Google Earth

Earth

Lesson Plan

Activity/Project Title

Walking with the Emperors: Exploring Imperial Rome Using Google Earth's Ancient Rome 3D
Sarah Ellery

Subject Area

Latin II
(Can also be modified to fit other language levels or history curricula.)

Grade Level

9-12

Lesson Length/Number of Sessions

• Three- four 50 minute class periods for research;

• Four 50 minute class periods for presentations (roughly 10 minutes per student plus transition time);

• Time outside class for practicing tours, composing autobiographies, and blogging.

Content (Concept/Understanding or Skill/Ability)

This project was created for 16 Latin II students at Montgomery Bell Academy. The project follows Chapters 46 and 51 of Ecce Romani, in which historical readings provide an overview of the imperial period from Augustus to Constantine.

Prerequisites

An introduction to Imperial Rome—from Augustus to Constantine—provided through preliminary readings, lectures, etc.

Contents

Instructional Goals and Objectives

• Students broaden their fundamental knowledge of Roman history, using Google Earth Ancient Rome 3D to explore building programs of imperial Rome.

• Students share their research by making oral presentation, or virtual Ancient Rome 3D "walking tours," from the perspectives of the emperors.

• Students publish their projects via interactive blog, where they post presentation videos, emperors' "autobiographies", and comments and questions about their own work and that of their peers.

Skills

• Students learn to use Google Earth Ancient Rome 3D as a resource for classical education.

• Students each analyze their own imperial layer of the city, and they synthesize their findings with those of their peers.

• Students present their emperor's building program to the class.

• Students compose original Latin that includes important facts about their emperors' lives.

• Students practice communicating in the digital age by creating a blog to interact with their teacher and peers.

Description of Activity

Research

Preliminary

• The teacher provides a list of emperors from which students may choose.

Day One - Two

• The teacher begins with an overview (15-20 minutes) of AR3D's capabilities.

• Students plan and conduct their research during allotted class time, following the handout (see Appendix).

Day Two - Four

• Students map out presentation "routes."

• The teacher directs students to the most important public or private works. For ideas, see the Claridge text (see Resources) or other sources.

• Some overlap of sites may be expected.

• Teachers and technologically oriented students take the lead in sharing AR3D tips and tricks.

• Students can use the recording feature to slow down the pace of their walks, pause their recording to point out sites, and "look around" from the fixed perspectives (see Links).

• Practice with the features of AR3D is necessary to coordinate the oral and technological components of the presentation.

Presentation

• See "Walking with the Emperors: Project Guidelines" for requirements.

• A video camera is used to record performances.

Publishing

• The teacher creates a blog before starting the project and provides an introduction to the general layout, with guidelines for appropriate internet use.

• Each student's video-taped project is uploaded to the blog.

• Students complete the autobiography assignment (see "Walking with the Emperors. Project Guidelines"). They revise, using teacher feedback, and post their compositions.

• Teachers tailor the length of subsequent blogging activities to fit individual course goals.

Materials/Equipment Needed

• Computer lab (one computer with Google Earth per student)

• Projector with screen

• Computer for use during presentations; wireless remote is also helpful

• Video camera

• Costumes, props, etc. provided by students for presentations

Additional Resources

Links

• Google Earth Ancient Rome 3D Home: http://earth.google.com/rome/index.html

• Google Earth User Guide: http://earth.google.com/userguide/v4/

• Help with AR3D recording: http://earth.google.com/userguide/v4/ug_movies.html

Resources

Claridge, Amanda. Oxford Archaeological Guides: Rome. New York: Oxford University Press, Inc., 1998.

Lawall, Gilbert et al. Ecce Romani, Book II. Upper Saddle River: Pearson Prentice-Hall, 2005.

Forms

 (See Following Pages)

• Walking with the Emperors: Project Guidelines – Form A

• Presentation Rubric – Form B

Form A
Walking with the Emperors: Project Guidelines

You have studied the major emperors from Roman history; now you will become one of them! You will lead classmates on a tour through the ancient city of Rome, displaying your knowledge of one of the Roman emperors and the buildings, monuments, and locations associated with him. You will create a presentation with Google Earth Ancient Rome 3D, learning to use new virtual reality software to study the ancient city. You will use a blog to post video of your tour, assigned writing, and other comments and questions to continue to explore the Roman Empire with your classmates.

Important Dates:

_____

_____

_____

Research (Using AR3D):

1. Emperor:

   • Introduce yourself as emperor by including:

      – Emperor's name

      – Dates of life/ reign

      – Circumstances of death

      – Important relatives

      – Physical attributes

      – Highlights of reign

2. Sites:

   • Choose a **minimum of three sites** to include in your tour, and for each site answer as thoroughly as you can the questions below. You may include additional information as time permits.

      – Name

      – Date built, dedicated, or rebuilt

      – Purpose/ function

      – Size

      – Location/ reason for location

      – Important features

      – Latin inscription(s)

      – What does this site say about you, the emperor who built it?

3. Think about how you will convey the persona of your emperor to the class, using costume, props, etc.

   Be creative!

Presentation:

1. You will have 7-10 minutes to show us around your sites. You will control AR3D using a laptop, stopping to point out sites while standing in front of the screen. It is entirely up to YOU to run the tour using AR3D.

2. Tours will proceed chronologically from Augustus. Be prepared to present on the first day.

3. Incorporate Latin words and phrases when possible.

Publishing:

1. Review the rules of appropriate internet use, described in the Student Handbook.

2. Videos of your tours will be added to our class blog.

3. Your first written assignment is to write an autobiography of yourself as emperor, including major dates, people, and events associated with your life.

    a. Write entirely IN LATIN. A minimum of ten lines of 12-point font using regular margins is required. Double space your work.

    b. Include at least ONE subjunctive clause and ONE instance of indirect statement.

    c. You must email your typed autobiography in Word format to me by _____.

    d. How to receive full credit:

        • meet minimum requirements;

        • make efforts to communicate using grammatically correct Latin;

        • select main events and ideas, including factually correct information;

        • share creatively your knowledge of your emperor's life.

4. Other interactive assignments will follow; check in frequently to read what your classmates and teacher are writing.

Form B
Walking with the Emperors: Presentation Rubric

Name: _____ Date: _____ Period: _____

	100-90 (Exceptional)	89-80 (Admirable)	79-70 (Adequate)	69-60 (Deficient)	0 (Missing)
Content: emperor and site					
Fluency with required technology					

Flow of presentation/ organization					
Creativity/ attention to audience					
Speaking/ use of Latin expressions					
Effective use of time (7-10 minutes)					

Presentation Grade: _____

Comments:

Standards Addressed

Standards for Classical Language Learning and Tennessee Standards for Classical Languages

Communication

• **1.1:** Students read and translate inscriptions on imperial architecture. They also read and comment upon Latin autobiographies of their classmates.

• **1.2:** Students compose autobiographies from the perspectives of the emperors and are encouraged to use Latin throughout their oral presentations.

Culture

• **2.1:** Students demonstrate knowledge of emperors' lives and give tours in character.

• **2.2:** Students study major imperial buildings to achieve an understanding of the emperors' legacies.

Connections

• **3.2:** Students become familiar with architectural terms through research.

Comparisons

• **4.2:** Students blog about differences between the Roman Empire and contemporary America by addressing architecture, events, etc.

Communities

• **5.2:** Students use technological requirements to share their knowledge of ancient culture.

The ISTE National Educational Technology Standards

1. **Creativity and Innovation:** Students use Ancient Rome 3D (AR3D) to create virtual walking tours of the ancient city of Rome.
2. **Communication and Collaboration:** Students contribute to the classroom blog and interact through discussion.
3. **Research and Information Fluency:** Students create presentations based on information found through Google Earth and benefit from the research of their peers.
4. **Critical Thinking, Problem Solving, and Decision Making:** Students manage time during and outside of class to complete projects.
5. **Technology Operations and Concepts:** Students learn to use AR3D and practice blogging in an academic setting.

Assessment/Evaluation

• Presentation Rubric (Form B)

• Quiz or test on monument identification

• Other assessments for autobiographies, blog entries, etc. as desired

What's Next

The following can be added to the class blog:

• Students write research papers to include their findings on the emperors and buildings of imperial Rome

• Using a variety of tools ranging from marker on poster board to Google SketchUp, students work in groups to create illustrated timelines with events from each of their reigns

• Students create skits to demonstrate their knowledge of the major events of the Empire

Contributor

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