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# "I-CITY"

First Meeting

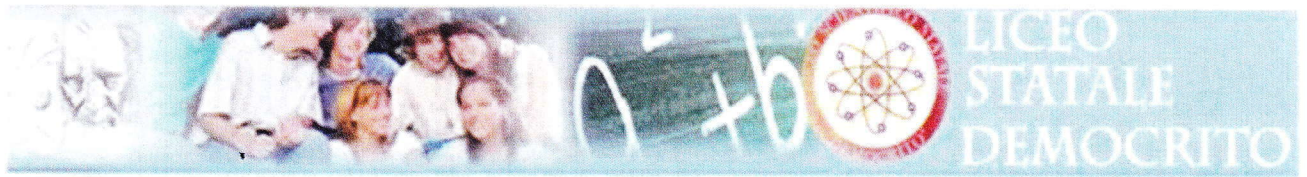
Rome from 11th to 17th November

## "PAST"

## "PRESENT"

## "FUTURE"





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# "I-CITY"



# "PAST"

*Discover Ancient Rome*







## Discover Ancient Rome

Understanding people in the past can be fun, learning about ancient Rome is interesting and enjoyable. Some kings like Lucius were not very popular and sometimes cruel to people. They became very powerful and conquered other lands. They had patricians who were rich nobles and owner a lot of land. The plebeians were servants, tradesmen and generally had smaller farms

### Roman History

Humans have lived in the area known as Rome for at least the last 6,000 years. The myth of Rome's beginning tells the tale of its first ruler, Romulus, killing his twin brother, Remus, and naming the city after himself. However, it is not actually clear where the name Rome originally comes from.

By the fifth century B.C., a circle of hills near the Tiber River formed the area that would become Rome. These are the names of the hills:



- Capitol
- Palatine
- Caelian
- Esquiline
- Viminal
- Quirinal
- Aventine

The Esquiline, Palatine, and Quirinal united into a compact community enclosed by a wall around 500 B.C. This wall measured more than five miles long. Four regions of the city were then formed: Suburana, Esquilina, Collina, and Palatina. Although the area was ruled by Etruria, Rome rebelled around 500 B.C. and gained independence. At this time, a Republic was formed, meaning the city would elect leaders and not be ruled by kings.

The area's slopes were cleared of trees, and houses and temples began to be built throughout the area. Paths between the communities were rutted and lined with gravel from the Tiber. People used these pathways to visit others and trade food, clothing, and other items.



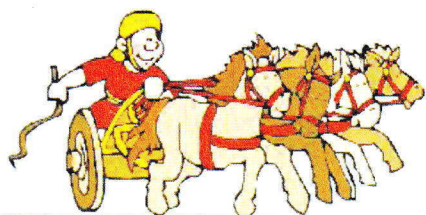
Because Italy was constantly at war around this time, Romans soon came in contact with Greeks in the third century B.C. The Romans admired Greek art and architecture, and it began to show in Rome as soldiers brought souvenirs home from war. Rome was also considered the most powerful city in the Italian peninsula by now.

By 150 B.C. Aqueducts (water bridges) began to be built, supplying many of the city's residents with access to water.

By the first century B.C., following a war between Rome and its allies (the Social War) and slavery uprisings (the Servile Wars), nearly all free Italians were Roman citizens. However, Rome's Republic political system soon suffered a major blow.

Sulla was appointed dictator around 81 B.C. Power was no longer shared by the people of Rome. Julius Caesar took control of the city in 49 B.C. and was assassinated in 44 B.C. After one last attempt by the citizens to restore the Republic, Rome instead became an Empire, led by Caesar's nephew Octavian.

Rome itself became a city well known for its art, architecture, and other areas of society. Many people from all over the world wanted to live in Rome, which was much like a modern day New York City.



Rome was famous for its amphitheaters, which hosted gladiator fights, chariot races, and other events. In many ways, it was the best place to witness plays, performances, and athletic contests.



The Forum became a great representation of Rome and all that it offered. Located between the Palatine and Capitoline Hills, the forum is probably the most famous meeting place in the history of the world. Romans would gather here to see leaders speak, to participate in elections, or to simply interact with citizens from other towns.

Much of Ancient Rome's history has had a lingering effect on our world today, and our citizens have learned much from their way of life. Next time you are in a marketplace, a town hall meeting, or even a school play, remember that Roman boys and girls did these very same things more than 2,000 years ago.

## Ancient Roman Architecture

Like art and other aspects of Ancient Roman culture, early Roman architecture borrowed heavily from Greek architecture. However, the Romans quickly adapted their own styles and were soon inspiring the architecture of many other countries.

Roman architecture is noted for a number of reasons, including:

- Arches
- Domes
- Aqueducts
- Amphitheaters
- Thermaes
- Temples
- Apartment Blocks
- Houses

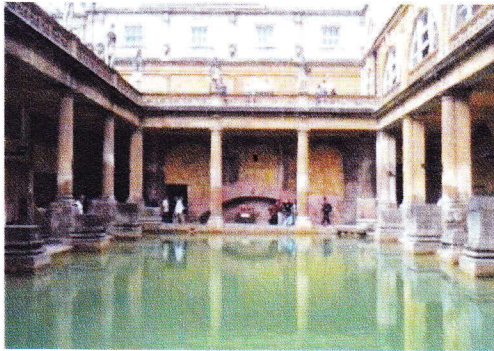


One of the most important additions that the Romans brought to architecture is the arch, which was originally borrowed from the Etruscans. Using concrete, bricks, and the concept of the arch, Rome was able to provide many of its citizens with water. Aqueducts (water bridges) were built throughout Rome, their arch structures bringing water to areas far away from natural water supplies.

The arch quickly led to the dome ceilings used in many houses and buildings. Because arched and domed structures can share weight evenly, the concept was soon being used throughout the city and around the world.

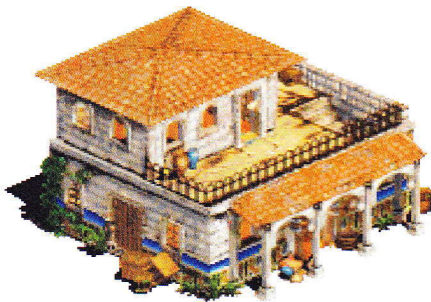
The Romans used brick and marble to compose many of their buildings. The Roman amphitheater is a great example of a unique Roman structure. These large buildings were used for gladiator fights, chariot races, public executions, and other events. Approximately 230 amphitheaters existed throughout Rome, and some could hold as many as 60,000 spectators.

Built from stone, the amphitheaters were typically shaped like large ovals. Some had more than one level of seating, and many looked somewhat similar to a modern day football stadium. The largest amphitheater in the world, the Colosseum, is located in Rome.



Another building where many Romans spent time each day was known as the *Thermae*, or the bathhouse. Used for socializing, bathing and even gossiping, these buildings were located in each town. Most would have at least three rooms, one each for hot baths, warm baths, and cold baths. In the middle of the entire complex stood an open yard, known as the atrium. Here the Romans could exercise, wrestle, or just sit and think. Each *Thermae* also included various gardens and other rooms.

Rome contained many buildings that were similar to today's apartment complexes. Because living in Rome was much like living in New York or London today, these types of stone buildings were required to accommodate as many residents as possible.



Wealthier families typically built them around atriums like the ones found in the bathhouses. The rooms inside of the houses usually contained painted plaster walls and may have had walls and floors featuring mosaics (small pieces of stone or glass). Many of the houses had pipes, which carried water into the home, in addition to underground heating systems. The homes' exteriors were built of stone, and many were able to survive for centuries.

One other notable aspect of Roman architecture is that works of art were often carved into the walls of the city's stone buildings. Pictures of famous Romans, epic battle scenes, and other impressive artistic feats were preserved in homes, buildings, and public structures throughout Rome.



# Ancient Roman Art

Inspired by Greek art, Roman artists often focused on gods and goddesses, in addition to philosophers, politicians, and other well-known individuals. Artists used various methods to display their work, including:

- Sculptures
- Paintings
- Pottery
- Reliefs
- Architecture

Many artists designed sculptures, which were placed all throughout the country. Sculptures decorated homes, businesses, parks, and all other areas of Rome. A typical sculpture could have portrayed any part of the subject, from as little as just a head, to as much as the entire body.

Sculptures depicting only a head were known as busts. Many Romans collected busts of famous people while also having busts made to remember family members. Homes were often decorated with the busts of relatives.

Because their gods and goddesses often represented the highest standards of beauty and appearance, many of the surviving busts give us an idea of what kind of looks were preferred in Ancient Rome.

Many artists painted pictures directly onto the walls of homes, fresco painting (painting on wet plaster) was the method used most often by Roman artists, allowing very few to survive today. Wealthier Romans had most walls covered with paintings. Part of the reason why Romans would have their interior walls painted is that this made rooms seem larger. A room with no windows would likely have a spacious garden scene or an expanded outdoor scene painted on the wall.

Their paintings often showed scenes from everyday life and sometimes preserved special occasions, like weddings, for example.

Because the Romans appreciated the idea of "realism," their art closely imitated life. The Romans wanted their art to be useful and to tell future generations about life in the past. This helps to provide us with a clear picture of life in Ancient Rome.

Inside the home, Roman pottery was also used to display works of art. Similar to the walls of the house, the pottery portrayed important people and scenes, celebrating the history of Rome or of a particular family.

Some artists created mosaics by using small pieces of glass or stone to make a larger image. These were usually very colorful and could have been placed on a wall, like normal paintings. On the other hand, some were placed into floors. Mosaics have survived better due to the materials used to make them.

# Roman Daily Life

Daily life in Ancient Rome often began with a light breakfast. Bread and water (or wine) would be served at home, or a wheat pancake could have been purchased on the way to work or school. Sometimes meat, fish, fruit, and other items may have been served, but not each day.

Men and boys wore togas and then later tunics, which were slightly larger than a shirt typically worn today. Women and girls also wore tunics; however, these reached their ankles and tied near the waist. While many girls stayed home with their mothers to take care of the home, some girls were allowed to attend schools with the boys. Schools often consisted of only one room and might have resembled a small Roman shop, like a bakery.

Schoolmasters (or teachers) were often strict, especially those who followed the words of Aristotle, who once said, "Young people are not playing when they are learning." Education was taken very seriously in these schoolhouses. Students studied many of the same subjects learned in school today.

In school, math was difficult, as six Roman letters (I, V, X, L, C, and M) were used to create all numbers. Students also learned how to speak, how to write, how to tell time, how to use and count money, and other lessons designed to help them in everyday life. Weights and measurements, history, philosophy, and public speaking were also taught, among other subjects.

While the kids were in school and the mothers and daughters tended to the household chores, the fathers spent a few hours working each day. Below are some of the typical jobs:

- Farming
- Baking
- Building
- Selling and trading goods
- Making clothing

Some became doctors, lawyers, writers, or teachers. Many others joined the military, which provided a decent salary for a man supporting a family. Unlike today, though, most men worked six hours or fewer each day, usually stopping around mid-day. After work and school, most men and boys headed to the baths, which required only a very small fee to enter. Here people gathered, not only to wash, but also to sit and talk among friends. The bathhouses usually included gardens, gymnasiums, libraries, and other forms of recreation. A typical cold bath resembled something like a swimming pool, while other rooms were available for hot baths.

Their biggest meal of the day, eaten somewhere between our lunch time and dinner time, usually consisted of wheatmeal porridge. When hosting a dinner party or celebrating a special occasion, a Roman dinner could consist of as many as six or seven courses. In addition to salads, eggs, garden vegetables, and fresh breads, a variety of Mediterranean seafood would have been available, including: mackerel,



mullets, eels, and oysters. Meat dishes consisted of lambs, pigs, chickens, geese, ducks, and even peacocks, among others. For dessert, they ate fruit and honey-sweetened cakes.

Romans valued their leisure time. Following dinner, adults and children were able to pursue other interests, such as music, art, dancing, reading, and sports. Many attended plays, while others enjoyed chariot races. There were many options for entertainment. Gladiator fights, for example, always drew large crowds.

Religion was a big part of daily Roman life. A lot of families had small shrines in the home dedicated to specific gods and goddesses to ask for protection and guidance.

Most Romans went to bed early, leaving them able to rise easily in the morning to begin a new day.



## Romulus and Remus

Romulus and Remus are the two legendary characters that are associated with the myth regarding establishment of Roman civilization. The legend has it that they were twin brothers, born to Rhea Silvia, daughter of Numitor, who was the king of Alba Longa (present day central Italy). Numitor was deposed by his brother, Amulius and all his male heirs were killed.

Silvia conceived twins (Romulus and Remus) by god of war, Mars. According to Roman mythology, they were abandoned as infants and a series of miracles helped them survive. They were suckled by a she-wolf, fed by a woodpecker and raised by a shepherd and his wife. They initially remained unaware of their background but later on found out the truth and they restored their grandfather, Numitor to the throne and then decide to found their own city.

The two brothers went about selecting a site for their proposed city and soon entered dispute over the selection of the site. The dispute was over selecting one of the Seven Hills of Rome. While Romulus wanted to use Palatine Hill, Remus was adamant to select Aventine Hill. The two brothers decided to resolve the dispute through augury (interpreting divine will by studying flight of birds). However, the two brothers disagreed over the interpretation of augury as well. After failing to reach consensus, both of them went about constructing their own city at different locations. Romulus constructed a wall around his city. Remus, one day made fun of Romulus' wall and leapt over it to insult the wall and Romulus in a fit of rage killed his brother and later regretted his actions.

Romulus established the city and named it 'Rome', after himself. He welcomed settlers from all backgrounds and did not differentiate between slaves and freedmen. The population of city grew and soon the city was expanded to cover five of the seven hills, including Aventine Hill, which was selected by Remus.



# ACTIVITY 1

## *Ancient Roman history*

Directions: Read each question carefully and fill in the blank with the correct answer.



1. Among other events, Roman amphitheaters were famous for hosting \_\_\_\_\_ and \_\_\_\_\_.
2. \_\_\_\_\_ was a famous meeting place located between Palatine and Capitoline Hills.
3. \_\_\_\_\_ was Rome's first ruler.
4. A circle of \_\_\_\_\_ hills formed the area that became known as Rome.
5. People have lived in the area known as Rome for at least \_\_\_\_\_ years.
6. Julius Caesar took control of Rome in \_\_\_\_\_ and was later assassinated in \_\_\_\_\_.
7. \_\_\_\_\_ were built to supply water access to city residents.
8. Rome is located near the \_\_\_\_\_ River.
9. After Julius Caesar's assassination, Rome became an Empire led by \_\_\_\_\_.
10. Ancient Rome was much like a modern day \_\_\_\_\_.





## Ancient Roman Architecture

Directions: Read each statement carefully. On the line provided, write **true** if the statement is true or **false** if the statement is not true.



1. Romans quickly adapted their own styles and were soon inspiring the architecture of other countries. \_
2. The Roman Forum was made of stone and shaped like a square. \_\_\_\_\_
3. One of the most important additions that the Romans brought to architecture was the house. \_\_\_\_\_
4. Many Roman houses had pipes that carried water into the home. \_\_\_\_\_
5. Many Roman temples used columns seen in Greek structures. \_\_\_\_\_
6. Wealthier families built their houses around bathhouses. \_\_\_\_\_
7. Rome contained many buildings that were similar to apartment complexes of today. \_\_\_\_\_
8. Another name for a bathhouse is a Thermae. \_\_\_\_\_
9. Amphitheaters were typically shaped like large rectangles. \_\_\_\_\_

The atrium served as a type of Town Square where elections, public speeches, and trials were conducted. \_\_\_\_\_



## Ancient Roman Art

Directions: Read each question carefully and fill in the blank with the correct answer.



1. Roman artists were inspired by the\_
2. Sculptures depicting only a head were called\_\_\_\_\_.
3. Pictures were often painted directly onto the\_\_\_\_\_of homes.
4. Art closely imitated life because the Romans appreciated the idea of\_\_\_\_\_.
5. A form of art known as a\_\_\_\_\_is where a scene is carved into stone.
6. Name the five methods Roman artists used to display their work.  
\_\_\_\_\_
7. Painting on wet plaster is referred to as\_\_\_\_\_painting.
8. Some artists created\_\_\_\_\_by using small pieces of glass or stone to make a larger image.
9. Painted scenes depicting\_\_\_\_\_and\_\_\_\_\_provided future generations with valuable history lessons.
10. \_\_\_\_\_in Rome, Italy is one of the most amazing examples of Roman relief art.





## Ancient Rome

Directions: Read each question carefully and fill in the blank with the correct answer.



1. Trajan's Column is approximately \_\_\_\_\_ tall and has a diameter of \_\_\_\_\_.
2. Bathhouses usually included \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and other forms of recreation.
3. Roman families prayed to the gods to ask for \_\_\_\_\_ and \_\_\_\_\_.
4. The Servile Wars happened as a result of \_\_\_\_\_.
5. Name the seven hills that formed the area known as Rome.  
\_\_\_\_\_
6. Name the three advanced tools that Ancient Romans used.  
\_\_\_\_\_
7. The ancient Romans used \_\_\_\_\_ and \_\_\_\_\_ to compose many of their buildings.
8. Around 500 B.C., Esquiline, Palatine, and Quirinal were enclosed by a wall. Name the four regions of Rome that were then formed.  
\_\_\_\_\_



## Ancient Roman Maths

Directions: Look at each Roman Numeral problem carefully and solve to find the correct answer



1.  $M + V =$

---

2.  $D + C + X =$

---

3.  $L + V + V + II =$

---

4.  $CX + XII =$

---

5.  $MD + VIII =$

---

6.  $DL + X + V =$

---

7.  $M - D =$

---

8.  $XV - VI =$

---

9.  $M \div C =$

---

10.  $D \div X =$

---

11.  $C - XVI =$

---

12.  $MD \div XV =$

---

13.  $M + DX + IV =$

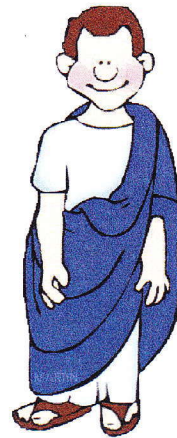
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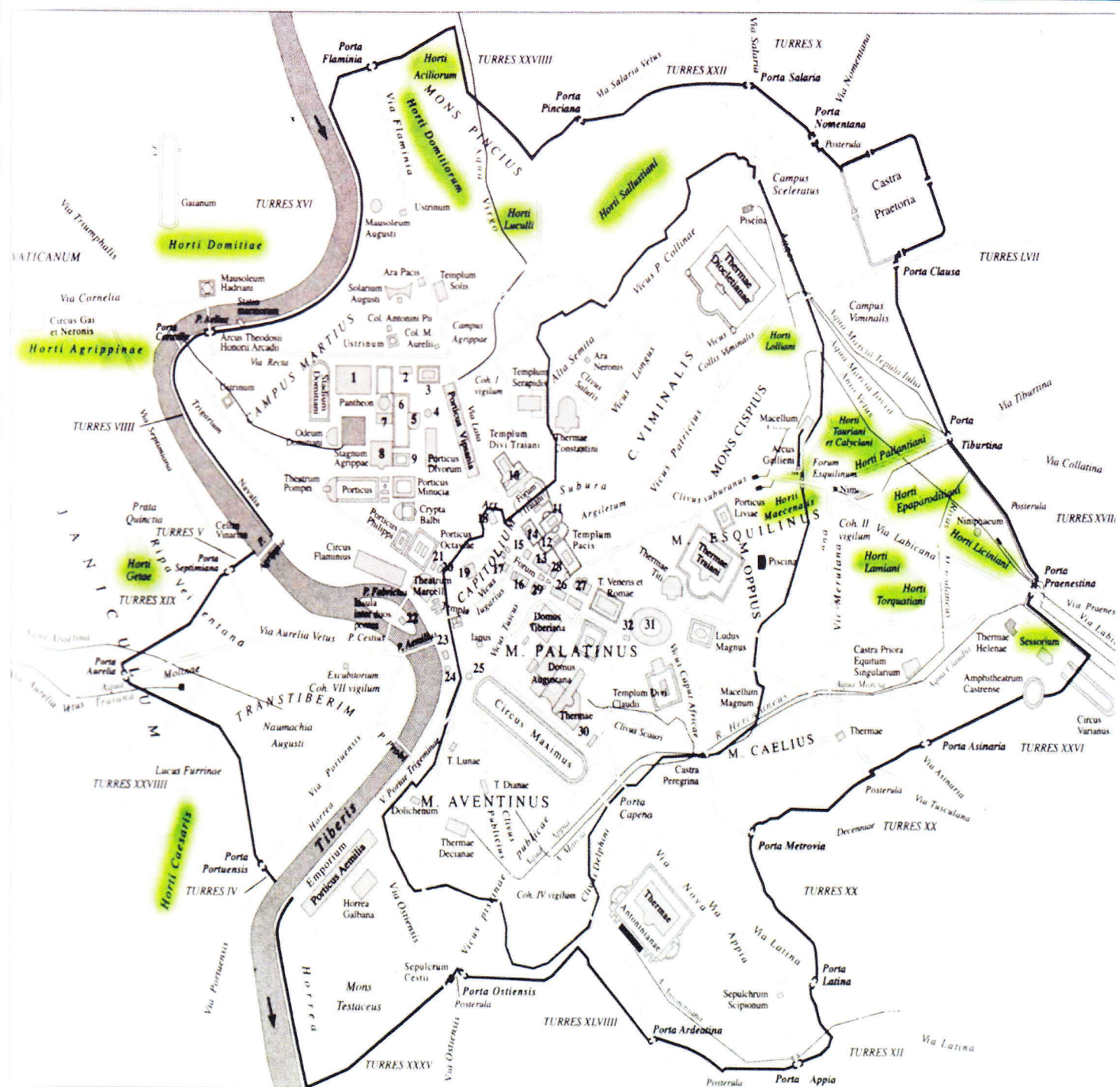


## Daily Life in Ancient Rome

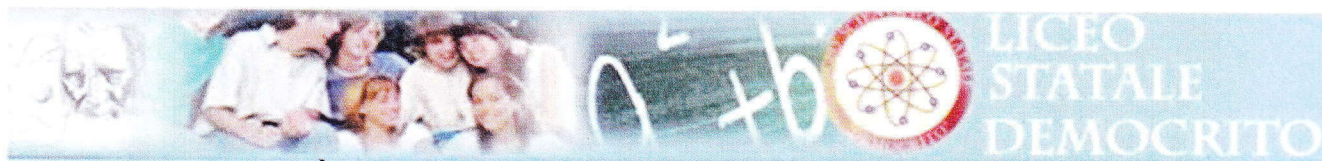
Directions: Read each question carefully and fill in the blank with the correct answer.



1. Roman men worked \_\_\_\_\_ or fewer hours per day.
2. A light breakfast usually consisted of \_\_\_\_\_ and \_\_\_\_\_.
3. After work and school, most men and boys went to the \_\_\_\_\_.
4. A Roman dinner could consist of as many as \_\_\_\_\_ or \_\_\_\_\_ courses.
5. Romans ate \_\_\_\_\_ or \_\_\_\_\_ for dessert.
6. Romans believed the gods and goddesses lived on top of \_\_\_\_\_.
7. \_\_\_\_\_ once said, "Young people are not playing when they are learning."
8. Men and boys wore garments called \_\_\_\_\_ and then later \_\_\_\_\_.
9. At night, Romans used lamps for light. These lamps worked by burning \_\_\_\_\_.
10. Roman schools often consisted of \_\_\_\_\_ room(s).
11. The biggest meal of the day usually consisted of wheatmeal \_\_\_\_\_.







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# "I-CITY"

First Meeting

*Rome from 11th to 17th November*

# "PRESENT"



## Activity 2: GLOSSARY

Choose the correct word to match its definition.

geographer   theater   prison   landfill   post office   park   strip mall  
library   apartment   restaurant   industries   motorway  
government office   shopping center   office complex

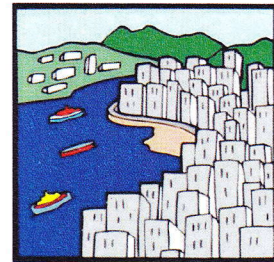
- \_\_\_\_\_ A large building where people can shop
- \_\_\_\_\_ A building where plays are performed
- \_\_\_\_\_ Road that cars use for fast travel
- \_\_\_\_\_ A place where people work for the government
- \_\_\_\_\_ A home in a large building
- \_\_\_\_\_ Large companies that make things to sell
- \_\_\_\_\_ A place where people can buy food and eat it
- \_\_\_\_\_ A group of stores that share a parking lot
- \_\_\_\_\_ A place where people can read and borrow the books
- \_\_\_\_\_ A place to mail letters
- \_\_\_\_\_ Buildings where people work
- \_\_\_\_\_ A place where trash and waste are stored
- \_\_\_\_\_ An area with trees, grass, and playgrounds
- \_\_\_\_\_ A locked place where people must stay for a long time as punishment
- \_\_\_\_\_ A person who studies the Earth



## Activity 2 : OUR GLOSSARY

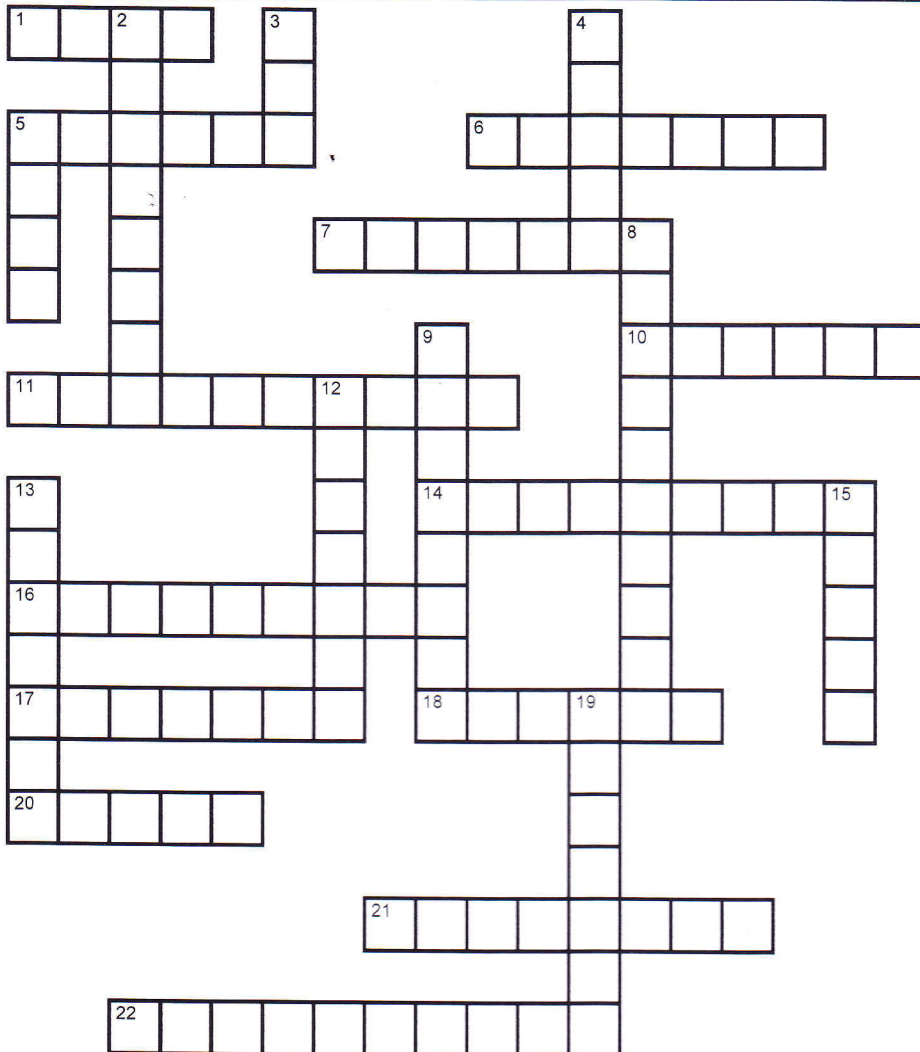
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# City



## Down

2. A time when many people are driving on the road to get to work.
3. A traffic \_\_\_\_\_.  
A time when traffic almost stops because there are too many cars on the road.
4. Stealing or robbing.
5. A place with many shops in one building.
8. A place to get something to eat.
9. A place to go when you are sick.
12. A place to view art.
13. \_\_\_\_\_ lights.  
Lights that tell cars when to go or stop.
15. Many sounds.
19. A road where people drive fast.



## Across

1. A place to go for a walk.
5. A place to learn history.
6. A place on the sidewalk where you can put your mail.
7. A place to see a show.
10. An underground form of transportation.
11. A place where people park their cars.
14. Dirty air.
16. A home in the city.
17. A place where people make things.

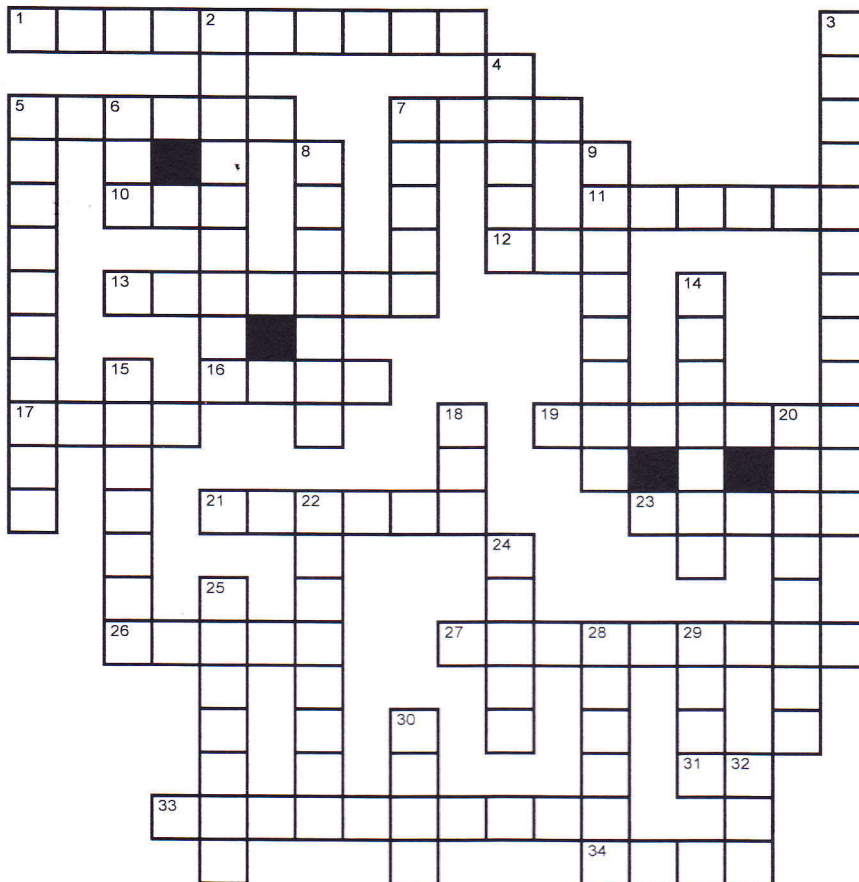
18. Cities have lots of these bright things at night.

20. A lot of people together.

21. A place where people walk.

22. A place to study after high school.





#### Across

- |  |   |
|--|---|
| 1. A place to get something to eat.          | 17. A place to go for a walk.             |
| 5. An underground form of transportation.    | 19. A place to view art.                  |
| 7. A place with many shops in one building.  | 21. A place to learn history.             |
| 10. What you do on a bench.                  | 23. Many sounds.                          |
| 11. A place where many business people work. | 26. Stealing or robbing.                  |
| 12. The opposite of no.                      | 27. Dirty air or dirty water.             |
| 13. A place to see a show.                   | 31. Go _____. Enter.                      |
| 16. Go left or right.                        | 33. A place where people park their cars. |
|  | 34. What you do at a department store.    |



#### Down

2. A home in the city.
3. A place to study after high school.
4. A narrow street behind a building.
5. A very tall building.
6. What some people take to work.
7. Government official in charge of a city.
8. A place where people make things.
9. A place to go when you are sick.
14. A place on the sidewalk where you can put your mail.
15. \_\_\_\_\_ lights. Lights that tell cars when to go or stop.
18. A traffic \_\_\_\_\_. A time when traffic almost stops because there are too many cars on the road.
20. A time when many people are driving on the road to get to work.
22. A place where people walk next to the road.
24. A lot of people gathered together.
25. A road where people drive fast.
28. Cities have lots of these bright things at night.
29. Many people take this to work instead of their own car.
30. A place where people save their money.
32. A short sleep.





THE  
CITY



alley  
apartment  
bank  
building  
bus  
city  
crime  
crowd  
culture  
curb  
entertainment  
factory  
freeway

gallery  
hospital  
hotel  
jobs  
library  
lights  
museum  
office

park  
people  
police station  
pollution  
restaurant  
rush hour  
signs  
skyscraper

stadium  
street  
subway  
taxi  
theater  
traffic jam  
university



## Activity 3 : "Present"

In this lesson, the students will work in **cooperative international groups** to analyze their own home cities and their style of life.

### First step: look at "paper sheet 1"

- The students will use the Internet to research several statistics related to their own cities and fill in the given scheme.
- They must focus on four areas: population, density of people (number per square foot), land size, house size/kind, geographical location (distance from sea, mountains)

### Second step

- The students will imagine that they are going to live and work in one of those cities for a year. They think about things they would like to know about each city before they decide which one to go to.
- The things students may think of should include: standard of living, job possibilities, type of housing, things to do and see, climate, , family connections with a place, language etc.
- The students will share any information they know about their cities and will find out the differences among all the various cities The advantages and disadvantages of living in small/large cities/towns
- The group should decide which city they think would be the best one to live in for a year , try to convince the other students about their choice.
- Write a short essay on a newspaper giving reason for their choice on the paper sheet 2
- The students will take turns presenting their essays to all the group



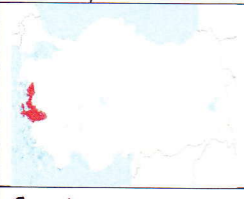

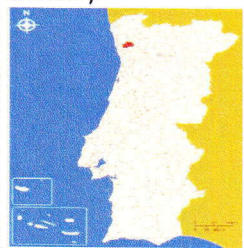
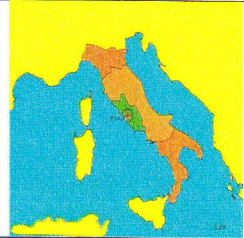
### Third step : "paper sheet 2"

Once they have had their discussions, have a class vote on **which city they think would be the best one to live in for a year.**



## Paper sheet 1

## Our Home Cities

Country:	City:	Land Area	Population	Density %	Location	House size
						
Country:	City:					
						
Country:	City:					
						
Country:	City:					
						
Country:	City:					
						
Country:	City:					
						

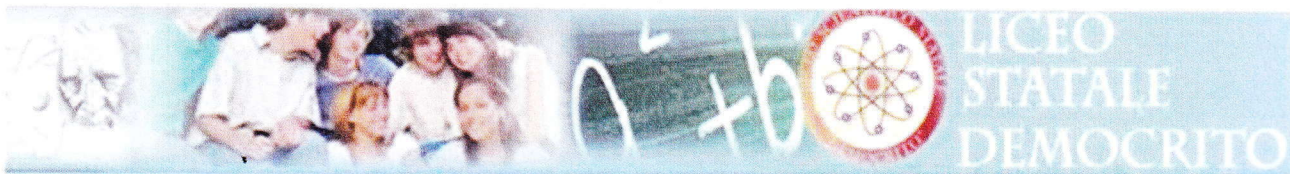


## Paper Sheet 2

### Reporters

Work in role of a journalist, and prepare a live TV news report on the best city to live on for a year





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# "I-CITY"

# "FUTURE"






## ACTIVITY 4 : " FUTURE "

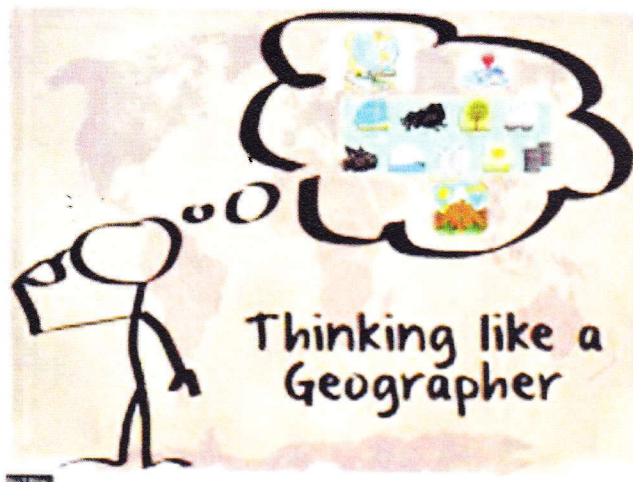
In this lesson, students will work in cooperative international groups to design an ideal city—one which is convenient for humans, preserves the environment, and maintains a quality of life for both animals and humans. Students will not only design a city, but they will write an explanation of how geography was used to improve the quality of life in the planning of an environment.

- Keeping in mind the activity " **the best city I would like to live in for one year**" , the students will try to answer this question: What if you were able to design the perfect-sized town? What would it look like?

- The students will design a town for a pre-determined population (Decide this number in advance.)

The students will use the Internet to research the amount of ideal space for a person, and other information to assist them in creating the "model" town.

- They must focus on four areas: density of people (number per square foot), house/land size, parking spaces for x number of cars, and what size water wells will be needed for each house, and the water tower for the town.
  - The students will use the graph paper to draw to the scale a diagram of their towns
  - The students will continue working on the design until all areas of focus are covered in their ideal town/city
  - Each student will write a report explaining the process involved, the difficulties, and the justification for their choices
  - The students will take turns presenting their designs to their mates
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## Activity 5

You are a geographer with exceptional skills as an urban planner.

You wish to be hired by the new town council that will be hiring urban planners to create a new city .

In order for you to get

this job that will pay very well, you need to persuade the town council that you have the best ideas for the new city.

So with your group, you need to plan a city on a piece of construction paper that will promote all of the positive aspects of growth that were listed. Then you will write a speech that would be presented to the town council stating why you located these features in such a way as to create a wonderful new town.

In your written speech, you need to include:

1. Why city services (government offices, school, library, post office, landfill, jail, fire and police departments, and prison) were placed in certain areas?
2. Why businesses (office complex, industries, strip malls, and shopping center) were located in certain areas?
3. Why recreational (golf course, parks, and theater) facilities were located in certain areas?
3. Why housing (homes and apartments) were located in certain areas?
5. Why roads (motorways) were placed in certain areas?



GRAPH PAPER

