All Roads Lead to Rome!

WebQuest Description: Students will learn to identify ancient structures of Rome that still exist in modern Rome today by working in groups to create a travel brochure that will describe architectural details of the these magnificent structures and encourage tourists to visit the sites.

Grade Level: 6-8

Curriculum: Social Studies

Keywords: Roman Colosseum, Pantheon, Arch of Titus, Arch of Constantine, Basilica of St. Peter, and The Sistine Chapel.

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Introduction

Ancient Rome was the birthplace of some of the most creative structures ever built. Many of these structures still stand today. As a tour guide, you have the opportunity to inspire travelers to visit these ancient Roman structures. Students will form groups of two and create a travel brochure that will combine tourism and the history of ancient Roman structures. The travel brochure will include architectural details and historical information; three ancient Roman structures that are still standing in modern Rome today. The objective of the assignment is to create a brochure that will influence both aspiring architects and tourists to visit these sites.

Tasks

You are about to embark on an exciting journey to Ancient Rome! Pair up with a partner and choose your roles. One of you will become the professional tour guide. You will find interesting facts about three different Ancient Roman Structures and keep track of your research. The other partner will be the archeologist. You will study the architectural history of the structures and record your findings. Your team’s culminating project will be to create a travel guide that will inspire others to take a tour of these Ancient Roman Structures!

Process

"All Roads Lead to Rome" Travel Brochure: A step-by-step guide! You will pair up in teams of two to create a travel brochure of Ancient Roman Structures. This travel brochure will help your tourists understand where you are taking them and what they will discover while you are visiting the structures of Ancient Rome. You are the expert tour guide! Get ready to blast to the past where "All Roads Lead to Rome!" ROLES: I. Archeological Tour Guide- You are educated in Ancient Roman Architecture. Your job is to find three archeological characteristics of each ancient roman structure and describe them in the brochure in a way that will encourage middle school and high school students, who want to study architecture, to visit ancient rome!! II. Travel Tour Guide- You are the #1 travel tour guide for the Ancient Roman Travel Tours. Your job is to find three interesting facts about each ancient roman structure and describe them in the brochure in a way that will encourage the average tourist of any age to want to travel to Rome and walk through the ancient structures! STEP 1: Decide on what type of travel brochure you would like to create. Travel brochures do not have to be made out of paper, they can be electronic too! Choose the type of travel brochure you will be creating: 1. A catchy tri-fold paper travel brochure. 2. An engaging PowerPoint travel brochure. 3. An inviting travel brochure on a presentation poster-board. STEP 2: Take a look at the Ancient Roman Structures listed in the key words section on the title page. You can choose three of these structures or choose ancient structures of your own to focus on in your travel brochure. STEP 3: Research your topic by finding information, taking notes, and jotting down ideas in your notebook. Look at real travel brochures or samples. STEP 4: Create your travel brochure. Use the checklists attached below to help you create a professional travel brochure. If using paper, experiment with different ways to fold your brochure. If using PowerPoint or another computer application, be sure to discuss your creative process with your teacher. If using poster-board, it might be best to design on paper before attaching any permanent fixtures to your board. Remember to add your own creative touch! Try using photos, drawings, and other visuals or graphics to make your travel brochure standout!

Evaluation
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<thead>
<tr>
<th>Category and Score</th>
<th>Required Elements</th>
<th>Knowledge Gained</th>
<th>Attractiveness</th>
<th>Creativity</th>
<th>Total Score</th>
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<tbody>
<tr>
<td></td>
<td>Several required elements were missing.</td>
<td>Student appears to have insufficient knowledge about the research or processes used in the product.</td>
<td>The product is distractingly messy or very poorly designed. It is not attractive.</td>
<td>The student did not use creativity in the product.</td>
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<td>All but 1 of the required elements are included on the product.</td>
<td>Student can accurately answer half of questions related to facts in the product and processes used to create the product.</td>
<td>The product is acceptably attractive though it may be a bit messy.</td>
<td>Some of the product reflects student creativity in their creation and/or display.</td>
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<td>All required elements are included on the product.</td>
<td>Student can accurately answer most questions related to research in the product and processes used to create the product.</td>
<td>The product is attractive in terms of design and neatness.</td>
<td>Most of the product reflects student creativity in their creation and/or display.</td>
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<td>The product includes all required elements as well as additional information.</td>
<td>Student can accurately answer all questions related to research in the product and processes used to create the product.</td>
<td>The product is exceptionally attractive in terms of design and neatness.</td>
<td>The product reflects an exceptional degree of student creativity.</td>
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<td>Score</td>
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**Conclusion**

Pyramid of Caius Cestius: We hope that you have gained a greater appreciation and understanding of the structures of ancient Rome. As you look around you at the design and architecture of structures in your own hometown, see if you can see the influences of these ancient Roman masterpieces! Thank You

**Teacher Page**

Our WebQuest is designed to be used as a culminating activity to support the following USOE (Utah State Office of Education) 6th grade Social Studies standards: Course Descriptions: Students will focus on time, people, and places along a historical continuum from the rise of civilization to the modern day. One-third of the year should be spent in the study of ancient cultures, one-third in the Middle Ages and the Renaissance, and one-third in the study of modern Europe. The influence of ancient cultures and European ideas on western civilization makes the sixth grade world connection. Using life, process, and character skills, sixth graders will gain a comprehensive awareness of the changes in our world throughout time. They will explore the beginnings of our governance system and practice the democratic process. Standard 4: Students will explore the cultures of ancient civilizations. Objective 1: Explore the culture of the Fertile Crescent and ancient Egypt. Examine the role and characteristics of political and social structures in the Fertile Crescent and their significance to the modern world; e.g., Hammurabi's Code, slave labor, gender roles. Explore the importance of religion in ancient Egypt; e.g., governance, art, architecture, everyday life, hieroglyphics. Objective 2: Explore the cultures of ancient Greece and Rome. Compare life in Athens and Sparta; e.g., government, recreation, religion, arts, theatre, science. Describe life in ancient Rome; e.g., government, religion, recreation, art. Examine manmade structures of Rome; e.g., aqueducts, roads, Coliseum.

**Standards**

**Credits**

**Other**