHEET.

### Roman towns. Version 1.

Romans lived in cities or towns. They \_\_\_\_\_ a lot of them all over the Empire. We still \_\_\_\_\_ on many of them. Londinium (London), Lutecia (Paris), Hispalis (Seville) or Corduba (Cordoba) are good examples of remaining Roman cities. These towns \_\_\_\_\_ the centre of the administration of their conquered territories. Some of them \_\_\_\_\_ originally army camps. These towns were very well organised in straight streets and rows of buildings. The main roads were called “cardus”, from South to North, and “decumanus”, from East to West. At the crossroads \_\_\_\_\_ an open square, called a “forum”. The forum \_\_\_\_\_ a kind of large courtyard, and it was a meeting place for citizens to \_\_\_\_\_, to \_\_\_\_\_ and \_\_\_\_\_ goods in the market, and for political meetings.

### Roman towns. Version 2.

Romans lived in \_\_\_\_\_ or \_\_\_\_\_. They built a lot of them all over the Empire. We still live on many of them. Londinium (London), Lutecia (Paris), Hispalis (Seville) or Corduba (Cordoba) are good examples of remaining Roman cities. These \_\_\_\_\_ were the centre of the \_\_\_\_\_ of their conquered territories. Some of them were originally army \_\_\_\_\_. These towns were very well organised in straight \_\_\_\_\_ and \_\_\_\_\_ of buildings. The main roads were called “cardus”, from South to North, and “decumanus”, from East to West. At the \_\_\_\_\_ there were an open \_\_\_\_\_ called a “forum”. The forum was a kind of large \_\_\_\_\_, and it was a meeting place for \_\_\_\_\_ to talk, to sell and buy \_\_\_\_\_ in the market, and for political meetings.

**JIGSAW READING. LIFE IN ROMANS CITIES.**

The class will be divided into groups of five. Each student will have a different information sheet. You must read your part of the information sheet and work with your group member in order to fill in the boxes in the answer sheet.

**Roman towns****Information sheet 1**

Romans lived in cities or towns. They built a lot of them all over the Empire. We still live in many of them. Londinium (London), Lutecia (Paris), Hispalis (Seville) or Corduba (Cordoba) are good examples of remaining Roman cities. These towns were the centre of the administration of their conquered territories. Some of them were originally army camps. These towns were very well organised in straight streets and rows of buildings. The main roads were called "cardo", from South to North, and "decumanus", from East to West. At the crossroads were open squares, called a "forum". The forum was a kind of large courtyard, and it was a meeting place for citizens to talk, to sell and buy goods in the market, and for political assemblies.

**Houses****Information sheet 2**

Wealthy people lived in "villas" near cities, in the countryside. But, in towns, Romans usually lived in "domus" and "insulae". Domus were organised around a central courtyard called an "atrium" where there was a pool or a fountain. Bedrooms and dining rooms surrounded the courtyard. There was a space for a shop in the corner. It was a shop called "taverna". But most people lived in "insulae", or apartment buildings, with small flats inside.

These blocks sometimes had more than six floors!

**Working time****Information sheet 3**

Working occupied just a few hours in the morning until afternoon. During this time, people did several activities around town: craftwork and trade were the most significant.

Plebeians and free people were the workshop owners and sometimes they needed slaves for labour. Blacksmiths and potters were very common. But Roman trade was very strong among towns and, thanks to a great road network, very easy to do. Olive oil from Betica, in Spain, or Greek pottery were very important.

**Lunch****Information sheet 4**

Work stopped in the afternoon, for lunch. The Roman diet consisted mainly of bread, wine, olive oil, and some fish. Sometimes they added meat. Lentils, onions and beans were also very common. The type of food that people ate showed how wealthy they were. One of the favourite sauces was called "garum". It was made of tuna guts, spices, olive oil, and vinegar. It came from the South of Spain.

**Leisure****Information sheet 5**

After lunch, leisure time started and Roman cities were full of buildings for it. The Romans had plenty of time to enjoy them. Baths, theatres and circuses were places to enjoy life. Baths were very popular among Romans. They could get into the hot, warm or cold pools (caldarium, tepidarium and frigidarium) to relax, and, later on, they could practice sports on the "palestra". They often boxed or wrestled. After this, they could go to the theatre to see a Greek drama or comedy. One of the favourite shows were the gladiator fights and the chariot races. Patricians, Senators and Generals supported and paid for these shows.

At night, some rich Romans served luxurious and unusual food at dinner parties in their "villas". These parties lasted a long time. Slaves served food and wine and musicians and dancers helped them to enjoy the night.

## LIFE IN ROMAN CITIES.ANSWER SHEET

<b>WHERE DID ROMANS LIVE?</b>	<b>NAME OF IMPORTANT CITIES...</b>	<b>THE MAIN ROADS WERE...</b>	<b>THE FORUM WAS...</b>
<b>WHO LIVED IN VILLAS</b>	<b>WHO LIVED IN INSULAS</b>	<b>A DOMUS WAS ORGANISED ...</b>	<b>A TAVERNA WAS ...</b>
<b>COMMON ACTIVITIES IN TOWNS</b>	<b>WHO WORKED IN WORKSHOPS?</b>	<b>COMMON JOBS</b>	<b>3 ECONOMICAL SECTORS</b>
<b>THE ROMAN DIET MAINLY CONSISTED OF</b>	<b>OTHER INGREDIENTS...</b>	<b>WHAT WAS GARUM SAUCE?</b>	<b>GARUM CAME FROM...</b>
<b>ROMAN BUILDINGS FOR LEISURE TIME</b>	<b>3 POOLS IN A ROMAN BATH</b>	<b>ROMAN'S FAVOURITE SHOWS</b>	<b>WHO WORKED AT DINNER PARTIES?</b>

### A DAY IN THE LIFE OF A ROMAN

Fill in the chart with information about the everyday activities of a wealthy Roman.

<b>MORNING</b>	<b>AFTERNOON</b>	<b>EVENING</b>	<b>NIGHT</b>

## SESSION 4. RULING ROME. THE IMPORTANCE OF BEING AN EMPEROR.

### PRETASK

**1. Word association.** Match the words below the picture. Some of them may go with both images.



Empire  
chief  
Vote  
order

Republic  
supreme  
advice  
expansion

commander  
leader  
Senators  
Consul  
Emperor  
dictator

Magistrate  
Rule  
power

Assembly  
Government  
law



SENATUS POPULUSQUE ROMANUS

### TASK



#### READING. REPUBLIC AND EMPIRE

##### The rule of Rome. The Republic (509BC 27BC).



After the end of the Monarchy, citizens of Rome, patricians and plebeians, met in the Assembly and voted for consuls, tribunes and magistrates. **1** They ruled Rome during the Republic period. Women and slaves could not vote.

**Consuls.** The citizens of Rome voted for two **2** consuls. They served for one year. It was the Consuls job to **3** govern Rome. They had to both agree on all decisions.

**4** After one year they were replaced. They could not be consuls again for ten years.

**Magistrates.** The citizens of Rome voted for a number of **5** magistrates. It was the magistrates job to **6** keep law and order and also to manage Rome's financial affairs. When magistrates retired they became senators and attended the Senate.

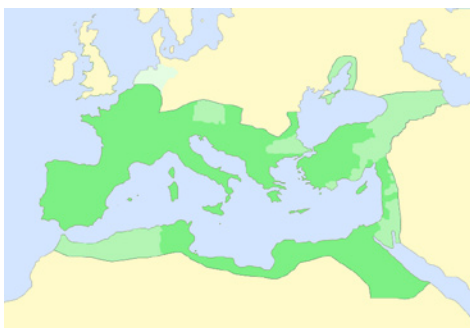
**Tribunes.** The citizens of Rome voted for **7** tribunes. It was the tribunes job to **8** make sure that the people were treated fairly. The Senate. **9** Senators went to the Senate to discuss important government issues. Senators were retired magistrates and knew a lot about the government of Rome. It was the job of the senate to **10** give advice to the two consuls. **11** During the Empire, the Senate lost its importance but it kept some powers over the provinces

## The rule of Rome. The Empire. (27BC-476AD).

During the 1st century BC, **12** Julius Caesar became perpetual dictator, thanks to his power and his victories in Gaul and Hispania. **13** He named Octavian his heir and the Senate granted him the title of Augustus in 27BC. He was the first Roman emperor.

The emperor **14** had many powers and was the leader of the Senate. He also was Pontifex maximus or the **15** chief priest of the Roman religion. Moreover, he had the power of the consul as well as **16** being the supreme commander of all the Roman legions. He had personal inviolability too, as did the tribune.

Roman expansion reached all over the Mediterranean area and Britain under the Empire. **17** The emperors ruled over these lands with the help of Senate.



Roman Empire under Augustus

### TEXT ATTACK! READING COMPREHENSION



1. Read the text alone. Categorize the numbered phrases from the text into the chart below.

<b>RULERS AND INSTITUTIONS</b>	<b>FUNCTION/JOB</b>	<b>EXTRA INFORMATION</b>
2. consuls		4. after one year they were replaced
	6. to keep law and order	



## 2. Biographies: Augustus Caesar.



- In groups of four, put paragraphs in order (see the student worksheet).
- Your teacher or assistant will read the original text. Listen and check your answers.
- Make a timeline of Augustus' life.



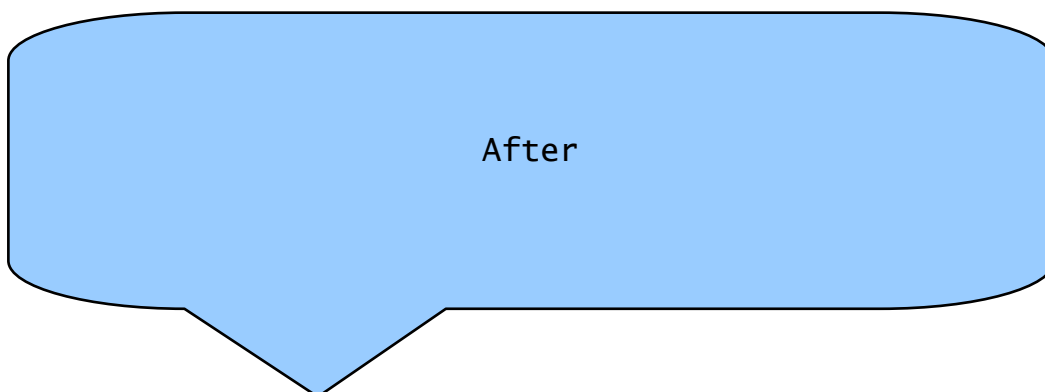
### WHAT I LEARNED.

**1. Read the following paragraph. Underline the conjunctions used to add more information (e.g. "and...").**

The emperor concentrated several powers and he was the leader of the Senate. He was also Pontifex maximus or the chief priest of the Roman religion. Moreover, he had the power of the consul and was also the supreme commander of all Roman legions. He had personal inviolability too, as did the tribune.



**2. Talking about time. Scan text 1 (Republic and Empire) and find words expressing time (e.g. "after"). Copy them into the following blue bubble.**



Talking about time...

## STUDENTS VERSION WORKSHEET

### Life of Augustus. First Roman Emperor, 63 B.C. - 14 A.D.

#### 1. In groups of four, put the following paragraphs in order.

A. Paragraph number \_\_\_\_

The empire expanded under Augustus over Spain, Gaul (now France), Pannonia and Dalmatia (now parts of Hungary and Croatia). He annexed Egypt and most of southwestern Europe. After his death, the people of the Roman Empire worshiped Augustus as if he were a god.

B. Paragraph number \_\_\_\_

Octavian was a brilliant and astute politician. At the time of Caesar's assassination, Octavian held no official position. Only after he marched on Rome and forced the senate to name him consul was he able to achieve power in Rome.

C. Paragraph number \_\_\_\_

Augustus Caesar of Rome was born with the given name Gaius Octavius on September 23, 63 B.C. He took the name Gaius Julius Caesar Octavianus (Octavian) in 44 B.C. after the murder of his great uncle, Julius Caesar. In his will Caesar had adopted Octavian as a son and made him his heir.

D. Paragraph number \_\_\_\_

In 40 B.C., Anthony married Octavia, Octavian's sister, and later left her for Cleopatra, Queen of Egypt. When Anthony gave Roman provinces to his children by Cleopatra, Octavian declared war on Anthony. In 31 B.C. the Roman Navy defeated the combined fleets of Antony and Cleopatra, and within a year both had committed suicide.

E. Paragraph number \_\_\_\_

In 43 B.C., Octavian, Mark Anthony, one of Julius Caesar's top lieutenants, and another Roman General, Marcus Lepidus, formed the second Triumvirate to rule Rome. After taking power, the Triumvirate sent thousands of political enemies into exile, firmly establishing their control of the Roman government.

F. Paragraph number \_\_\_\_

In 27 B.C., the Roman Senate granted Octavian the name Augustus, "the exalted." They also gave him the legal power to rule Rome's religious, civil and military affairs, with the Senate as an advisory body.

G. Paragraph number \_\_\_\_

Rome achieved great glory under Octavian/Augustus. He restored peace after 100 years of civil war; maintained an honest government; extended the roads system connecting Rome with its empire; and built many bridges and buildings adorned with beautiful works of classical art. Literature also flourished.

**TIMELINE WORKSHEET. BUILDING A TIMELINE.  
LIFE OF AUGUSTUS, THE FIRST EMPEROR OF ROME.**

Read the text about Augustus' life again. Fill in the boxes and match the dates to build a timetable.

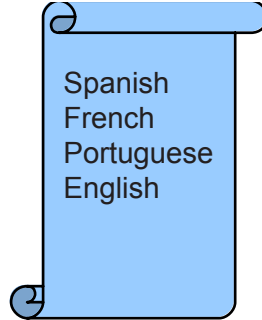
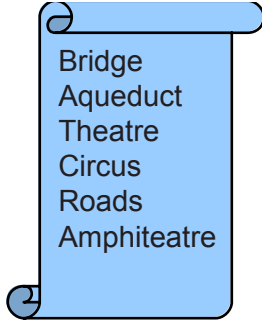
Augustus was born in	63 BC
	44 BC
	43 BC
	40 BC
	31 BC
	27 BC
He died in	14 AD

## SESSION 6. ROMAN LEGACY.

### PRETASK.



1. Vocabulary. Pick one of the following words as a title for each of these words lists: law, religion, language, towns, calendar and buildings.



2. Write down the names of the following Roman buildings. Are they still used today? Write YES or NO next to the pictures.



## TASK



### 1. Reading. Text 1- An introduction. Are we still Romans?

Romans have influenced many aspects of our modern life. Our western civilization has plenty of marks of Roman heritage. Across Europe, towns, roads, bridges, aqueducts and temples remind us of our shared common past. Besides, we keep Roman law as a model for our written rules, we speak languages like French, Italian, Portuguese or Spanish. All of these languages are modern forms of the Roman language, Latin. We still are Romans... to some extent.



### 2. Jigsaw reading. Roman legacy.

The class will divide into groups of six. Each student will get a different information sheet. Later, they must fill in the answer sheet as a group. (see the jigsaw reading sheet and the answer sheet)



### 3. Analyzing pictures.

Look at the following picture and circle the right answer in the box.



#### Type of building:

circus amphitheatre temple theatre

#### Function:

religious government shows

#### City:

London Paris Rome Italica

## WHAT I LEARNED



### 1. Vocabulary. Circle the odd word out in blue.

theatre	French	Bishop	law	calendar	goddess
Italian	Pope	town	month	circus	Latin
Bridge	regulations	July	amphitheatre	Portuguese	Catholic
code	gladiator				



2. Present or past? Find the mistakes in the following sentences. Underline them and rewrite the corrected sentences.



- During the ancient age, Rome is supplied of goods from the Empire through a wide net of roads begining in Rome.
- Romans speak Latin language.
- Today, Rome still was the centre of the Catholic world, and the Pope was the bishop of Rome.

3. Summarizing ideas. Read text one and underline the key words. Then, create a title for the reading and write it in the box below.

### BUILDINGS

Student 1

We can find Roman buildings in Europe, North Africa and Middle East.

Roman roads are still in use in Spain for sheperds and their sheep. They go from the North of Spain to the warmer South via these roads. Rome was supplied with goods from the Empire through a wide network of roads beginning in Rome.

Theatres, amphiteatres and the circus were very popular. Romans enjoyed watching shows like chariot racing or gladiator fights. Today, you can still see some of these places like the Circus Maximus, the Coliseum in Rome or the theater in Merida. All of these places are examples of Roman buildings used for entertainment.

Aqueducts brought water to Roman cities. Segovia, Mérida or Nimes still have good examples of ancient aqueducts.

Bridges crossed over every river across the Empire. The Alcantara bridge, in Spain, is a masterpiece of engineering.

### LAW

Student 2

Romans kept their rules and regulations in written laws. This system started with the Twelve Tablets (749BC) and ended with the law code ordered by Justinian I (6th century). Roman law is the foundation of most legal systems in Europe, and its former colonies, as well as Japan.

### LANGUAGE

Student 3

Romans spoke Latin. Latin is the mother language of all Romance languages: Spanish, Italian, French, Portuguese, Romanian, etc. English also has Latin words. Many students around the world study it at school.

It is the official language of the Vatican state, in Rome.

Zoologists and botanists use it to name and describe new plants and animals. Scientists have used it as a common language for centuries.

### TOWNS

Student 4

Romans founded a great number of cities and towns across the Empire. They were the centre of Roman life. We live on top many of them. London, Paris, Seville, Colone and Cordoba... were all Roman towns.

### CALENDAR

Student 5

The Roman calendar is the base of our western calendar. We made some changes in the Middle Ages to fix some astronomical problems. July and August refer to the Roman Emperors Julius Caesar and Augustus. The other names of the months also come from the Roman calendar.

### RELIGION

Student 6

Although Romans believed in many gods and worshipped foreign gods and goddesses (like the Egyptian Isis) in temples, they finally became Christians after Constantine the Great converted (4th century A.D.). Nowadays, Christianity is spread all over the world. Rome is the centre of the Catholic world, and the Pope is the bishop of Rome.

**ANSWER SHEET**

<b>ROMAN LEGACY: ARE WE STILL ROMANS?</b>		
	<b>BASIC INFORMATION</b>	<b>EXAMPLES</b>
<b>BUILDINGS</b>		
<b>LAW</b>		
<b>LANGUAGE</b>		
<b>TOWNS</b>		
<b>CALENDAR</b>		
<b>RELIGION</b>		

## ANCIENT ROME. ASSESSMENT WORKSHEET.

Your task is reflecting on what you have learned and receive feedback from your teacher. Read the following statements about skills and knowledge you have learned during the project. Please, circle one of these options: **YES NO NOT YET.**

### Self- assessment chart

I CAN...	Organize vocabulary into categories	YES	NO	NOT YET
	Predict the topic listening to a reader	YES	NO	NOT YET
	Take notes from a listening	YES	NO	NOT YET
	Get valuable information from a picture	YES	NO	NOT YET
	Describe images and pictures	YES	NO	NOT YET
	Build a timeline	YES	NO	NOT YET
	Discuss in a group to make decisions	YES	NO	NOT YET
	Make different types of question to get information	YES	NO	NOT YET
	Write a short biography	YES	NO	NOT YET
	Reflect on how i learn	YES	NO	NOT YET

I KNOW	Periods in roman history	YES	NO	NOT YET
	Some facts about roman society	YES	NO	NOT YET
	Basic ideas about daily life in Rome	YES	NO	NOT YET
	The importance of the Senate in roman politics	YES	NO	NOT YET
	The role of emperor in Roman Government	YES	NO	NOT YET
	The roman legacy	YES	NO	NOT YET
	The difference between Republic and Empire	YES	NO	NOT YET

## 2. FEEDBACK

Contents	
Developed skills	
Advice to improve	



## ACKNOWLEDGEMENTS

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