TAREA	NIVEL: 1º ESO	TRIMESTRE: SEGUNDO	TÍTULO: ROME
OBJETIVOS	● Comprender la información global de mensaje orales y escritos relativos a clases sociales, épocas ● Identificar y situar en la época los tres principales periodos de la historia de la antigua Roma e indicar las principales características de cada una de ellas. La Romanización de Gran Bretaña. ● Adquirir un vocabulario básico específico: Monarchy, Republic, Empire, province, governor, the senate, patricians, senators, magistratus, plebeians, tribune of the plebeians, consuls, triumvirate, civil war, dictatorship, emperor, Germanic tribes, domus, insula, thermae, palaestra, forum, coliseum, circus, triumphal arch, Christianity, catacombs ● Comprender la información específica de mensajes sencillos. ● Producir mensajes orales y escritos elementales. ● Entender y explicar los proyectos (posters) ● Utilizar recursos TIC para obtener información relativa al tema. ● Desarrollar la búsqueda de vocabulario en diccionario online. ● Desarrollar la búsqueda de información sobre los temas propuestos a cada grupo (origen de los nombres de los meses, dioses y diosas, etc.) ● Valorar y apreciar la lengua extranjera como medio de comunicación, cooperación y entendimiento entre personas de procedencias y culturas diversas.		
CONTENIDOS	● TO BE ● Pasado simple: affirmative, negative and interrogative ● Fechas y años (BC y AD) ● Números ordinales y cardinals. ● Vocabulary: Monarchy, Republic, Empire, province, governor, the senate, patricians, senators, magistratus, plebeians, tribune of the plebeians, consuls, triumvirate, civil war, dictatorship, emperor, Germanic tribes, domus, insula, thermae, palaestra, forum, coliseum, circus, triumphal arch, Christianity, catacombs. Partes de una casa romana ● Funciones: Where were the Romans?		
METODOLOGÍA	● Partir de los conocimientos previos de los alumnos sobre Roma ● Crear un ambiente de trabajo respetuoso. ● Facilitar la investigación con el uso de las nuevas tecnologías ● Permitir el diálogo sobre aspectos relacionados con el tiempo. ● Utilizar diferentes recursos para realizar las tareas.		
TEMPORALIZACIÓN	● Se llevará a cabo en el Segundo Trimestre, entre el 30 de enero y 3 de febrero de 2017 ● La unidad didáctica se desarrollará en cuatro sesiones de 60 minutos.		
DESTINATARIOS	● Los destinatarios son los alumnos de 1º ESO C y D		
RECURSOS Y MATERIALES	● Libro de texto de CCSS ● Pizarra digital ● PC, Portátil, Tablet ● Cuaderno, cartulina, hojas de colores, rotuladores, etc.		
	1. Comunicación lingüística (CCL) 1.1. Establece vínculos y relaciones constructivas con los demás y con el entorno, y se acerca nuevas culturas, que adquieren consideración y respeto. 1.3. Expresa y comprende los mensajes orales en situaciones comunicativas diversas y adapta la comunicación al contexto. 1.4. Produce textos orales adecuados a cada situación, utilizando códigos y habilidades lingüísticas y no lingüísticas, así como de las reglas propias del intercambio comunicativo.		

COMPETENCIAS CLAVE	1.6. Usa la lectura como fuente de placer, de descubrimiento de otros entornos, idiomas y culturas, de fantasía y de saber. 1.9. Lee, escucha, analiza y tiene en cuenta opiniones distintas a la propia. 1.11. Enriquece las relaciones sociales y se desenvuelve en contextos distintos al propio, comunicándose en una lengua extranjera, al menos. 1.12. Accede a más y diversas fuentes de información, comunicación y aprendizaje **2. Competencia matemática y competencias básicas en ciencia y tecnología** 2.2. Interpreta y expresa con claridad y precisión informaciones, datos y argumentaciones. **3. Competencia en el conocimiento y la interacción con el mundo físico:** 3.1. Conocimiento de los aspectos naturales: Analizar los fenómenos físicos, Localizar, obtener, analizar y representar información cualitativa y cuantitativa. **4. Competencia en tratamiento de la información y competencia digital:** 4.1 Utilizar las tecnologías de la información como instrumento de trabajo tanto para informarse como para comunicar. 4.6 Localizar e interpretar la información obtenida y difundirla 4,7 Utilizar diferentes fuentes de información **5. Competencia social y ciudadana:** 5.1. Utilizar el idioma como vehículo de comunicación y transmisión cultural 5.2.Reconocer y aceptar, mediante el conocimiento del idioma, las diferencias culturales 5.3.Aprovechar la interacción que se produce en el trabajo en equipo para aprender a participar, expresar ideas propias, escuchar las de los demás, desarrollar la habilidad para construir diálogos, tomar decisiones valorando las aportaciones de los compañeros, y favorecer el hecho de aprender de y con los demás. **7. Aprender a aprender:** 7.1. Ser consciente de lo que se sabe y de lo que es necesario aprender, de cómo se aprende, y de cómo se gestionan y controlan de forma eficaz los procesos de aprendiza 7.2 Ser capaz de obtener información en colaboración y transformarla en conocimiento propio, integrándola con los saberes previos y sabiendo aplicar los nuevos conocimientos y capacidades en situaciones parecidas y contextos diversos. 7.4. Integrar los conocimientos y procedimientos adquiridos para comprender las informaciones provenientes de su propia experiencia y de los medios escritos y audiovisuales. 7.9 Ser capaz de comunicar de manera eficaz los resultados del propio trabajo **8. Autonomía e iniciativa personal:** 8.1. Elegir con criterio propio 8.2. Poder transformar las ideas en acciones, es decir, proponerse objetivos y planificar y llevar a cabo proyectos. 8.4. Relacionarse, cooperar y trabajar en equipo 8.6. Desarrollar un espíritu crítico. 8.12. Desarrollar cualidades personales como la iniciativa, el espíritu de superación, la perseverancia ante las dificultades, la autonomía y la autocrítica.

ROME

HISTORICAL EVOLUTION: MONARCHY, REPUBLIC AND EMPIRE

The history of Rome is divided into three periods: Monarchy, Republic and Empire

- **The Monarchy (753-509 BC)**: Under the Monarchy, Rome was governed by seven kings. They were advised by the Senate, an assembly of wealthy citizens, the patricians. In the 7th and 6th centuries BC, the city was ruled by Etruscan kings, but dissatisfaction led to a revolt, which overthrew the last king and established the Republic. The last king of Rome was Tarquin the Proud.

- **The Republic (509-27 BC)**: Rome's highly effective army significantly expanded its territory. It began by dominating the peoples of the Italian Peninsula, then the western Mediterranean after defeating Carthage in the Punic Wars. Finally, it took control of the eastern Mediterranean by conquering Macedonia, Greece and Syria. The Senate ruled the republic. Rich men called senators ran the government. Poor men (called plebeians) had much less power. The plebeians fought for fairer treatment. A plebeian was a free man, not a slave and could be a Roman citizen. People in lands conquered by the Romans could become citizens too. But women and slaves could not be citizens, so they could not vote in elections. Rich men and plebeians fought for the control of power.
  Some generals, like Julius Caesar, were so important than they became the rulers of Rome. But, Julius Caesar was murdered before he could become emperor.

- **The Empire (27 BC-476 AD)**: After years of fighting, Octavian, a Roman army leader became Emperor in 27 BC. Augustus was the first Emperor of Rome. During this period, Rome reached its greatest extent, ruling Western Europe, North Africa and the Near East. In addition, through the process called Romanisation, the conquered people adopted the Roman way of live, laws and culture.

In the 3rd century, the Roman Empire underwent a serious crisis. As a result, it was divided in two: The Western Empire, with its capital at Rome, and the Eastern Empire, with its capital at Constantinople. In 476 AD, the Western Empire fell to invading Germanic peoples.

1.Builiding a timeline. Complete a chart about the Roman Empire including dates, facts and characters.

Periods	Monarchy	Republic	Empire
FACTS			
CHARACTERS			

2.Classify these phrases into these three categories: MONARCHY, REPUBLIC, and EMPIRE. Write the word after the phrase. Some of the phrases will have more than one answer.

I. ..... A king rules a country.
II. ..... A powerful leader rules over many lands and different continents.
III. ..... An assembly makes the laws for a country. An army leader holds power.
IV. ..... People vote for their representatives.
V. ..... There is no king or emperor.
VI. ..... When the ruler is dead, his son takes over.
VII. ..... The symbol of power is a crown.

3. Using the text, fill in the gaps to make simple definitions for: monarchy, republic and empire.

Monarchy ⇨It is a political system where a _____ rules a country.
Republic ⇨ In this political system there is no _____.
Empire ⇨In this political system the _____ rules a huge territory.

Roman expansion https://jaimesjbsociales.files.wordpress.com/2015/03/roman_empire_map.gif

The Romans in Britain

43 AD to 410 AD

Celts	Romans	Saxons	Vikings	Normans	Tudors	Victorians	WW II
500 BC	AD 43	450	793	1066	1485	1837	1939

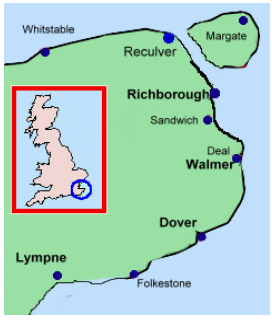
First invasion - Caesar's first raid

In August 55 B.C. (55 years before Jesus was born) the Roman general, **Emperor Julius Caesar** invaded Britain. He took with him two **Roman legions**. After winning several battles against the Celtic tribes (Britons) in south-east England he returned to France.

Second invasion - Caesar's second raid

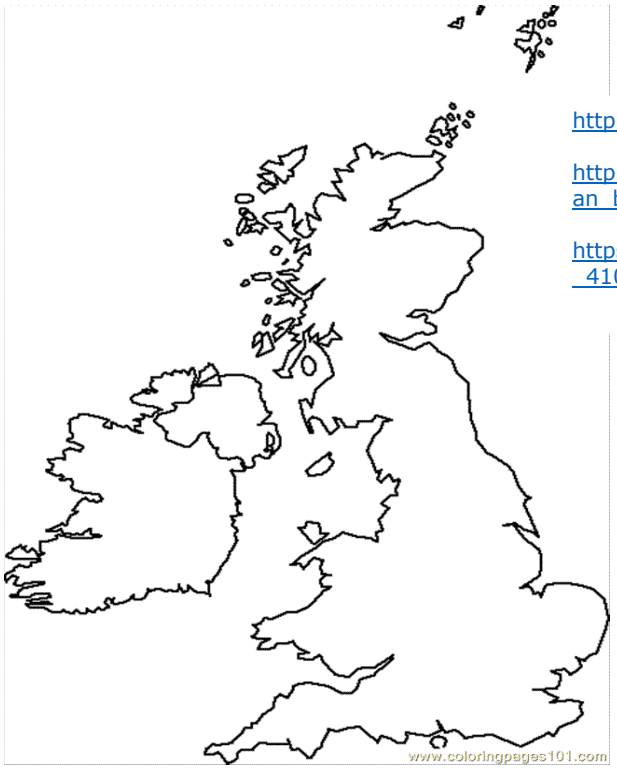
The following summer (in 54 B.C.) Caesar came to Britain again landing at Walmer near Deal in Kent. This time he brought with him no fewer than five **legions** (30,000 foot soldiers) and 2,000 cavalrymen (horse riders). This time the Romans crossed the River Thames. After more fighting, the British tribes promised to pay tribute to Rome and were then left in peace for nearly a century.

Third and final invasion



Nearly one hundred years later, in 43 A.D. (43 years after Jesus was born), **Emperor Claudius** organised the final and successful Roman invasion of Britain. General Aulus Plautius led four legions with 25,000 men, plus an equal number of **auxiliary soldiers**. They crossed the Channel in three divisions, landing at Richborough, Dover, and Lympne.
The biggest battle was fought on the banks of the River Medway, close to Rochester. It went on for two days before the Celtic tribes retreated.
Many tribes tried to resist the Romans. It took about four years for the invaders to finally gain control over southern England, and another 30 years for them to conquer all of the West Country and the mountains and valleys of Wales. The battle for Yorkshire and the remainder of northern England was still underway in AD 70.

1.- Write the names of some of the tribes that were in Britain when the Romans invaded it?



http://www.bbc.co.uk/history/ancient/british_prehistory/iron_01.shtml

http://www.realhistoryww.com/world_history/ancient/Misc/Crests/Roman_britain_map_2.jpg

https://upload.wikimedia.org/wikipedia/commons/6/67/Roman_Britain_410.jpg

1- Read the text and answer TRUE or FALSE. Correct the False sentences.

A. The first Roman invasion took place after Jesus was born

B. In a legion, there are about 30,000 foot soldiers.

C. Emperor Claudius invaded Britain landing in Yorkshire

LISTENING. Listen and complete the text (years, ordinal and cardinal numbers, BC, AD)

http://esol.britishcouncil.org/content/learners/uk-life/life-uk-test/romans-and-anglo-saxons

Julius Caesar led a Roman invasion of Britain in ____ ____. This was unsuccessful and for nearly _____ years Britain remained separate from the Roman Empire. In _____ _____ the Emperor Claudius led the Roman army in a new invasion. This time, there was resistance from some of the British tribes but the Romans were successful in occupying almost all of Britain. One of the tribal leaders who fought against the Romans was Boudicca, the queen of the Iceni in what is now eastern England. She is still remembered today and there is a statue of her on Westminster Bridge in London, near the Houses of Parliament.

Areas of what is now Scotland were never conquered by the Romans, and the Emperor Hadrian built a wall in the north of England to keep out the Picts (ancestors of the Scottish people). Included in the wall were a number of forts. Parts of Hadrian's Wall, including the forts of Housesteads and Vindolanda, can still be seen. It is a popular area for walkers and is a UNESCO (United Nations Educational, Scientific and Cultural Organization) World Heritage Site.
The Romans remained in Britain for _____ years. They built roads and public buildings, created a structure of law, and introduced new plants and animals. It was during the _____ and _____ centuries _____ that the first Christian communities began to appear in Britain.

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The Romans remained in Britain for 400 years. They built roads and public buildings, created a structure of law, and introduced new plants and animals. It was during the 3rd and 4th centuries AD that the first Christian communities began to appear in Britain.

SPEAKING: WATCH THIS VIDEO AND THEN EXPLAIN THE DIFFERENCES BETWEEN THIS ROMAN TEENAGER AND YOU.

A glimpse of teenage life in ancient Rome - Ray Laurence

https://www.youtube.com/watch?v=juWYhMoDTN0

DESIGN A MOSAIC

Students will have to design a mosaic. They will need a small sheet of black poster board, coloured paper (cut in small squares), pens and glue.

https://es.pinterest.com/pin/411586853416032692/

http://gwydir.demon.co.uk/jo/mosaic/examples.htm

http://gwydir.demon.co.uk/jo/mosaic/knot.htm

http://gwydir.demon.co.uk/jo/mosaic/fishex.htm

https://kidskonnect.com/history/roman-mosaics/

http://www.layers-of-learning.com/roman-mosaics-for-kids/

http://www.startwithabook.org/content/pdfs/RomanMosaic.pdf

https://www.google.es/search?q=mosaic+pattern+for+kid&espv=2&biw=1600&bih=707&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwjH7bOz6OLRAhXDXBQKHe-3CxwQsAQIGQ#imgrc=ciK_zMVA8OH5TM%3A

FINAL TASK: In groups they will have to make a poster board about one of these topics and then explain it to their classmates.

1. HADRIAN'S WALL

Who built it (biography)? When did they build it? Why did they build it? How long and how wide was it? How long did it take to build it?

http://www.primaryhomeworkhelp.co.uk/romans/hadrianswall.htm
http://primaryfacts.com/1540/facts-about-hadrians-wall/
http://www.bbc.co.uk/education/clips/zhq76sg
http://www.bbc.co.uk/schools/primaryhistory/romans/defence_of_britain/
http://www.historylearningsite.co.uk/ancient-rome/hadrians-wall/
http://history.parkfieldict.co.uk/romans/hadrian-s-wall
http://www.history-for-kids.com/hadrians-wall.html
http://kids.britannica.com/elementary/article-603149/Hadrians-Wall?

2. THE LEYEND OF ROMULUS AND REMUS

http://www.ducksters.com/history/ancient_rome/romulus_and_remus.php
http://www.historyforkids.net/romulus-and-remus.html
https://www.ancient.eu/Romulus_and_Remus/
http://www.history-for-kids.com/romulus-and-remus.html

3. ORIGINS OF THE NAMES OF THE MONTHS

http://design.caltech.edu/Misc/month_names.html
http://gwydir.demon.co.uk/jo/roman/months.htm
http://www.crowl.org/Lawrence/time/months.html
http://www.calendar-origins.com/calendar-name-origins.html
http://www.pantheon.org/miscellaneous/origin_months.html
http://blog.oxforddictionaries.com/2016/01/months-names/
https://www.theguardian.com/notesandqueries/query/0,,-82486,00.html
https://www.quora.com/Why-are-September-October-November-and-December-not-the-seventh-eighth-ninth-and-tenth-month-respectively

4. THE QUEEN BOADICA

http://www.earlybritishkingdoms.com/kids/romans/boudica.html
http://www.theschoolrun.com/homework-help/boudica
http://www.bbc.co.uk/history/historic_figures/boudicca.shtml
http://primaryfacts.com/246/facts-about-boudicca-queen-of-the-british-iceni-tribe/
http://historysheroes.e2bn.org/hero/whowerethey/2
http://www.history-for-kids.com/boudica.html
http://history.parkfieldict.co.uk/romans/boudicca

5. THE ROMANS IN TORROX

http://institucional.us.es/revistas/habis/39/16%20rodriguez%20oliva.pdf
http://blog.fuertehoteles.com/en/top-ten/roman-archaeological-sites-andalucia/
http://www.torroxtoday.com/2010/12/preservation-of-the-roman-ruins/

6. ROMAN GODS AND GODDESSES

http://gwydir.demon.co.uk/jo/roman/
http://www.crystalinks.com/romegods.html
http://www.primaryhomeworkhelp.co.uk/romans/gods.htm
http://www.dummies.com/education/history/world-history/gods-and-goddesses-of-greek-and-roman-mythology/
http://rome.mrdonn.org/romangods/
http://www.tribunesandtriumphs.org/roman-gods/list-of-roman-gods.htm

7. ROMAN ARCHITECTURE

http://www.historyforkids.net/roman-architecture.html
http://www.ducksters.com/history/ancient_roman_engineering.php
https://www.khanacademy.org/humanities/ancient-art-civilizations/roman/beginners-guide-rome/a/roman-architecture

8. ROMAN BUILDINGS IN BRITAIN

http://www.historic-uk.com/HistoryMagazine/DestinationsUK/RomanSites/
http://englandexplore.com/the-best-10-roman-ruins-buildings-in-england/
http://www.heritagedaily.com/2014/01/top-10-roman-forts-in-britain/100677
http://www.telegraph.co.uk/travel/destinations/europe/united-kingdom/articles/Roman-Britain-the-best-sights/

9. CLOTHING IN ANCIENT ROME

http://www.crystalinks.com/romeclothing.html
http://www.ducksters.com/history/ancient_rome/clothing.php
http://www.primaryhomeworkhelp.co.uk/romans/clothes.htm
http://www.unrv.com/culture/ancient-roman-clothing.php
http://www.roman-empire.net/society/soc-dress.html

10. ORIGIN OF THE NAMES OF THE PLANETS

http://www.infoplease.com/ipa/A0875452.html
http://www.sasta.asn.au/v2/adc/telescope/TelescopeSinglePagePDFs/ADCBookTelescope121.pdf
http://coolcosmos.ipac.caltech.edu/ask/196-How-did-the-planets-get-their-names-
https://www.wyzant.com/resources/lessons/english/etymology/planets
http://www.greek-mythology-gods.com/planets.html
https://starchild.gsfc.nasa.gov/docs/StarChild/questions/question48.html

11.WHAT HAVE THE ROMAN EVER DONE FOR US?

http://www.primaryhomeworkhelp.co.uk/Romans.html#7
http://www.bbc.co.uk/guides/z2dr4wx
http://www.history.com/news/history-lists/10-innovations-that-built-ancient-rome
http://www.history-for-kids.com/romans-did.html
video: https://www.youtube.com/watch?v=p-fRo5-p9hE