

The Ancient Romans: An Urban Lifestyle

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1-800-FOR-AIMS

1-800-367-2467

Congratulations!

You have chosen a learning program that will actively motivate your students AND provide you with easily accessible and easily manageable instructional guidelines designed to make your teaching role efficient and rewarding.

The AIMS Teaching Module provides you with a video program keyed to your classroom curriculum, instructions and guidelines for use, plus a comprehensive teaching program containing a wide range of activities and ideas for interaction between all content areas. Our authors, educators, and consultants have written and reviewed the AIMS Teaching Modules to align with the Educate America Act: Goals 2000.

This ATM, with its clear definition of manageability, both in the classroom and beyond, allows you to tailor specific activities to meet all of your classroom needs.

RATIONALE

In today's classrooms, educational pedagogy is often founded on Benjamin S. Bloom's "Six Levels of Cognitive Complexity." The practical application of Bloom's Taxonomy is to evaluate students' thinking skills on these levels, from the simple to the complex: Knowledge (rote memory skills), Comprehension (the ability to relate or retell), Application (the ability to apply knowledge outside its origin), Analysis (relating and differentiating parts of a whole), Synthesis (relating parts to a whole), and Evaluation (making a judgment or formulating an opinion).

The AIMS Teaching Module is designed to facilitate these intellectual capabilities, AND to integrate classroom experiences and assimilation of learning with the students' life experiences, realities, and expectations. AIMS' learner verification studies prove that our AIMS Teaching Modules help students to absorb, retain, and to demonstrate ability to use new knowledge in their world. Our educational materials are written and designed for today's classroom, which incorporates a wide range of intellectual, cultural, physical, and emotional diversities.

ORGANIZATION AND MANAGEMENT

To facilitate ease in classroom manageability, the AIMS Teaching Module is organized in four sections. You are reading Section 1, Introduction to the Aims Teaching Module (ATM).

SECTION 2,

INTRODUCING THIS ATM

will give you the specific information you need to integrate the program into your classroom curriculum.

SECTION 3,

PREPARATION FOR VIEWING

provides suggestions and strategies for motivation, language preparedness, readiness, and focus prior to viewing the program with your students.

SECTION 4,

AFTER VIEWING THE PROGRAM

provides suggestions for additional activities plus an assortment of consumable assessment and extended activities, designed to broaden comprehension of the topic and to make connections to other curriculum content areas.

FEATURES

INTRODUCING EACH ATM

SECTION 2

Your AIMS Teaching Module is designed to accompany a video program written and produced by some of the world's most credible and creative writers and producers of educational programming. To facilitate diversity and flexibility in your classroom, your AIMS Teaching Module features these components:

Themes

The Major Theme tells how this AIMS Teaching Module is keyed into the curriculum. Related Themes offer suggestions for interaction with other curriculum content areas, enabling teachers to use the teaching module to incorporate the topic into a variety of learning areas.

Overview

The Overview provides a synopsis of content covered in the video program. Its purpose is to give you a summary of the subject matter and to enhance your introductory preparation.

Objectives

The ATM learning objectives provide guidelines for teachers to assess what learners can be expected to gain from each program. After completion of the AIMS Teaching Module, your students will be able to demonstrate dynamic and applied comprehension of the topic.

PREPARATION FOR VIEWING

SECTION 3

In preparation for viewing the video program, the AIMS Teaching Module offers activity and/or discussion ideas that you may use in any order or combination.

Introduction To The Program

Introduction to the Program is designed to enable students to recall or relate prior knowledge about the topic and to prepare them for what they are about to learn.

Introduction To Vocabulary

Introduction to Vocabulary is a review of language used in the program: words, phrases, usage. This vocabulary introduction is designed to ensure that all learners, including limited English proficiency learners, will have full understanding of the language usage in the content of the program.

Discussion Ideas

Discussion Ideas are designed to help you assess students' prior knowledge about the topic and to give students a preview of what they will learn. Active discussion stimulates interest in a subject and can motivate even the most reluctant learner. Listening, as well as speaking, is active participation. Encourage your students to participate at the rate they feel comfortable. Model sharing personal experiences when applicable, and model listening to students' ideas and opinions.

Focus

Help learners set a purpose for watching the program with Focus, designed to give students a focal point for comprehension continuity.

Jump Right In

Jump Right In provides abbreviated instructions for quick management of the program.

AFTER VIEWING THE PROGRAM

SECTION 4

After your students have viewed the program, you may introduce any or all of these activities to interact with other curriculum content areas, provide reinforcement, assess comprehension skills, or provide hands-on and in-depth extended study of the topic.

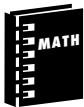
SUGGESTED ACTIVITIES

The Suggested Activities offer ideas for activities you can direct in the classroom or have your students complete independently, in pairs, or in small work groups after they have viewed the program. To accommodate your range of classroom needs, the activities are organized into skills categories. Their labels will tell you how to identify each activity and help you correlate it into your classroom curriculum. To help you schedule your classroom lesson time, the AIMS hourglass gives you an estimate of the time each activity should require. Some of the activities fall into these categories:



Meeting Individual Needs

These activities are designed to aid in classroom continuity. Reluctant learners and learners acquiring English will benefit from these activities geared to enhance comprehension of language in order to fully grasp content meaning.



Curriculum Connections

Many of the suggested activities are intended to integrate the content of the ATM program into other content areas of the classroom curriculum. These cross-connections turn the classroom teaching experience into a whole learning experience.



Critical Thinking

Critical Thinking activities are designed to stimulate learners' own opinions and ideas. These activities require students to use the thinking process to discern fact from opinion, consider their own problems and formulate possible solutions, draw conclusions, discuss cause and effect, or combine what they already know with what they have learned to make inferences.



Cultural Diversity

Each AIMS Teaching Module has an activity called Cultural Awareness, Cultural Diversity, or Cultural Exchange that encourages students to share their backgrounds, cultures, heritage, or knowledge of other countries, customs, and language.



Hands On

These are experimental or tactile activities that relate directly to the material taught in the program. Your students will have opportunities to make discoveries and formulate ideas on their own, based on what they learn in this unit.



Writing

Every AIMS Teaching Module will contain an activity designed for students to use the writing process to express their ideas about what they have learned. The writing activity may also help them to make the connection between what they are learning in this unit and how it applies to other content areas.



In The Newsroom

Each AIMS Teaching Module contains a newsroom activity designed to help students make the relationship between what they learn in the classroom and how it applies in their world. The purpose of In The Newsroom is to actively involve each class member in a whole learning experience. Each student will have an opportunity to perform all of the tasks involved in production: writing, researching, producing, directing, and interviewing as they create their own classroom news program.



Extended Activities

These activities provide opportunities for students to work separately or together to conduct further research, explore answers to their own questions, or apply what they have learned to other media or content areas.



Link to the World

These activities offer ideas for connecting learners' classroom activities to their community and the rest of the world.



Culminating Activity

To wrap up the unit, AIMS Teaching Modules offer suggestions for ways to reinforce what students have learned and how they can use their new knowledge to enhance their world view.

VOCABULARY

Every ATM contains an activity that reinforces the meaning and usage of the vocabulary words introduced in the program content. Students will either read or find the definition of each vocabulary word, then use the word in a written sentence.

CHECKING COMPREHENSION

Checking Comprehension is designed to help you evaluate how well your students understand, retain, and recall the information presented in the AIMS Teaching Module. Depending on your students' needs, you may direct this activity to the whole group yourself, or you may want to have students work on the activity page independently, in pairs, or in small groups. Students can verify their written answers through discussion or by viewing the video a second time. If you choose, you can reproduce the answers from your Answer Key or write the answer choices in a Word Bank for students to use. Students can use this completed activity as a study guide to prepare for the test.

CONSUMABLE ACTIVITIES

The AIMS Teaching Module provides a selection of consumable activities, designed to specifically reinforce the content of this learning unit. Whenever applicable, they are arranged in order from low to high difficulty level, to allow a seamless facilitation of the learning process. You may choose to have students take these activities home or to work on them in the classroom independently, in pairs or in small groups.

CHECKING VOCABULARY

The Checking Vocabulary activity provides the opportunity for students to assess their knowledge of new vocabulary with this word game or puzzle. The format of this vocabulary activity allows students to use the related words and phrases in a different context.

TEST

The AIMS Teaching Module Test permits you to assess students' understanding of what they have learned. The test is formatted in one of several standard test formats to give your students a range of experiences in test-taking techniques. Be sure to read, or remind students to read, the directions carefully and to read each answer choice before making a selection. Use the Answer Key to check their answers.

ADDITIONAL AIMS MULTIMEDIA PROGRAMS

After you have completed this AIMS Teaching Module you may be interested in more of the programs that AIMS offers. This list includes several related AIMS programs.

ADDITIONAL READING SUGGESTIONS

AIMS offers a carefully researched list of other resources that you and your students may find rewarding.

ANSWER KEY

Reproduces tests and work pages with answers marked.

The Ancient Romans: An Urban Lifestyle

THEMES

The most important theme of *The Ancient Romans: An Urban Lifestyle* is how our modern life today has been influenced by the ancient Romans. Modern houses, shops, apartments, paved roads, water systems, and sewers can be traced back to ancient Roman engineers and architects. In addition, Roman art and painting showed a sophistication and three-dimensional quality that influenced later artists.

Additional themes include the interaction of people with their environment. We see this in the paved roads, huge aqueducts and sewage systems Roman engineers built, as well as in the symmetrical homes with atriums and peristyles so well adapted to the climate of the region.

Additional themes covered include regions of the world and the physical change of land (especially after the eruption of Mt. Vesuvius).

OVERVIEW

The way of life of the ancient Romans in urban cities and towns is shown through drawings as well as by examining the buildings, aqueducts, sewer systems, fountains, and artwork that has survived to this day.

The program begins by examining some of the remarkable achievements of the ancient Romans: aqueducts, arches, paved roads, sewage systems—some of which are still standing and functional today!

Roman towns were built in a gridlike pattern, much like modern cities today! Streets had sidewalks and raised crosswalks for pedestrians.

The program examines three types of Roman living quarters: several story apartment buildings where large numbers of people lived, single family houses with rooms centered around atriums and peristyles for wealthy merchants, and extravagant palaces built for Roman emperors.

Finally the program shows several types of Roman artwork: stucco-reliefs, which decorated the walls of many buildings; mosaics, made of small pieces of stone that varied in color to give a three-dimensional quality; and frescos, or large murallike paintings. Roman artists created realistic looking animals and people that influenced Renaissance artists. They often depicted scenes from Greek mythology or history.

OBJECTIVES

- ▶ To appreciate the originality and complexity of works created by ancient Roman engineers, architects, and artists.
- ▶ To list ways the urban lifestyle of the ancient Romans resembles modern urban life.
- ▶ To explain how the remains of Roman structures and artwork reveal the history and values of the ancient Romans.
- ▶ To appreciate and describe the culture of the ancient Romans.
- ▶ To list accomplishments of the ancient Romans.

Use this page for your individual notes about planning and/or effective ways to manage this
AIMS Teaching Module in your classroom.

Our AIMS Multimedia Educational Department welcomes your observations and comments.
Please feel free to address your correspondence to:

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Chatsworth, California 91311-4409

INTRODUCTION TO THE PROGRAM

To prepare students for *The Ancient Romans: An Urban Lifestyle*, ask volunteers to briefly explain what an urban lifestyle is. Then explain that the ancient Romans lived more than 2,000 years ago. What might be urban about life so long ago?

INTRODUCTION TO VOCABULARY

To ensure that all students understand the vocabulary used in *The Ancient Romans: An Urban Lifestyle*, write the following words on the board: *aqueduct, sewage system, facade, symmetrical, atrium, peristyle, stucco-relief, mosaic, fresco, arch, public bath, portico, garret, centaur*. Have students use dictionaries to create one-sentence explanations for each of these terms. After students watch the program, have them explain what each of these words has to do with the ancient Romans.

DISCUSSION IDEAS

Lead a discussion in which students talk about what they know of the ancient Romans. What was the weather like? How did people dress? What did they do for a living? Where did they live? What was their art and architecture like? What was "modern" about their cities? If any of your students have heard of Pompeii, ask them to describe what happened there and how what happened there helps us understand ancient Roman civilization.

Then have students think about how life in a Roman city more than 2,000 years ago would be different from life in a modern city today. How might life be similar?

FOCUS

Before viewing the program, have students jot down several questions they have about the urban lifestyle of the ancient Romans. Encourage them to think about answers to these questions based on what they learn in *The Ancient Romans: An Urban Lifestyle*.

If, after viewing the program, students have additional questions about the Romans or their questions were not answered, help them find the answers to their questions. Encourage them to share their findings with the class.

JUMP RIGHT IN

HOW TO USE THE *THE ANCIENT ROMANS: AN URBAN LIFESTYLE* AIMS TEACHING MODULE

Preparation

- ▶ Read *The Ancient Romans: An Urban Lifestyle* **Themes**, **Overview**, and **Objectives** to become familiar with program content and expectations.
- ▶ Use **Preparation for Viewing** suggestions to introduce the topic to students.

Viewing *THE ANCIENT ROMANS: AN URBAN LIFESTYLE*

- ▶ Set up viewing monitor so that all students have a clear view.
- ▶ Depending on your classroom size and learning range, you may choose to have students view *The Ancient Romans: An Urban Lifestyle* together or in small groups.
- ▶ Some students may benefit from viewing the video more than one time.

After Viewing *THE ANCIENT ROMANS: AN URBAN LIFESTYLE*

- ▶ Select **Suggested Activities** that integrate into your classroom curriculum. If applicable, gather materials or resources.
- ▶ Choose the best way for students to work on each activity. Some activities work best for the whole group. Other activities are designed for students to work independently, in pairs, or in small groups. Whenever possible, encourage students to share their work with the rest of the group.
- ▶ Duplicate the appropriate number of **Vocabulary**, **Checking Comprehension**, and consumable activity pages for your students.
- ▶ You may choose to have students take consumable activities home, or complete them in the classroom, independently, or in groups.
- ▶ Administer the Test to assess students' comprehension of what they have learned, and to provide them with practice in test-taking procedures.
- ▶ Use the **Culminating Activity** as a forum for students to display, summarize, extend, or share what they have learned with each other, the rest of the school, or a local community organization.

SUGGESTED ACTIVITIES

Cultural Awareness

Invite interested students to compare ancient Roman art, architecture, streets, city layouts, temples, amphitheaters, coliseums, water supplies, sewage systems, apartment complexes, and homes with those in modern Rome (or another city of their choosing) today. What is similar and different about the two cities?



30 Minutes

Meeting Individual Needs

Encourage students to make a diagram of one type of Roman housing: an imperial palace, a several-story apartment complex, or a single-family home. Have students label important features, such as atriums, peristyles, and so on. Beneath each diagram have students tell who lived in this type of home and what it may have been like to live in this home.



15 Minutes

Writing

Have students write about a day in the life of a Roman citizen their age. What might it have been like living an urban lifestyle more than 2,000 years ago? How is modern urban life different? How is it similar?



20 Minutes

Hands-on Activity

Have students work with clay or blocks to build models of Roman aqueducts, including arches, public baths, and fountains. Some students may want to add roads and buildings to create a miniature Roman city.



20 Minutes

Critical Thinking

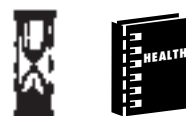
Have students compare and contrast life today with ancient Roman life, as shown in this program. Are technological achievements of the modern era (the space shuttle, weapons, medical achievements, farming technology, and so on) more or less impressive than Roman aqueducts, sewage systems, roads, and palaces. Why or why not?



20 Minutes

Connection to Health

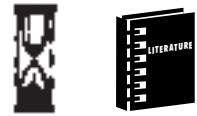
Invite students to investigate what life was like in medieval European cities after the fall of the Roman Empire. Sewage systems were almost nonexistent, for example. Water supplies were not safe to drink. Rats carried diseases like the plague. Have students compare life in a medieval European city with life in an ancient Roman city. How are the two urban lifestyles different? Why are they so different?



30 Minutes

Connection to Literature

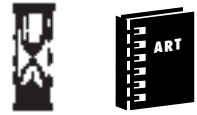
Have students read about the centaur Chiron or other characters from Greek or Roman mythology. Then allow students to share their favorite myth with the class.



30 Minutes

Connection to Art

Have students create a mural depicting a mythological scene or a scene from the history of the United States. Can they use variations in shading to give a three-dimensional feel to their work the way the Roman did?



30 Minutes

Connection to Science

Invite interested students to investigate ancient Roman roads, aqueducts, or sewage systems. What obstacles did Roman engineers have to overcome to build such enormous and long-lasting structures? Where did the materials come from? How long did they take to build? How do Roman engineering feats compare to feats of modern engineering?



45 Minutes

Link to the World

Invite students to investigate the importance of sewage systems and running water to an urban society. Are there urban cities today that do not have sewage systems and running water? If so, what are these urban areas like?



45 Minutes

Extended Activity

Invite students to watch a movie or read a book about the ancient Romans (either nonfiction or fiction). Then have students tell the class what additional information about the ancient Romans they learned from the book or movie.



2-3 Days

In the Newsroom

Have students, in small groups, prepare a documentary about one aspect of life for the ancient Romans. They may want to investigate how the Romans built their roads, how they built aqueducts or sewage systems, how they built houses or laid out cities, or the importance of their art. Groups will need to work together to conduct research, create illustrations or charts, and write, narrate, and film the documentary.



60 Minutes

Culminating Activity

Arrange the class into four groups. Assign each group one of the following topics: Roman houses, shops, apartments, and other buildings; Roman water and sewage systems; Roman roads and layouts of cities; Roman art. Have each group summarize what they learned about their topic from this program. Then let each group outline the most important facts they learned about their topic and present their summaries to the rest of the class.



60 Minutes

VOCABULARY

The vocabulary words below are from *The Ancient Romans: An Urban Lifestyle*. Use each word in a sentence that shows you understand what it has to do with the ancient Romans and their urban lifestyle.

1. aqueduct

2. sewage system

3. atrium

4. peristyle

5. stucco-relief

6. mosaic

7. fresco

8. arch

9. Greek mythology

10. Pompeii

CHECKING COMPREHENSION

Complete each sentence below with a word or words that make sense.

1. Roman _____ carried water to storage tanks in each Roman town..
2. From the storage tanks, water circulated to public _____ and fountains.
3. Some of the ancient Roman _____ are still used today.
4. Many Roman towns were laid out in a _____ pattern.
5. The city of _____ was buried in a volcanic eruption in 79 A.D.
6. Roman streets had _____ for pedestrians to walk on. Many had elevated crosswalks, too.
7. The Roman Emperor _____ built the Villa Adrianna, an imperial palace with baths, libraries, and large gardens.
8. Most Romans lived in apartment complexes. These were often unsafe because _____ occurred frequently.
9. In a single-family Roman house, many rooms faced onto a courtyard, or _____.
10. Roman artists used glazing and shading to create depth in their _____, which were made of many bits of small, colored stone.

ROMAN CITIES

In the first column below, list features of an ancient Roman city. In the second column list similar features in a modern American city. Then at the bottom of the page, tell what accomplishments of Roman civilization you think were most remarkable and why.

aqueducts, channels, fountains	reservoirs, pipes, water towers

ROMAN ART

Three types of Roman art are discussed in this program: stucco-reliefs, mosaics, and frescos. Find out more about how each of these types of artworks are created. Then list some famous examples of each.

1. stucco-relief

2. mosaic

3. fresco

ROMAN ARCHITECTURE

After watching this program, you have a good idea of how Roman houses, cities, and roads were laid out. Imagine you are an architect from 200 B.C. In the space below draw your plan for a Roman house or a new Roman town. Underneath your plan, explain what elements are typical of Roman architecture.



ROMAN AQUEDUCTS

Use the flow chart below to show how water might get from a lake outside a Roman town to a home in a Roman town.

Stone channels carry water from mountain lakes to the town.

RESEARCHING POMPEII AND HERCULANEUM

Conduct research to find out more about the volcanic eruption that destroyed Pompeii and Herculaneum in A.D. 79. Answer the questions below as you conduct your research.

1. What happened to the people in these cities when the eruptions occurred?

2. Were the people forewarned that the eruption was coming?

3. Did anyone get away?

4. What did the eruption do to the cities themselves?

5. What have scientists learned about Roman civilizations from these two cities?

6. What other facts did you find out?

VILLA ADRIANNA

Either alone or with a partner, find out more about the Villa Adrianna that Emperor Hadrian designed around A.D. 130. In the space below, draw a diagram of the villa that shows the locations of baths, libraries, gardens, pools, and the island retreat surrounded by circular walls. On a separate sheet of paper, describe the most impressive parts of the villa.



CHECKING VOCABULARY

Hidden in the chart below are 15 terms that relate to the urban lifestyle of the ancient Romans. The letters of these words may be arranged horizontally, vertically, or diagonally, either spelled forward or backward. Find and circle these 15 terms.

WORD BANK

Alexander the Great	fresco	public bath
aqueduct	Greek mythology	sewage system
atrium	mosaic	stucco-relief
arch	peristyle	symmetrical
Darius	Pompeii	Villa Adrianna

A P V I L L A A D R I A N N A T O M E N C
 D L E E T H R I R F O I L O B A R P T I X
 D M E X E I C T E S U B A L A U T E G B E
 P B T X T R H E R I E S F L N A R R S S S
 U L E T A V E R B A L A B U S E E P I P L
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 E S E I T U E E M E T S Y S E G A W E S A
 E W N R M E C A L X I N G W E G R O E G Y

TEST

1. Roman engineers perfected which of the following to create lightweight yet very strong buildings.
 - A. the arch
 - B. the peristyle
 - C. the atrium
 - D. the portico
 - E. None of the above.

2. Which of the following did the Romans build to carry water from mountain lakes to Roman cities?
 - A. sewage systems
 - B. aqueducts
 - C. amphitheaters
 - D. forums
 - E. paved roads

3. Why has Pompeii showed us so much about ancient Roman life?
 - A. It was preserved beneath a rockslide, which kept intruders out for many years.
 - B. The city fell into the ocean, where it was preserved under layers of mud.
 - C. The city was preserved by a volcano that enveloped the city.
 - D. City planners left their blueprints in a vault that was recently found.
 - E. None of the above.

4. Roman towns were typically laid out in a
 - A. gridlike pattern.
 - B. pattern like spokes of a wheel.
 - C. large circle around a central square.
 - D. haphazard pattern.
 - E. None of the above.

5. Most Roman streets had
 - A. stop signs.
 - B. dirt crosswalks.
 - C. fountains.
 - D. sidewalks.
 - E. None of the above.

TEST - page 2

6. The Villa Adrianna was designed by

- A. Alexander the Great.
- B. Emperor Hadrian.
- C. Darius.
- D. Achilles
- E. None of the above.

7. Apartment complexes that housed many ordinary Roman citizens were sometimes dangerous because

- A. bands of thieves roamed the hallways.
- B. they were too tall and often collapsed.
- C. they were built near volcanoes.
- D. fire often swept through the buildings.
- E. None of the above.

8. Some Roman houses were built symmetrically around a central

- A. fountain.
- B. atrium.
- C. bedroom.
- D. dining room.
- E. study.

9. An atrium

- A. is another name for a courtyard.
- B. was landscaped.
- C. often contained fountains and statues.
- D. had an opening in the roof to let in light and air.
- E. None of the above.

10. A peristyle

- A. is another name for a courtyard.
- B. was landscaped.
- C. often contained fountains and statues.
- D. gave a home a feeling of spaciousness.
- E. All of the above.

TEST - page 3

11. Walls in the houses of wealthy Romans were decorated with three-dimensional —, often depicting scenes from Greek mythology.

- A. mosaics
- B. statues
- C. stucco-reliefs
- D. frescoes
- E. None of the above.

12. Floors, walls, and fountains in ancient Rome were often covered with these spectacular patterns that used shading to create a sense of depth.

- A. mosaics
- B. statues
- C. stucco-reliefs
- D. frescoes
- E. None of the above.

13. A — is another name for a painting.

- A. mosaic
- B. statue
- C. stucco-relief
- D. fresco
- E. None of the above.

14. Some paved Roman roads could be crossed on

- A. raised stones that kept pedestrians feet dry.
- B. stones set apart to allow chariot wheels to pass.
- C. elevated blocks of stone.
- D. All of the above.
- E. None of the above.

15. This place was the site for many Roman palaces.

- A. Herculaneum
- B. Pompeii
- C. Palatine Hill
- D. Macedonia
- E. None of the above.

VOCABULARY

The vocabulary words below are from *The Ancient Romans: An Urban Lifestyle*. Use each word in a sentence that shows you understand what it has to do with the ancient Romans and their urban lifestyle.

1. aqueduct

2. sewage system

3. atrium

4. peristyle

5. stucco-relief

6. mosaic

7. fresco

8. arch

9. Greek mythology

10. Pompeii

(Answers will vary but should relate to the urban lifestyle of the Romans.)

CHECKING COMPREHENSION

Complete each sentence below with a word or words that make sense.

1. Roman (aqueducts) carried water to storage tanks in each Roman town..
2. From the storage tanks, water circulated to public (baths) and fountains.
3. Some of the ancient Roman (sewers) are still used today.
4. Many Roman towns were laid out in a (gridlike) pattern.
5. The city of (Pompeii) was buried in a volcanic eruption in 79 A.D.
6. Roman streets had (sidewalks) for pedestrians to walk on. Many had elevated crosswalks, too.
7. The Roman Emperor (Hadrian) built the Villa Adrianna, an imperial palace with baths, libraries, and large gardens.
8. Most Romans lived in apartment complexes. These were often unsafe because (fires) occurred frequently.
9. In a single-family Roman house, many rooms faced onto a courtyard, or (peristyle).
10. Roman artists used glazing and shading to create depth in their (mosiacs), which were made of many bits of small, colored stone.

ANSWER KEY for page 20

_____ Name

ROMAN CITIES

In the first column below, list features of an ancient Roman city. In the second column list similar features in a modern American city. Then at the bottom of the page, tell what accomplishments of Roman civilization you think were most remarkable and why.

aqueducts, channels, fountains	reservoirs, pipes, water towers

(Answers will vary, but features listed should be similar in some way.)

ROMAN ART

Three types of Roman art are discussed in this program: stucco-reliefs, mosaics, and frescos. Find out more about how each of these types of artworks are created. Then list some famous examples of each.

1. stucco-relief

2. mosaic


3. fresco

(Answers will vary depending upon what student research reveals.)

Name

ROMAN ARCHITECTURE

After watching this program, you have a good idea of how Roman houses, cities, and roads were laid out. Imagine you are an architect from 200 B.C. In the space below draw your plan for a Roman house or a new Roman town. Underneath your plan, explain what elements are typical of Roman architecture.



(Plans will vary but should contain elements typical of Roman architecture.)

ROMAN AQUEDUCTS

Use the flow chart below to show how water might get from a lake outside a Roman town to a home in a Roman town.

Stone channels carry water from mountain lakes to the town.

Stone channels carry water from mountain lakes to the town.

Domed storage tanks in the town hold the water temporarily.

Water from the tanks circulates to public baths, where people clean themselves.

Water also circulates to public fountains, where people collect water for cooking and drinking. At the fountain, Roman citizens put water in containers to carry home.

At home, people use the water for cooking or drinking.

RESEARCHING POMPEII AND HERCULANEUM

Conduct research to find out more about the volcanic eruption that destroyed Pompeii and Herculaneum in A.D. 79. Answer the questions below as you conduct your research.

1. What happened to the people in these cities when the eruptions occurred?

Many were buried alive. Some escaped.

2. Were the people forewarned that the eruption was coming?

Steam and ash foreshadowed the eruption to come.

3. Did anyone get away?

Some people escaped.

4. What did the eruption do to the cities themselves?

The cities were buried under ash and pumice.

5. What have scientists learned about Roman civilizations from these two cities?

They have learned how cities were laid out, what typical shops and homes looked like, even what people ate because all were preserved under the ash.

6. What other facts did you find out?

VILLA ADRIANNA

Either alone or with a partner, find out more about the Villa Adrianna that Emperor Hadrian designed around A.D. 130. In the space below, draw a diagram of the villa that shows the locations of baths, libraries, gardens, pools, and the island retreat surrounded by circular walls. On a separate sheet of paper, describe the most impressive parts of the villa.

Diagrams and descriptions will vary.

CHECKING VOCABULARY

Hidden in the chart below are 15 terms that relate to the urban lifestyle of the ancient Romans. The letters of these words may be arranged horizontally, vertically, or diagonally, either spelled forward or backward. Find and circle these 15 terms.

WORD BANK

Alexander the Great	fresco	public bath
aqueduct	Greek mythology	sewage system
atrium	mosaic	stucco-relief
arch	peristyle	symmetrical
Darius	Pompeii	Villa Adrianna

A P V I L L A A D R I A N N A T O M E N C
D L E E T H R I R F O I L O B A R P T I X
D M E X E I C T E S U B A L A U T E G B E
P B T X T R H E R I E S F L N A R R S S S
U L E T A V E R B A L A B U S E E P I P L
B O I C Q N R F S S M E N T O E A C H U C
L N T F U A D R E E M G G E K N S F N R M
I D M M E C N E S S E L N M K I E O T E O
C B D A D G H S R N S P Y I E I I N I E I
B L U L U C E C E T U T N I L T G N R O T
A A O I C D R O E R H G R E A U N R E T E
T C X E T T I O F O B E R R E D T N G C L
H I C I G T T E L A D O G E A G L R K E Y
I R M R L A A O L C C N O R N I H I U L T
D T T C T F G G T C E S I W E A D O V N S
O E C L I Y C E U G C U A A I A T R E E I
M M E I P A E T I R S A E E E S T O R C R
I M L S N E S T L I N T H Y O H H M R X E
S Y G R N H L O A R B Y S U I I E P M O P
E S E I T U E E M E T S Y S E G A W E S A
E W N R M E C A L X I N G W E G R O E G Y

ANSWER KEY for page 29

TEST

- Roman engineers perfected which of the following to create lightweight yet very strong buildings.
 - the arch **(X)**
 - the peristyle
 - the atrium
 - the portico
 - None of the above.
- Which of the following did the Romans build to carry water from mountain lakes to Roman cities?
 - sewage systems
 - aqueducts **(X)**
 - amphitheaters
 - forums
 - paved roads
- Why has Pompeii showed us so much about ancient Roman life?
 - It was preserved beneath a rockslide, which kept intruders out for many years.
 - The city fell into the ocean, where it was preserved under layers of mud.
 - The city was preserved by a volcano that enveloped the city. **(X)**
 - City planners left their blueprints in a vault that was recently found.
 - None of the above.
- Roman towns were typically laid out in a
 - gridlike pattern. **(X)**
 - pattern like spokes of a wheel.
 - large circle around a central square.
 - haphazard pattern.
 - None of the above.
- Most Roman streets had
 - stop signs.
 - dirt crosswalks.
 - fountains.
 - sidewalks. **(X)**
 - None of the above.

ANSWER KEY for page 30

6. The Villa Adrianna was designed by

- A. Alexander the Great.
- B. Emperor Hadrian. **(X)**
- C. Darius.
- D. Achilles
- E. None of the above.

7. Apartment complexes that housed many ordinary Roman citizens were sometimes dangerous because

- A. bands of thieves roamed the hallways.
- B. they were too tall and often collapsed.
- C. they were built near volcanoes.
- D. fire often swept through the buildings. **(X)**
- E. None of the above.

8. Some Roman houses were built symmetrically around a central

- A. fountain.
- B. atrium. **(X)**
- C. bedroom.
- D. dining room.
- E. study.

9. An atrium

- A. is another name for a courtyard.
- B. was landscaped.
- C. often contained fountains and statues.
- D. had an opening in the roof to let in light and air. **(X)**
- E. None of the above.

10. A peristyle

- A. is another name for a courtyard.
- B. was landscaped.
- C. often contained fountains and statues.
- D. gave a home a feeling of spaciousness.
- E. All of the above. **(X)**

ANSWER KEY for page 31

11. Walls in the houses of wealthy Romans were decorated with three-dimensional —, often depicting scenes from Greek mythology.
- A. mosaics
 - B. statues
 - C. stucco-reliefs **(X)**
 - D. frescoes
 - E. None of the above.
12. Floors, walls, and fountains in ancient Rome were often covered with these spectacular patterns that used shading to create a sense of depth.
- A. mosaics **(X)**
 - B. statues
 - C. stucco-reliefs
 - D. frescoes
 - E. None of the above.
13. A — is another name for a painting.
- A. mosaic
 - B. statue
 - C. stucco-relief
 - D. fresco **(X)**
 - E. None of the above.
14. Some paved Roman roads could be crossed on
- A. raised stones that kept pedestrians feet dry.
 - B. stones set apart to allow chariot wheels to pass.
 - C. elevated blocks of stone.
 - D. All of the above. **(X)**
 - E. None of the above.
15. This place was the site for many Roman palaces.
- A. Herculaneum
 - B. Pompeii
 - C. Palatine Hill
 - D. Macedonia **(X)**
 - E. None of the above.