

CLIL History Webquest

Teacher's notes

Life in Roman times

Aims	To learn about life in Ancient Rome.
Activities	Skimming and scanning web sources for information; putting historical events in the correct order according to a timeline; comparing life today to life in Ancient Rome; using digital technology to find out about life in Ancient Rome; preparing and acting out an interview with a gladiator.
Language	Present simple, past simple, vocabulary relating to life in Ancient Rome and daily routines
To use	After Unit 3, either in class or as homework.
Useful information	The history of Ancient Rome had both positive (art, health, architecture) and negative (slavery) aspects. This fascinating civilization was established around 753 BC. The empire was connected by an expansive network of roads. Towns were planned in the same way with a system of streets, running water and a sewage system. The Forum was the town centre and was surrounded by shops, banks and temples. Romans enjoyed baths and all sorts of public entertainment. 476 AD marked the fall of the Western Roman Empire.
Procedure	<ul style="list-style-type: none"> This CLIL worksheet can be given as homework or be done in class. For each activity, students can either check answers in pairs and then with the whole class, or use the Macmillan Online Dictionary to help with vocabulary if they are working at home: www.macmillandictionary.com As a warmer, show images of modern technology, e.g. a mobile phone, a washing machine, a computer. Encourage students to think about what life was like before these objects existed. Ask students to look at the dates in exercise 1 and to match them with the events. They then check their answers online. Ask students to read the text in exercise 2 and number the sections in the correct order. Ask some comprehension questions: <i>In early Rome, were there schools? What did slaves have for breakfast? Did children go to school?</i> Ask students to fill in information about their daily habits on the chart in exercise 3 and then compare their answers with a partner. They work in pairs to re-read the text in exercise 2 and fill in the information on the Romans. Ask students to find out more about Ancient Rome online and answer the questions in exercise 4. Students guess the answers to the two questions in exercise 5. They then they find information about Spartacus online and answer the true and false questions below. Encourage students to explain what they have learnt and what they found interesting. What part of life in Ancient Rome do they like best? How does life in Ancient Rome compare to life today? The project stage can be set as homework. Students work in pairs and prepare an interview with a gladiator based on the questions provided. When they are ready, they act out the interview in pairs (Student 1: interviewer; Student 2: gladiator). They can do this in front of the class or in small groups.

Key

Exercise 1

a3 b1 c5 d6 e8 f2 g4 h7

Exercise 2

1b 2c 3a

Exercise 3

Food for breakfast: slaves – water and bread; rich people – bread, honey, fruit, cheese and olives; emperors: all of the above, plus meat, fish and wine.

Activities after breakfast: children went to school; adults went to the Forum to do their shopping and banking

Subjects/activities during the day: boys – Roman law, history, customs and physical training; girls – sewing, spinning

Activities after school/the Forum: children played with pets, toys and friends; adults went to the baths or to the theatre

Exercise 4

- No, only rich children went to school or had tutors.
- No, the school year started on March 24th.
- No, the teachers were often Greek slaves.
- They used wax tablets and a pointed stick.

- All children went to school until the age of 11, but rich boys continued until age 16. Some continued after age 16 to become public speakers.
- Dolls were made of wood, ivory, wax or clay.
- Farmers taught their sons to plough, plant and reap. Rich men taught their sons about politics and affairs of state. They also taught their sons about weapons in military exercises, as well as in riding, swimming, wrestling, and boxing.
- Dogs were the most popular pet in Roman times.

Exercise 5

- Spartacus was a gladiator.
- Most gladiators were slaves.

- F
- T
- T
- F
- F
- T
- T
- F