



Teacher Resource

Colosseum Renovation

Focus Questions

Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

1. What did the Colosseum Renovation story explain?
2. What parts of the world did the Roman Empire rule?
3. When did the construction of the Colosseum begin?
4. Who was the Roman emperor at the time?
5. What was the Colosseum originally called?
6. Why was it free for spectators to go to the Colosseum?
7. Why was the Colosseum flooded?
8. Who were the gladiators who fought in the Colosseum?
9. Why is the Colosseum getting a new floor?
10. Find 3 interesting facts about the Colosseum. Share with the class.

Activity: Discussion

Discuss the BTN Colosseum Renovation story in small groups or as a class. Ask students to record what they know about ancient Rome. What questions do they have? Use the following questions to help guide discussion:

- Where is the Colosseum? Find on a map.
- Why was the Colosseum built?
- What sort of events took place in the Colosseum?
- Why is the Colosseum getting a new floor?
- Why is it important to conserve the Colosseum?
- What are some characteristics of Rome's ancient societies?
- What words do you associate with ancient Rome? Make a list.



EPISODE 12

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KEY LEARNING

Students will develop their historical knowledge and understanding of the Colosseum and ancient Roman society.

CURRICULUM

HASS – Year 5

The influence of people on the environmental characteristics of places in Europe and North America and the location of their major countries in relation to Australia.

HASS – Year 6

Locate and collect relevant information and data from primary sources and secondary sources.

Geography – Year 7

Overview content for the ancient world (Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya) includes the following: the theory that people moved out of Africa between 120 000 and 60 000 years ago and migrated to other parts of the world, including Australia.

History – Year 7

How historians and archaeologists investigate history, including excavation and archival research.

The range of sources that can be used in an historical investigation, including archaeological and written sources.

Significant beliefs, values and practices of the ancient Romans, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs.

Activity: Glossary

Students will brainstorm a list of key words that relate to the BTN Colosseum Renovation story. Below are some words to get them started. Students will create their own class glossary of keywords and terms. Students can use illustrations and diagrams to help explain each keyword.

ROMAN EMPIRE	ARCHAEOLOGIST	AMPHITEATRE
ANCIENT ROME	GLADIATOR	CONSERVATION

Activity: Research project

After watching and discussing the BTN Colosseum Renovation story, what questions do students have and what are the gaps in their knowledge? The following KWLH organiser provides students with a framework to explore their knowledge on this topic and consider what they would like to know and learn.

<i>What do I <u>k</u>now?</i>	<i>What do I <u>w</u>ant to know?</i>	<i>What have I <u>l</u>earnt?</i>	<i><u>H</u>ow will I find out?</i>

Students will develop their own question/s to research or select one of the questions below.

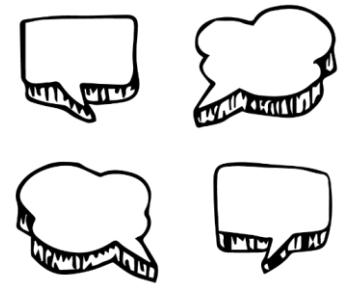
- When was the Colosseum built? What did it look like when it was first built? How do we know?
- Who built the Colosseum? Why did they build the Colosseum?
- What events happened at the Colosseum?
- How has the Colosseum helped us learn about life in ancient Rome? Choose one aspect of ancient roman life to explore in more detail.
- Why is the Colosseum important to us now?
- What is the original name of the Colosseum? Explore the history of the naming of the Colosseum.
- Create a timeline to show significant events in ancient Rome. Include events like the development of Roman numerals and Roman aqueducts. What evidence can we see today of these Roman developments?

Activity: Investigating the ancient past

Finding out about the ancient past can be difficult. Some ancient peoples and civilisations have left behind evidence of the past which help us learn about how they lived. Working in pairs or small groups, ask students to consider one or more of the following questions:

- Why do you think people investigate the ancient past?
- How do we know about the ancient past? For example, archaeologists make discoveries, looking at artefacts in museums.

- What are some examples of evidence or places which help us understand the ancient past? Choose one example in Rome to explore in more detail.
- Why is it important to conserve ancient ruins?
- What are some characteristics of Roman's ancient societies?
- How will the renovation to the Colosseum help us understand life in ancient Rome?



Activity: TEDEd video

As a class, watch this [TEDEd video](#) to learn more about the role of the Colosseum in ancient Rome. Students will then respond to the following questions.

- What year did the Colosseum open to visitors?
- Why was the Colosseum filled with water?
- What does Naumachia mean?
- Who was Vespasian?
- How did they celebrate the opening of the Colosseum?
- How did they fill the Colosseum with water? Name one of the theories.
- What roles did animals play in the colosseum?



[TEDEd – The Romans flooded the Colosseum for sea battles](#)

Activity: Roman society

Students will look at ancient objects that have been discovered in Rome and respond to the following questions:

- What is the object? Write a brief description.
- Who do you think the object belonged to? Why do you think that?
- What does the object tell us about Roman society?



[Gladiator helmet](#)

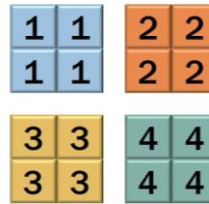


[Marble frieze with floral motif from the Colosseum, 3rd century AD.](#)

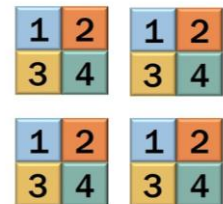
Activity: Jigsaw learning activity

In this activity students will work cooperatively to learn more about ancient sites in Rome, Italy. Each group will become experts and then share what they have learnt with other students.

Round 1 – Focus Groups
Divide students into groups and give each group a different text to read and discuss.



Round 2 – Task Groups
Mix the groups so that students can bring their specific focus to a common task or problem.



Form groups

Divide the class into 6 x Focus Groups (or more depending on your class size). Each Focus Group will be assigned a different ancient Roman site to investigate and become experts (for example the Colosseum, the Roman Forum, the Pantheon, the Domus Aurea, the Domus Transitoria and the Baths of Diocletian).

Each group will need to decide how they will collect and communicate the information they find during their research. For example, students can create a model, a short video or a poster.

Research

Each Focus Group will respond to the following questions to become experts:

- Where is it in Rome? Locate on a map.
- What does it look like? Draw a picture.
- When was it built?
- Who built it?
- Why was it built? What was its function and who used it?
- What are some interesting facts about the ancient site?

Share

Mix the Focus Groups to form Task Groups (Task Groups include one student from each of the Focus Groups) to share the information they have collected. Students will share the information they have collected and learn from one another.

Reflect

Students will reflect on the activity by responding to one or more of the following questions:

- What did you enjoy about this investigation?
- What did you find surprising?



The dome of the Pantheon



The Baths of Diocletian

Activity: Choose a project

Individually or in small groups, students will choose one of the following projects to work on and then present their findings to the class.

Myth or fact?

How was the Colosseum flooded? Explore some of the theories behind how the colosseum was flooded. Watch this [video](#) to learn more.

Naming the Colosseum

What is the origin and meaning of the word colosseum? Explore the history of the naming of the Colosseum.

Roman society

What were the roles of key people in ancient Roman society, such as the nobility, bureaucracy, women, and slaves?

Brochure

Research some of the popular ancient ruins in Rome. Choose what you believe are the top 3 ruins and then create a tourism brochure.

Useful Websites

- [Colosseum set to get new floor for visitors designed to rotate to show underground chambers](#) – ABC News
- [Pompeii Discoveries](#) – BTN
- [Ancient Rome](#) – ABC Education
- [The Romans flooded the Colosseum for sea battles](#) – TedEX
- [A day in the life of a Roman soldier](#) – TedEX
- [Reconstruction of the Colosseum interactive](#) – Italy Guides