

Urbanism in ancient Rome

Were Roman cities so different from ours?



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Generació Plurilingüe

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PROJECT PLANNING TEMPLATE

for CLIL and Content-Rich Environments

Identification

Title	Urbanism in ancient Rome
Authorship	Sònia Gros Lladós
With the support of	
School	Institut Salvador Espriu
CEFR Level (A1, A2...)	B1
Grade	2nd Baccalaureate
Content areas	Latin
Number of sessions	8
Teacher(s) involved	English teacher (Natàlia Bosch)
Key words	Roman cities, urbanism, urban life, Tarraco, Barcino, Emerita Augusta, Gerunda.



INTRODUCTION TO THE PROJECT

Have you ever visited the remains of an ancient city? Do you know anything about Roman urbanism? Sure you have seen the most famous buildings of modern cities. Do you want to know how ancient cities were designed and built? What about our modern-day cities? Do you think they are useful and beautiful places to live in? What elements should an ideal city offer its citizens?

This project will provide you with some keys to deepen your knowledge of ancient cities and reflect on urban life of modern-day cities. At the end you will be able to create a video and a poster in English summarizing your reflections. All the videos and posters created by the class will be shown in a public place of the school (entrance hall or main corridor) as an exhibition on the topic *Modern and ancient cities: are they so different?*

The driving question: Were Roman cities so different from ours?



Adapted from CLIL-SI 2015. More information at:
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OBJECTIVES	HOW DO YOU KNOW STUDENTS ARE MAKING PROGRESS? (assessment criteria)
<ol style="list-style-type: none"> 1. Describe the main characteristics of Roman cities. 2. Compare them to elements of modern cities. 3. Create a video or poster summarizing students' reflections. 	<ol style="list-style-type: none"> 1.1. Acknowledge the most relevant elements of Roman cities through images or designs. 1.2. Define the main public and private buildings of Roman cities and explain their design and function in ancient world. 2.1. Recognise similar buildings or elements of Roman cities nowadays and hypothesize on the reasons for these similarities. 2.2. Justify the differences between ancient and modern cities, using the correct language items: expressing opinions, comparative structures, causal sentences. 3.1. Synthesise the main contents analysed in the project about urbanism in Roman and modern world. 3.2. Communicate the students' conclusions in a video and poster in an accurate and creative way.

PRODUCT/S	An exhibition (video and posters) on Roman cities at the school focusing on the similarities and differences with the present.
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CURRICULUM CONNECTIONS

Link your project to the curriculum

SPECIFIC COMPETENCES AND KEY CONTENTS

Subject-matter curriculum	Foreign language curriculum
<ul style="list-style-type: none"> • Learning frequently used Latin vocabulary. • Acknowledgement of the Latin origin of the vocabulary of modern languages. • Analysis of the main elements of the social organization in Roman world. • Reading historical texts on ancient Rome. • Characterization of some aspects of everyday life in Roman world. • Reading and interpreting plans and images of urban structures and private and public buildings of the Roman period. • Critical assessment of the continuity of uses and traditions of Roman world in modern life. • Identification and analysis of Roman remains in our environment, mainly those related to the main Roman cities in Catalonia (Tarraco, Barcino, Emporiae, Ilerda). 	<ul style="list-style-type: none"> • Reading and working on texts of different typology. • Reading of media texts (printed or digital form). • Critical approach to interpretation of texts. • Reflection and debate on questions about our environment's problems. • Choosing topics appealing to students' concerns. • Including conversation topics related to our cultural and literary tradition.



21st CENTURY COMPETENCES

Collaboration	✓	Information, media and technology	✓
Communication	✓	Leadership & Responsibility	✓
Critical Thinking and Problem Solving	✓	Initiative & Self-direction	✓
Creativity & Innovation	✓	Social & Cross-cultural	✓
Others:			

KEY COMPETENCES

Communicative, linguistic and audiovisual competence	✓	Digital competence	✓
Mathematical competence		Social and civic competence	✓
Interaction with the physical world competence		Learning to learn competence	✓
Cultural & artistic competence	✓	Personal initiative and entrepreneurship competence	✓



CONTENTS (Knowledge and Skills)

TOPIC-RELATED KNOWLEDGE

Main elements of Roman cities:

- Hippodamian plan
- Roman Forum
- Public buildings:
 - Amphitheatre, theatre and circus
 - temple, basilica and curia
 - tabernae and baths
- Private buildings: domus and insulae
- Water supply: aqueducts, fountains and cisterns /piping and cloacae.
- Extra muros (outside the walls) elements: cemeteries and roads.

Roman cities in Catalonia:

- Barcino
- Tarraco

TOPIC-RELATED SKILLS

- Researching
- Organizing and planning
- Teamwork
- Designing creatively
- Reflecting on the elements we use in our cities nowadays and how we use them
- Justifying their opinions
- Communicating



CONTENT-OBLIGATORY LANGUAGE

Vocabulary related to urbanism in Roman world: names of buildings (theatre, amphitheatre, circus, etc.) or elements of ancient cities (walls, cemeteries, streets, sewers, etc.)

Vocabulary related to urbanism in modern cities.

Describing places or buildings: relative clauses.

Numerals, dates, weights and measures.

Expressing opinions: I think that / I am pretty sure that / I agree / I don't agree...

Comparison structures: comparative and superlative, constructions, clauses of comparison.

Causal clauses: because, as, since.

PERSONAL & EMOTIONAL DEVELOPMENT

This project will allow students to appreciate the importance of classical culture and also enhance their awareness of the relationship between Roman and modern world. It is also meant to be a starting point of reflection about the classical roots of our environment and the evolution of modern society.

This project is intended to develop students' motivation and interest in ancient world, as well as increase student's effort to participate in class and work collaboratively.



MATERIALS & RESOURCES

Press articles, youtube videos, internet websites, written books and final portfolio.
Final students' products (Videos and posters).

REFERENCES

All the references in the Teaching materials' section of the project.

COMMENTS



ACKNOWLEDGEMENTS

I would like to thank the English department of our school for its linguistic support and revision of this project.



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· UNIT OVERVIEW ·

S	Activities	Content-obligatory Language	Timing	R/S/L/W/I Skills	Interaction T-S S-S S-Expert S-World	CMC	Assessment Peer assessment Self-assessment Teacher assessment ...
1	1.1. <i>Gladiator team</i> : watching a short video as an introduction to the topic.		10'	L, W	S-W	PC Projector	
	1.2. Answering some oral introductory questions on the topic in groups. Whole class discussion.	Expressing and justifying opinions	20'	L, S, I	S-T S-S		Teacher assessment



	1.3.Observing the virtual reconstruction of Barcino in a short video <i>Un passeig per Barcino</i>		6'	W	S-E	PC Projector	
	1.4.Summarizing the main elements of a Roman city in a grid (Latin and English name / function).	Specific vocabulary of Roman urbanism	20'	W	Individually		Self - assessment
2	2.1.Reading on Internet (Archaeological Museum of Tarragona website). Group work.	Specific vocabulary of Roman urbanism	20'	R	S-S S-E	PC	
	2.2.Verifying which typical elements of a Roman city Tarraco, the main Roman city in	Specific vocabulary of Roman urbanism	10'	S, L, W, I	S-S S-E S-T		Peer assessment Teacher assessment



	Catalonia, had. Filling in a grid.						
	2.3. Oral discussion in groups: Which elements of ancient cities are similar to ours? Why? Find at least two examples.	Comparison structures. Expressing opinions. Causal clauses	15'	S, I, L	S-S		Teacher assessment
	2.4. Justifying the answers in a written text. Reading some students' texts.	Comparison structures. Expressing opinions. Causal clauses	15'	W, R	S-S S-T		Peer assessment
3	Reading and summarizing about cities in Roman Hispania: Gerunda, Barcino, Tarraco and Emerita Augusta	Specific vocabulary Describing places	60'	R, W, S, L	S-S S-W S-E		



4	Taking pictures and filming in <i>Barcino</i> . Visiting the Roman city of Barcelona.	Specific vocabulary Describing places or buildings: relative clauses, adjectives.	120'	L, W, R	S-W S-T	Mobile phones or cameras	Teacher's assessment
5	5.1. Reading online press: <i>Chinese skeleton discovery in London</i> .	Specific vocabulary	15'	R	S-W S-S	PC	Self-assessment
	5.2. Implicit, explicit and referential questions.	Describing places or buildings: relative clauses. Numerals, dates, weights and measures.	15'	S, W, I	S-S S-T		Teacher assessment
	5.3. Short debate: is it worth spending money on archaeological work? Small group oral discussion.	Expressing and justifying opinions	20'	S, I, L	S-S		Teacher assessment



	5.4. Whole class final debate: 2 groups	Expressing and justifying opinions	10	S, I, L	S-S		Peer assessment
6-7	Taking pictures and filming in our town. Creating a video on urbanism in Roman world related to our times.		120'	L, I, R	S-S S-W S-E	Mobile phones Cameras PC	Peer assessment Teacher's assessment
Last	8.1. Group Research on Internet: Big cities in modern world. Gathering information previously selected.	Specific vocabulary. Describing places or buildings	10'	R, S	S-S S-W	PC	Self and peer assessment
	8.2. Synthesising the essential buildings and urban elements in	Specific vocabulary Comparison structures	10'	W, I, S	S-S		Teacher assessment



	modern cities comparing them to Roman cities.						
	8.3. Designing a creative poster summarizing your conclusions. Work in small group.	Specific vocabulary	30'	W, S, L	S-S S-E	PC	Teacher assessment
	8.4. Class assessment according to a rubric.		10'	W, S, R	S-S		Peer assessment

TEACHING MATERIALS

SESSION 1

1.1 *Gladiator* team: watching a short video as an introduction to the topic. (10')

You are going to watch a short video (8 minutes) which compares images of the famous film *Gladiator* with Barça football players as a model of global spectacle in our modern world. You will notice nobody speaks in the video. Just pay attention to the images and write down your impressions about the similarities between the two periods.

<https://www.youtube.com/watch?v=iAVptzf2bcE&t=29s>



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1.2. Answering some oral introductory questions on the topic in groups. Whole class discussion. (20')

In small groups (3-4 students) you must share your impressions about the video and discuss the following questions with your classmates. Take notes of your conclusions.

- In what type of buildings do the spectacles take place?
- Can you recognize the city where this video was shot?
- Have you noticed there are no women in the video? Have you got any possible explanation for it?
- Do you know the names of the football players appearing in the images?
- What does the music of this video suggest to you?
- Do you think the video creators wanted to link modern football to ancient spectacles intentionally? To what purpose?
- In your opinion is there really a connection between these two spectacles? Why?
- Nowadays, do we value leisure as an important issue in our lives? Is it also a big business?
- To what extent are we near or far from the ancient world in our public spectacles?

Now, after the small group discussion you must choose a spokesperson for each group. You will discuss the topic according to the teacher's questions.



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1.3. Observing the virtual reconstruction of Barcino in a short video *Un passeig per Barcino*. (6')

Watch this video carefully. Take notes regarding the main elements (just words, not sentences) of Roman urbanism you can recognize in the virtual reconstruction of Barcino:

<https://www.youtube.com/watch?v=x8a2CDgcjpk>



http://farm1.static.flickr.com/171/406197524_b29f3bf9d1_m.jpg



 Generalitat de Catalunya
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1.4. Summarizing of the main elements of a Roman city in a grid (Latin and English name / function). (20')

Latin name	English name	Function
Aqueductus		
Moenia / Murus		
Turris		
Cardo		
Decumanus		
Forum		
Templum		
Domus		
Insulae		
Atrium		
Cloacae		



Via		
Porta		
Tabernae		

SESSION 2

2.1. Reading on Internet (Archaeological Museum of Tarragona website). Group work. (20')

Once you are aware of the characteristics of the small town of Barcino you must do some research on the Archaeological Museum of Tarragona website (<http://www.mnat.cat/>), using its English version. As you probably remember, Tarraco was the most important city of Catalonia in Roman times, the capital of the province called *Tarraconensis*, so you will find here some more elements and buildings Barcino did not possess. Pay special attention to specific vocabulary of Roman urbanism.



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<https://upload.wikimedia.org/wikipedia/commons/d/d7/TarracoImperial-9090.jpg>

2.2. Verifying which typical elements of a Roman city Tarraco, the main Roman city in Catalonia, had. Filling in a grid. (10')

After consulting the information, fill in a grid, similar to the one used for Barcino, with the elements Tarraco had in addition to those you have seen in Barcino.



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Latin name	English name	Function
	Provincial Forum	
	Theatre	
	Amphitheatre	
	Circus	
	Tower of the Scipios	
	Columbarium	
	Arch	
	El Mèdol quarry	
	Villae	
	Aqueduct (bridge)	



2.3. Oral discussion in groups: Which elements of ancient cities are similar to ours? Why? Find at least two examples. (15')

According to the sources you have consulted, discuss this topic with your classmates. You can use your written notes, and you must debate why some elements of Roman cities as Barcino or Tarraco are similar to our modern cities, presenting specific examples.

LANGUAGE SUPPORT FOR ORAL DISCUSSION	
STARTING AN ARGUMENTATION	First... To begin with.... I would like to start... I would like to say...
EXPRESSING OPINION	I think that... In my opinion... In my view...



	<p>I feel that...</p> <p>I'm pretty sure that...</p> <p>I'm absolutely certain that...</p> <p>It seems to me that...</p>
INTRODUCING THE SUBJECT	<p>We could start considering that....</p> <p>You may think...</p> <p>Regarding this issue...</p> <p>As a matter of fact, we could say...</p>
EXPANDING A SUBJECT	<p>What's more, ...</p> <p>I would like to add that ...</p> <p>And furthermore ...</p> <p>For that reason ...</p>
INTERACTION WITH OPPONENTS	<p>Yes, but consider ...</p> <p>Yes, but don't forget ...</p> <p>That's fine, but the problem is ...</p> <p>Keeping in mind that ...</p> <p>The main thing is ...</p> <p>I would suggest ...</p> <p>I have my doubts about that...</p> <p>It depends...</p> <p>You may have a point there, but I'm still not sure...</p> <p>You haven't convinced me yet...</p>



EXPRESSING AGREEMENT	<p> I couldn't agree more That's exactly what I feel about it I'm with you there I see what you mean I feel that you are right I agree I totally agree I think you are absolutely right. That's a very good point. You've got a very good point there. I fully support what you say. </p>
EXPRESSING DISAGREEMENT	<p> I'm sorry I don't agree at all I'm afraid I can't go along with that Ok, but that's not the point But don't you think that? I see what you mean, but ... But isn't it really a question of ...? But what about ...? But surely ...? I take your point, but ... Yes, but on the other hand ... But all the evidence suggests that ... </p>
CONCLUDING	<p> Going back to... To sum up... To make a long story short... </p>



	In a nutshell... In short...
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Adapted from *Let's discuss*, by Anna Corredera - Escola Túrbula - 2014-2015 (materials provided in GEP2 Training course)

2.4. Justifying the answers in a written text. Reading some students' texts. (15')

Write a short text defending your particular opinion about the topic (10 lines approximately).

LANGUAGE SUPPORT FOR ARGUMENTATION	
<p>Use these words and phrases to establish cause and effect:</p> <p>Because (of) _____, _____.</p> <p>Result As a result (of) resulting from resulting in</p> <p>consequence of consequently as a consequence</p>	<p>Use this frame to establish common ground on a controversial issue:</p> <p>When it comes to the topic of _____, most of us would agree that _____. Where this agreement ends, however, is on the question of _____.</p> <p>Whereas some are convinced that _____ others maintain that _____.</p>



Accordingly
If...then..
hence
it follows, then
since
so
then
therefore
thus

My own view is that_____.

Adapted from *Sentence frames for argumentation* (GEP2 Training course Materials)

Now we are choosing some texts to be read aloud (mainly volunteers) and assessed by the class.

SESSION 5

5.1. Reading online press: Chinese skeleton discovery in London. (15')

Oral discussion. Watch this picture carefully and focus your attention on the names of the places you can see, the distances between them, their cultural connections, the different languages spoken nowadays in these places, or what you know about the present migration flows in these areas:



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Trade network of the Radhanites (in blue), c. 870

<https://en.wikipedia.org/wiki/Radhanite#/media/File:Radhanites2.png>

Now, you are going to read the following article: *'Phenomenal' ancient Chinese skeleton discovery in London graveyard casts new light on Roman society* (26 September 2016).

<http://www.independent.co.uk/news/science/archaeology/chinese-skeleton-discovery-roman-history-society-southwark-cemetery-asian-remains-a7330666.html>

Use an online dictionary such as word-reference or other similar to look up the words whose meaning you can't really understand. Take all the notes you need.



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5.2. Implicit, explicit and referential questions. (15')

On your own, answer the following questions about the text you have already read:

Explicit

1. How many Chinese skeletons may the archaeologists have found?
2. Where were they found?
3. What age do they belong to?
4. Is there any archaeological precedent of similar discoveries?

Implicit

1. Why do you think the discovery is qualified as “phenomenal”?
2. Do the scholars believe Londinium was a multicultural society?
3. Do the specialists agree about the reasons of the presence of Chinese individuals in Londinium?

Referential

1. Do you believe there was an intense movement of population in Roman Mediterranean? Why?
2. Do you know exactly what the Silk Road was?
3. After reading this text, do you consider that migration movements are a challenge of our modern era?



5.3. Short debate: is it worth spending money on archaeological work? Small group oral discussion. (20')

After reading the text about the discovery of Chinese skeletons in London, discuss with your classmates in small groups (3-4 students) about this question: **is it worth spending money on archaeological work?** Try to find more examples of expensive archaeological expeditions and defend your opinion on the topic with convincing arguments (at least you must use two good arguments).

In addition to the language support materials previously provided by your teacher in activities 2.3 and 2.4, you can also use the following frame sentences to construct your argumentation:

LANGUAGE SUPPORT FOR DEBATE	
ARGUMENTS FOR	ARGUMENTS AGAINST
Archaeological expeditions are positive because...	Archaeological expeditions are negative because...
Archaeological expeditions have a positive impact on...	Archaeological expeditions have a huge negative side to it. That means...
Archaeological expeditions help...	Archaeological expeditions make certain things difficult such as...
Archaeological expeditions mean...	Archaeological expeditions do not cater for...
In an ideal world archaeological expeditions...	Archaeological expeditions do not allow...



LANGUAGE TO DEBATE
<p>My main point is...</p> <p>According to (name of author)...</p> <p>In my opinion....</p> <p>To my understanding...</p> <p>I take your point but I...</p> <p>I would like to add to your point that...</p> <p>I agree with you...</p> <p>I disagree with you...</p> <p>To sum up...</p> <p>To conclude...</p>

Adapted from *Debate*, by Núria Ramos (GEP2 training course materials)

5.4. Whole class final debate: 2 groups (10').

Fishbowl strategy (instructions in http://teacherthrive.com/2014/08/the-fish-bowl-cooperative-learning.html#a5y_p=2181267).



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We will divide the whole group in two sections: one **FOR** investing resources in archaeological works and another **AGAINST** this opinion. Four students will start in the inner circle. Two students will stand for and against the main question. Two students will act as moderators checking times and interventions. Students watching in the outer circle must be attentive and change roles when the teacher decides. The teacher won't take active part in the debate.

SESSION 8

8.1. Group Research on Internet: Big cities in modern world. Gathering information previously selected. (10')

Work in small groups (3-4 students). Collect and organize the information you have previously researched on Internet. To warm up and get some ideas about how you can organize and present your materials, first you must have a look at the images below. They show well-known monuments of different big cities all over the world. Pay attention to the kind of buildings, their function, their size, their structure and aesthetics, and try to compare them to similar buildings in Roman world.



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Brooklyn Bridge

https://commons.wikimedia.org/wiki/File:Brooklyn_Bridge_und_Lower_Manhattan.jpg



Faisal Mosque, Islamabad

https://commons.wikimedia.org/wiki/File:Faisal_Mosque_-_06.jpg



Arlington Cemetery

<https://commons.wikimedia.org/wiki/Graveyard#/media/File:ArlingtonCemetery.jpg>



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Sydney Opera House

https://en.wikipedia.org/wiki/Sydney_Opera_House#/media/File:Sydney_Opera_House,_botanic_gardens_1.jpg

Rungrado 1st of May Stadium, Pyongyang, North Korea

https://commons.wikimedia.org/wiki/File:R%C5%ADngrado_May_First_Stadium.JPG

8.2. Synthesising the essential buildings and urban elements in modern cities compared to Roman cities. (10')

Work in groups (3-4 students). Select contents and choose images for creating a poster comparing Roman and modern cities.

8.3. Designing a creative poster summarizing your conclusions. Work in small groups. (30')

You can use one of the resources your teacher has provided in

<https://globaldigitalcitizen.org/8-simple-tools-creating-engaging-infographics>

or if you really prefer an original and handmade design you can also do it in the traditional way.



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8.4. Class assessment according to a rubric. (10')

You must display the posters all over your classroom so everyone can appreciate and assess them according to the rubric your teacher has supplied you. All the members of the group, by turns, must prepare a short presentation of the final product. As a linguistic support, you can use the specific vocabulary and frame sentences provided by your teacher in activity 2. If there is no chance for printing the posters at the moment, you can employ the projector.

RUBRIC FOR ASSESSMENT

	ORGANISATION	TEAMWORK	CONTENT	SPEAKING	VISUAL AIDS
5	The group is completely prepared and well organized. Roles among group members were well planned and executed cleanly.	The group worked very well with each other and the tasks were shared equally among the group members.	Group members had a stronghold on the content and content was thoroughly addressed. No mistakes were made regarding the content Interesting content explained so the audience can understand.	Confident speaking without obvious reading/ use of notes. Using ambitious language and specific vocabulary.	Visual aids used were used effectively throughout presentation. Group members used visual aids as a supplement, not as a crutch. Impressive poster.



4	The group is prepared and mostly well organized. Transitions might have been slightly discontinuous but did not take away greatly from the overall work.	The group worked well with each other and communicated well. Some members participated slightly more than others.	Most of the group members has a solid understanding of the content. Content missing minor elements or contained minor errors.	Mostly confident and clear speaking. Might need to read some parts. The audience might not understand all of it.	Visual aids used were somewhat effective, but weren't used consistently throughout presentation. Very good poster.
3	The group has prepared the poster well. Transitions between members were sometimes jumpy or awkward.	Group communicated relatively well with a few lapses in the presentation; some students dominated the task and others did not participate much.	Group members had only a superficial understanding of content. Several mistakes were made during the presentation.	Speaking OK. Students might need more preparation / practice to do it with confidence.	Visual aids used had little connection with verbal presentation. Sometimes they lacked information or group members occasionally read from them.
2	Presentation not finished and poor connections between group members individual parts.	Group did not work well together. There were obvious miscommunications and lapses in the presentation.	Group members had little understanding of the content addressed in the poster.	Speaking unprepared.	Visual aids used did not support verbal presentation. They lacked information, or group members read from them.



0-1	Insufficient work completed	Group did not work together.	Group members had no understanding of the content addressed in the poster.	Not speaking at all or speaking Catalan.	Visual aids were not used at all.
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When you finish assessing your classmates' works, you must display all the posters created by the class in a public place of the school (entrance hall or main corridor) and organize these materials as an exhibition on the topic *Modern and ancient cities: are they so different?* The videos created in activities 6 and 7 will be also shown on the TV located in the entrance hall of the school.

