

**SPECIAL ED**

# ANCIENT ROME



**INCLUDES GOOGLE SLIDES**





*This unit was created with this guy in mind. He has autism and an intellectual disability. He is a non-reader, and loves the sound of piano keys. With some support he is able to do this unit, and enjoys the challenge. He is my tester!!*



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*Also included with this unit is a power point show that is narrated and has automatic advancement of slides. Let me know in the feedback if this was helpful ☺*

*Also included with this unit are detailed lesson plans in a separate file. Let me know in the feedback if this was helpful ☺*

Christa Joy, Special Needs for Special Kids

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This unit contains over 150 pages of material. I have included a detailed lesson plan to help you make the most of everything in this unit including how to add some group activities.



# Ancient Rome

## Lesson Plan

### Preparation

- Print out a vocabulary board for each student to use throughout unit
  - Laminate or place in page protector
- Book
  - Print out, laminate, and bind
  - OR your students can listen to the pre-recorded version
- Vocabulary cards
  - Print out a set of cards onto cardstock and laminate
  - Make one set for each student and also one for the teacher to use in I Spy games
- Print the large timeline cards on cardstock and laminate.
  - For additional ideas on how to use these, go to:  
<https://specialneedsforspecialkids.org/2018/06/13/making-a-life-sized-timeline/>

### Preassessment (do day 1 before starting lesson)

- Choose the form of the assessment that best fits the learning level of your students
- Give the assessment to assess what your students may already know
- I cannot emphasize enough how important this step is. If you want to see growth, this preassessment is so important!!

### Teaching Tips

1. *Color Coding:* this is a really easy way to add more structure to a matching activity. Outline or color in an empty box or sorting label. Outline or color in the corresponding picture symbols the same colors. Becomes a color matching task.
  - a. For more info, read more here:  
<https://specialneedsforspecialkids.org/2015/09/05/using-color-coding-for-differentiation/>
  - b. I also have a blog post on differentiating one activity 3 ways:  
<https://specialneedsforspecialkids.org/2018/10/22/differentiating-1-activity-3-ways-easily-and-effectively/>
2. *Make you own copies of the activities:* Every day I review the activity we did yesterday. For that reason:

The lesson plans contain:  
Overall tips for teaching  
students with significant  
needs



## Quick Look

Day	Activity	Day	Activity
1	<ul style="list-style-type: none"><li>• Book</li><li>• Intro vocab cards</li><li>• Circle map</li></ul>	7	<ul style="list-style-type: none"><li>• Book</li><li>• Vocab card activity</li><li>• Close worksheet</li></ul>
2	<ul style="list-style-type: none"><li>• Book</li><li>• Vocab cards activity</li><li>• Sorting activity</li></ul>	8	<ul style="list-style-type: none"><li>• Book</li><li>• Vocab card activity</li><li>• Close worksheet</li></ul>
3	<ul style="list-style-type: none"><li>• Book</li><li>• Vocab cards activity</li><li>• Timeline activity</li><li>• Venn Diagram</li></ul>	9	<ul style="list-style-type: none"><li>• Book</li><li>• Vocab card activity</li><li>• Close worksheet</li></ul>
4	<ul style="list-style-type: none"><li>• Book</li><li>• Vocab cards activity</li><li>• Timeline activity</li><li>• Cut and paste timeline</li></ul>	10	<ul style="list-style-type: none"><li>• Book</li><li>• Vocab card activity</li><li>• Close worksheet</li></ul>
5	<ul style="list-style-type: none"><li>• Book</li><li>• Timeline activity</li><li>• Vocab cut and paste</li><li>• Sudoku puzzle</li></ul>	11	<ul style="list-style-type: none"><li>• Assessment</li></ul>
6	<ul style="list-style-type: none"><li>• Book</li><li>• Timeline activity</li><li>• Vocab cut and paste</li><li>• Word search</li></ul>		

*The lesson plans contain:*

*A quick look at what you will do each day*



## Day 2

Activity	Notes	Materials
Read or listen to a recording of the book (10 minutes)	<ul style="list-style-type: none"><li>• Read through the story, asking lots of questions</li><li>• Continue to make connections between book and vocabulary board</li></ul>	<ul style="list-style-type: none"><li>• Book</li><li>• Vocabulary board</li></ul>
Vocabulary cards I Spy Game (10 minutes)	<ul style="list-style-type: none"><li>• I play this game, or variations of it the first few days<ul style="list-style-type: none"><li>◦ Determine how many cards your students can handle in front of them. This can vary, some students may be able to have all the cards, so may only be able to handle a field of 3-5</li></ul></li><li>• Since this is the first time playing this game, I make it easy. Hold up a card, and have students find the matching one and hold it up</li><li>• Discuss relevant points on the card<ul style="list-style-type: none"><li>◦ You can also play this game in this manner having them find the symbol on their vocabulary board</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Vocabulary cards (student set and teacher set)</li><li>• Vocabulary board</li></ul>
Circle map review (5 minutes)	<ul style="list-style-type: none"><li>• Review the circle map completed yesterday</li></ul>	<ul style="list-style-type: none"><li>• Circle map completed yesterday</li></ul>
Sorting activity (10 minutes)	<ul style="list-style-type: none"><li>• Do the sorting activity of Roman citizens<ul style="list-style-type: none"><li>◦ Add color-coding if needed</li></ul></li><li>• Make connections to the book as necessary</li></ul>	<ul style="list-style-type: none"><li>• worksheet</li><li>• Scissors</li><li>• Glue</li></ul>
Sharing (10 minutes)	<ul style="list-style-type: none"><li>• Each student shares their finished worksheet with the group using the communication method of their choice</li></ul>	<ul style="list-style-type: none"><li>• Completed worksheet</li><li>• Communication devices</li></ul>

The lesson plans contain:

Detailed instructions on how that day's lesson should run



This unit comes with a vocabulary board.

Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.

Tips on how to use in the unit!!



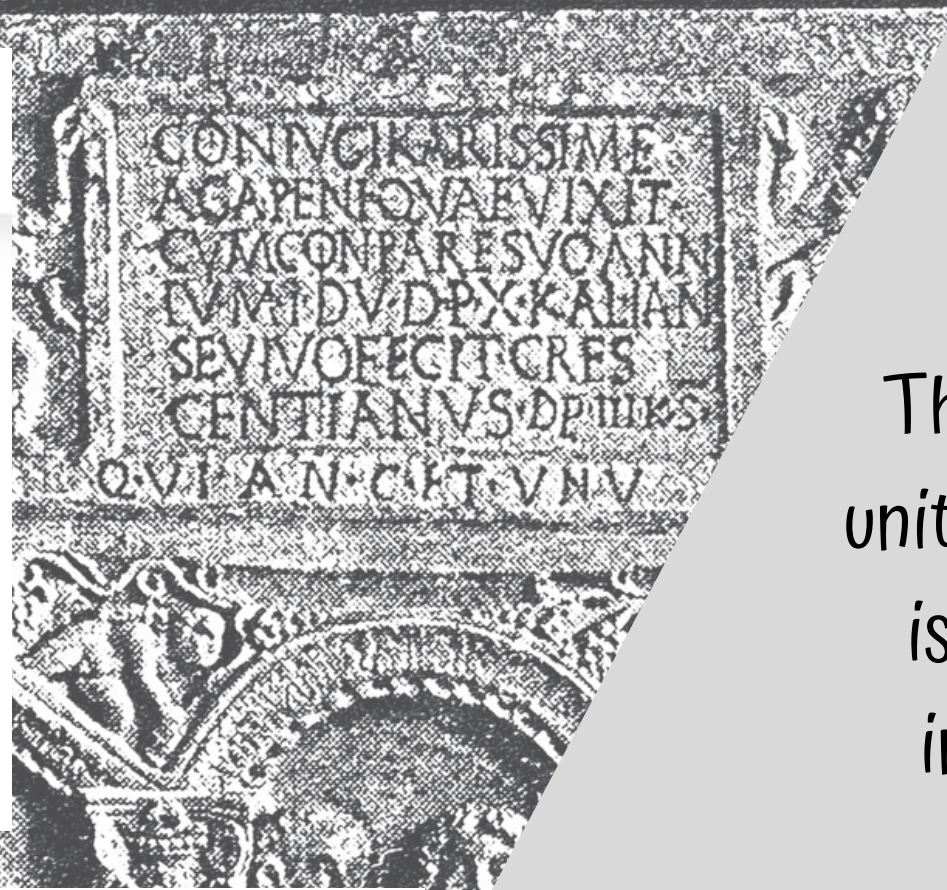
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The officials, known as **magistrates**, served at many different levels, and could only remain in power for a short time. It was a complex type of government that looked like our democracy today in many ways.



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There is a 40-page book with this unit using simple text and photos. It is an overview of Ancient Rome including important people and events.

For the next several hundred years, Rome would be involved in many wars. Many of these wars were with people the Romans called Barbarians.



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Both come in pdf versions as well as a voice-recorded powerpoints (so you don't have to print it out.)



## empire

A very large area controlled by a king or one leader.



## republic

Ruled by elected officials that served for a short time.



## King Romulus

King who first established Rome in 753BC.



## magistrates

Elected officials in the republic.



## javelin

Weapon with a spear at the end that could be throw by the soldiers.



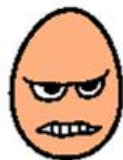
## aqueducts

Man-made channels that brought water into the cities from the river.



## barbarians

Any person who was not born in Rome. Romans thought they were uneducated and uncultured.



## Julius Caesar

Became the first dictator of Rome in 45BC. The beginning of the end of the republic.



There are 16 vocabulary cards that come in color and black and white.

Included are suggestions for group activities to do with these each day.





### empire

A very large area controlled by a king or one leader.



### republic

Ruled by elected officials that served for a short time.



### King Romulus

King who first established Rome in 753BC.



### magistrates

Elected officials in the republic.

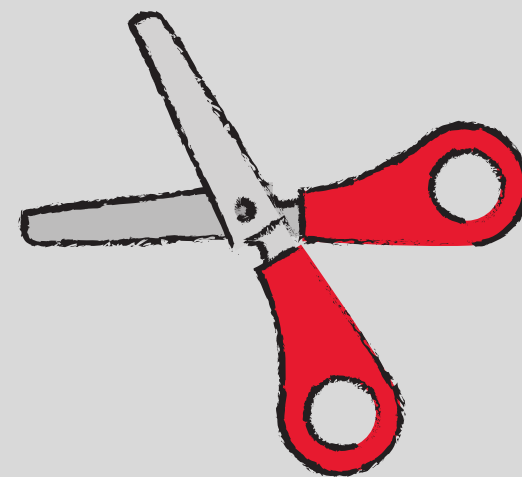


Cut apart and match pictures with definition.



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On days 5&6 there is an activity where students will match either the picture to the definition or the definition to the picture (harder).



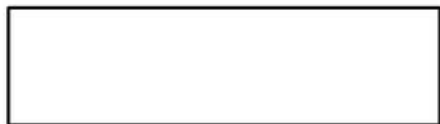
### emperor



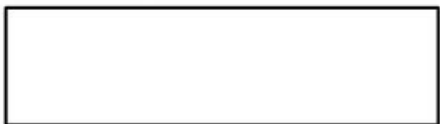
### Colosseum



### Constantine



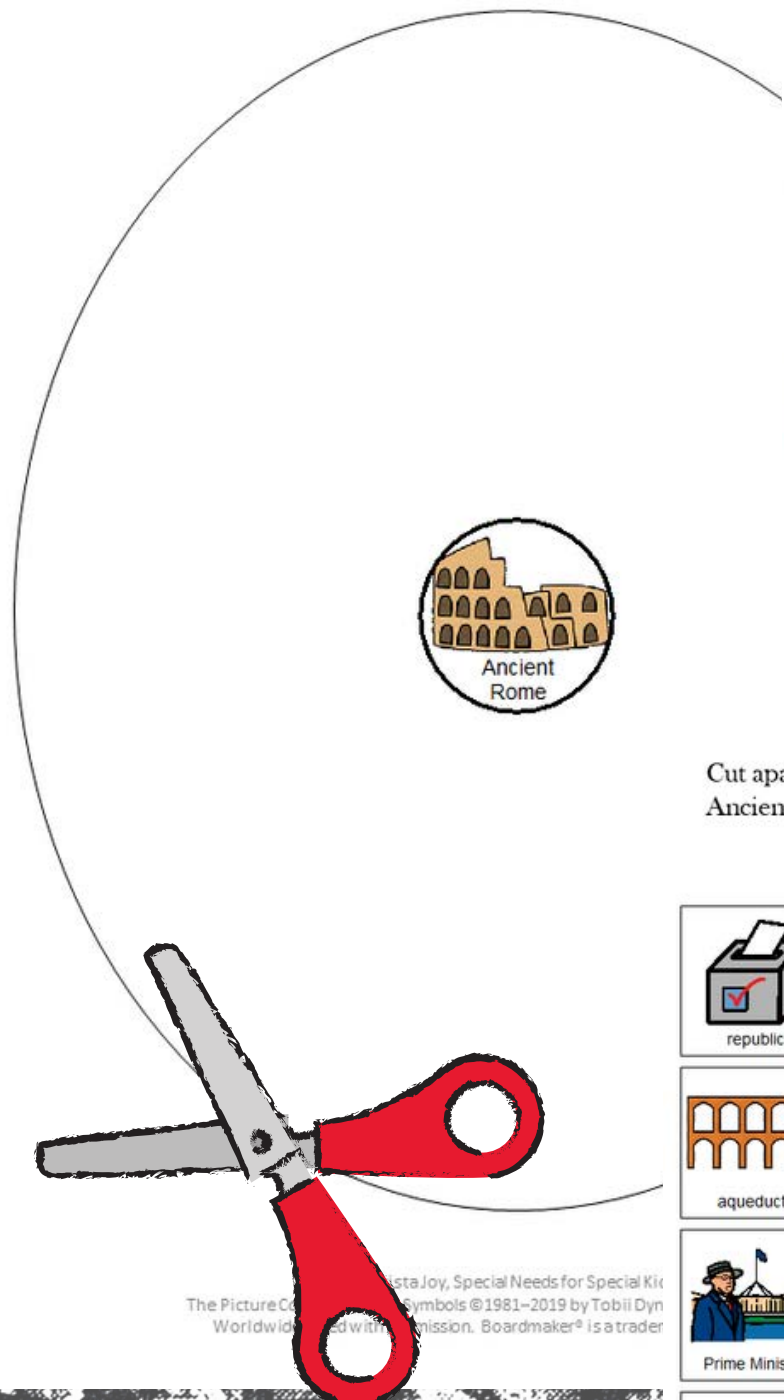
### patricians



Cut apart and match definition with

Middle class roman citizens. They were typically farmers, merchants, and workers.	
Ruled by elected officials that served for a short time.	Humans Romans
Roman soldiers.	Weapons that co
Single person who ruled over a very large empire. Was like a king of kings.	Elected official





Cut apart pictures and place in circle map about Ancient Rome.



Cut apart pictures and place in circle map **ONLY IF** they relate to Ancient Rome.

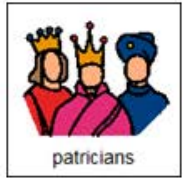


There is a circle map reviewing facts from the book.

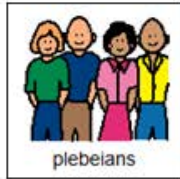
Circle maps are a great way for students to see the concept at a glance. There are 2 versions:

- One is errorless
- One has wrong answers mixed in students will have to set aside

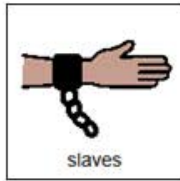




patricians

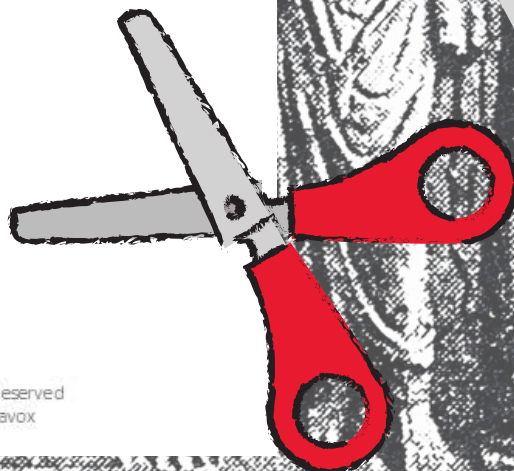


plebeians



slaves

 magistrates	 most of the people	 had all the power	 farmer	 priest
 merchants	 workers	 poor	 nobility	 worked really hard
 not say	 wealthy	 no possessions	 prisoners of war	 legionaries




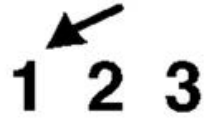

There is a sorting activity looking at the differences among patricians, plebeians, and slaves. Suggestions for differentiation and an answer key are included.



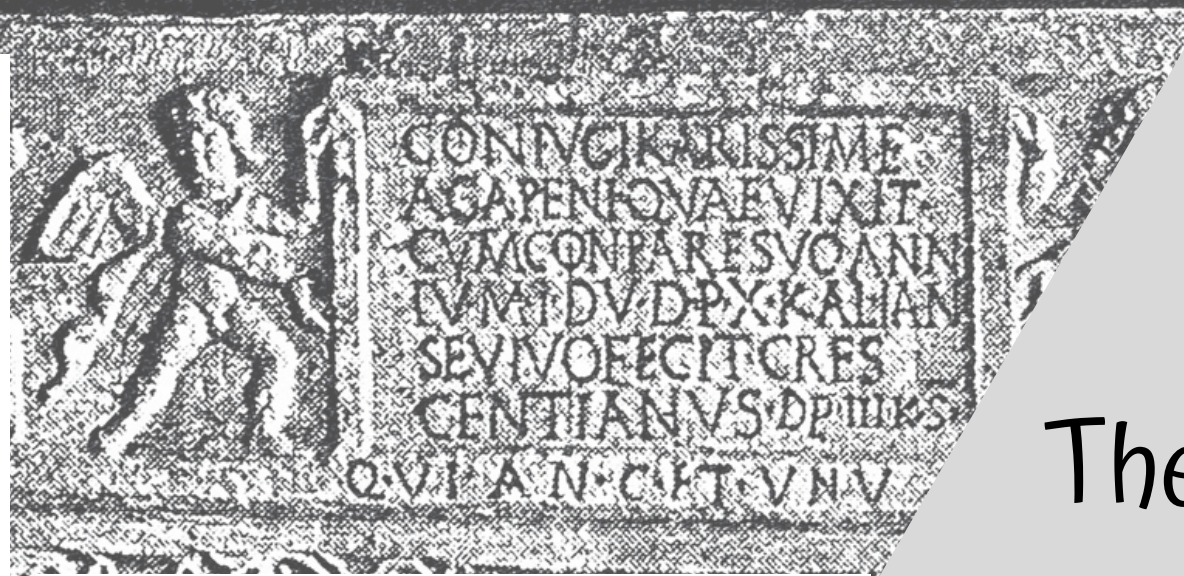


27BC

Caesar Augustus becomes Rome's first emperor. The start of the Roman Empire.

		
Caesar Augustus	first emperor	empire begins

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80AD

Rome is rebuilt, including the Colosseum.

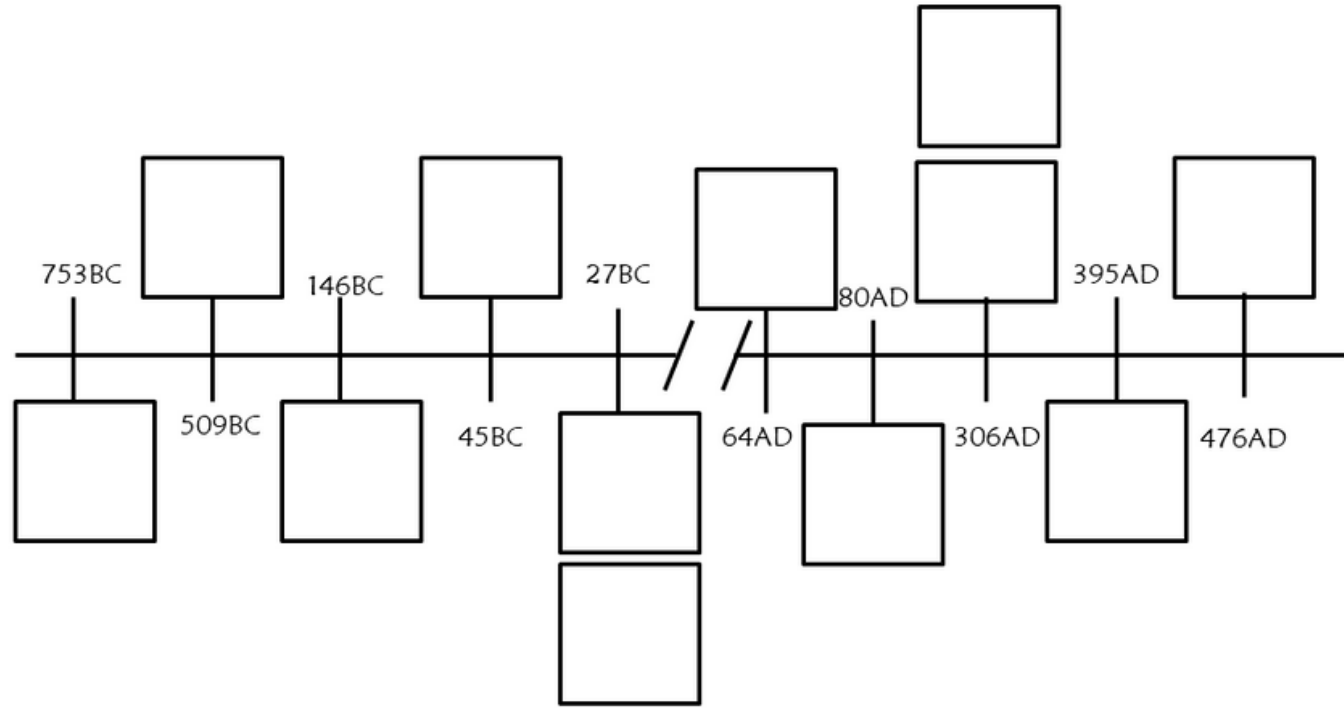
	
Colosseum	re-built

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There are 10 large timeline cards and directions on how to make a human timeline as a group activity. (There are in color only)



# Timeline: Ancient Rome



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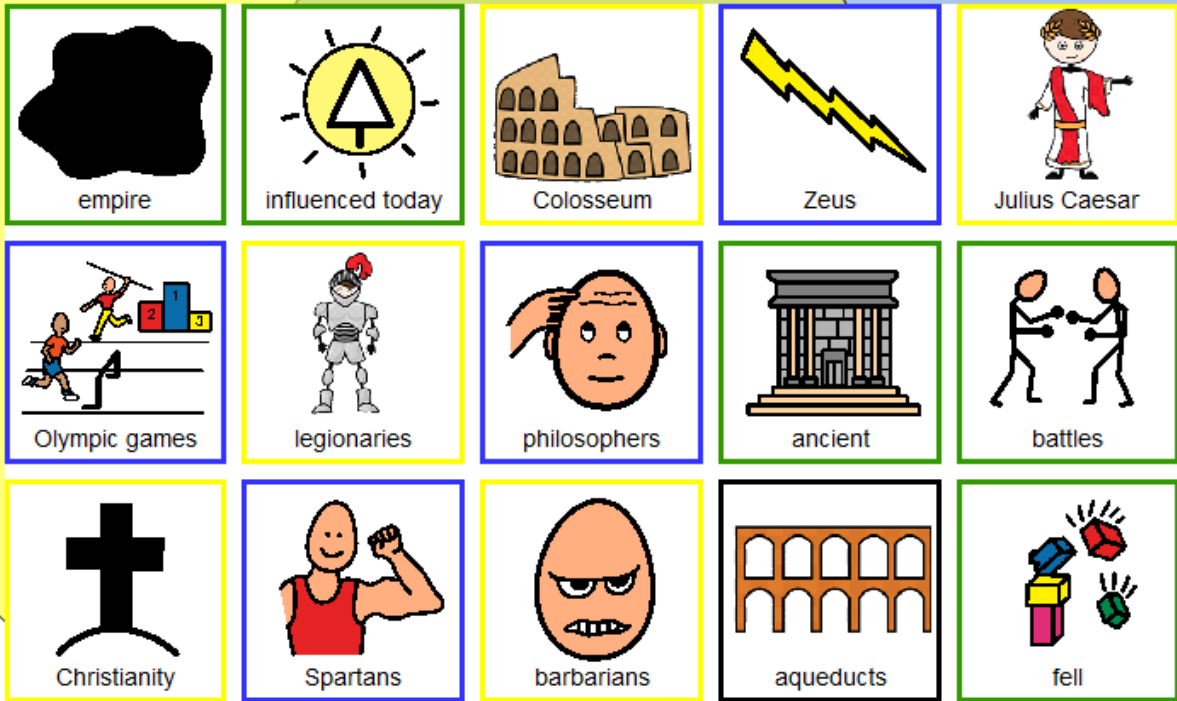
## Timeline symbols

Julius Caesar	King Romulus	Rome burns down	empire splits	Christianity
Rome becomes an empire	Constantine	Rome is a republic	Roman Empire falls	fall of Greece
Colosseum built	Caesar August first emperor			

There is a cut and paste timeline to review the main events from this era. Suggestions for differentiation and an answer key are included.

























There is a Venn diagram comparing Ancient Rome and Ancient Greece. It comes with a color-coded option (shown here).








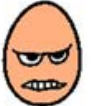



# Ancient Rome

		 legionary	 empire		
		 Colosseum		 barbarians	
 Colosseum	 legionary	 aqueduct			
 empire	 republic	 barbarians		 legionary	
 barbarians		 empire	 legionary	 Colosseum	
 legionary	 Colosseum	 republic			

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# Ancient Rome



















 Colosseum		 aqueduct	
 barbarians	 aqueduct		 legionary
 legionary			 aqueduct
	 barbarians		 Colosseum

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There is a Sudoku puzzle in this unit as well. This is a great way to work with the new vocabulary!!

There are 2 versions plus answer keys.

Place the following images in the empty squares on the previous page, completing the sudoku puzzle.

 Colosseum	 Colosseum	 republic	 republic	 republic	 republic
 aqueduct	 aqueduct	 aqueduct	 aqueduct	 aqueduct	 barbarians
 barbarians	 barbarians	 legionary	 empire	 empire	 empire





### Ancient Rome

CHRISTIANITYMWD  
 CPCNSAQUEDUCTWL  
 AMOYHCOLOSSEUM  
 EYNAAYRCORXPLMG  
 SPSRHZQEHUTWFAI  
 ALTBARBARIANS  
 REACVAFBRRJIZIN  
 EBNSDSRETEAQASA  
 METZWMEYBMVRUTR  
 PIISOUPOMPEIQRY  
 EANFXNUMGILDFAY  
 RNEEQEBHURIFCTQ  
 OSROMULUSENCYEZ  
 ROPATRICIANSKNH  
 QADTRLCKOKYOKJHR

- |              |             |            |            |
|--------------|-------------|------------|------------|
| Christianity | Constantine | barbarians | patricians |
| Colosseum    | legionary   | magistrate | aqueduct   |
| republic     | javelin     | Romulus    | plebeians  |
| emperor      | empire      | Caesar     |            |



There is also a word search to work with vocabulary. If your students cannot do a word search, have them highlight the circle words on the answer key.

### Ancient Rome

CHRISTIANITYMWD  
 CPCNSAQUEDUCTWL  
 AMOYHCOLOSSEUM  
 EYNAAYRCORXPLMG  
 SPSRHZQEHUTWFAI  
 ALTBARBARIANS  
 REACVAFBRRJIZIN  
 EBNSDSRETEAQASA  
 METZWMEYBMVRUTR  
 PIISOUPOMPEIQRY  
 EANFXNUMGILDFAY  
 RNEEQEBHURIFCTQ  
 OSROMULUSENCYEZ  
 ROPATRICIANSKNH  
 QADTRLCKOKYOKJHR

- |              |             |            |            |
|--------------|-------------|------------|------------|
| Christianity | Constantine | barbarians | patricians |
| Colosseum    | legionary   | magistrate | aqueduct   |
| republic     | javelin     | Romulus    | plebeians  |
| emperor      | empire      | Caesar     |            |





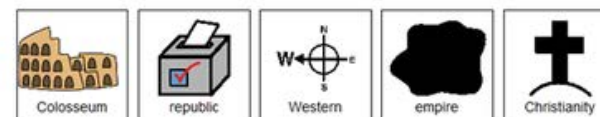
## Ancient Rome

1. Rome started off as a  then became a .
2. The republic was governed by .
3. Rome was the  force in the world.
4. Anyone not a Roman was considered a .
5. The Roman empire got so big, it split in .



## Important Events

1. In 45BC Julius Caesar ended the  and became a dictator.
2. In 27BC, Caesar Augustus is Rome's first emperor and the  begins.
3. The  was built in 80AD and held over 50,000 people..
4. In 306AD, Constantine brought  to Rome.
5. In 476 the  Roman Empire fell, thus ending Ancient Rome.

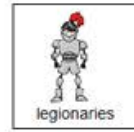


Close worksheets are a great informal assessment. This unit has 10 questions that are a general review of ancient Rome, 5 on important events, and 5 on important people.

Answer key included.



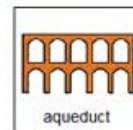
1. Rome started as a republic where the leaders were:



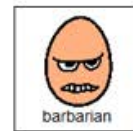
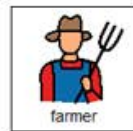
2. The Roman army built these to move around the empire easier and quicker:



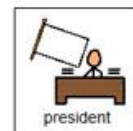
3. These man-made structures brought water into the cities:



4. Anyone who was not Roman was considered a:



5. Caesar Augustus was Rome's first:






FINALLY the assessment!! There are 3 versions. This version has 10 questions with 3 picture choices for each question.

Answer key included.



Print onto cardstock or mount on index cards. Cut pictures apart and show student answer choices for each question.

Q 5

 <p>emperor</p>	 <p>president</p>	 <p>Prime Minister</p>
--	--	---

Q 6

 <p>countries</p>		 <p>states</p>
--	---	---

With this version, you cut out the answer choices and glue them on index cards. Ask the student the question, and they point to the correct answer.



1. Rome started as a republic where the leaders were:
  - A. kings
  - B. elected
  - C. legionaries
2. The Roman army built these to move around the empire easier and quicker:
  - A. roads
  - B. jeeps
  - C. stagecoach
3. These man-made structures brought water into the cities:
  - A. tunnel
  - B. hose
  - C. aqueduct
4. Anyone who was not Roman was considered a:
  - A. emperor
  - B. farmer
  - C. barbarian
5. Caesar Augustus was Rome's first:
  - A. emperor
  - B. president
  - C. Prime Minister
6. The Roman empire became so big, it eventually split into:
  - A. countries
  - B. 2
  - C. states

*This is your traditional multiple choice version. It can also be used as a recording sheet if your students are using the version with index cards.*



Watch the  
movie on  
Ancient Rome



Then there were the slaves. This group had no rights and had to work extremely hard for very little in return. Previously, many of them had been prisoners of war.



Christa Joy, Special Needs for Special Kids

This unit also has digital activities. There is a movie version of the book students can listen to it read aloud.



1. Rome started as a republic where the leaders were:



kings



elected



legionaries

2. The Roman army built these to move around the empire easier and quicker:



roads



jeeps



stagecoach

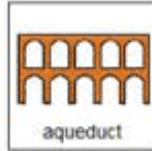
3. These man-made structures brought water into the cities:



tunnel



hose

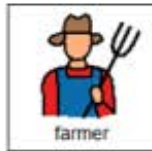


aqueduct

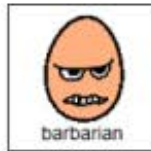
4. Anyone who was not Roman was considered a:



emperor



farmer

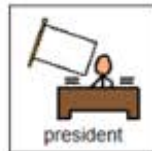


barbarian

5. Caesar Augustus was Rome's first:



emperor



president



Prime Minister






Circle the correct answer.



The digital activities have students click and drag their answers. There are 2 sets slides.



## Important People

1.  was the very first king of Rome.
2.  was the first dictator of Rome and ended the republic.
3.  were any people not born in Rome.
4.  was the first emperor of Rome and began the empire.
5.  brought Christianity to Rome.

Choose the best picture to finish each sentence.



The second set of slides is differentiated using color.