**Depth Study 2: The Mediterranean World - Stage 4 History**

**Context:** Students will be investigating the ancient civilisation of Rome. This society became the focal point of an empire, which shaped part of The Ancient World. The aim is to engage students in a diversity range of activities and tasks, designed for all levels of ability to complete the content. This is one of the introductory topics for Year 7 students therefore there are not a very high expectation for students to possess excessive amounts prior knowledge. This depth study is relevant to the given teaching scenario as it addresses students of all backgrounds and aptitudes through its cultural implications and also through the vast selection of teaching and learning assessment.

**Unit Overview: Depth Study – Rome**

- Physical Features
- Key groups in Roman Society
- Legacy of Roman civilisation (Law and Religion)
- Significant Beliefs, values and practices: everyday life
- Role of significant individual in Roman society
- Contact and conflict: Rise of Roman empire

**Resources:**

- Worksheets
- YouTube Videos
- Maps
- Primary Sources
- Films/ DVD
- Online Mind Map
- Computers/ Laptops

**Duration:**

Term 4

5 Weeks

Detail: 5 Weeks, 3 lessons per week
Assessment overview:
- Assessment of Students involvement will be done throughout the course of 5 weeks.
- Ongoing marking of students book work in class activities.
- Assessment Task will be given during depth Study.
- Selected components of the course will be assessed in Final examinations.

Targeted Outcomes:
- HT4-1 describes the nature of history and archaeology and explains their contribution to an understanding of the past
- HT4-2 describes major periods of historical time and sequences events, people and societies from the past
- HT4-3 describes and assesses the motives and actions of past individuals and groups in the context of past societies
- HT4-4 describes and explains the causes and effects of events and developments of past societies over time
- HT4-5 identifies the meaning, purpose and context of historical sources
- HT4-6 uses evidence from sources to support historical narratives and explanations
- HT4-7 identifies and describes different contexts, perspectives and interpretations of the past
- HT4-8 locates, selects and organises information from sources to

Historical Skills:
- Sequence historical events and periods.
- Identify the origin and purpose of primary and secondary sources of ancient Rome as well as drawing conclusions about the usefulness of sources.
- Identify and describe different perspectives of participants in a particular historical context.
- Identify and locate a range of relevant sources, using ICT and other methods for research.
- Select and use a range of communication forms (Oral, graphic, written and digital) to communicate effectively about the past.

Historical Concepts:
- Cause and Effect – Events, decisions and developments in the past that produce later actions, results or effects.
- Perspectives – People from the past may have had different views shaped by their different experiences.
- Empathetic understanding – The ability to understand another’s point of view, way of life and decisions made in a different period of time or society.
- Significance – The importance of an event, development, group or individual and their impact on their times or later periods.
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<th>Develop an historical inquiry</th>
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<td>HT4-9 uses a range of historical terms and concepts when communicating an understanding of the past</td>
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<td>HT4-10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past</td>
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| Stage 4 Depth Study 2: The Mediterranean World: Ancient Rome | Depth Study: Ancient Rome (5 Weeks)  
**Student activity:** Students are to create an online mind-map to share with the class, detailing what they already know about the Roman Empire. Teacher’s copy to be shared with class after they have completed task.  
http://www.mindmup.com/#m:a1aa805360a8e50131c0213e4bcddc63d9  
**Introduction:**  
Watch Youtube video: Lost Civilizations: Rome  
https://www.youtube.com/watch?v=XL7Ud0yQcsU  
**Student activity:** Fill in the blanks video worksheet ‘Rome, The Ultimate Empire’.  
**Student activity:** Create interactive timeline of key events in Ancient Rome using Internet timeline builder:  
http://www.timetoast.com/ (Students will need to create their own account)  
**Student activity:** Roman Empire mapping worksheet  
**class assessment:** Students test their knowledge of the establishment of the roman empire  
http://www.timetoast.com/  
https://www.youtube.com/watch?v=XL7Ud0yQcsU |
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<td>Roles of key groups in the ancient society, including the influence of law and religion (ACDSEH032, ACDSEH035, ACDSEH038)</td>
<td>Exploring the key groups of Ancient Rome: Groups within Society and Roman Social Structure.</td>
<td><a href="http://en.wikipedia.org/wiki/Pompeii">http://en.wikipedia.org/wiki/Pompeii</a></td>
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<td>Students:</td>
<td><strong>Student Activity</strong> - using inspiration (worksheets), students study the hierarchical chart to answer the questions provided in the worksheet.</td>
<td><a href="http://prezi.com/sq5biag4beps/pompeii-and-herculaneum-social-structure-economy-and-politics/">http://prezi.com/sq5biag4beps/pompeii-and-herculaneum-social-structure-economy-and-politics/</a></td>
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<td>- outline how the ancient society was organised and governed including the roles of law and religion</td>
<td>Exploring Sources <strong>Student Activity</strong> - explore the specific sources in the given handout and answer the questions that follow.</td>
<td><a href="http://youtube.com/GJfODxolsno">http://youtube.com/GJfODxolsno</a></td>
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<td>- describe the roles of appropriate key groups in the ancient society, eg the ruling elite, the nobility, citizens (Greece and Rome), bureaucracy, women and slaves</td>
<td><strong>Student Activity</strong> - watch a YouTube documentary and answer the questions that follow (Focusing on Roman Emperors)</td>
<td>Teacher given handouts &amp; worksheets</td>
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<td>- describe the everyday life of men, women and children in the ancient society</td>
<td><strong>Roman Political Structure: Group Task</strong></td>
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<td><strong>Student Activity</strong> - in groups of 4-5 students, read, discuss, access the teacher given wiki site and prepare approximately 5 minutes class presentation</td>
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| The significant beliefs, values and practices of the ancient society, with a particular emphasis on ONE of the following areas: warfare, or death and funerary customs (ACDSEH033, ACDSEH036, ACDSEH039) Students: - explain how the beliefs and values of the ancient society are evident in practices related to at least ONE of the following: † † † 
  ▶ warfare 
  ▶ death and funerary customs | Begin with introductory discussion about Death and Funerary customs in Ancient Rome. What is the student’s previous knowledge on this topic and what would they like to know?  
 **Video:** (3 mins 30 seconds) The Living and the dead – Roman Funerary Customs:  
 [http://www.youtube.com/watch?v=QJdHmP4G2wU](http://www.youtube.com/watch?v=QJdHmP4G2wU)  
 **Student Activity:** Ask Children to create a flowchart in their books of a step by step process of a Roman Burial. Make sure to include any significant customs performed by the Romans as well.  
 **Student Activity:** **Online Game** – Death in Rome. Students must use prior knowledge, clues and factual information provided by historians to solve a mysterious death that has occurred.  
 [http://www.bbc.co.uk/history/ancient/rom](http://www.bbc.co.uk/history/ancient/rom) | YouTube Video  
 BBC website Game.  
 Primary Sources - M. Cornelius Statius [Sarcophagus]  
 Worksheet  
 Computers/ laptops |
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| Content (continued) | **Student Activity:** Give students worksheet based on Primary source - *M. Cornelius Statius [Sarcophagus]*. They must answer questions on the sheet relating to the source and previously attained knowledge. Discuss answers once everyone has completed the task.  

**Student Activity:** True or False worksheet based on facts regarding Death and Funerary customs in Ancient Rome. | ans/launch_gms_deathrome.shtml |
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| Contacts and conflicts within and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade and peace treaties (ACDSEH034, ACDSEH037, ACDSEH040) Students:  
  - identify contacts and conflicts of peoples within the ancient world  
  - describe significant contacts with other societies through trade, warfare and conquest  
  - explain the consequences of these contacts with other societies, eg developments in trade, the spread of religious beliefs, the emergence of empires and diplomacy  
  - explain the legacy of the chosen ancient society | Overview of Roman Empire’s Expansion: Identifying Contacts worksheet  
Roman Empire Resource Map (Introduction to Punic Wars)  
Focus: Punic Wars  
Virgil’s *Aeneid*: Dido’s Curse  
Critical Thinking: causes of The Punic War from primary sources (Appian, Livy etc)  
Rome’s Worst Nightmare – Hannibal (snippets)  
http://www.fordham.edu/Halsall/ancient/asbook09.asp |
| Group Assessment: Presentation (25%)  
Choose one of the following topics to write an extended response:  
1) Consider the following quote by Horace, “When Rome conquered Greece, Greece conquered Rome.” In what ways did Greek culture influence Rome?  
2) How did Christianity spread throughout the Roman Empire? | Assessment based on student resources. |
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| The role of a significant individual in the ancient Mediterranean world such as Hatshepsut, Rameses II, Pericles, Julius Caesar or Augustus (ACDSEH129, ACDSEH130, ACDSEH131) | Students examine multiple resources to encourage critical thinking about Augustus & the start of the Roman Imperial Age.  
Students examine multiple resources to encourage critical thinking about Augustus and the start of the Roman Imperial Age.  
**Video**: a quick and humorous introduction into the topic, allow for discussion of other key figures during Augustus' reign (Agrippa, etc)  
**Online Game**: Students will complete the game as a class, discussing possible answers and analysing their importance to Rome.  
**Student Activity**: Students complete teacher given worksheets  
**Video/Documentary**: Students will watch a period-long documentary taken from Rome: “Rise & Fall of an Empire” | **https://www.youtube.com/watch?v=ngTSwzn7VtI**  
**Teacher Given Worksheets**  
**https://www.youtube.com/watch?v=Hou9gFdbUNy**  