



# Languages Other Than English

## PART II.3

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**NOTE:** This document is a work in progress. Parts II and III, in particular, are in need of further development, and we invite the submission of additional learning experiences and local performance tasks for these sections. Inquiries regarding submission of materials should be directed to: The Languages Other Than English Resource Guide, Room 681 EBA, New York State Education Department, Albany, NY 12234 (tel. 518-474-5922).



# The Pantheon



LOTE

1

▲ demonstrate knowledge of vocabulary

LOTE

2

▲ demonstrate knowledge of antiquity

This lesson respects the skills of included students who can fully participate in the group assignment and can write or dictate their essays, depending upon the classroom modifications specified by the IEP.

## Resources

- Brilliant, Richard. *Roman Art*, Praeger, New York, 1974.
- Carpiceci, A.C. *Rome, 2000 Years Ago*, Bonechi, Firenze, n.d.
- Hadas, Moses. *Imperial Rome*, Time-Life Books, New York, 1965.
- Kostof, Spiro. *A History of Architecture: Setting and Rituals*, Oxford University Press, New York, 1985.
- Longaker, Jon D. *Art, Style and History*, Scott, Foresman and Company, Glenview, Illinois, 1970.
- MacDonald, William. *The Architecture of The Roman Empire*, Yale University Press, New Haven, Connecticut, 1965.
- Oxford Classical Dictionary*, Oxford University Press, Oxford, England, 1983.
- Oxford Companion to Art*, Oxford University Press, Oxford, England, 1979.
- Rome of The Caesars*. Italia Artistica Series No. 8, Bonechi, Firenze, 1984.
- Ward-Perkins, John B. *Roman Architecture*, Harry Abrams, Inc., New York, 1977.

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Grade 10

When using this unit for Checkpoint C, the brain-teasers require more sophisticated research (e.g., translate and place in historical context the inscription on the building, or identify modern buildings which use design elements or the name of the Pantheon.)

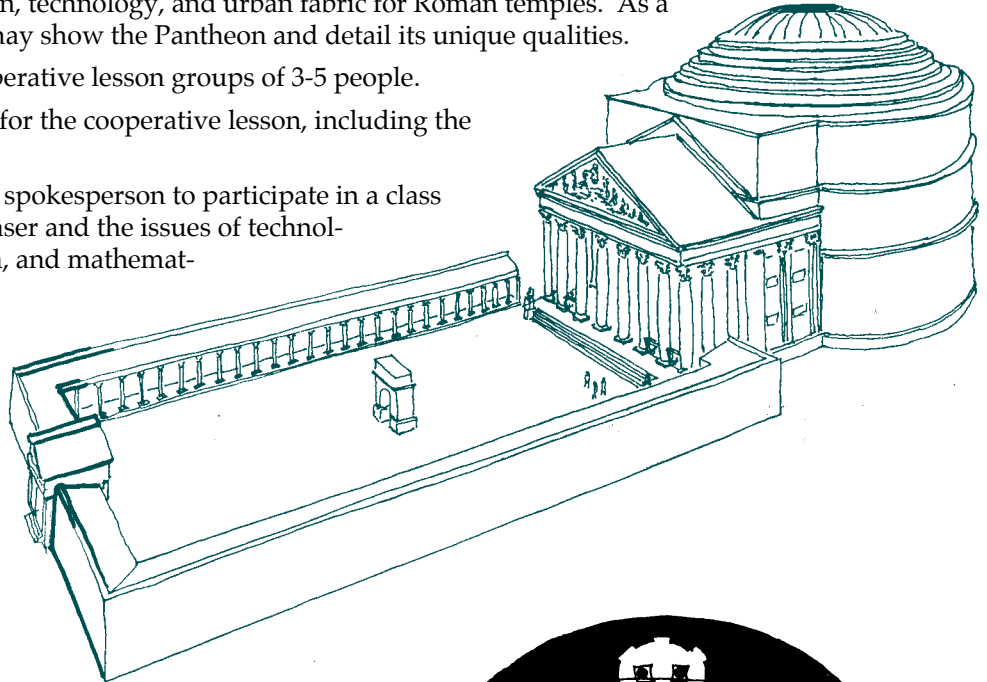
*Some students will use the famous painting by Panini as a visual guide and others will read information like that offered by Longaker. I like asking them to find information and color the layouts accurately because color often gets overlooked in architecture of ancient Rome.*

Teacher

This lesson introduces Roman architecture as design, technology, and personal experience. It is a cooperative lesson which requires research, small group discussion, full class discussion, and an individual essay from each student.

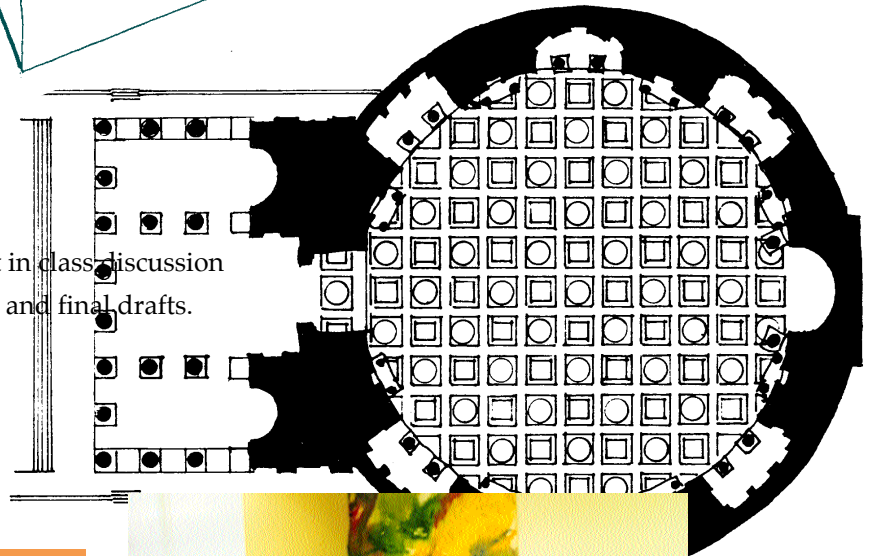
### The teacher:

- shows pictures, slides, and video clips of typical Roman temples and discusses with the class the general design, technology, and urban fabric for Roman temples. As a comparison, the teacher may show the Pantheon and detail its unique qualities.
- divides the class into cooperative lesson groups of 3-5 people.
- introduces the guidelines for the cooperative lesson, including the assessment.
- assigns groups to appoint spokesperson to participate in a class discussion of the brain-teaser and the issues of technology, scale, Roman religion, and mathematics in design which their group encountered during research.
- assigns each student to write an essay completing part in class and part as homework
- develops criteria and rubric for assessing essays.



### The students:

- work in groups
- choose spokesperson to take part in class discussion
- write essays and complete rough and final drafts.



*Do you suppose they worshipped here, you know, with haruspex sacrificing on an altar and stuff, or was this a public monument, like the Tomb of the Unknown Soldier?*

Student



This very special temple is called the Pantheon. It was erected in Rome, beginning in 118 AD during the reign of the Emperor Hadrian, and it probably took about 100 years to finish it. A portico with a total of 20 columns, 8 across the front, supported a triangular pediment. Each column has a circumference of 14 feet. The columns have Corinthian capitals.

This portico abuts a cylinder with 3 levels. This is the main part of the building. The cylinder is roofed with a dome. Inside the Pantheon, the height from the floor to the top of the dome is 142 feet and the diameter of the circular plan is 142 feet, so that the interior space can describe a sphere. The walls at the base of the building are approximately 20 feet thick.

On the interior of the dome, there are 5 rows of coffers, each having 28 square shapes which decorate the dome and increase the illusion of space. At the top of the dome, there is a circular opening called an oculus, which is 27 feet in diameter and 7 feet thick.

Cut into the walls are 7 niches where there were originally statues of the 7 planetary gods. The Pantheon had statues of as many as 40 other gods as well.

I. Write the numbers used in this paragraph in Roman numerals:

118	<u>CXVIII</u>	20	<u>XX</u>
100	<u>C</u>	5	<u>V</u>
20	<u>XX</u>	28	<u>XXVIII</u>
14	<u>XIV</u>	27	<u>XXVII</u>
3	<u>III</u>	7	<u>VII</u>
142	<u>CXLII</u>	40	<u>XL</u>

BRAIN TEASER: How old is this building? (Give your answer in Roman numerals, please). ~~MDCCLXXX~~ MDCCLXXII

II. Using the underlined words, label the section and the plan of the Pantheon by writing each architectural word in the margin and drawing an arrow NEATLY to the appropriate part of the building.

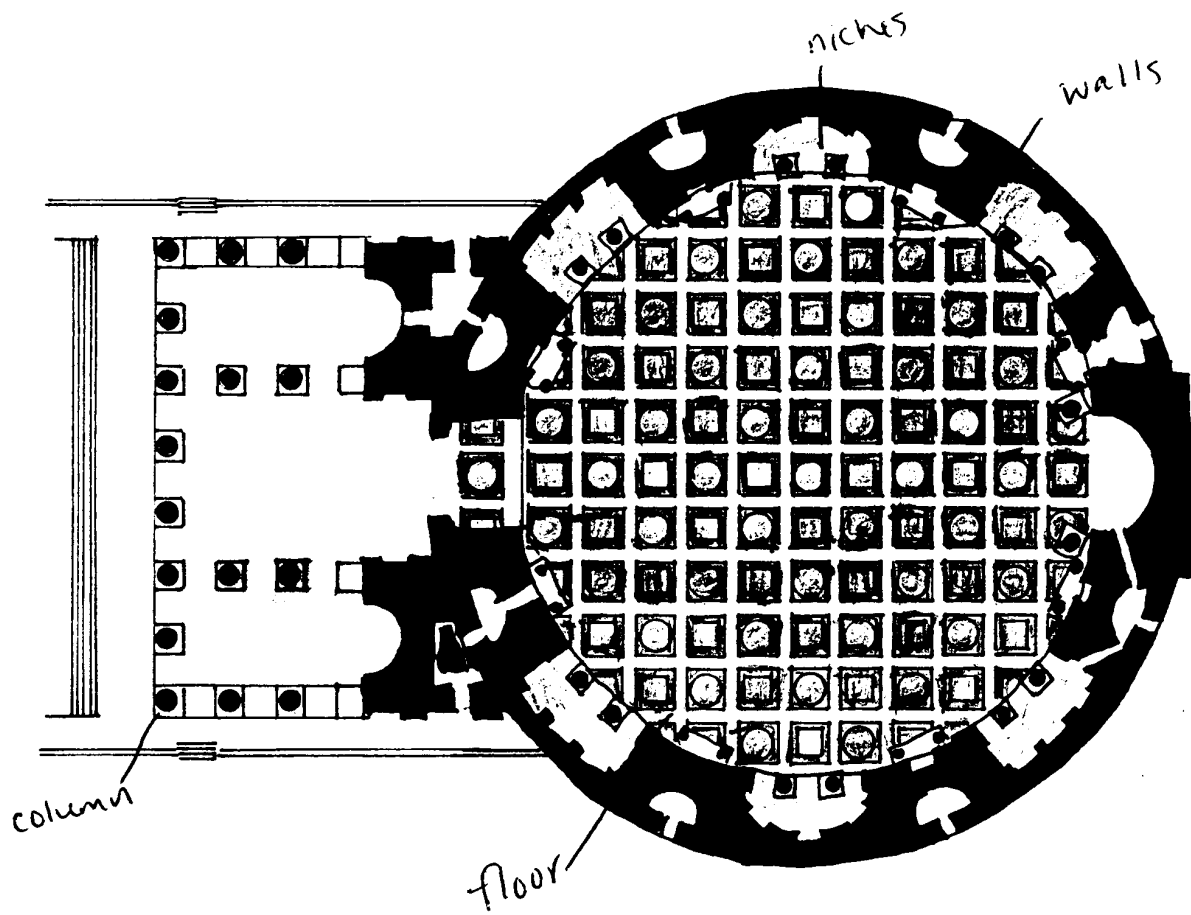
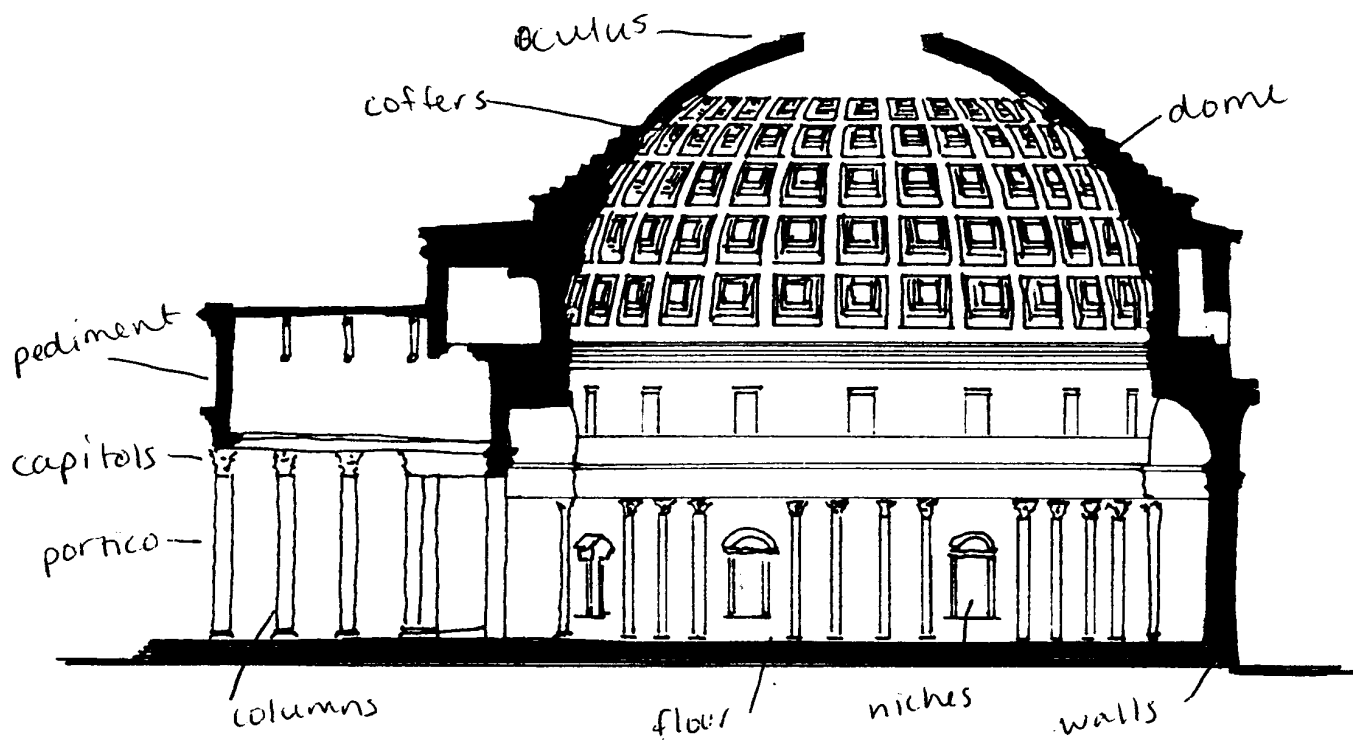
III. Name the seven planetary gods whose statues were in the niches.

1. Mercury
2. Pluto
3. Neptune
4. Saturn
5. Venus
6. Jupiter
7. Mars

BRAIN TEASER: What two planets are not included?

Earth      Uranus

Why not?



IV. Color the section and plan in the correct colors.

V. Using your dictionary, look up the meaning of the Greek root, PAN: all, every, united

Write 5 English words which have this root. (Caution: check the roots very carefully in your dictionary.)

1. Pandora  
(definition) first mortal woman — opens a box letting out all human blessings.
2. Pangea  
(definition) a landmass that split apart forming Gondwana and Laurasia.
3. Panoply  
(definition) a complete suit of armor.
4. Panic  
(definition) a sudden fear.
5. Pancreas  
(definition) a long, large elongated gland situated behind the stomach & secreting dig. juice

BRAIN TEASER: Why might this building have been named the Pantheon?

Pan means all; united and theo comes from the word theology which is the study of gods, and goddesses. The Pantheon was built to honor all of the gods and goddesses.

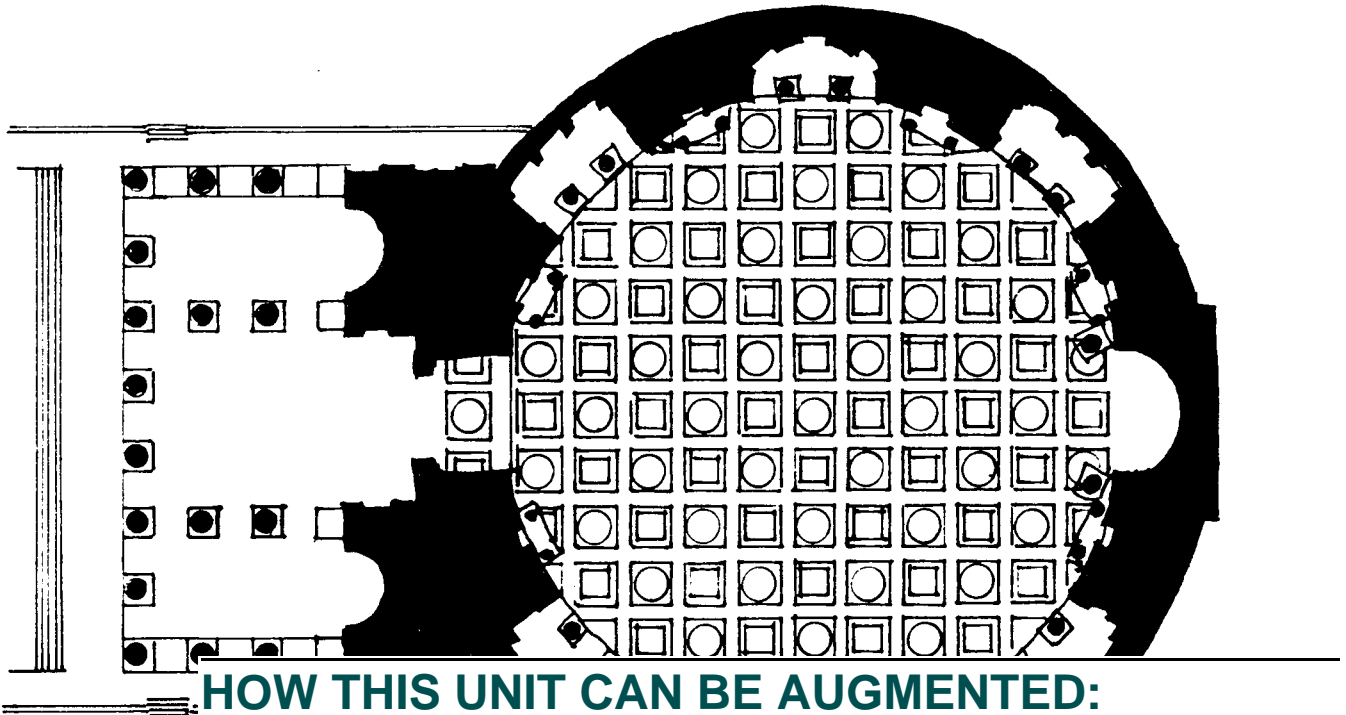
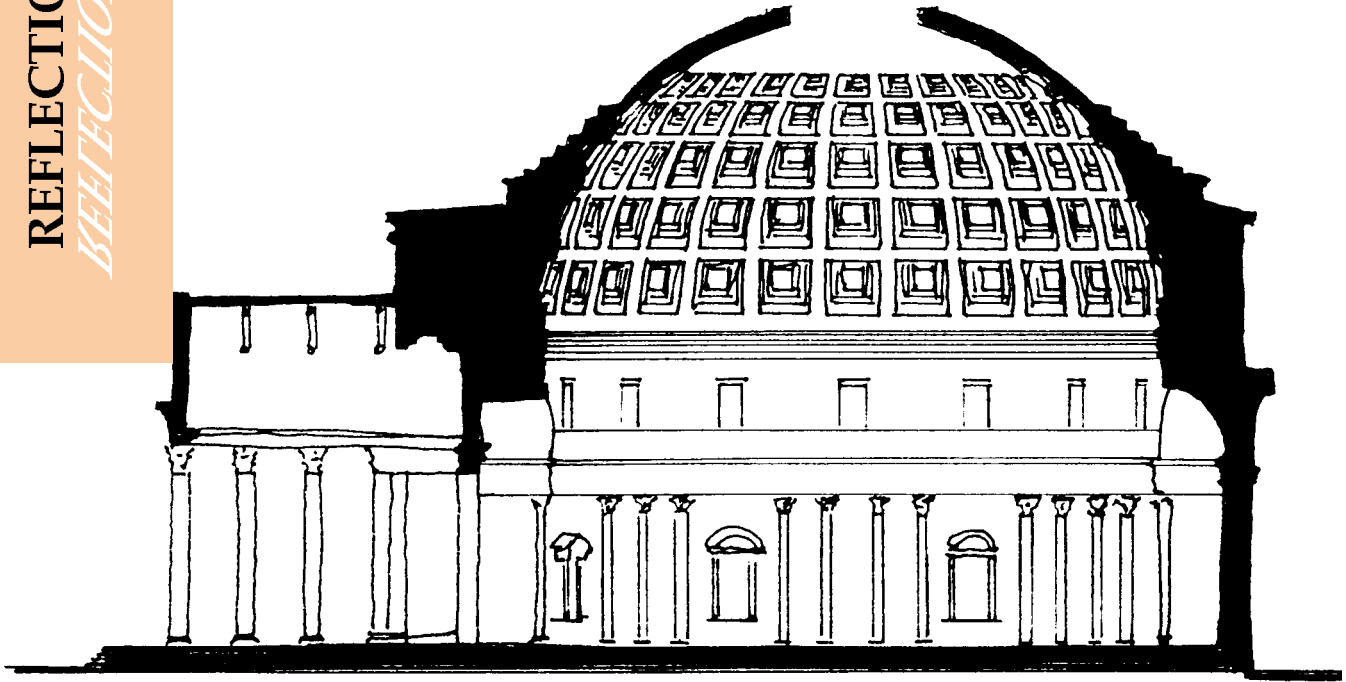
## Rubric for Pantheon: Part C Essay

A	B	C	D	E
Shows imaginative use of class research	Shows acceptable use of class research	Shows only some use of class research	Shows very little use of class research	Shows no relation to the class research
Shows □ organization and clarity of expression	Shows satisfactory organization and clarity of expression	Shows some disorganization and lacks effective expression	Shows minimal organization and no clear expression	Shows so little organization or expression of ideas that it cannot be read logically
Incorporates derivatives relating to the senses	Incorporates some derivatives relating to the senses	Uses few derivatives relating to the senses	Uses very few or inappropriate derivatives relating to the senses	Uses almost no derivatives relating to the senses
Accurate use of facts and supporting detail	Acceptable use of facts and supporting detail	Few facts or supporting detail	Uses inaccurate information and no supporting detail	Very inaccurate; without fact or detail
Makes few or no errors in mechanics	Makes errors in mechanics that do not interfere with communication	Makes errors in mechanics that interfere with communication	Makes errors in mechanics that seriously interfere with communication	Mechanics overwhelm all communication
				Blank paper or assignment not done

**REFLECTION:**  
*REFLECTION:*

## REFLECTION

Students always seem to learn far more than a basic introduction to the architecture of Rome and the Pantheon in particular. This is evident when the class discussion proceeds with a panel format of group spokespersons relating their groups' perspectives.



## HOW THIS UNIT CAN BE AUGMENTED:

Students can create a plaster model of the Pantheon. We do this over the course of several weeks in spare minutes long after the unit of study has been completed. This allows for a great deal of fine-tuning and also allows students to work independently in their free time. It is a great activity for following directions accurately and continuing the inquiry process by the students.



## Directions for a model

Materials: a cylindrical form (we used a large canister which had had popcorn in it)  
a hemispherical form (we used a mixing bowl)  
a triangular pedimental shape (we cut down a cardboard box)  
a rectangular form (a cardboard box)

**N.B. These first 4 items should match in scale.** This is the only tricky part of the model. It is useful to have a student discussion of these parts; despite having done a lesson on the Pantheon, it may be the first time some of them have really understood it three-dimensionally, even in this simplified way. Establish a scale and send students on a treasure hunt for several days to find, measure and bring to class the appropriate forms.

Time: discussion in class - 15 minutes

Additional materials: plastic wrap (Saran, Handiwrap, etc.)  
plaster gauze  
scissors  
6-8 old pencils (for columns on the portico)  
acrylic paint (tempra will crack)  
a large piece of foamcore or other cardboard, preferably white  
a pan of warm water  
a plastic drop cloth  
a hot glue gun

(The teacher needs a mat knife or Exacto knife.)

### Directions:

Day 1 - Spread the plastic drop cloth. Fill a pan with warm water. Put the students in aprons or old shirts.

Cover each form with several pieces of plastic wrap. Cut the plaster gauze in manageable lengths, and dip it into the warm water briefly. Smooth the gauze over each form, until you have at least 5 layers. Between layers smooth the gauze and soften the plaster, so that the gauze texture melts away. It will work better if you place the plaster side of the gauze out.

Time: 20 minutes; clean-up 5 minutes

Day 2 - Let the plaster forms dry for 24 hours, (or more as convenient).

Day 3 - Remove the plaster shapes from the forms by peeling the plastic wrap away.

Cut the oculus and doorways with an Exacto knife. Build on the inside of the cylinder a ledge on

which to rest the dome by hot gluing pieces of foam core or cardboard to the sides.

Meanwhile, trace the outside of the cylinder onto the foamcore base, and draw the paving design on it. Paint or use markers.

Glue the pediment to the rectangular form. Use pencils painted white or wrapped in one layer of plaster gauze to make "fluted" columns to glue onto the pediment. Glue this whole piece (pediment and rectangular piece to the foamcore base.)

Time: 1 class period

Day 4 - Painting the building can be as elaborate or simple as time and materials allow. Because the cylinder lifts off freely from the base and the dome lifts off from the cylinder, this is a three-dimensional model. My class cut strips of paper, drew and colored them with illusions of the interior niches, coffering, columns and statuary, and glued those pieces to the the inside of the cylinder.

# Roman Culture Capsules Brochure



LOTE

1

▲ demonstrate knowledge of vocabulary

LOTE

1

▲ demonstrate knowledge of antiquity

Students became engaged in the task and wanted to produce a quality product because they realized that other students would be using their leaflets.

*I gave the criteria for assessment to students when I introduced the assignment. I also used it during our conferences on their first drafts to show them what still needed improvement.*

Teacher

Their brochures were to be used by Global Studies students studying Rome and also during the unit on Rome in the 6th grade.

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Grades 10-11

## COMPONENTS OF PRODUCING A BROCHURE:

The lesson's purpose is to review and bring together a variety of components of culture, to allow students to demonstrate their English writing skills and to afford Latin students an opportunity to share their knowledge in a meaningful way.

*The teacher:*

- discusses what makes a good brochure
- shows a variety of brochures collected from the community

## Soldier Formation

The actual attack ( during a war with another country ) consisted of many different groups going at different stages. First out in front of everyone was a group of ten municipals of the youngest and poorest soldiers called the *velites*.

Behind the *velites* were ten groups of 120 men called the *hastati*. They were young soldiers who carried spears in battle. Behind them were the *principles*. They were also 10 groups of men who were well armed with plenty of weapons and a cylindrical shield.

The last people were the *triari*. There was only 5 groups of them. They were 600 very well trained and experienced warriors. This order was called the *quincunx*.

The method of having different sized group going in different waves worked very well against enemies. The *hastati* and *velites* wore out the enemy and then the *principles* killed the remaining people to finish the battle. The *triari* only had to fight if the war was going badly.

## For Further Information :

Ancient Rome. James, Simon. Viking, New York. 1992.

Latin Two Years. Freundlich, Charles I. Ansco School Publication, Inc. New York 1966.

Rome, 2005 Years Ago. Carpiceci, Alberto C. Beinche Fineze 1974.

The Roman Army. Conolly, Peter. Silver Burdett Company, London 1975.

The Romans, Marks, Anthony and Graham Tinging Company, London, England. 1990.

Picture on front was copied from, " The Romans ".

## Roman Culture Capsules

### **THE ROMAN SOLDIER**

**BY MICHAEL STANTON**



- has books available in the classroom about ancient Rome
- alerts the librarian to the impending research needs
- encourage students to access the Internet for information
- confers (outside of class) with each student on first draft one week after giving assignment
- help students use the computer for layout and production of their information.

#### *The student:*

- review their class notes to find an area of interest to them
- research chosen topic
- write narrative for brochure, including appropriate bibliographical references
- confer with teacher before writing final draft
- decide about graphics and presentation.

## The Soldier's Life

In the Roman army, any man between the ages of 17 - 46 could be called to serve. Although they were not required to fight more than 16 or 17 separate campaigns, many people enjoyed the army and stayed in it and became full time professionals.

When a person entered the army, he had to say an oath. In the oath he swore an allegiance to his commander. Later the allegiance was changed to the emperor. Training took place everywhere and it was very hard. The soldier practiced swimming, rowing, jumping, javelin throwing, and fencing. Three times every month the whole army had to go on routine marches for 18 miles and a pace at 4 or 5 miles an hour had to be kept.



Copied from, "The Romans"

For punishment a soldier was flogged. If a entire legion disobeyed then their food was reduced. If a century was suspected then every ten person in the army were killed. They were lined up and every tenth person was brought to be killed. This was called decimate. We got the English word decimate from it.

Because of the rough terrain, the soldiers had to carry all their equipment on their back. They carried food, tools for digging and building, two heavy wooden stakes for camp fences, cooking pots, and all other personal belongings.

Some of the soldiers did more than just fight. Many were trained to be surveyors, engineers or stonemasons. Some supervised the construction of roads, buildings, and canals. Soldiers had to buy their own food though, which cost about one-third of their wages. Meals consisted of: shoes, beans, and bread or grain made of wheat or barley. For drink they had water or pons, which was a cheap sour wine.

The soldiers had to serve for 25 years before they could be discharged in order to receive a pension. They were given an amount of money or some land to farm.

## The Soldier's Uniform

When a person entered the army he received a brand new uniform. Unfortunately, he had to pay for it. It came out of his wages.

Under his armor a soldier wore a tunic made of wool or linen. Under this was a groin-guard made of leather and metal. In cold weather though, the soldier was given woolen cloaks. Woolen trousers were also worn to keep the soldier warm.

A scarf was worn on the soldier's neck to stop the armor from scratching the neck. Vests were worn made of fine chainmail. The soldier wore heavy sandals which were studded with nails. Above the sandals were metal leg protectors over the skin. On their heads they wore helmets made of metal with a silk piece to cover the cheek.



Copied from, "The Romans"



**Criteria**

**Cover (10 pts)**

- Attractive, neat, appealing
- Invites the reader to look inside
- Theme of the topic is reflected by the design, the paper or the graphic
- Includes :
  - a. general topic
  - b. individual topic
  - c. by line

**Content (25 pts)**

- Neat, organized and easy to read.
- Information is accurate
- Information is relevant and has been chosen wisely
- Demonstrates knowledge and understanding of the content
- Contains appropriate visual/s

**Clarity (10 pts)**

- Writing is clear and effective
- No spelling and grammar errors

**Format (10 pts)**

- All panels are filled
- 3-5 sources included
- Visuals cited

**GRADE**\_\_\_\_\_

**Comments:**



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**REFLECTION**

In addition to reviewing culture, an important component of the brochure was that my students saw a real-life purpose for their work.