

School Baden Powell Tarneit	Year Group: 8 TML	Day Thu	Date 20-SEP-2012
Topic History – Ancient Rome (5)	Aims Students will learn basic Roman numerals and construct their own Roman dice. If time allows, students can use their dice to play a Roman dice game.		VELS: Strands, Domain, Foci and Standards Students use a variety of sources to describe key aspects of these (ancient) societies. They describe aspects of daily life. They explain key features of community life. They analyse the ways that ancient societies were governed, identify political features
Location / Setting Classroom	Organisation / Student Groups Table groups		Classroom management strategy As standard
Key Vocabulary Roman numerals, dice, games	Materials, Resources and Equipment cube net, scissors, glue		References/Sources Monumental History: Ancient Civilisations Heinemann Humanities 1 Oxford Big Ideas – Humanities 1

<p style="text-align: center;">INTRODUCTION Connecting, Engaging and Modelling Inquiry</p>	<p style="text-align: center;">MAIN BODY Guiding Inquiry and Practise</p>	<p style="text-align: center;">CONCLUSION Sharing, Explaining and Reviewing Inquiry</p>																												
<p>Introduction: (2 to 3 minutes) Brief discussion of planned activities and expectations.</p>	<p>Roman numerals: (5 to 10 minutes) Brief introduction to Roman numerals including a list of critical numbers written on the board</p> <table border="1" data-bbox="819 517 1424 879"> <tbody> <tr><td>1</td><td>I</td><td>8</td><td>VIII</td></tr> <tr><td>2</td><td>II</td><td>9</td><td>IX</td></tr> <tr><td>3</td><td>III</td><td>10</td><td>X</td></tr> <tr><td>4</td><td>IV</td><td>50</td><td>L</td></tr> <tr><td>5</td><td>V</td><td>100</td><td>C</td></tr> <tr><td>6</td><td>VI</td><td>500</td><td>D</td></tr> <tr><td>7</td><td>VII</td><td>1000</td><td>M</td></tr> </tbody> </table> <p><i>Question:</i> What do you notice about all of these symbols? Why do you think that is so? [looking for all straight lines, because they were carved in stone, can discuss letters as well.]</p> <p>Make a die: (20 to 25 minutes) Students use a cube net to create a Roman die. Students must remember:</p> <ul style="list-style-type: none"> • Roman die had six sides, and counted from one to six on the sides • Roman dice were marked with Roman numerals • Opposite faces on Roman dice added to seven the same as modern dice 	1	I	8	VIII	2	II	9	IX	3	III	10	X	4	IV	50	L	5	V	100	C	6	VI	500	D	7	VII	1000	M	<p>Sharing: This is going to be very hands on, so I expect some sharing within table groups.</p>
1	I	8	VIII																											
2	II	9	IX																											
3	III	10	X																											
4	IV	50	L																											
5	V	100	C																											
6	VI	500	D																											
7	VII	1000	M																											

	<p>Dice game: (if time permits) Discuss how dice was a very popular game in ancient Rome, and that they were often used for gambling. Three dice would be rolled, called Tesseræ, but no rules are really known. Students can have a go making up some rules and playing a game with their dice if they like.</p>	
<p>Reflection Not a brilliant lesson. The students were argumentative right from the start because another class was outside playing soccer and they complained throughout the entire lesson that it was unfair. That being said, most students made an effort to create a die and most produced a reasonable product. I would have liked to talk to the class more about possible dice games and the Roman numerals but it felt too fragmented and explosive. As an integrated curriculum activity this is definitely something I'd try again.</p>	<p>Mentor Feedback</p>	

Cube

