INSTRUCTIONS FOR THE LESSON PLAN: Seville and Rome united by Culture (Roman age)

- The general objectives will be decided by the whole group, but each student should decide his/her own objectives.
- The groups will be decided by the students but they should take into account the number of people (3-4) and their level of English.
- The groups will choose the topics they prefer to work on, not only the cultural one but also the linguistic one.
    - o Cultural topics:
        - ▪ The Roman age: Julius Caesar and Hadrian and other Roman emperors
        - ▪ The Roman cities: Ostia Antica and Italica, and other Roman cities
        - ▪ Suburbs: Trastevere and Triana
        - ▪ Painting, sculpture and Roman mosaics
        - ▪ Seneca and Cicero and other Roman writers
        - ▪ Rome and Seville: Testaccio and other things in common.
        - ▪ Romans in Shakespeare's plays: Titus Andronicus, Julius Caesar, Antony and Cleopatra, Coriolanus
    - o Linguistic topics:
        - ▪ Past simple tense
        - ▪ Past continuous tense
        - ▪ Past perfect tense
        - ▪ Modals in the past
        - ▪ Time adverbs for the past
        - ▪ Time connectors and time clauses
- The resources can be the following: Teachers of other subjects, computers, digital board, microphone, camera, mobile phones, dictionary, graduate readings, etc.
- The ICT tools can be chosen by the students depending on the topic they are working on, but they will use at least the following: email, websites, google drive, blog, PPS, etc.
- English should be the usual language used during this project, not only for the written and oral work but also while working in groups.
- While working in groups, each student will have a role: One will write on the diary, another one will assign word shifts, another one will be the speaker and the last will be in charge of the dictionary. These roles will change each day.
- All the students must complete all the tasks in the time given by the teacher to be evaluated positively.
- The rubrics will be used as a guide for the different assignments and also as a means of evaluation.
- All the students must fulfill the evaluation questionnaires. They must as well co-evaluate their classmates' performances in the group and the oral presentations. They must also fulfill the unit evaluation.

STUDENTS' BOOKLET

NAME_____

Seville and Rome united by Culture (Roman age)

Objetives:

1. _____
   _____
2. _____
   _____
3. _____
   _____
4. _____
   _____
5. _____
   _____
6. _____
   _____
7. _____
   _____
8. _____
   _____
9. _____
   _____
10._____
   _____

Group:

1. _____
2. _____
3. _____
4. _____

Contents:

Language: _____

Cultural: _____

Resources:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

ICT Tools:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Tasks:

_ Looking for information about the topic assigned to the group

_ Uploading information to the Project blog, twinspace or facebook

_ Preparing the presentation about the grammar point assigned.

_ Creating a question about the grammar point assigned to the group.

_ Answer the grammar test and correct another

_ Creating a quiz about the cultural topic assigned to the group

_ Preparing in the contest about the Roman age

_ Preparation of the presentations to be made in the visits

_ Presentation of the monuments in the site.

_ Creation of audioguides

Evaluation:

_ Initial test: _____ points*

_ Group learning diary: I wrote _____ times on it**

_ Co-evaluation sheet for short talks: _____ points*

_ Contest about Roman age: _____ points***

_ Grammar Test: _____ points***

_ Evaluation of group work: 1-5 (co-evaluation)

- I took notes: _____ points
- I spoke English: _____ points
- I asked questions connected to the activity: _____ points
- I made suggestions connected to the activity: _____ points
- I answered questions connected to the activity: _____ points
- I invited someone else in the group to contribute: _____ points

_ Rubric for writing: _____ points*

_ Final rubric: _____ points*

_ Evaluation of the unit*

*Provided in the evaluation booklet

**Provided by the teacher when needed

***Tests elaborated by students

EVALUATION

NAME _____

- **1. Who led Carthage's forces across the Alps in the Second Punic War?**
  - o A. Caesar
  - o B. Hannibal
  - o C. Hasdrubal
  - o D. Scipio
- **2. _____ became the first king of Rome after killing his brother Remus.**
  - o A. Romulus
  - o B. Aeneas
  - o C. Tarquin
- **3. What river runs through the center of Rome?**
  - o A. Po
  - o B. Tiber
  - o C. Arno
  - o D. Nile
- **4. The Romans defeated the _____ during the rise of the Republic.**
  - o A. Samnites
  - o B. Greeks
  - o C. Etruscans
  - o D. All of the above
- **5. There were _____Punic Wars.**
  - o A. One
  - o B. Two
  - o C. Three
  - o D. Four
- **6. Ancient Rome's _____ consisted of _____ men who served for life and propose laws and debate on important issues**.
  - o A. Praetors, 250
  - o B. Senate, 450
  - o C. Senate, 300
- **7. The _____ _____ established that all free citizens had the right to be treated equally by the legal system.**
  - o A. Twelve Tables
  - o B. Ten Cincinnatus
- **8. What mountain range runs all the way from Northern Italy to Southern Italy?**
  - o A. Alps
  - o B. Apennines
  - o C. Adriatic

- **9. _____ were the wealthy landowners in Ancient Rome**
  - A. Plebians
  - B. Patricians
  - C. Consuls
- **10. The _____ were the common people in ancient Rome.This group was not allowed to make decisions in the government.**
  - A. Plebians
  - B. Patricians
  - C. Slaves
  - D. Tribunes
- **11. What factor most contributed to the early success of Roman agriculture?**
  - A. Mild climate and fertile lands
  - B. Government run farms
  - C. Rainy climate
  - D. Advanced farming methods
- **12. The location of Rome made which activity an important part of its early economy?**
  - A. Shipbuilding
  - B. Trade
  - C. Fishing
- **13. According to legend, who founded Rome?**
  - A. Greeks
  - B. Etruscans
  - C. Romulus and Remus
  - D. Carthiginians
- **14. Which of these features of the Roman government is also found in the republic of the United States?**
  - A. Government is divided into three parts
  - B. Citizens elect leaders
  - C. Dictators have a limited term
  - D. Both a and b
- **15. Why was Julius Caesar important to the history of Ancient Rome?**
  - A. He became the first dictator for life in Rome
  - B. Won many battles granting Rome more land
  - C. Changed the calendar to the one we use today
  - D. All of the above
- **16. Augustus Caesar set up a new system of government and became the first emperor of Rome?**
  - A. True
  - B. False
- **17. Augustus Caesar was disliked by the people of Rome as he forced Roman to fight in many wars.**
  - A. True
  - B. False
- **18. Cincinnatus was a**
  - A. Farmer
  - B. Dictator

- o C. Consul
- o D. All of the above
- **19. What Animal was Romulus and Remus raised by?**
  - o A. Chickens
  - o B. Wolves
  - o C. Cows
  - o D. Monkeys
- **20. The City of Rome was founded on _____ hills.**
  - o A. Twelve
  - o B. Seven
  - o C. Elephant
  - o D. Alps
- **21. The twelve tables was Rome's written laws.**
  - o A. True
  - o B. False
- **22. A republic is where the land is ruled by kings.**
  - o A. True
  - o B. False
- **23. Tripartite means to have two parts.**
  - o A. True
  - o B. False
- **24. Julius and Augustus Caesar were brothers.**
  - o A. True
  - o B. False
- **25. Hannibal is considered one of the best generals of all time.**
  - o A. True
  - o B. False

Coevaluation of gramar presentation

Name	1	2	3	4	5	TOTAL

1. Fluency and use of English
2. Pronunciation
3. Structure of the presentation
4. Clarity, understandable
5. Content, examples

Each ítem must be valued between 0 and 2 (0 / 0,5 / 1 / 1,5 / 2)

WRITING ESSAY RUBRIC

Traits/points	1	2	3	4
Focus and details	The topic and main ideas are not clear	There is one topic, main ideas are somewhat clear	There is one clear well focused topic. Main ideas are clear but are not well supported by detailed information.	There is one clear, well focused topic. Main ideas are clear and are well supported by detailed and accurate information
Organization	There is no clear introduction, structure, or conclusion.	The introduction states the main topic. A conclusion is included.	The introduction states the main topic and provides an overview of the paper. A conclusion is included.	The introduction is inviting, states the main topic, and provides an overview of the paper. Information is relevant and presented in a logical order. The conclusion is strong.
Voice	The author's purpose of writing is unclear.	The author's purpose of writing is somewhat clear, and there is evidence of attention to audience. The author's knowledge and experience with the topic are limited.	The author's purpose of writing is somewhat clear, and there is some evidence of attention to audience. The author's knowledge and experience with the topic are evident	The author's purpose of writing is very clear, and there is strong evidence of attention to audience. The author's extensive knowledge and experience with the topic are evident.
Word choice	The writer uses a limited vocabulary. Jargon or clichés may be present and detract from the meaning.	The author uses words that communicate clearly, but the writing lacks variety	The author uses vivid words and phrases. The choice and placement of words is inaccurate at times and/or seems overdone.	The author uses vivid words and phrases. The choice and placement of words seems accurate, natural, and not forced.
Sentence structure Grammar Spelling	Sentences sound inconvenient, are distractingly repetitive, or are difficult to understand. The author makes numerous errors in grammar and/or spelling that interfere with understanding.	Most sentences are well constructed, but they have a similar structure and/or length. The author makes several errors in grammar and/or spelling that interfere with understanding.	Most sentences are well constructed and have varied structure and length. The author makes a few errors in grammar and/or spelling, but they do not interfere with understanding	All sentences are well constructed and have varied structure and length. The author makes no errors in grammar and/or spelling.

FINAL RUBRIC

Trails/Points	1	2	3	4
Adequacy of Spoken and written expression and comprehension (linguistic competences)	Use of an excessively simplified language, with grammar and spelling errors. He/she understands Little and badly	Use of a very simple language with some grammar and spelling errors. He/she only understands the simplest expressions.	Use of correct expression with few errors, use of a Little varied vocabulary. Comprehension is acceptable. He/she understands most language.	Use of correct and expressive language, with a rich and varied vocabulary. He/she understands almost everything.
Realization of tasks and learning results (learning to learn)	He/she hasn't fulfilled almost any task and the tests and work results are limited.	He/she has fulfilled half the tasks and the results of the tests and assignments are little adequate.	He/she has fulfilled most of the tasks and most results of tests and assignments are good.	He/she has fulfilled all the tasks and the results of the tests and assignments are excellent.
Use of ICT Tools (digital competences)	He/she hasn't used any ICT tool or hasn't done it appropriately	He/she has used some ICT tools but not in an effective way.	He/she has used several ICT tools with different results.	He/she has used the necessary ICT tools in an appropriate and effective way.
Decision making and creativity (Sense of initiative)	He/she hasn't taken decisions, only follows instructions.	He/she has taken some decisions but doesn't show creativity.	He/she takes decisions when necessary and tries to be creative.	He/she usually takes decisions and shows much creativity.
Participation and collaboration with group. (social and civic competences)	He/she doesn't participate in taking decisions or collaborate in the assignments and creates conflicts. Negative attitude.	He/she participates a little in the group discussions but doesn't collaborate enough. Passive attitude.	He/she participates frequently enough in the group discussions and normally collaborates in the assignments Good attitude.	He/she participate actively in group discussions, organizes and helps in the assignments. Excellent attitude.
Knowledge about the age. (Consciousness and cultural expressions)	He/she isn't interested in cultural and interdisciplinary contents.	He/she knows some details about the cultural contents but doesn't show much interest.	He/she knows the basic cultural contents about the age but with a lack of details.	He/she knows the cultural contents in detail and shows interest in them.

EVALUATION OF THE UNIT ABOUT ROME & SEVILLE

SELF-EVALUATION OF CONTENTS:

1. Were the tasks fulfilled successfully?

- Searching for information __ Si __ No
- Upload work to the blog __ Si __ No
- Grammar test __ Si __ No
- Contest __ Si __ No
- Presentation __ Si __ No

2. Which would be your mark from 1 to 5 in each activity?

- Searching for information ___
- Upload work to the blog ___
- Grammar test ___
- Contest ___
- Presentation ___

EVALUATION OF THE UNIT:

What do you think about the tasks? Evaluate from 1(I don't agree) to 5 (I agree)

1. The tasks were interesting ___
2. I have learnt new things ___
3. I like working in groups ___
4. It has been funny ___
5. It has been easy ___

Would you like to make a comment?

EVALUATION

THE GROUP AND ME:

Problems: Evaluate 1(not true)- 3 (true)
__ Not everybody participated
__ We argued for too long
__ We didn't speak English
__ We didn't note down everything
__ The group didn't help me
__ The group laughed at me.
__ I prefer to do the tasks on my own

Comments:

THE TEACHER:

Problems: Evaluate 1(not true)- 3 (true)
__ didn't help me enough
__ made me nervous during oral presentations
__ didn't answer my questions
__ didn't explain my doubts
__ didn't evaluate appropriately
__ didn't explain well what we should do

GENERAL EVALUATION OF THE UNIT:
Choose one option
__ EXCELLENT
__ GOOD
__ ACCEPTABLE
__ NOT GOOD
__ BAD