

## **Rome Wasn't Built In a Day, Grade 10**

Created by Claire Bray, December 2007

**Lesson Plan Summary:** After completing this lesson plan, students will be able to describe the characteristics of Roman architecture including style, engineering, and building materials. Students will complete the lesson by writing an acrostic poem about Roman architecture, using words and phrases learned during the lesson.

### **Objectives:**

Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:

- identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures;
- analyze examples of how art, architecture, literature, music, and drama reflect the history of cultures in which they are produced;

### **§113.33. World History Studies, Grade 10. (c)(20)(A,B)**

Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

- identify ways archaeologists, anthropologists, historians, and geographers analyze limited evidence;
- locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information

### **§113.33. World History Studies, Grade 10. (c)(25)(A,B)**

### **Procedure:**

1. Student should already have been introduced to the government and culture of Ancient Rome in previous lessons.
2. Discuss with students the basic information about Roman architecture including building materials, Greco-Roman architectural style, and advancements of Roman engineering including the arch and the dome. Information can be found in World History textbooks or on various websites about Roman architecture such as:

Ancient Rome on *Thinkquest*  
(<http://library.thinkquest.org/2838/monument.htm>)  
Maecenas: Images of Ancient Greece and Rome  
(<http://wings.buffalo.edu/AandL/Maecenas/>)

3. Have students view a brief video if possible, such as those found on United Streaming (<http://streaming.discoveryeducation.com/index.cfm>), which gives an overview of Roman buildings.
4. Next, show students pictures found on the TIDES website (<http://tides.sfasu.edu>). Use the advanced search option and search for “Rome buildings” in the Study Abroad collection.  
(<http://tides.sfasu.edu:2009/cdm4/results.php?CISOOP1=all&CISOBOX1=rome%20buildings&CISOFIELD1=CISOSEARCHALL&CISOOP2=exact&CISOBOX2=&CISOFIELD2=CISOSEARCHALL&CISOOP3=any&CISOBOX3=&CISOFIELD3=CISOSEARCHALL&CISOOP4=none&CISOBOX4=&CISOFIELD4=CISOSEARCHALL&CISOROOT=/Studyabroad&t=a>)
5. Discuss with students the various buildings, including their architectural features and their purposes.
6. Finally, have students create an acrostic poem using either the words “Coliseum,” “Roman Forum,” “Roman Baths,” or “Aqueducts.” The words or phrases used in the acrostic poems should describe Roman architecture and the functions of the buildings.
  - o Example:
    - C – concrete first used by Romans
    - O – Over time, Romans took stones from one building to create another
    - L – Large columns were adapted from the Greeks and often seen in Roman buildings
    - I – in Ancient Rome, arches were used to support buildings
    - S – Some buildings have dome shaped ceilings
    - E – Engineering feats, like aqueducts are a lasting legacy of the Romans
    - U – Underground water systems pumped water into the Roman baths
    - M – Many Ancient Roman buildings still stand today, a testament to their excellent construction
7. Have students share their acrostic poems