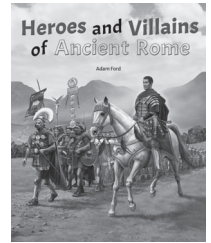


Heroes and Villains of Ancient Rome



PM Post–Level 30

Text Types Information Report/Discussion

Running Words 2355

Preparing for Reading

Prior Knowledge

- Ask students, *Who are the heroes and villains of ancient Rome? What did they do during their reign?* Discuss how information about these people would have been acquired, and why it can vary according to who has written the account of events that took place.
- Talk about how governments rule in our modern societies, and compare this with the ancient Roman system.

Orientation to the Text

- Ancient Roman leaders were sometimes portrayed as villains and sometimes as heroes. Why is this so? Who are these people? What historical records are used to learn about the impact they had on history and how they treated the people under their rule?
- In examining the lives of Julius Caesar, Cleopatra, Augustus Caesar and Nero, it becomes obvious that historical accounts are written for different reasons.

Building the Balanced Reader

Comprehension

- Why are accounts by historians sometimes not accurate in their content? (*Literal*)
- Why do you think Caesar's words have been repeated, but rarely challenged, by historians? (*Inferential*)
- What types of projects would leaders have done, or what values might they have had, to shape their world? (*Applied Knowledge*)

Analysis and Critique of the Text

- Why did ancient Roman leaders portray themselves in statues and on coins? What does this tell you about their personalities?
- Why do you think the author wrote this text? Which aspects of the presentation made it easy for the reader to understand?
- How accurately do you think world leaders are portrayed in today's society? Why?
- Why do you think the author chose this particular book title?

- Why were women misrepresented in ancient civilisations? What has contributed to the change in how women are represented in our modern society?
- Why would Cleopatra have filled her royal court with people of learning?
- Who is your favourite hero or villain from ancient Rome and why?
- Were there any parts of the text that you would like more information about? Why?
- Is there a common personality trait amongst the leaders in this text? What is it?

Vocabulary

- Assist students to understand or locate the meaning of these words from the text: *accurate, acknowledged, ambition, bias, civil, conquest, democratic, depictions, dictatorship, historian, inaccuracies, influential, military, philosopher, reputation, ruthless, sacrificed, scholar, traitor, unconscious, unintentional, venomous, villains*
- Discuss how people could be *more complex than we are led to believe*.
- Make a list of synonyms for the word *unintentional*.

Spelling

- Ask students to discuss the origin of the base *civil* (Latin: *civis* = citizen).
- Write a list of other words derived from this base, e.g. *civilise, civilised, civilisation, citizen, civility*.

Visual Literacy

- What is the purpose of the quotation from each of the ancient Roman leaders at the beginning of their chapter?
- Why are there more illustrations than photographs in this text? Is this usual for an information report? Why?
- How would you describe the painting *The Death of Caesar* by Vincenzo Camuccini on page 8?

Follow-up Activities

- Research the development of our calendar, which includes 12 months each year. Find out the basis behind its structure, and what led to its development.
- Make a list of the positive and negative personality traits of each of the leaders in the text.

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Learning Intentions

- We are learning to understand how activities and attitudes of ancient Roman leaders differ in the ways they have been reported by various people.
- We are learning to understand the difference between factual and fictional reporting of events.

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Success Criteria

- I can explain some of the activities and attitudes of ancient Roman leaders and how they were reported differently by various people.
- I can distinguish between factual and fictional reporting in the text.

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Observation of Reading Behaviours

Student's name	Reading focus	Observations/notes	For follow-up