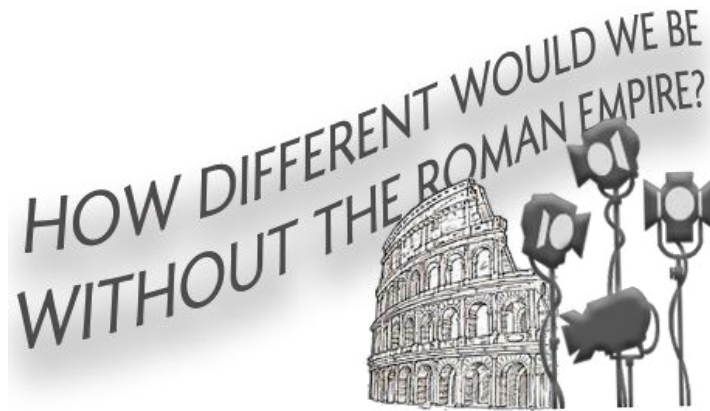


# The Roman empire and us




**Escola Sant Isidre**  
**Edu Teixidó Ibañez**

**Generació Plurilingüe (GEP)**

Year 2  
2018-2019

# PROJECT PLANNING TEMPLATE for CLIL and Content-Rich Environments

## Identification of the GEP project:

Title	The Roman Empire and us 
Authorship	Edu Teixidó Ibañez
School	Escola Sant Isidre
Students' CEFR Level (A1, A2...)	A1
Grade	4t/5è primària
Content area(s)	Medi Social
Number of sessions (4, 6 or 9)	4
Teacher(s) involved	Edu Teixidó Ibañez
Key words	#roman #empire #Tarragona #amphitheatre #circus #forum

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/clilsi/>



## 1. OUR PROJECT

### Introduction:

This project is thought to be done with 4<sup>th</sup>/5<sup>th</sup> level students. My group-class is compounded by 9 students.

I think this topic is very interesting; as understanding the past is a key element to understand the world we all live in nowadays. To be able to reflect about the heritage of the past, specially dealing with the Roman Empire, is always exciting and, at the same time, I knew that a excursion to Tarragona with my students was already scheduled at the beginning of the project, so it sounded like a very good chance to develop this project.

### Driving question:

How different would we be without the Roman Empire?



### Final product:

TV-show, lively recorded in Tarragona (taking profit of a “preset” school excursion to that city, extremely linked with the Roman Empire), dealing with the conclusions extracted from the driving question.

2. GOALS	2. HOW DO YOU KNOW STUDENTS ARE MAKING PROGRESS? <small>(assessment criteria)</small>
1. Elaborate a short script of a TV-Show dealing with the content learnt within the project.	They relate each roman monument/building with our nowadays society.
2. To relate similarities and disparities between the roman civilization and ours.	2.1 They relate each roman monument/building with our nowadays society.  2.2 They identify the main differences between the roman civilization and ours.
3. To explain, with audiovisual evidences, and record the TV-show in Tarragona	They are able to express themselves, in front of a camera, what they have wrote and learnt within the project.
...	



### 3. CURRICULUM CONNECTIONS SPECIFIC COMPETENCES AND KEY CONTENTS

Subject-matter curriculum		Foreign language curriculum	
Specific Competences	Key Contents	Specific Competences	Key Contents
<ul style="list-style-type: none"> <li>• Competència 2. Interpretar el present a partir de l'anàlisi dels canvis i continuïtats al llarg del temps, per comprendre la societat en què vivim.</li> </ul>	<ul style="list-style-type: none"> <li>• Romanització a la península Ibèrica. Fets bàsics de l'edat antiga al territori actual de Catalunya.</li> </ul>	<ul style="list-style-type: none"> <li>• Competència 2. Planificar i produir textos orals breus i senzills adequats a la situació comunicativa.</li> </ul>	<ul style="list-style-type: none"> <li>• Estratègies per a la producció de textos orals: planificació a partir d'un guió o esquema, utilització de suports digitals, memorització, assaig...</li> <li>• Producció de textos orals de diferents tipus i formats de l'àmbit personal i escolar amb preparació prèvia, i adaptant l'entonació, el to de veu o el gest a la situació comunicativa.</li> </ul>



### 4. 21<sup>st</sup> CENTURY COMPETENCES

Collaboration	x	Information, media and technology	x
Communication	x	Leadership & Responsibility	x
Critical Thinking and Problem Solving		Initiative & Self-direction	x
Creativity & Innovation		Social & Cross-cultural	x
Others:			

### 5. KEY COMPETENCES

Communicative, linguistic and audiovisual competence	x	Digital competence	
Mathematical competence		Social and civic competence	x
Interaction with the physical world competence	x	Learning to learn competence	x
Cultural & artistic competence	x	Personal initiative and entrepreneurship competence	x

## 6. CONTENT (Knowledge and Skills)

### CONTENT-RELATED KNOWLEDGE

- Development of a research investigation set from their own environment and reality, dealing with cooperative learning, experimentation and using different sources of information, as well as IT (specific software, simulations...)
- Researching and contrasting information in different supports (scientific texts, images, graphs, maps...)
- Oral and written argumentation of the different solution found during the research.

### CONTENT-RELATED SKILLS

- Using active participation during processes like cooperation research, using dialogue in common tasks and conflict resolution.
- Research and contrast in different supports.
- Completion of a investigation research from a driving question, problem solving, relating their immediate context through cooperative work, experimentation and using different information sources.
- Oral and written argumentation of the solutions found to set an answer to the driving question.



## 7. REFERENCES

### WEB EDUCATIONAL APPS:

[www.kahoot.com](http://www.kahoot.com)

<https://answergarden.ch/>

### VIDEOS:

<https://www.youtube.com/watch?v=b9bcohaqTGk>

### IMAGES:

[https://es.wikipedia.org/wiki/Archivo:Canal\\_del\\_Cinca\\_en\\_Peraltilla.jpg](https://es.wikipedia.org/wiki/Archivo:Canal_del_Cinca_en_Peraltilla.jpg)

<https://www.thinglink.com/scene/652899079826702338>

<https://www.webtenerife.com/es/que-hacer/salud-bienestar/spa/publishingimages/spa-anthelia-ppalweb2018.jpg>

[https://visitbath.co.uk/images/made/images/uploads/site/\\_1000px/DSC\\_8138-HDR\\_750\\_500\\_s\\_c1.jpg](https://visitbath.co.uk/images/made/images/uploads/site/_1000px/DSC_8138-HDR_750_500_s_c1.jpg)

<https://media-cdn.tripadvisor.com/media/photo-w/02/f4/95/ac/roman-aqueduct-in-tarragona.jpg>

[https://en.wikipedia.org/wiki/Camp\\_Nou#/media/File:Camp\\_Nou\\_aerial\\_\(cropped\).jpg](https://en.wikipedia.org/wiki/Camp_Nou#/media/File:Camp_Nou_aerial_(cropped).jpg)

<https://romereborn.org/sites/default/files/Forum-from-west-to-east-2-web.jpg>

<https://www.formula1.com/content/dam/fom-website/2018-redesign-assets/Racehub%20header%20images%2016x9/Japan.jpg>

[https://upload.wikimedia.org/wikipedia/commons/a/a3/Amphith%C3%A9%C3%A2tre\\_de\\_Tarragona.jpg](https://upload.wikimedia.org/wikipedia/commons/a/a3/Amphith%C3%A9%C3%A2tre_de_Tarragona.jpg)

[https://www.fosterandpartners.com/media/2638219/hero\\_1046\\_fp248894.jpg?width=3840&quality=85](https://www.fosterandpartners.com/media/2638219/hero_1046_fp248894.jpg?width=3840&quality=85)





## 8. COMMENTS (optional)

## 9. ACKNOWLEDGEMENTS (optional)






Skills: R: reading , S:speaking, L: listening, W: writing, I: Interaction

Interaction: T-S: teacher-student, S-S: student-student, SG: small groups, WG: whole group, S-Expert, S-World

Assessment: PA: Peer assessment, SA: Self-assessment, TA: Teacher assessment, AT: Assessment tools



## 10. UNIT OVERVIEW

Session	Activities	Timing	Skills	Interaction	ICT	Assessment
						
1	Identification of the roman empire When? Where? With Tasksheet <a href="#">Link</a>  <a href="#">Visual Support for the next activity</a>	25'	R – L - W	T-S		Previous knowledge assessment
	Flashcard pairing. Match nowadays “buildings” with its correspondent original in the Roman Empire in Tarraco. (circus, forum/markets, theaters, etc.) <a href="#">Link</a>	15'	R – L – I - S	SG		
	Reflect time! Helping them explain the similarities between Roman the roman civilization and ours. <a href="#">Language Visual Support for the activity</a>	15'	L	WG		
2	Kahoot. Q & A. “Do you	15'	R - L	WG	Tablets:	Formative assessment

	remember..."? <a href="#">Link</a>				Kahoot	SA
	Find sentences all around the classroom related to a short brief description of the Colosseo in Rome. <a href="#">Link</a> Activity support – <a href="#">text bubbles</a>	10'	R – L	SG		Peer assessment (They should be able to re-organize the sentences by correcting themselves in the SG)
	Decide in groups the correct order of the sentences to form the text.	15'	R- L- S - I	SG		
	Check with the rest of the groups and read aloud the text. (we'll use it as a model for the final scripts)	10'	R – L - S	WG		
3	<a href="#">Answergarden</a> . What things do you remember about the “Colosseo”?	15'	R - W	WG	Computers : Answergarden	Previous Knowledge assessment
	Elaborate the short scripts (in pairs) about the “Amfiteatre”, “Circ”, “Fòrum” i “Murallles” of Tarragona; using the Colosseo's as a model.	25'	W-R	SS	Computer: Software Pages (Text Editor)	



	<a href="#">Short scripts for the TV-Show</a> <a href="#">Model text</a>					
	Revise the scripts all together. Avoiding cross-mentions of information in them.	15'	L-R	WG	Computer: Software Pages (Text Editor)	Teacher assessment
4	Shooting the final take of the TV-show in Tarragona (taking advantage of an already set excursion to Tarragona)  Aid for the students – <a href="#">their final scripts</a>	45' (adding the complete amount of time)	S, I	SS		
	Revise and analyze what has been recorded.  <a href="#">Self-assessment rubric</a>	15'	L, I	SS		Peer assessment and self-assessment



## 11. SESSION PLANNING

### SESSION 1:

Objectives of the session: To relate similarities and disparities between the roman civilization and ours.

Content-obligatory language for the session:

- Oral and written argumentation given some aid support and the flashcards.
- “In the Roman Empired they used \_\_\_\_ in the past. We use \_\_\_\_ in the present.
- Vocab: aqueoduct, amphithreatre, circus, forum, stadium, channel, theatre, square

#### Activities

*include : Name and description; Assessment tool (if any); Material (including language support)*



1.1	<p>Identification of the roman empire When? Where? With Tasksheet</p> <p><a href="#">Link</a></p> <p><a href="#">Visual Support for the next activity</a></p>	25	R – L – W	T-S		PK
1.2	<p>Flashcard pairing. Match nowadays “buildings” with its correspondent original in the Roman Empire in Tarraco. (circus, forum/markets, theaters, etc.)</p> <p><a href="#">Link</a></p>	15	R – L – I - S	SG		

1.3	Reflect time! Helping them explain the similarities between Roman the roman civilization and ours. <a href="#">Language Visual Support for the activity</a>	15	L	WG		
...						






## SESSION 2:

Objectives of the session: To relate similarities and disparities between the roman civilization and ours.  
Discovering the “Colosseo” as a sample for a future TV-Script

Content-obligatory language for the session:






- Development of a research investigation set from their own environment and reality, dealing with cooperative learning, experimentation and using different sources of information, as well as IT (specific software, simulations...)
- Writing Aid Questions: “What was it used for?” “And in our present...” “Where is it?” “What is it?”








	Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i>					
1.1	Kahoot. Q & A. "Do you remember..."? <a href="#">Link</a>	15	RL	WG	Kahoot	SA
1.2	Find sentences all around the classroom related to a short brief description of the Colosseo in Rome. <a href="#">Link</a> Activity support – <a href="#">text bubbles</a>	10	R – L	SG		PA
1.3	Decide in groups the correct order of the sentences to form the text.	10	R- L- S - I	SG		
1.4	Check with the rest of the groups and read aloud the text. (we'll use it as a model for the final scripts)	10	R-L- S	WG		

	<p><b>SESSION 3:</b></p> <p>Objectives of the session: Elaborate a short script of a TV-Show dealing with the content learnt within the project.</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------



	<p>Content-obligatory language for the session:</p> <ul style="list-style-type: none"> <li>- Researching and contrasting information in different supports (scientific texts, images, graphs, maps...)</li> <li>- Writing Aid Questions for their scripts: “What was it used for?” “And in our present...” “Where is it?” “What is it?”</li> </ul>					
	<p><b>Activities</b>  <i>include : Name and description; Assessment tool (if any); Material (including language support)</i></p>					
1.1	<a href="#">Answergarden</a> . What things do you remember about the “Colosseo”?	15	WR	SS	Answ ergar den	PK
1.2	Elaborate the short scripts (in pairs) about the “Amfiteatre”, “Circ”, “Fòrum” i “Muralles” of Tarragona; using the Colosseo's as a model. <a href="#">Short scripts for the TV-Show</a> <a href="#">Model text</a>	25			Page s (Text editor )	
1.3	Revise the scripts all together. Avoiding cross-mentions of information in them.	15	LR	WG	Page s (Text editor )	TA



SESSION 4:						
Objectives of the session: To explain, with audiovisual evidences, and record the TV-show in Tarragona						
Content-obligatory language for the session:						
<ul style="list-style-type: none"> <li>- Oral and written argumentation of the different solution found during the research.</li> <li>- Structure of the scripts: “What was it used for?” “And in our present...” “Where is it?” “What is it?”</li> </ul>						
Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i>						
1.1	Shooting the final take of the TV-show in Tarragona (taking advantage of an already set excursion to Tarragona)  Aid for the students – <a href="#">their final scripts</a>	45	SI	SS		
1.2	Revise and analyze what has been recorded.  <a href="#">Self-assessment rubric</a>	15	LI	SS		PA  SA

# 12. TEACHING MATERIALS

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/clisi/>



# Session 1

Els materials creats en el marc de la formació del programa GEP pertanyen a l'autor/a amb una [licència creative commons CC BY-NC-SA](#):

Reconeixe  hercial - Compartir Igual

Name:

Date:

WHAT DO YOU KNOW...?



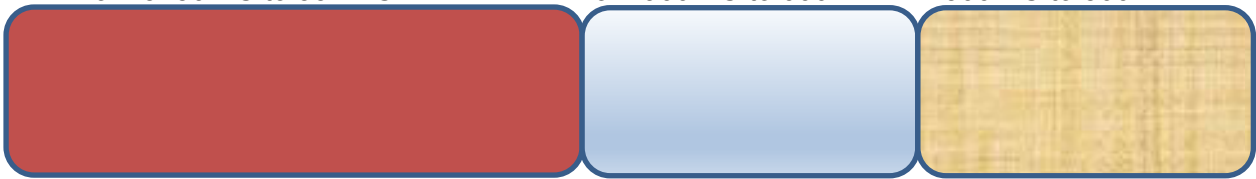
1.- Could you complete this timeline about ancient civilizations?

Use:

From 3150 BC to 332 BC

From 900 BC to 600 AD

300 BC to 500 AD



2.- Watch some (non-violent) extracts from “Gladiator”.

AT THE HEIGHT OF ITS POWER THE ROMAN EMPIRE WAS VAST, STRETCHING FROM THE DESERTS OF AFRICA TO THE BORDERS OF NORTHERN ENGLAND.  
OVER ONE QUARTER OF THE WORLD'S POPULATION LIVED AND DIED UNDER THE RULE OF THE CAESARS.

That was because the unique organization of Roman army. Order the following roles:

Captain - soldier - General - Emperor (Caesar)
- - -

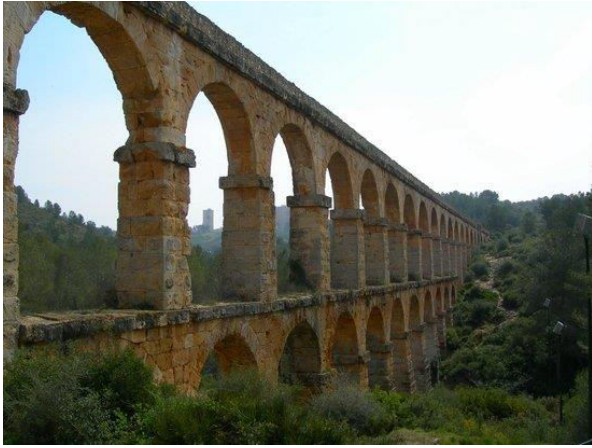
Now, take a computer/tablet, in pairs, put on your headphones and go to:

<https://www.youtube.com/watch?v=b9bcohq5TGk>

Write, down below and in pairs, if you have found similarities with nowadays world.



# FLASHCARD PAIRING ACTIVITY



(Aqueduct)



(Canal)



(Thermae)



(Spa)



(Circus)



(Racing track)



(Roman Forum)



Square



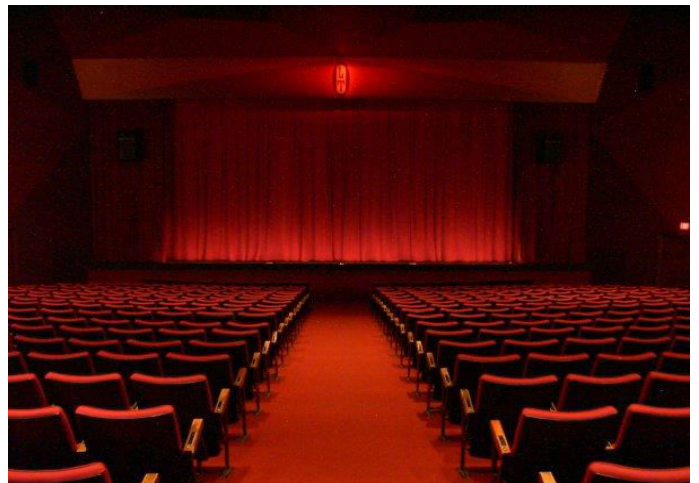
Coliseum



Stadium



(Amphitheatre)



(Theatre)

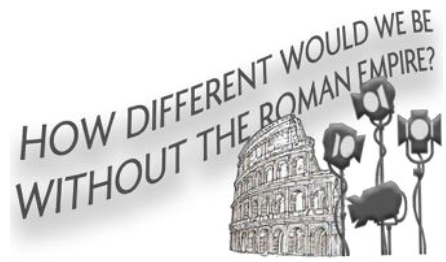


# VISUAL AID for the What do you know activity

## ASK YOURSELF?

- Do we have armies?
- Do we have kings?
- Do we have politicians?
- Do we have social classes?
- Do we have “aqueducts”?

# VISUAL AID for the Reflect time! activity



## HAVE YOU RELATED ALL THE FLASHCARDS?

Now, you can explain yourself when comparing our present with the past Roman Empire!

## USE:

IN THE ROMAN EMPIRE THEY  
USED

---

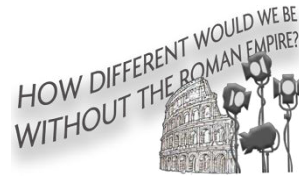
IN THE PRESENT, NOW WE USE



# Session 2



## THE COLOSSEO



The Colosseum was a gigantic amphitheater built during the Roman Empire in Rome, Italy. It's one of the most important monuments in human history. It had enough space for 75.000 people inside.



The Colosseo was used for gladiator fights. These fights tried to entertain people in Rome.



In these performances, gladiators fight each other to demonstrate their bravery against other gladiators, slaves, criminals but also... wild animals! Sometimes; lions, tigers or elephants were included in the shows!



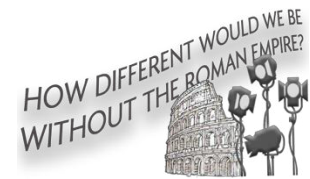
Nowadays, after many centuries, the Colosseo is in ruins but you can still visit it in Rome. Modern civilization doesn't like gladiator fighting anymore, but some fighters practice boxing. A fighting style with rules.



We do not build "Colosseos" anymore, but you now know that modern sport stadiums are based on the original "Colosseo".



## MODEL TEXT



### FINAL TEXT GOES LIKE THIS:

WHAT IS IT? WHERE IS IT?

The Colosseum was a gigantic amphitheater built during the Roman Empire in Rome, Italy. It's one of the most important monuments in human history. It had enough space for 75.000 people inside.

WHAT WAS IT USED FOR?

The Colosseo was used for gladiator fights. These fights tried to entertain people in Rome.

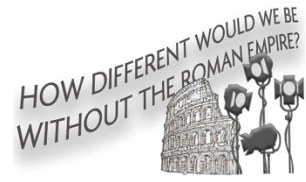
In these performances, gladiators fight each other to demonstrate their bravery against other gladiators, slaves, criminals but also... wild animals! Sometimes; lions, tigers or elephants were included in the shows!

AND IN OUR PRESENT...?

Nowadays, after many centuries, the Colosseo is in ruins but you can still visit it in Rome. Modern civilization doesn't like gladiator fighting anymore, but some fighters practice boxing. A fighting style with rules.

We do not build "Colosseos" anymore, but you now know that modern sport stadiums are based on the original "Colosseo".

Try to identify the bubbles with the parts of the text.



WHAT WAS IT USED FOR?

AND IN OUR PRESENT...?

WHERE IS IT?

WHAT IS IT?

# Session 3



Name:

Date:

# AMFITEATRE



Picture:



WHERE IS IT?  
WHAT IS IT?

---

---

---

---

WHAT WAS IT USED FOR?

---

---

---

AND IN OUR PRESENT...?

---

---

---



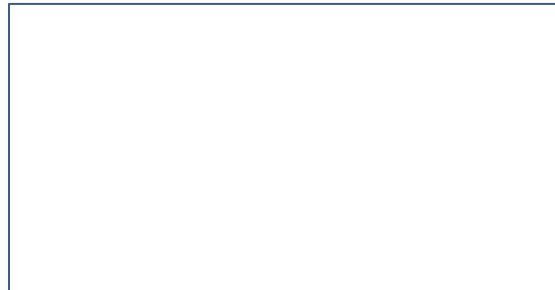
Name:

Date:

## CIRC ROMÀ



Picture:



WHERE IS IT?  
WHAT IS IT?

---

---

---

---

WHAT WAS IT USED FOR?

---

---

---

AND IN OUR PRESENT...?

---

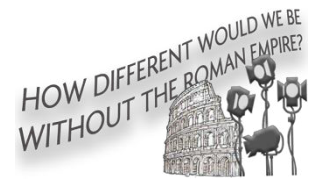
---

---

Name:

Date:

# FÒRUM



Picture:



WHERE IS IT?  
WHAT IS IT?

---

---

---

---

WHAT WAS IT USED FOR?

---

---

---

AND IN OUR PRESENT...?

---

---

---

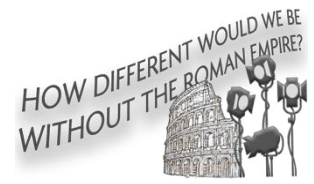




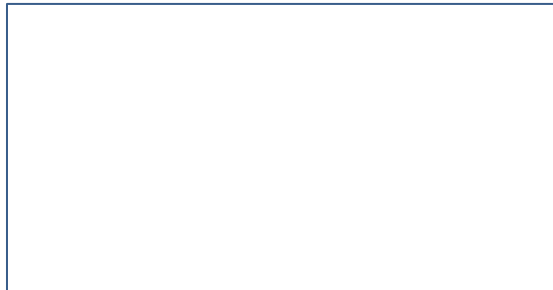
Name:

Date:

# MURALLES



Picture:



WHERE IS IT?  
WHAT IS IT?

---

---

---

---

WHAT WAS IT USED FOR?

---

---

---

AND IN OUR PRESENT...?

---

---

---



## MODEL TEXT



### FINAL TEXT GOES LIKE THIS:

WHAT IS IT? WHERE IS IT?

The Colosseum was a gigantic amphitheater built during the Roman Empire in Rome, Italy. It's one of the most important monuments in human history. It had enough space for 75.000 people inside.

WHAT WAS IT USED FOR?

The Colosseo was used for gladiator fights. These fights tried to entertain people in Rome.

In these performances, gladiators fight each other to demonstrate their bravery against other gladiators, slaves, criminals but also... wild animals! Sometimes; lions, tigers or elephants were included in the shows!

AND IN OUR PRESENT...?

Nowadays, after many centuries, the Colosseo is in ruins but you can still visit it in Rome. Modern civilization doesn't like gladiator fighting anymore, but some fighters practice boxing. A fighting style with rules.

We do not build "Colosseos" anymore, but you now know that modern sport stadiums are based on the original "Colosseo".

# Session 4



# EVALUATION RUBRIC

## Video - TV-Show : The Roman Empire and Us

WHAT DO YOU THINK?

Student Name: \_\_\_\_\_

CATEGORY	4 Very Good	3 Good	2 Average	1 Bad
Oral production in the TV-Show	I could say all my sentences perfectly while looking at the camera.	I almost spoke all my sentences without problems.	I forgot some of my sentences and had to repeat some takes.	I forgot my text and had to do many camera takes for the show
Teamworking for the TV-Show	My team classmates helped me a lot and I helped them too. We had a fantastic project!	Sometimes we discussed but we helped each other and we did all the tasks.	My team classmates helped me sometimes but I never helped them.	Total caos. We did not work together and had lots of problems.
Attitude during the production of the TV-Show	I participated a lot during the project. Asked many questions and had lots of solutions.	I participated during the project. Asked questions and had solutions.	I did not participate much but I did not cause problems to my classmates.	I did not participate much and I had lots of problems with my classmates.
Rome and us	Now I see lots of things in our society that comes from the Roman Empire.	I see similiarities between roman buildings and present buildings	I can identify some buldings from the Roman Empire.	I know nothing.