Roman Colosseum

Sarah Aitken, Danielle Lopez, Zach Lara
Grade Levels

Class Levels
- 10th Grade World History Class
- Art Level 1
- P.E.
The students will be studying the history of the Ancient Roman Colosseum and apply their newly attained knowledge to meet their objectives in their history, art and P.E. class.

CCRS:
- Spatial understanding of global, regional, national, and local communities
- Distinguish spatial patterns of human communities that exist between or within contemporary political boundaries.
Intermediate. Intermediate ELLs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings. These students:

(i) are able to express simple, original messages, speak using sentences, and participate in short conversations and classroom interactions; may hesitate frequently and for long periods to think about how to communicate desired meaning;

(ii) speak simply using basic vocabulary needed in everyday social interactions and routine academic contexts; rarely have vocabulary to speak in detail;

(iii) exhibit an emerging awareness of English grammar and speak using mostly simple sentence structures and simple tenses; are most comfortable speaking in present tense;

(iv) exhibit second language acquisition errors that may hinder overall communication when trying to use complex or less familiar English; and

(v) use pronunciation that can usually be understood by people accustomed to interacting with ELLs.
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(3) History. The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations. The student is expected to:

(A) describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome, including the development of monotheism, Judaism, and Christianity;

(B) explain the impact of the fall of Rome on Western Europe; and

(C) compare the factors that led to the collapse of Rome and Han China.
Day One

http://www.history.com/topics/ancient-history/colosseum
Day One Cont.

These are the different types of armor won by gladiators.

These are weapons that were used by gladiators.
History: Resource Bank

- History of the Colosseum
  ➙ http://www.tribunesandtriumphs.org/colosseum/history-of-the-colosseum.htm
- Roman Colosseum Facts
  ➙ http://romancolosseum.org/roman-colosseum-facts/
- Gladiators of the Roman Colosseum
  ➙ http://www.tribunesandtriumphs.org/gladiators/
- Where did the Colosseum come from?
- Secrets of the Colosseum
  ➙ http://www.smithsonianmag.com/history/secrets-of-the-colosseum-75827047/?no-ist
Day Three

https://www.youtube.com/watch?v=YbBiXPVKuTA
§117.302. Art, Level I (One Credit), Adopted 2013.

(a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following art courses: Art I, Art Appreciation, and Art and Media Communications I (one credit per course).

(b) Introduction.

(1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving.

(2) Four basic strands--foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire.

(3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:

(A) compare and contrast historical and contemporary styles while identifying general themes and trends;

(B) describe general characteristics in artwork from a variety of cultures, which might also include personal identity and heritage;

(C) collaborate on community-based art projects; and

(D) compare and contrast career and avocational opportunities in art.
Day 1: Architecture

Classical Orders

Roman Arches
Day 1: Video

https://www.youtube.com/watch?v=LBr7kECsjcQ
Day 2: Gladiator Shield

Creating the Shield

Pamula Shield

Roughly small in size, decorated
Day 3: Paper Tesserae Mosaic

Colosseum Mosaic

Paper Mosaic
Art: Resource Bank

Link to be used in class assignment:

- How was the Colosseum built? A brief video discussing the architecture of the Roman Colosseum
- Types of Classical Order Columns. Video which goes in-depth discussing the types of columns in Greek architecture based on their Classical Order.
- Types of Classical Order Columns. Article that describes the three types and characteristics of Classical Orders of Greek columns in architecture.
Art: Resource Bank

 Gladiator Armor. Website that details the various types of armor and weapons that the Roman gladiators would use in battle.
  ➤ http://www.tribunesandtriumphs.org/gladiators/roman-gladiator-armor.html

 An overview of the Colosseum. Discusses the architecture and briefly touches on the art of the Colosseum.
  ➤ http://www.ancient.eu/Colosseum/

 Roman Mosaics. Article which briefly explains the mosaics of Ancient Rome
  ➤ http://www.ancient.eu/article/498/

 Create your own online mosaic. Website that allows you to create your own mosaic and save it.
  ➤ http://gwydir.demon.co.uk/jo/mosaic/mkmosaic.htm
(b.1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

(3.A) select and participate in adventure/outdoor education activities that provide for enjoyment and challenge;

(5.B) respond to challenges, successes, and failures in physical activities in socially appropriate ways;

(3.C) demonstrate officiating techniques; and

(3.D) research and describe the historical development of an individual sport.
Physical Education: Resource Bank

- Usage of the Colosseum

- Video of Games in the Colosseum
  - http://www.history.com/topics/ancient-history/colosseum/videos/games-in-the-coliseum?m=528e394da93ae&s=undefined&f=1&free=false#

- Water Battles at the Colosseum

- Ancient Roman Sports Background
  - http://www.personal.psu.edu/gqy5010/romansports102.html

- Referee’s Blown Call Costs Gladiator Life
Benefits

- Helps students understand history, art, and events that happened at the Roman Colosseum.
- Students are able to utilize the information learned in the classes to benefit what they are learning in other classes.