

Roman Life

Roman clothes and Tàrraco, a Roman town



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Generació Plurilingüe (GEP)

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Plantilla creada pel grup de formadores del Programa GEP (Generació Plurilingüe) del Departament d'Ensenyament. Curs 2018-2019



GEP 1	Task 1 : Input & Cooperative /Collaborative learning in CLIL
Title of the lesson or topic	ROMAN LIFE – HOW ROMANS DRESSED (social science - history)
Course / year / age	5 th / 6th
Timing	2 hour sessions.
Collaboration with	
Short description of the session/s	We introduce some curious facts about the Roman life to engage the students. Then we focus on how the Roman people dressed out of the historical sources on their important legacy.
<p><i>The descriptions of the activities below should contain:</i></p> <ol style="list-style-type: none"> 1. <i>type of input,</i> 2. <i>questions (explicit, implicit and referential) posed by the teacher to ensure the students' involvement</i> 3. <i>dynamic instructions with collaborative and cooperative activities,</i> 4. <i>materials used.</i> 	
S E S S I O	<p>Activity 1</p> <p>Introduction to the main traits of the life of the Romans: when and where they lived shortly. Read and listen a short text about housing, food, clothing, schooling, calendar and festivals (spoken and written input). Ask implicit and explicit questions to check understanding. oral and written input./ content input and language input)</p> <p>Questions: Did the Romans wash at home? Where did the Romans get their food? What did they drink? Did they have a calendar? When did they celebrate Saturnalia? Where did they write on?</p> <p>Reading Comprehension – INTRODUCTION short video</p> <p>ICT: https://learnenglishteens.britishcouncil.org/study-break/video-zone/day-life-10-year-old-roman-britain</p>

N 1	Activity 2	<p>We make referential question to present the next step. Students are asked to think on how we got that knowledge about the Romans who lived long ago. We write down the ideas on the board. Once we have the students' suggestions we introduce the concept of the historical sources (primary and secondary). We go deeper in the primary sources and define the term artefact and write a list of the remains we still possess of the Romans: mosaics, paintings (frescos), statues or sculptures. Students guess which types of artefacts have been found (coins, jewellery, items of clothing, weapons and armours, utensils/ tools, pots, documents...) Through the observation of images we draw some conclusions about their clothing and style habit and how the differ from the present time.</p> <ul style="list-style-type: none">• Label the artefacts.• Draw conclusion from observation.• Match pictures with sentences to show how to prove our conclusions.• True or false statements about some pictures. <p>ICT: Roman artefacts videoclip https://www.youtube.com/watch?v=Sqt5Xe3DumY</p>
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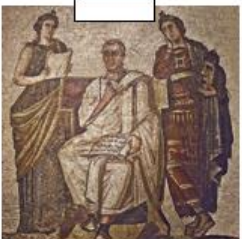



1. This is a statue of a Roman Emperor. His name was Trajan. He wore a short tunic.

2. This Roman brooch is made of onyx. It shows the heads of two emperors and their wives.

3. These are roman sandals. They were made of leather.





4. This mosaic shows a famous Roman poet called Virgil and two women. He was wearing a long white toga and sandals. Important men wore togas.

5 This is a gold ring. It's from the 3rd century found in Turkey.

• Label the artefacts

mosaic jewellery painting statue

• Look at the pictures. Match



1. These pictures give us information about Roman women's hairstyle.
2. These pictures tell us that Roman women wore sandals.
3. These pictures show us Roman women didn't wear short tunics.
4. These pictures show us Roman women didn't wear trousers.
5. These pictures tell us that Roman women wore jewellery

LEARNING ABOUT ROMAN CLOTHES

• Read about Roman men. Say the source o sources.

1. Roman men didn't wear trousers.
2. Romans made jewellery from expensive metals.
3. Roman men usually had short hair.
4. Romans wore shoes and sandals on their feet.
5. Some Roman men wore togas and some Roman men wore tunics.
6. Some Roman men wore laurel wreath on their heads.

STATUE
MOSAIC
ARTEFACT 1
ARTEFACT 2
ARTEFACT 3

• Look at the pictures and write *true* or *false*. Then answer.

1. Picture 1 is correct because Roman women wore long tunics. _____
2. Picture 2 is correct because Roman women wore short tunics. _____
3. Picture 1 is correct because Roman women had beautiful hairstyles. _____
4. Picture 1 is correct because Roman women wore jewellery. _____

Which picture is correct? _____

Activity 3

We set the new task: observing the representation of Roman people in those remains we are going to describe the aspect: hair style, clothes and complements that the variety figures wore: rich men, rich women, slaves, children and the differences we noticed among them. Using some of the pictures of mosaics, statues and artefacts we have to write a report on the aspect of the Romans. To do it we are going to create a group of experts and a group base to see if we reach a final report. In each group there will be experts on Rich women or citizens, Rich men or citizens, slaves and

		<p>serfs and soldiers</p> <p>ICT: Each group will have two tablets (two in each table with all the material shared) to examine the pictures of the different human figures and to check the web pages that may help the purpose:</p> <p><u>Roman Clothing</u></p> <p>https://www.historyonthenet.com/the-romans-clothing</p> <p>http://www.crystalinks.com/romeclothing.html</p> <p>http://www.primaryhomeworkhelp.co.uk/romans/clothes.htm</p> <p>https://www.ducksters.com/history/ancient_rome/clothing.php</p> <p>http://www.historyforkids.net/roman-clothing.html</p> <p><u>Soldiers</u></p> <p>https://ajarnwilliam.files.wordpress.com/2012/08/6-roman-soldier-and-roman-weapons-handout-2012.pdf</p> <p>https://www.nms.ac.uk/explore-our-collections/games/discover-the-romans/discover-the-romans/dress-a-roman-soldier</p>
<p>S E S S I O N 2</p>	<p>Activity 4</p>	<p>Groups of experts meet together. Each base group has four/five members, experts on one of the studied types: 1-Rich women, 2- Rich men, 3-slaves and serfs (males) 4- slave an serfs (females) and 5-Soldiers. They are provided with pictures of human representation on sculptures, mosaics, gems, reliefs... and have to write a report or a general description of their types observing the detail in the images following a checklist to help the observation task. They can use dictionaries, online resources or ask the teacher about Roman clothing to find out the new vocabulary. While gathering information we may design a glossary or a list of the most common items of clothing used in the Roman era. Once they have got the description they get more information checking the reference websites</p> <p>TIMING:</p> <p>10' Each group of experts (Rich women – Rich men – Slaves and Serfs – Soldiers - Children) meet together in their group and watch carefully the pictures provided by the teacher and decide the roles: SECRETARY (best writer) – CHECK LIST READER/CONTROLLER – HEAD OBSERVER (leader) – OBSERVER HELPER 1 and 2 (if the group is bigger).</p> <p>15' Once established the roles the checklist read goes through the different items the observer watch the pictures carefully and tell the writer if the pictures fulfil the item and write it down. In case of doubt all the members consider the pictures and make a decision (they may also turn to the teacher). The writer writes a draft of the description.</p>

		<p>15' Considering the notes taken by the secretary they all contribute to the final report and check that all the members of the group get the same version checked by the expert secretary and the teacher.</p> <p>25' They meet in the <i>cross-disciplinary team</i> and in turns they share the conclusions of each group and write a complete report on the description of the Roman people.</p> <p>ICT: They use the tablets at their disposal to look up the information from the Roman representations.</p>
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OBSERVATION CHEKLIST	
1. They were Roman citizens, slaves or soldiers.	
2. They wore long or short tunics.	
3. They wore buttoned, sewn clothes or they were wrapped around their body	
4. The wear long-sleeved, short-sleeved or sleeveless clothes	
5. They wore white or coloured clothes.	
6. They wore plain, patterned or embroidered clothes.	
7. They wore jewellery and accessories.	
8. They wore shoes, sandals or they were barefoot.	
9. They used different materials to dress.	
10. They had short or long hair.	
11. They had beautiful hairstyles and/or wore accessories on their heads	
12 All men had hair o there were bald romans as well	

Activity 5	Once they write a report they get back to the base group and explain it to the rest of the group. Once they are informed
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		<p>they gather all the information and write a general report of the Roman population considered pointing out the differences among classes or social statuses. Then they complete their conclusions checking the webs online and complete their reports with more info such as the materials that they cannot say from the pictures.</p>
<p>In terms of academic content, what are the students learning and what are they learning to do?</p>		<ul style="list-style-type: none"> • Learn about facts of the ancient Roman way of life. • Discover the main primary sources of history we have to get a right idea of the times of the Roman Empire. • Identify the different types of artefacts and visual representations
<p>In terms of language, what are the students practicing or learning to do?</p>		<ul style="list-style-type: none"> • Simple past (regular and irregular verbs) • Physical description and clothing (Roman clothes, hairstyles, jewels and complements). The main structure or scaffolding of the text is given by the checklist items

Male Roman citizens They Female Roman citizens Roman serfs and slaves	usually wore never wore didn't wear sometimes wore	short tunics, wrapped clothes long tunics long sleeved, short-sleeved, sleeveless togas, stoles
Roman children Roman soldiers	were/ weren't sometimes used didn't use never used	patterned, embroidered clothes coloured, black or white clothes trousers, socks, jumpers sandals, boots, shoes, barefoot jewels (bracelets, necklaces, rings, brooches, pendants...)
	usually had sometimes had didn't have never had were / weren't	helmets, body armours, shoulder plates, belts short hair, long hair beautiful hairstyles curly, straight hair, bald

ICT: As a round up the teacher prepares a Kahoot activity to check if they grasped the main traits of the Roman clothing. Each original team use a tablet handled by the Secretary of the team with the participation of all the members of the group.

In what way is this lesson plan a good example of what we learnt in the GEP course session?	<ul style="list-style-type: none"> The lesson provides oral, written and hands-on input, cooperative or collaborative tasks. It is more difficult to deal with multiple intelligences since it is mainly visual.
Other important information	To carry out the tasks we have to use images from Roman remains that may have rights. We got the images from the web and we considered them as a historical value of the world heritage but I need further advice on the topic.
ANNEXES (materials, handout, pictures... if not possible to include in the activity section.)	<p>REFERENCE MATERIALS</p> <p><u>Roman Clothing</u></p> <p>https://www.historyonthenet.com/the-romans-clothing</p> <p>http://www.crystalinks.com/romeclothing.html</p> <p>http://www.primaryhomeworkhelp.co.uk/romans/clothes.htm</p> <p>https://www.ducksters.com/history/ancient_rome/clothing.php</p> <p>http://www.historyforkids.net/roman-clothing.html</p> <p><u>Soldiers</u></p> <p>https://ajarnwilliam.files.wordpress.com/2012/08/6-roman-soldier-and-roman-weapons-handout-2012.pdf</p> <p>https://www.nms.ac.uk/explore-our-collections/games/discover-the-romans/discover-the-romans/dress-a-roman-soldier</p>

Self assessment Checklist

Task 1 : Input & Cooperative /Collaborative learning in CLIL	YES/NO
1. Students are presented with multimodal and varied input (spoken, written, visual, hands-on...)	✓
2. The input presented is used to help learners understand ideas and construct meaning	✓
3. The input is presented at the right cognitive level and the right language level , i.e. it is neither too challenging in terms of content nor too difficult in terms of language.	✓
4. Students are helped in some way to understand , i.e. input is made comprehensible	✓
5. Students are helped in some way to process the input presented, i.e. activities or questions make students think and construct meaning.	✓
6. The input and activities presented cater to multiple intelligences	✓
7. Students are presented with good questions (explicit, implicit and referential) that help them process input and that challenge them not only to understand, but to think, create...	✓

8. A variety of collaborative learning strategies are used throughout the session.	✓
9. At least one of the activities presented requires cooperation among students.	✓
10. Students are explicitly taught how to work in groups (or pairs).	✓
11. Students are explicitly guided to succeed in group/pair work discussions and interactions . Clear support to guide their interactions is provided.	✓
12. At least one ICT tool is used to promote digital collaborative learning .	✓

A Roman Town: Tàrraco

GEP 1	Task 2: Reading, writing and Assessment in CLIL
Title of the lesson or topic	<u><i>A Roman Town: Tàrraco</i></u>
Author	Josep Cunillera Solé
Course / year / age	second term 5 th year / 10-11 yo
Number of sessions	two sessions (+ 1 more)
Main objectives of the sessions	<ul style="list-style-type: none">• To learn and use words (public places) and phrases related to a Roman settlement: Tàrraco.• To use the past tense and the infinitive of purpose to explain the object of the public places.• To make a leaflet or a brochure about the Roman remains from Tàrraco to visit.
Short description of the sessions	The first session consists of the presentation of the main features or buildings in an ancient Roman city like Tàrraco.

<p>The descriptions of the activities below should contain:</p> <ol style="list-style-type: none"> 1. <i>collaborative and cooperative activities instructions</i> (including the timing and the language support) 2. <i>type of support,</i> 3. <i>readings and writings planned,</i> 4. <i>assessment tools</i> 5. <i>materials used</i> 		Timing	
S E S S I O N 1	<p>WARMER Activity 0</p>	<ul style="list-style-type: none"> • Ss are asked to name places in our town that they can think of in English and we make a list on the board. • In pairs they write one or two things you can do in each place (two minutes), and then ask each pair to say one thing from their list and ask the rest of the class to guess which place they were talking about. 	10' 2'
	<p>Activity 1</p>	<ul style="list-style-type: none"> • Teacher introduces the topic: they are going to learn about the public places in Tàrraco. Ask them what they already know about the topic. Show a map of the Roman Empire and the location of Rome, the capital of the empire, and Tàrraco, the capital of Hispania Citerior. Support: map of the Roman Empire on IWB • We explain that today we are going to focus on what the Roman town of Tàrraco, as big Roman towns, looked like and show a presentation on the IWB with the visuals. LANGUAGE: <i>There was a / there were</i> 	15'
	<p>Activity 2</p>	<p>a) Teacher shows a presentation on the IWB. And give out a set of cards and picture. Children look at the pictures from the different Roman public buildings and try to guess which ones there were in Tàrraco. Once we have identified the pictures each cooperative group get a set of photos and try to figure out the purpose of each piece of architecture. After that, each group get cards with main information of every building – basic description and function of the premises - and they have to match the pictures with the</p>	30'

		<p>text. Finally, we check that all groups have the correct matching. <i>The Roman Wall, amphitheatre, circus, temple of August, forums, aqueduct, Tower of Scipios, Via Augusta and the necropolis.</i>(See the pictures and cards below)</p> <p>PRE-READING: Students read the cards just to get the basic information to identify the name of each place and match with the picture (Skimming).</p>	
S E S S I O N 2	Activity 3	<p>b) After matching the pictures with the texts we hang the pictures on the wall and they have to complete the information from a worksheet. To fill the information, in pairs, in a kind of running dictation they have to look for precise data in that case: the aim of each building using the past tense and the infinitive of purpose.</p> <p>READING: Each student of every couple get up to read through the cards get the purpose of a building to tell his/her partner and complete. Once they get the info from a place they change roles (scanning). Once they get the answers check/correct the WRITING with the info card to complete the worksheet.</p>	15'
	Activity 5	<p>Once they have identified the main constructions each of the group is given some place and have to imagine a situation and to write a dialogue between a local and an English speaking visitor with the help of a map. Setting off from the town hall square. (Plaça de la Font) with the help of a map of Tarragona</p> <p>MAP READING: Read and map a write a dialogue in pairs.</p> <div style="border: 1px solid black; padding: 5px;"> <p><i>LANGUAGE</i> Excuse me. Can you tell me how can I get to ...? Yes, of course. Go straight on/ ahead. Go along Turn left/ right Take the first/ second turning on the left/right</p> </div>	20'

	<p><i>Go across / cross the street</i></p>	
Activity 6	<p>The last activity will consist of designing a leaflet to promote the visit of some of these monuments among the tourists visiting Tarragona. They have to read the information from webpages they have in the tablet or computer with the information so each group has to agree in two different places. Once they have decided their choice looking up the details such as:</p> <p>In groups of 4 they have to design a short, appealing leaflet about with the help of a model text.</p> <ul style="list-style-type: none">a) Coordinatorb) Art designer.C) Documentalistd) Secretary writer <p>They get info from the web links and write the text and on the computer using a blue print finish their leaflet project.</p> <p>Opening hours:</p> <p>Prices:</p>	45'

	<p> What is it? Where is it? Why visit it? (How to get it?) They have to use appealing language (imperatives, suggestions...) to attract the visitor to each monument. http://www.spainisculture.com/en/monumentos/tarragona/murallas_de_tarragona.html http://www.spainisculture.com/en/monumentos/tarragona/anfiteatro_romano.html http://www.spainisculture.com/en/monumentos/tarragona/circo_romano.html http://www.spainisculture.com/en/monumentos/tarragona/foro_romano.html http://www.spainisculture.com/en/monumentos/tarragona/necropolis_romana_y_paleocristiana.html http://www.spainisculture.com/en/monumentos/tarragona/acueducto_pont_de_les_ferreres_o_puente_del_diablo.html http://www.spainisculture.com/en/propuestas_culturales/los_tesoros_romanos_de_tarragona.html </p>	
<p> In terms of academic content, what are the students learning and what are they </p>	<p> They are learning about the past but linked to the present with remains /ruins in our city. Roman public buildings with social functions. Once they have found out about these monuments they have to use the information to spread the knowledge and attract the reader using the language (referential and conative functions) producing a leaflet or a brochure. </p>	

learning to do?									
In terms of language, what are the students practicing or learning to do?	<p>a) Since we are referring to places from around 2000 years ago the use of the past is essential but is not the main language point in the lesson.</p> <p>b) In contrast with the past we introduce the infinitive of purpose to state the function of each public place (so they have to distinguish whether to use the past or the infinitive after “to”).</p> <p>c) To revise language already learnt they have to practise ‘directions’.</p> <p>d) To complete the leaflet following the style of the model text given they have to use appealing language such as: imperatives</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><u>LANGUAGE – STREET DIRECTIONS</u> <i>Excuse me. Can you tell me how can I get to ...?</i> <i>Yes, of course.</i> <i>Go straight on/ ahead. Go along</i> <i>Turn left/ right</i> <i>Take the first/ second turning on the left/right</i> <i>Go across / cross the street</i></p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><u>LANGUAGE – INFINITIVE OF PURPOSE practice.</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; vertical-align: top;">The Romans They</td> <td style="width: 25%; vertical-align: top;"> went to the amphitheatre the circus the temple the forum </td> <td style="width: 5%; text-align: center; vertical-align: middle;">to</td> <td style="width: 45%; vertical-align: top;"> see the gladiator fight the beasts watch the horse races offer sacrifices to gods buy and sell clothes, food, jewels, shoes... </td> </tr> <tr> <td style="vertical-align: top;"></td> <td style="vertical-align: top;"> built the necropolis the wall the aqueduct the Scipio Tower </td> <td style="text-align: center; vertical-align: middle;">to</td> <td style="vertical-align: top;"> bury the dead people protect the town from the enemies bring water to the town commemorate the death of important figures </td> </tr> </table> </div>	The Romans They	went to the amphitheatre the circus the temple the forum	to	see the gladiator fight the beasts watch the horse races offer sacrifices to gods buy and sell clothes, food, jewels, shoes...		built the necropolis the wall the aqueduct the Scipio Tower	to	bury the dead people protect the town from the enemies bring water to the town commemorate the death of important figures
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	<p><u>LANGUAGE – CONATIVE Language.</u></p> <p style="text-align: center;"><u>Imperatives</u></p> <table border="0"> <tr> <td>Discover / find / look for ...</td> <td>Visit the ...!</td> <td>Follow the...</td> </tr> <tr> <td>Go / come to the ...</td> <td>Don't miss the ...!</td> <td>Learn about...</td> </tr> <tr> <td>See the ...</td> <td>Walk along the...</td> <td>Take a walk/ Take some time for a walk</td> </tr> <tr> <td>Enjoy the ...</td> <td>Eat Roman food</td> <td>Let's...!</td> </tr> <tr> <td>Don't forget...!</td> <td>Have a nice...!</td> <td>Explore the ...</td> </tr> </table>	Discover / find / look for ...	Visit the ...!	Follow the...	Go / come to the ...	Don't miss the ...!	Learn about...	See the ...	Walk along the...	Take a walk/ Take some time for a walk	Enjoy the ...	Eat Roman food	Let's...!	Don't forget...!	Have a nice...!	Explore the ...	
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<p>In what way is this lesson plan a good example of what we learnt in the GEP course session?</p>	<p>I think that besides the new input of language and content the strong point of the project lays on the approach to something close to the student – monuments of their own town - and mainly on the idea of shared knowledge within pair work, group work and outside the classroom context – the dialog with a tourist to tell the way to the places and producing a leaflet to appeal the reader/visitor to call on the different locations.</p>																

Other important information	<p>It is one of the first great works done by the Romans. The walls were built between the end of the 3rd century and the early 2nd century BC. <u>It was built to protect the city from the enemies, the tribes who lived in the country.</u> It is known as an archaeological walk and only the upper area of the original walls are still standing. It still retains several sections of wall and three towers: <u>Cabiscol tower</u>, Minerva tower and Archbishop Tower. Minerva tower is the most typically Roman of all, while Archbishop Tower was modified during Medieval times.</p>	<p>It was built in the 2nd century AD. It could hold up to 15,000 spectators. It was oval with seating rows around the central area which <u>was used for entertainment, performances or sports such as gladiator fights, animal hunts or executions.</u></p> <p>A Christian bishop with his deacons was burnt there.</p>
	<p>This bridge is located 4 km north of Tarragona. <u>It was built to supply water to ancient city of Tàrraco.</u> This aqueduct took water from the Francolí River. It probably dates from the time of Emperor Augustus. It was composed by two levels of arches. It had a maximum height of 27 metres and a length of 249 metres.</p>	<p>It was one of the largest buildings in Tàrraco. It was - built round 81-96 AD. It probably was about 325 metres long and about 100 metre wide. The circus was <u>a venue for chariot races (quadrigas and bigas), horse races and performances to commemorate events of the empire.</u> The racing track was divided by a median strip called <u>spina.</u></p>

	<p>It was a rectangular square in the centre of the city with government buildings and a main market place. It was built round 1st century AD. It was near the temple and people went there to buy things and to judge crimes and other problems. So people gathered there <u>for commercial, judicial, political or religious affairs.</u></p>	<p><u>It was a large designed cemetery with tombs and elaborate monuments.</u> It dated from the 3rd century AD. It was not in the centre of the city and it was <u>a cemetery were</u> the first Roman Christians were buried.</p>
	<p>It was built in the first century AD. It was dedicated to the cult of Emperor August (emperors were considered gods those times). It was located in the most important place in the city (now there is the cathedral). Public religious ceremonies of the official Roman religion took place outdoors, and not within the temple building. Some ceremonies were processions that started at, visited, or ended in the temple. <u>Sacrifices of animals took place in the temple to worship the gods.</u></p>	<p>It was a funerary tower built during the 1st century AD, six kilometres from the city of Tàrraco in the course of the Via Augusta, <u>and is one of the most important funerary monuments of the Roman era</u> that still remains in the Iberian Peninsula.</p>



A Roman town Tarraco

Project
Peck

Worksheet 1

1 Tick ✓ the things in your town.

amphitheatre forum circus aqueduct temple wall

1



2



3



4



5



6



2 Look at the presentation and write.

1 Why did Romans go to the amphitheatre?

2 Why did they go to the circus?

3 Why did they go to the forum?

4 Why did they build walls around their towns?

5 Why did they go to the temple?



TARRAGONA

ANNEXES
(materials, handout, pictures... if not possible to include in the activity section.)

The map shows a route through Tarragona, Spain, starting at the 'L' (Liceu) and ending at the 'L' (Liceu). The route is marked with numbers 1 through 6 and letters 'F' (Forn de Sant Antoni). Key landmarks include the Museu d'Història de Tarragona - Casa..., Catedral de Tarragona, Museu Diocesà De Tarragona, Universitat Rovira i Virgili, Plaça de la PAGESIA, Font del Centenari, Monument als Castellans, Rambla Vella, Rambla Nova, Plaça de Corsini, Parc de l'Amfiteatre, and Amfiteatre de Tarragona. The map also shows the Rambla dels Caputxins, Plaça dels Caputxins, and the Balcó del Mediterrani.

Plantilla creada pel grup de formadors del Programa GEP (Generació Plurilingüe) del Departament d'Ensenyament. Curs 2018-2019



MODEL TEXTS FOR THE LEAFLET

Roman Tarraco



Discover the largest Roman town in Spain. You can see part of the Roman wall that protected the city, and visit the coast to see where gladiators fought in the Roman amphitheatre.

Nearest train station: Tarragona train station

Price: free

Roman Wall



Opening hours:
9:00 to 19:30

Prices: Adult 11€
Child 5€

What is it? Roman wall and archaeological walk

Where is it? In Tarragona, north east of Spain.

Why visit? To explore the roman walk and see the statue of Emperor August

ASSESSMENT WORKSHEETS

Project		Assessment criteria				
Key Competences assessment: Level 5		4 – Excellent				
Name: _____		3 – Good				
Project: TARRACO, A ROMAN TOWN		2 – Satisfactory				
Class: _____		1 – Needs improvement				
Indicators for evaluating the Key Competences		1	2	3	4	Observation
	Linguistic competence					
	Understands and uses new words and phrases about places in a Tàrraco / Tarragona					
	Uses infinitives of purpose to answer <i>why</i> questions					
	Is able to match the description to the picture					
	Is capable of give simple directions to get to a particular place					
	Social and civic competence					
	Shows an awareness of the functions of public spaces in their town					
	Works collaboratively with another student to create a leaflet about a Tarragona visitor attraction					
	Recreates the situation of a local giving directions to a English speaking tourist					
	Plans and agrees with their partner how they will complete all the tasks involved in the project					
	Learning to learn					
	Reflects on and evaluates project work by completing the Project review worksheet					
	Organises own learning by formulating questions to research					
	Digital competence					
	Reflects on efficient research methods and assesses the reliability of sources					
	Uses a computer to find information about Roman visitor attractions in Tarragona					
	Sense of initiative and entrepreneurship					
	Uses a computer to design an information leaflet for a tourist attraction (optional)					
	Plans with their partner how they will manage each of the tasks to complete the project					
	Sense of initiative and entrepreneurship					
	Selects relevant information to include in a leaflet					
	Plans with their partner how they will manage each of the tasks to complete the project					
	Cultural awareness and expression					
	Makes decisions about how to present information in order to make it clear and attractive					
	Understands how life was different during the Roman Empire					

Project Tarraco

1...Complete.

What I learned	What I enjoyed most

2 Read and tick ✓.

- I planned my work before I started.
- I listened to other people
- I asked for help.
- I helped someone
- I worked well with other people.
- I evaluated my work and made improvements.

3...Write






Next time I want to _____

Project Tàrraco

Learning standards and Assessment criteria mapping

Level 5, Project : TARRACO, A ROMAN TOWN

This project fulfils the following Learning standards and related Assessment criteria across the Key Competences indicated below.

	Learning standards	Assessment criteria
	COMPREHENSION OF ORAL TEXTS	
	Understands the main points of short, simple and well-structured presentations on topics <i>Roman places teacher IWB presentation</i>	Identifies gist and the main points in very short and simple oral texts
		Knows and applies basic strategies in order to understand gist , key information or main points Discriminates basic sound, accent, rhythmic and intonation patterns and recognises general communicative meanings and intentions related to said patterns
	PRODUCTION OF ORAL TEXTS	
	Participates in social conversations where instructions are given via the project to make a leaflet about a Tàrraco visitor attraction	Participates using basic and simple language in short conversations about immediate needs or familiar topics
		Knows and applies basic strategies in order to produce short and simple direction giving dialogues
	Makes brief, simple, previously prepared and rehearsed presentations on topics of interest via the project to make a leaflet about a Tàrraco visitor attraction and inform about places.	Knows how to use basic syntactic structures in oral communications
		Pronunciation is generally understandable
	COMPREHENSION OF WRITTEN TEXTS	
	Understands key information and locates specific information in simple information material through the reading activities on cards and worksheets.	Identifies the topic at hand and understands the general gist, main ideas and specific information from very short and simple written texts
		Knows and applies basic strategies in order to understand gist , key information or main points of a text
		Recognises the most common meanings of basic syntactic structures in written texts Search for specific information: the purpose of the different Roman premises in Tàrraco/ Tarragona.
	PRODUCTION OF WRITTEN TEXTS	
	Composes short correspondence-type texts when completing the project to make a leaflet about a Tàrraco visitor attraction	Knows and applies basic strategies to produce simple written texts
		Fulfils the communicative function(s) of a written text
	Composes short information-type texts when completing the writing activities on Worksheets 1, the project to make a leaflet about a Roman visitor attraction, and the extension activity to research life in Tàrraco	Knows how to use basic syntactic structures
Applies basic graphemes and written symbols to write words or short sentences		

Self assessment checklist

Task 2 : Reading, writing in CLIL and Assessment	YES/NO
1. Support is provided to help students read and understand texts.	✓
2. Before-, during- and after- reading activities are prepared.	✓
3. The materials use visuals to support comprehension.	✓
4. The writing process takes place in joint collaboration with the teacher (modelling)	✓
5. Support is provided to help students write (the students are provided with language patterns, language frames, vocabulary banks...)	✓
6. The teacher uses different strategies to help students throughout the process of reading and writing	✓
7. The teacher has previously predicted the language the students will need when carrying out the different tasks successfully and, therefore, is aware of the content-obligatory language .	✓

8. At least the teacher uses 1 type of assessment (self-assessment, teacher assessment or co- assessment)	✓
9. At least teacher used 1 type of designed assessment tool during the sessions (rubric, digital app, checklist, personal dossier...)	✓