

# Geography: Ancient Rome

**Grade Level:** Third

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**Length of Unit:** 10 Lessons

## I. ABSTRACT

This unit takes a look at the history of Ancient Rome. It includes the physical location of the Mediterranean Region, myths associated with Roman life, and the language of Rome: Latin. An overview of the catastrophe at Pompeii is included as an introduction into the age of Byzantine art.

## II. OVERVIEW

Students will become familiar with the Mediterranean region through cooperative learning as well as develop and utilize the map skills necessary to gain a deeper understanding of Ancient Rome. Students will travel to Rome learning the language and customs of both upper-class and ordinary citizens. Students will take on these roles and learn what it means to walk a mile in someone else's sandals. The Punic wars will be discussed and students will get the opportunity to develop strategies that would combat friction and promote peaceable lifestyles. Students will benefit from understanding a dictator's role as well as the dangers that go along with that title. They will gain a thorough understanding of the catastrophe of Pompeii and become familiar with its original inhabitants. By creating Byzantine mosaics, students will make the connection between history and the arts of this ancient world.

## III. BACKGROUND KNOWLEDGE

A. For teachers

Hirsch, E.D. Jr. *What Your Third Grader Needs to Know*.

Tanacca, Shelly. *The Buried City of Pompeii*.

## IV. LESSONS

### Lesson One: Ancient Rome - The Geography of the Mediterranean Region

A. Objective: To locate and identify the Mediterranean Region on a map.

B. Materials: Large wall map

individual student maps Appendix A

large laminated wall maps for cooperative group work.

vis-à-vis pens (one per group)

C. Vocabulary: route, strait, delta, peninsula

D. Procedure

1. Introduce wall map.

2. Present the vocabulary.

3. Indicate on the wall map an example of each of the vocabulary words.

4. Locate the following places on the wall map - Mediterranean Sea, Aegean Sea, Greece, Italy (**peninsula**), France, Spain, Strait of Gibraltar, Atlantic Ocean, North Africa, Asia Minor (**peninsula**),

Turkey, Bosphorus (**strait**), Black Sea, Istanbul (Constantinople), Red Sea, Persian Gulf, Indian Ocean.

5. Assign students to cooperative working groups. This is less complicated if done prior to lesson.
  6. Distribute laminated maps to groups and assign a captain. List each location discussed earlier in the lesson on the board. Teacher will ask students to locate each place listed on their maps . As each group finds a location, they will write the letter that corresponds with the handout on the laminated map. The captain will raise his or her hand to indicate that the group is done and ready to move on to the next location. Exercise should be repeated until all groups have located each place on their map. The map will then be used for the students to fill in their handout.
- E. Evaluation : Accurate location and labeling of the Mediterranean Region.

### **Lesson Two: Ancient Rome - Myths (Where Rome Began)**

- A. Objective: Students will demonstrate knowledge of Romulus and Remus.
- B. Materials : Hirsch, Jr. E.D. *What Your Third Grader Needs to Know* p.92  
Flip Charts 1 per student (Make prior to lesson)  
Flip Chart instructions Appendix B  
Crayons  
Map and globe  
Timeline
- C. Vocabulary : AD, BC, myth, ancient
- D. Procedure
  1. Introduce vocabulary.
  2. Read the myth of " Romulus and Remus " and discuss.
  3. Students will use flip chart to record the sequence of events that took place in the story.
  4. Timeline will be introduced at this point and explained. This event will mark the first line inserted on our classroom timeline.
- E. Evaluation: Students will be assessed based on events properly sequenced and illustrated on flip chart.

### **Lesson III: Gods and Goddesses**

- A. Objective: Students will be introduced to the gods and goddesses.
- B. Materials: Hirsch, Jr. E.D. *What Your Third Grader Needs to Know* p.92  
Flip Charts 1 per student ( Make prior to lesson )  
Flip Chart instructions Appendix B  
Crayons  
Map and globe  
Timeline
- C. Vocabulary: Review myth
- D. Procedure:
  1. Review vocabulary.
  2. Read selections from the book *Favorite Greek Myths*.
  3. Ask students where they have heard these names.
  4. Watch the video *Gods and Goddesses EMG*.
  5. Students will be asked to write to the prompt, If I were a god/

goddess, I would want to be ..... The three reasons why I would choose \_\_\_\_\_ are...

E. Evaluation: Proper writing set up ( 3.5 paragraphs ) and the accuracy of content used.

#### **Lesson IV: The Language of Rome**

A. Objectives:

1. Students will be made aware of the fact that a portion of the language we use now was derived from Latin, the language of the Romans.
2. Students will decipher Latin words to match the Gregorian calendar.

B. Materials: Informational handout with Latin phrases Appendix D  
Transparency - Your Latin Roots ( *Kid's Discover* p.19. ROMAN EMPIRE ) Appendix E  
Months of the Year worksheet Appendix F

C. Vocabulary: Latin, derived, Gregorian Calendar

D. Procedure

1. Discuss the Latin roots of our language. Explain that Latin was the language of The Romans. Make the connection that we now use words that were originally Romans words.
2. Give examples, introduce the various phrases used by the Romans, and compare them to the phrases we use today (informational sheet enclosed). Point out any similarities.
3. Display transparency (Your Latin Roots). Do together as a class.
4. Students will work independently on worksheet to determine which months of the year in our Gregorian calendar match the months of the year in Latin.

E. Evaluation: Students will accurately match Latin root words to the months of the year used on our Gregorian Calendar.

#### **Lesson V: The Roman Republic**

A. Objectives

1. Students will understand the relationship between social and political systems.
2. Students will demonstrate knowledge of comparison between the Patricians (upper-class) and the Plebeians (ordinary class) through illustrations.

B. Materials

*Kid's Discover* ( Pgs. 8,9,11, & 12 ROMAN EMPIRE )  
Hirsch, Jr. E.D. *What Your Third Grader Needs to Know* p. 95 & 96  
Board space for Venn Diagram  
Small slips of paper prepared with Patrician or Plebeian written on them.  
Silhouette of two humans Appendix G

C. Vocabulary: consuls, senate, Patricians, Plebeians

D. Procedures:

1. Students will turn to page 8 and 9 in their Roman Empire magazine (*Kid's Discover*). Class will read and discuss the type of lives led by the commoners of Rome (Hirsch).
2. The students will then turn to pages 11 and 12 ( *Kid's Discover*). They

- will read and discuss the way that the wealthy lived in Rome.
- 3. Students will be made aware that, because the wealthy were the land owners of the society, they were also involved heavily in the politics (rule) of Rome. Reiterate that the Senate was made up of only landowners.
- 4. On a Venn Diagram, list the characteristics of each social class.
- 5. Students will then take part in a drawing of Plebeians versus Patricians. Students will choose who they will portray from the container. For 10 minutes (or any given amount of time), students will play their new roles; have them switch roles for another 10 minutes. Students will learn first hand how it feels to be a ruler or, because of social status, one who is ruled.
- 6. Students will illustrate the two social classes using the teacher made worksheet of human silhouettes.
- E. Evaluation: Students will demonstrate comprehension of the contrast between the two social classes by accurately illustrating both the Patrician and the Plebeian.

**Lesson VI: Punic Wars**

- A. Objective: Students will become familiar with the Punic Wars.
- B. Materials:
  - World map to discuss location Punic wars
  - Hirsch, Jr. E.D. *What Your Third Grader Needs to Know* p. 99 & 100
  - Two empty paper towel rolls
  - Butcher paper
  - Pencils, crayons, markers
  - Timeline ( **1st Punic war 260 - 241 BC, 2nd P. W. 218 - 202BC** )
- C. Vocabulary: Hannibal, scrolls, strategy
- D. Procedures
  - 1. Using background information (Hirsch), read and discuss the Punic wars highlighting the hardships the Romans faced (elephants / large armies).
  - 2. Discuss how strategies to win a war are similar to rules we must follow at school. The reasons are the same. If one person does not follow the rules or the strategies, then it can affect the whole army or school in a very negative way. If we all work together we will get the job done, irrespective of the task.
  - 3. In cooperative groups, students will come up with rules or strategies to make the school a better place and share ideas with other groups in a presentation.
  - 4. Groups will list their rules on butcher paper and wrap paper around the paper towel rolls at both ends creating their own Roman scroll.
- E. Evaluation: None

**Lesson VII: Julius Caesar**

- A. Objectives
  - 1. The students will become familiar with Julius Caesar
  - 2. The students will understand how Rome became controlled by a

dictator.

B. Materials:

Hirsch, Jr. E.D. *What Your Third Grader Needs to Know* p.102 - 104

Plain drawing paper and pencils

Timeline (**Julius Caesar's rule 59 BC and death 44 BC**)

C. Vocabulary: dictator, Ides of March, assassination, First Triumvirate, Gaul

D. Procedure:

1. Read information (Hirsch): a new leader.
2. Discuss information and add dates to timeline.
3. Students will write a letter to Julius Caesar warning him of the plot to assassinate him. They must include who the conspirators are, the date, and the place to avoid. Maps could be included.
4. Students will roll paper on both ends around a pencil giving the letter written to Caesar the effect of a Roman scroll.

E. Evaluation: Students will successfully warn Caesar in detail of the upcoming plot to assassinate him.

**Lesson VIII: Life in the Roman Empire**

A. Objective

B. Materials : Hirsch, Jr. E.D. *What Your Third Grader Needs to Know*

Eyewitness book *Ancient Rome*

*Life in the Roman Empire* ( video available through Polk County District Library Bartow, Fl. - Hirsch Correlation )

CUDD Instructions Appendix H

C. Vocabulary: gladiator, chariot, temple, Forum, Colosseum, Circus Maximus, amphitheater, aqueducts, the Pantheon, Arches of Triumph

D. Procedures

1. Introduce vocabulary
2. Describe each vocabulary word; show illustrations for each.
3. Show video
4. Students will do CUDD strategies for vocabulary words ( student's choice of words; instructions appendix G).

E. Evaluation: Students will demonstrate knowledge of vocabulary words through illustrations and complete and descriptive sentences.

**Lesson IX: Pompeii**

A. Objectives

1. Students will become aware of the devastation of the catastrophe at Pompeii.
2. Students will become familiar with the ways life for the people who once lived in Pompeii.

B. Materials

*The Buried City of Pompeii* by Shelly Tanacca

Map

*Kid's Discover Pompeii*

Timeline (**79 AD**)

C. Vocabulary: volcanoes, eruption

D. Procedures:

1. Read the story *The Buried City of Pompeii*.
  2. Show students the location of Pompeii on large wall map.
  3. Using *Kid's Discover*, read and discuss Pompeii
  4. Students will list sequentially the beginning, middle, and the end of the devastation at Pompeii. They will list title and each summarized section on the outside of a four flap flip book. On the inside of the book, the students will illustrate a volcano.
- E. Evaluation: Using descriptive sentences and illustrations, students will demonstrate the sequence of events and the graphic devastation following the event

**Lesson X : Art of the Byzantine Civilization**

A. Objectives

1. Students will become familiar with a type of art called mosaics.
2. Students will be introduced to the history behind mosaics and how this history connects with the Roman empire.
3. Students will create mosaics of their own.

- B. Materials : Construction paper  
Graphing paper ( large grid )  
Scissors  
Glue

Instructions for mosaic Appendix I

- C. Vocabulary: mosaic, Constantine, Constantinople

D. Procedures:

1. Read Hirsch pages aloud to class.
2. Give directions ( pg 19 *Kid's Discover* ROMAN EMPIRE ).
3. Monitor for assistance.

- E. Evaluation: None

## **Flip Book Instructions Appendix B**

1. Place three sheets of construction paper staggered at the top on top of each other.

Example :

2. Fold in the middle so that when looking at the finished flip book you see a total of six layers of construction paper to work on and staple.

Example :

3. Students will write title on page one. They will write the Author on page two ( themselves ) and a little about themselves along with an illustrations.

4. Students will list first, next, then, and final events about the myth of Romulus and Remus. The sentences will be complete and descriptive. Students will illustrate to match sentences.

## Your Latin Roots Appendix E

Look at these examples of words with Latin roots :

Ignis          Manus          Amare          Pedis          Magna

Fire

hand

to love

foot

great

See if you can match Column A - words with Latin roots to Column B the meanings of the Latin words.

**DO THEY SOUND FAMILIAR ???**

### Column A

\_\_\_\_\_ ignite

\_\_\_\_\_ pedestrian

\_\_\_\_\_ amorous

\_\_\_\_\_ manual

\_\_\_\_\_ magnitude

\_\_\_\_\_ pedicure

\_\_\_\_\_ manuscript

\_\_\_\_\_ igneous

\_\_\_\_\_ magnify

\_\_\_\_\_ manicure

### Column B

a. largeness of size or extent

b. trimming and polishing of the fingernails

c. produced by the action of fire or heat

d. to catch on fire

e. someone who is walking

f. full of love

g. Something written by hand

h. made or operated by hand

i. to make larger

j. trimming and polishing of the toenails

## The Roman Calendar Appendix F

Can you name the  
months of the year Roman style?

1. *Janus*, the Roman god of gates \_\_\_\_\_
2. *aprilis*, meaning " to open " \_\_\_\_\_
3. *septem*, meaning " seven " \_\_\_\_\_
4. *Maia*, the Roman goddess of spring \_\_\_\_\_
5. *novem*, meaning " nine " \_\_\_\_\_
6. Julius Caesar, the first Roman dictator \_\_\_\_\_
7. *Mars*, the Roman god of war \_\_\_\_\_
8. *octo*, meaning " eight " \_\_\_\_\_
9. *decem*, meaning " ten " \_\_\_\_\_
10. Augustus Caesar, the first Roman emperor \_\_\_\_\_
11. *Juno*, a Roman goddess \_\_\_\_\_
12. *februare*, meaning " to clean " \_\_\_\_\_

## **CUDD Instructions Appendix H**

1. Students will use a piece of drawing paper to fold in half once and in half again making four boxes to work in.
2. Students will choose four vocabulary words associated with this lesson. They will use each of the chosen words to write one sentence per box. Context clues should be stressed and used in all sentences. Then students will illustrate their sentences. Spelling and sentence structure should be accurate.

**This strategy can be used to reinforce various Reading / Language Arts / and comprehension skills as well as allow students an opportunity to tap into their creative side.**

**ENJOY!!!**

## **Modern Mosaics Appendix I**

Wealthy Romans decorated their floors and walls with mosaics. Mosaics were created with small pieces of tile, stone, or glass set into plaster. The shapes were irregular in shape but had straight edges. You can try your hand at making mosaics.

### **Step one :**

On a square piece of white paper make a colorful drawing. It can be a portrait, a scene or just a design.

### **Step two :**

For each color you have used, cut up a sheet of colored paper into 1/4 inch squares and triangles. A ruler can be very helpful for making straight edges.

### **Step three :**

Glue the pieces of paper side by side over your drawing. Work on one area at a time. Notice how you can make curved lines with straight edged pieces.