

When in Rome...

Grade Level: Third Grade
Presented by: Lori Hairston, Eugene Field, Oklahoma City, Oklahoma
Length of Unit: Seven Lessons to be used in a Rome Unit

I. ABSTRACT

Core Knowledge content and the latest brain research will be combined to create lessons that motivate the learner. Eric Jensen, in *Teaching With The Brain In Mind*, recommends that teachers “enrich like crazy,” build emotional bridges from the students’ world to the classroom, give choice, use small groups for feedback, use drama, class presentations, storytelling, and reflection time. Among other activities students will create and perform weather reports and interviews based on the myth of Ceres and Proserpina. Horatius will be used to reinforce character, as well as give students choices of activities.

II. OVERVIEW

A. Concept Objectives

1. Students will become familiar with Roman myths and stories and understand how they reflect a people’s beliefs and help teach a culture’s morals and traditions.
2. Students will understand that a people will often build on aspects of a culture that came before.
3. Students will gain knowledge about Ancient Rome.

B. Content from the *Core Knowledge Sequence*:

1. Worshipping Roman gods and goddesses
2. Damon and Pythias
3. Horatius at the Bridge
4. Androcles and the Lion
5. Punic Wars, Hannibal
6. Constantine, First Christian Emperor
7. Julius Caesar

C. Skill Objectives

1. Students, working in small groups, will create a script and perform weather reports and interviews using the myth of Ceres and Proserpina as a base.
2. Students, working with a partner, will create a representative mosaic for a Roman god/goddess and present the story of the deity to the class.
3. Students, working in small groups, will predict if Pythias will return.
4. Students, working with a partner, will complete a Venn Diagram to compare and contrast the story of Damon and Pythias to the story of Hippolyte and Clement.
5. Students, choosing between three projects, will create and present to the class a storyboard, poem or song, or an interview that displays Horatius’ story and character traits.
6. Students, after listening to the story of Androcles and the Lion, will write a paragraph about how the story portrays important character traits.
7. Students, after observing pictures of the Colosseum, will create a colosseum on the front of a manila folder to hold completed activities from the Rome unit.
8. Students, after playing Hannibal’s game in a small group, will discuss the perils and successes of Hannibal’s fight with Rome.
9. Students will tell the story of Hannibal to their families and record their family members’ favorite part of the story.
10. Students will write a paragraph about Constantine’s conversion and the three ways he changed the Roman empire.

11. Students will draw Constantine based on an ancient sculpture which is now at the Metropolitan Museum of Art in New York City.

III. BACKGROUND KNOWLEDGE

- A. For Teachers:
 1. *The Journeys of Hannibal* by Mike Rosen
 2. *Roman Myths* by Anthony Masters
 3. *D'Aulaires' Book of Greek Myths* by Ingri and Edgar Parin D'Aulaires
- B. For Students:
 1. Ancient Greece – 2nd grade Core Knowledge

IV. RESOURCES

- A. *D'Aulaires' Book of Greek Myths* by Ingri and Edgar Parin D'Aulaires
- B. *The Gods and Goddesses of Olympus* by Aliko
- C. *Thirty-Three Multicultural Tales to Tell* by Pleasant DeSpain
- D. *The Faithful Friend* by Robert San Souci
- E. *The Book of Virtues* by William Bennett
- F. *Drawing History – Ancient Rome* by Elaine Raphael and Don Bolognese
- G. *Teaching With the Brain in Mind* by Eric Jensen
- H. Appendices to this unit

V. LESSONS

Lesson One: Ceres Controls the Weather

- A. *Daily Objectives*
 1. Concept Objectives
 - a. Students will become familiar with Roman myths and stories and understand how they reflect a people's beliefs and help teach a culture's morals and traditions.
 2. Lesson Content
 - a. Worshipping Roman gods and goddesses
 3. Skill Objectives
 - a. Students, working in small groups, will create a script and perform weather reports and interviews using the myth of Ceres and Proserpina as a base.
- B. *Materials*
 1. *Daughter of Earth* by Gerald McDermott or *D'Aulaires' Book of Greek Myths* by Ingri and Edgar D'Aulaires
- C. *Key Vocabulary*
 1. Myth – a story that informs or shapes the world view of a people – for example explaining the natural world or passing on customs and culture
- D. *Procedures/Activities*
 1. Gather the children around you and read the story of Ceres and Proserpina. The best version is *Daughter of Earth*, if you can find it. It is currently out of print. If you use *D'Aulaires'*, the names are in Greek form. I suggest reading the story using Roman names. Demeter is Ceres, Persophone is Proserpina, Hades is Pluto, and Zeus is Jupiter.
 2. Discuss the myth. Ask the children what natural phenomenon this myth explained for the Roman people (the changing of the seasons).
 3. On chart paper or chalkboard, create a list of characters and a sequence of events with your students. Using the sequence, discuss each character's actions and the result of those actions.
 4. Remind students that this is a myth that explained the changing of the seasons. Ask students to give examples of what a weather report might sound like if Ceres is controlling the weather. What is the weather like when Proserpina is with Ceres? What

is it like when Proserpina is with Pluto? Tell the students that they are going to create a script and perform a weather report. If you have 20 students or less divide the class into two groups. Each group will have a weather reporter, an anchor, interviewers, and the characters from the myth: Ceres, Proserpina, Pluto, and Jupiter. One group will do the weather and interviews as if Proserpina is with Ceres and the other as if Proserpina is with Pluto. (If you have more than 20 students, consider dividing into three groups with the third group doing the weather as if it is getting ready to change.) The script will include conversation between interviewers and characters, between anchor and interviewer, and the weather person's report.

5. You might consider providing each group with a written guide of what you expect them to accomplish. Depending on your class, you may need to assign parts. Suggest that the interviewers get with their character to write their parts and the anchor and weather person work together. Then have the group reconvene and put it all together. You should approve the script.
6. Each group should then perform for the other(s). Remind students about projection and if they hold their lines, to keep the paper away from their faces.
7. After performances, ask children to give positive feedback. Make sure each group receives positive comments. Briefly compare their created weather reports based on Ceres to weather reports today. You might consider using reflection journals for students to record what they learned, how well they worked together, etc...

E. *Assessment/Evaluation*

1. Participation in performance and ability to work with others should be observed.

Lesson Two: Many of the gods the Romans worshipped were Greek gods

A. *Daily Objectives*

1. Concept Objectives
 - a. Students will understand that a people will often build on aspects of a culture that came before.
2. Lesson Content
 - a. Worshipping Roman gods and goddesses
3. Skill Objectives
 - a. Students, working with a partner, will create a representative mosaic for a Roman god/goddess and present the story of the deity to the class.

B. *Materials*

1. *The Gods and Goddesses of Olympus* by Aliko and/or *The Olympians* by Leonard Everett Fisher.
2. Appendix A – enlarge the pictures to approximately 6" x 6"
3. Construction Paper – various colors

C. *Key Vocabulary*

1. mosaic – picture created from stones or colored glass

D. *Procedures/Activities*

1. Gather the children around you. Tell them that the Romans worshipped many gods and goddesses, perhaps as many as 30, 000! Many of the important gods/goddesses they worshipped were Greek gods. The Romans simply changed the names. Read to page 17 from *The Gods and Goddesses of Olympus*. Then show the pictures from the remaining pages of the gods and goddesses referring to their Roman names and perhaps telling a little about each one. A list of Roman names is available in the front of *The Olympians*.
2. Tell the children they will be working in pairs to create mosaics that represent a god or goddess. They will also be presenting the story of the god or goddess to the class.
3. Provide each pair with information about their god/goddess. You can use the information in the books. They should determine what they will present to the class

about the god/goddess first. You may require it to be written. The children should know how to pronounce each word before getting up in front of the class to present. After you approve their presentation, they should begin on the mosaic.

4. Give each pair the picture that represents their god/goddess. Make sure they have an understanding why it symbolizes their god/goddess. When they show their mosaic to the class, they should be able to explain the representation and give the Greek name as well as the Roman name of their god/goddess.
5. Allow the children to select the colors of construction paper they wish to use. You may want to already have it cut into ½” strips, so it can easily be cut into squares.
6. Each pair should present to the class their final work. Remind students to be a good audience and for presenters to project their voice. After presentations, reflect back by asking students what they remember about Jupiter, Vulcan, Juno, etc... Make use of reflection journals.

E. *Assessment/Evaluation*

1. Participation in presentation and ability to work with partner should be observed.
2. All presentations should tell the story of the god/goddess and include the representational mosaic and Greek name.

Lesson Three: Damon and Pythias (connection to Sicily, might teach this lesson when discussing the First Punic War) Adapted from the Baltimore Curriculum Project

A. *Daily Objectives*

1. Concept Objectives
 - a. Students will become familiar with Roman myths and stories and understand how these myths and stories reflect a people’s beliefs and help teach a culture’s morals and traditions.
2. Lesson Content
 - a. Damon and Pythias
3. Skill Objectives
 - a. Students, working in small groups, will predict if Pythias will return.
 - b. Students, working with a partner, will complete a Venn Diagram to compare and contrast the story of Damon and Pythias to the story of Hippolyte and Clement.

B. *Materials*

1. *Thirty-Three Multicultural Tales to Tell* by Pleasant DeSpain
2. *The Faithful Friend* by Robert San Souci
3. Strips of paper prepared per instructions below

C. *Key Vocabulary* – no new vocabulary with this lesson

D. *Procedures/Activities*

1. Gather the children around you. Brainstorm a list of qualities that make someone a good friend. You might write it on chart paper so you can refer to it later. Discuss the qualities and tell the students they are going to listen to a story about two friends named Damon and Pythias. Let the children know that this story comes from Ancient Greece.
2. Read or storytell a portion of *Damon and Pythias* from *Thirty-Three Multicultural Tales to Tell*, page 43. Stop telling the story before it is clear whether Pythias will make it back or not. If using this version, stop at the top of page 44 where Dionysius says that he will order Damon’s death by sunset in five days if Pythias has not returned.
3. Divide the children into groups of 4. Ask the children to discuss whether they think Pythias will return or not. Ask them to try to come to a consensus. The children should then write down their conclusion and why they think Pythias will or will not return.
4. Next, number children within each group from one to four. If you have groups of five, give two children the number 4. Before passing out folded slips of paper, ask children to not open them until all slips have been passed out. Give all children with the number

one a slip of paper that reads: “Pythias ran to his house and made arrangements for it to be sold. He settled his business and after two of the five days were gone began the walk to his parents’ village.” Give children with number two the following: “It took one day more to reach the river and cross the bridge that led to his parents’ cottage.” Give number threes: “The fourth day was spent in sadness and his parents were heartbroken. It rained all night.” Give number fours the following: “On the morning of the fifth day, Pythias walked the muddy path back to the river. The bridge had washed away during the night’s storm! The river’s current was too fast to risk swimming and there were no boats. He can’t get to the other side!” (If there are more than one four, they should each read two sentences.)

5. Starting with the ones, each child should read the information on the slip of paper to the rest of the group. After the four slips have been read, the group should discuss again whether or not they think Pythias will make it back. Each group should record whether they still agree with their first assessment or if they have changed their minds and why.
6. Gather everyone back to the big group and ask for a report from each group. Continue with and finish the story. Ask the students to evaluate their predictions. Then discuss the friends’ actions and why Dionysius rewarded them.
7. You may wish to wait and do this part of the lesson the next day. Gather the children and get out the list of friend qualities. Ask if anyone would like to add to it. Then write “A friend in need is a friend indeed.” Discuss how this saying applies to Damon and Pythias. Read *The Faithful Friend*. Allow a short time for discussion of the story.
8. Draw a Venn Diagram on the board (2 connecting circles). Above the left circle, write “Damon and Pythias.” Over the right circle, write “Hippolyte and Clement.” Over the middle section, write “Both stories.” Tell the children that in their small groups, they will be creating a Venn Diagram to compare the two stories. Ask for a couple of suggestions for each section for examples. Then divide the children into their groups. First, they will draw the Venn Diagram and label it as you did. They should come up with at least 8 items for each section.
9. After completion, bring everyone back together asking for each group to contribute items for each section of your Venn Diagram. Refer back to the saying. Does it also apply to this story? How? What do they think the story of Damon and Pythias taught? Can we learn the same lessons from *The Faithful Friend*? Give time to discuss with a partner what was learned and then write in their reflection journals.

E. *Assessment/Evaluation*

1. Participation in group discussion should be observed.
2. Venn Diagram should be checked for accuracy.

Lesson Four: Horatius at the Bridge

A. *Daily Objectives*

1. Concept Objectives
 - a. Students will become familiar with Roman myths and stories and understand how they reflect a people’s beliefs and help teach a culture’s morals and traditions.
2. Lesson Content
 - a. Horatius at the Bridge
3. Skill Objectives
 - a. Students, choosing between three projects, will create and present to the class a storyboard, a poem or song, or an interview that displays Horatius’ story and character traits.

B. *Materials*

1. *The Book of Virtues* by William J. Bennett

C. Key Vocabulary – no new vocabulary with this lesson

D. *Procedures/Activities*

1. Review with your students the location of Rome on the Tiber River. Give your students some background before reading about Horatius: It is thought that this event took place in the 6th century B.C. during Rome's war with the Etruscans. To reach the city of Rome, the Etruscans had to cross the Tiber River. Read *Horatius at the Bridge*, page 470, in *The Book of Virtues*.
2. Have students help you create a sequence of events on chart paper. Next, create a character trait web for Horatius. Ask your students what character traits Horatius displayed (bravery, responsibility, patriotic, selfless...). Students will be using these items to create their projects.
3. Let your students know they will have three projects to choose between to display their knowledge of Horatius. They may work alone, with a partner, or in small groups of three to four. You should have approval of groups. Four possible projects are: (1) Create a storyboard with pictures and short sentences. Included in the information should be at least 3 character traits. (2) Create a poem or song about Horatius. Included in the poem should be Horatius' actions and at least three character traits. (3) Create an interview with Horatius. The interview should include Horatius' story, as well as three character traits.
4. After completion, all projects should be presented to the class.
5. In closing, ask the children to explain how Horatius' story might help Roman children become better citizens. Discuss with a partner, how we can be good citizens. Write in reflection journal.

E. *Assessment/Evaluation*

1. Development and presentation of project can be graded.

Lesson Five: Androcles and the Lion

A. *Daily Objectives*

1. Concept Objectives
 - a. Students will become familiar with Roman myths and stories and how they reflect a people's beliefs and help teach a culture's morals and traditions.
2. Lesson Content
 - a. Androcles and the Lion
3. Skill Objectives
 - a. Students, after listening to the story of Androcles and the Lion, will write a paragraph about how the story of Androcles' portrays important character traits.
 - b. Students, after observing pictures of the Colosseum, will create a colosseum on the front of a manila folder to hold completed activities from the Rome unit.

B. *Materials*

1. *Androcles and the Lion* by Janet Stevens
2. *Drawing History – Ancient Rome* by Elaine Raphael and Don Bolognese
3. *The Ancient Romans* by Anita Ganeri (and other books with pictures and info on the Colosseum)
4. Manila Folder for each child with front right corner rounded

C. *Key Vocabulary*

1. Colosseum - amphitheater in Rome where gladiator fights and other entertainment was held

D. *Procedures/Activities*

1. Gather the children around you and read *Androcles and the Lion*. Discuss the story focusing on Androcles' character traits and why these would be considered good character traits. Review proper paragraph form including opening and closing sentences, indenting, etc...

2. The children should then write a paragraph about Androcles and his character traits including examples of how these were portrayed in the story.
 3. Show pictures of the Colosseum and discuss with the children how it was used.
 4. Then show pages 16 and 17 from *Drawing History*. These pages show how to draw the Colosseum. The children will draw the Colosseum on the front of the manila folder. This folder can then be used to hold their work from the Rome unit.
- E. *Assesment/Evaluation*
1. The paragraph should be checked for correct paragraph form and for understanding of Androcles' character traits.
 2. The manila folder Colosseum should be completed.

Lesson Six: Hannibal and the Second Punic War – teach after the First Punic War

- A. *Daily Objectives*
1. Concept Objectives
 - a. Students will gain knowledge about Ancient Rome.
 2. Lesson Content
 - a. Punic Wars, Hannibal
 3. Skill Objectives
 - a. Students, after playing Hannibal's game in a small group, will discuss the perils and successes of Hannibal's fight with Rome.
 - b. Students will tell the story of Hannibal to their families and record their family members' favorite part of the story.
- B. *Materials*
1. Appendix B - One copy of the Hannibal game per five students (Laminated is best)
 2. Appendix C - Twenty soldiers per student (Laminate and cut apart)
 3. One die for each game board
 4. Bottle caps, marker caps etc... for game pieces – one for each child
 5. *The Journeys of Hannibal* by Mike Rosen
 6. Appendix D - One copy of the Hannibal Homework Page for each child
- C. *Key Vocabulary* – no new vocabulary
- D. *Procedures/Activities*
1. Gather the children around you and tell them about Hannibal, just enough to get their interest. Tell how he was raised to hate the Romans by his father, a general in the First Punic War, about how his small army almost defeated the much larger Roman army, about the elephants he brought with him over the Alps, and how he snuck up from a direction the Romans did not expect.
 2. Divide the children into groups of four or five. Explain that they are going to play a game about Hannibal to learn more about the perils he faced. When the die is rolled, the game piece is moved forward that many spaces. The player then reads aloud the information in the box and follows the directions. Remind the children that they must listen to each child because you are going to be asking questions after they play and the only way they can answer your questions is to know the information from the game. Walk around and monitor while students play.
 3. When they are through playing, gather the children back and have a discussion about Hannibal. You'll be amazed what they know!
 4. For homework, tell the children they will be telling the story of Hannibal to their family. Give each child a copy of the homework page.
- E. *Assessment/Evaluation*
1. Assess students' knowledge through the discussion held after playing the game.

2. Homework should be completed and turned in on time.

Lesson Seven: Constantine

- A. *Daily Objectives*
 1. Concept Objectives
 - a. Students will gain knowledge about Ancient Rome.
 2. Lesson Content
 - a. Constantine, first Christian Emperor
 3. Skill Objectives
 - a. Students will write a paragraph about Constantine's conversion and the three ways he changed the Roman empire.
 - b. Students will draw Constantine based on an ancient sculpture which is now at the Metropolitan Museum of Art in New York City.
- B. *Materials*
 1. *Drawing History – Ancient Rome* by Elaine Raphael and Don Bolognese
- C. *Key Vocabulary*
 1. Christianity – During the time of Augustus, Jesus Christ was born. People began to follow Jesus. Romans tended to be tolerant of religions, but were not of Christianity. Christians would not worship the emperor as a god. Thousands of Christians were killed or put in prison.
- D. *Procedures/Activities*
 1. Gather the children around you and tell them about Constantine. In A.D. 312, Constantine was facing another general in a fight to be emperor. One night, Constantine saw a vision in the form of a cross. He believed this to be a sign that the Christian god would lead him to victory. Constantine had his soldiers paint crosses on their shields. He won. Constantine changed Rome: (1) He proclaimed that all religions were free to exist and that Christians were not to be bothered. (2) He moved the capital of Rome to the city of Byzantium. (3) He divided the empire into two parts so that one of his sons could rule the Eastern Empire and the other the Western Empire.
 2. After discussing Constantine, ask the children to tell you the important parts of the story. Record them on the board.
 3. The children will then write a paragraph about Constantine including his vision and the ways he changed Rome.
 4. Show the children page 28 from *Drawing History*. Constantine had an unusually long, rectangular head and large, round eyes. Discuss the three sections of the drawing. The children then draw Constantine and staple their paragraph to the bottom.
- E. *Assessment/Evaluation*
 1. The paragraph should be in correct form and contain the required information.
 2. The drawing should be to the best of each child's capability.

VI. CULMINATING ACTIVITY

- A. Perform *Julius Caesar*!! This sounds complicated, but after doing it for five years I know it is worth it! Start early. Get the kids excited and then storytell the play. *Shakespeare Plays in the Classroom – Julius Caesar* by Christine Hood is a good place to start. For best results, perform outside and have the families bring blankets and a picnic dinner. Allow all children to participate and do not automatically give your best “memorizers” the longest parts. You'll be surprised which kids turn out to be your best actors. The kids get a lot of self-esteem from this project and the families love it!! Eric Jensen repeatedly recommends drama as a way to interest children and

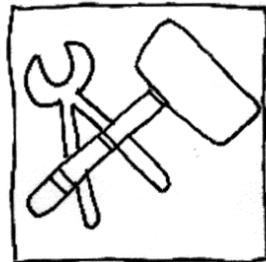
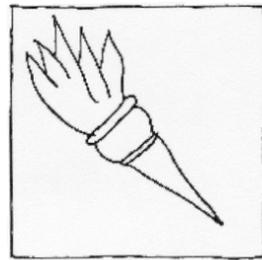
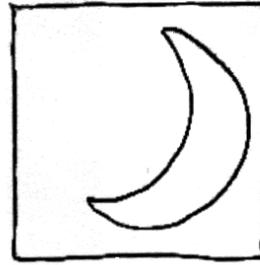
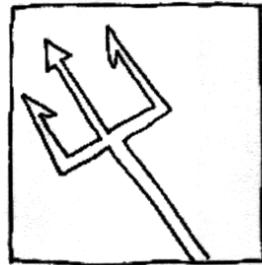
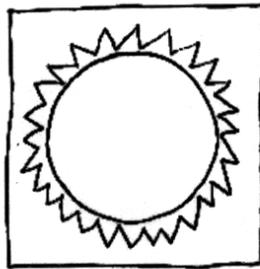
stimulate their brains.

VII. HANDOUTS/STUDENT WORKSHEETS

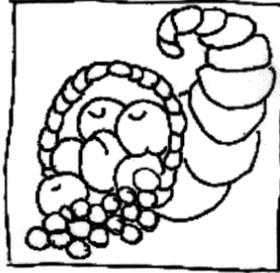
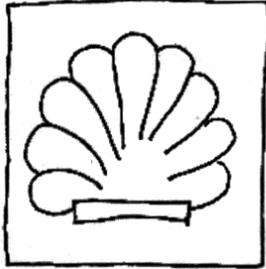
- A. Appendix A – Mosaic Pictures
- B. Appendix B – Hannibal Game
- C. Appendix C - Soldiers
- D. Appendix D – Hannibal Homework

VIII. BIBLIOGRAPHY

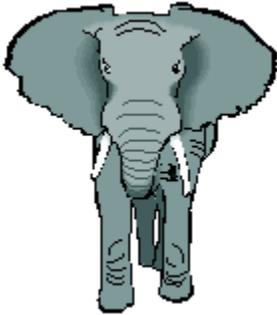
- A. Aliko. *The Gods and Goddesses of Olympus*. New York: HarperCollins, 1994, ISBN 0-060446189-0.
- B. Bennett, William. *The Book of Virtues*. New York: Touchstone., 1993, ISBN 0-684-83577-0.
- C. D'Aulaires, Ingri and Edgar. *D'Aulaires' Book of Greek Myths*. New York: Doubleday, ISBN 0-440-40694-3.
- D. DeSpain, Pleasant. *Thirty-Three Multicultural Tales to Tell*. Little Rock: August House Publishers, Inc., 1993, ISBN 0-87483-266-7.
- E. Dowsell, Paul. *The Roman Record*. Tulsa: EDC Publishing, ISBN 0-7460-2753-2.
- F. Fisher, Leonard Everett. *The Olympians*. New York: Holiday House, 1984, ISBN 0-8234-0740-3.
- G. Ganeri, Anita. *The Ancient Romans*. Austin: Steck-Vaughn Company, 2000, ISBN 0-7398-1822-8.
- H. Hood, Christine. *Shakespeare Plays in the Classroom*. California: Frank Schaffer Publications, 1998, ISBN 0-7682-0008-3.
- I. Jensen, Eric. *Teaching With the Brain in Mind*. Virginia: Association for Supervision and Curriculum Development, 1998, ISBN 0-87120-299-9.
- J. Langley, Andrew & De Souza, Philip. *The Roman News*. Massachusetts: Candlewick Press, 1996, ISBN 0-7636-0341-4.
- K. Masters, Anthony. *Roman Myths*. New York: MacDonald Young Books, 1999, ISBN 0-87226-607-9.
- L. McDermott, Gerald. *Daughter of Earth*. New York: Delacorte Press, 1984, ISBN 0-385-29294-5.
- M. Raphael, Elaine & Bolognese, Don. *Drawing History – Ancient Rome*. New York: Scholastic, Inc., 1990, ISBN 0-590-25090-6.
- N.. Roberts, Dr. Paul C. *Ancient Rome*. New York: Time Life Books, 1997, ISBN 0-7835-4909-1.
- O. Rosen, Mike. *The Journeys of Hannibal*. New York: The Bookwright Press, 1990, ISBN 0-531-18334-3.
- P. San Souci, Robert. *The Faithful Friend*. New York: Simon & Schuster Books For Young Readers, 1995, ISBN 0-02-786131-7.
- Q. Stevens, Janet. *Androcles and the Lion*. New York: Holiday House, 1989, ISBN 0-8234-0906-6.



Appendix A



Appendix A



Hannibal Homework

Name _____

Date _____

Tell the story of Hannibal to your family. Remember to tell about Hannibal's trek across the Alps and the elephants he brought with him. Be sure to tell about how he almost beat the Romans!

After you tell the story, ask your family for their favorite part of the story and write it here:

Go back and check: Did you use complete sentences?