



TOPIC: THE ROMAN EMPIRE

SUBJECT: HISTORY

LEVEL/AGE: 14-15 YEARS OLD

FOREKNOWLEDGE: HISTORY OF THE ROMAN REPUBLIC

LENGTH: 5 PAGES (DURATION: 80 MINUTES)

LEARNING OUTCOMES

At the end of this lesson, the pupils will be able to:

- Reconstruct the main characteristics of the Roman Emperors
 - Identify the main innovations in the succession of Emperors
 - Know the causes that led to the crisis of the 3rd century
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RESOURCES

Conceptual map and geographical map of the Roman Empire

Videos

TEACHING METHODS

Explanatory videos

Synthesis through a conceptual map

Review activities in pairs

Exercises and worksheets

ACTIVITIES

INTRODUCTION (10 MINUTES)

The following videos provide a summary of the history of the Roman Empire and Roman Emperors. They allow you to focus on some key aspects of the empire and what it looked like.

["Ancient Rome 101 | National Geographic"](#) (National Geographic)

["ROMAN EMPIRE | Educational Video for Kids"](#) (Happy Learning English)

["What Did Ancient Rome Look Like? \(Cinematic Animation\)"](#) (New Historia)

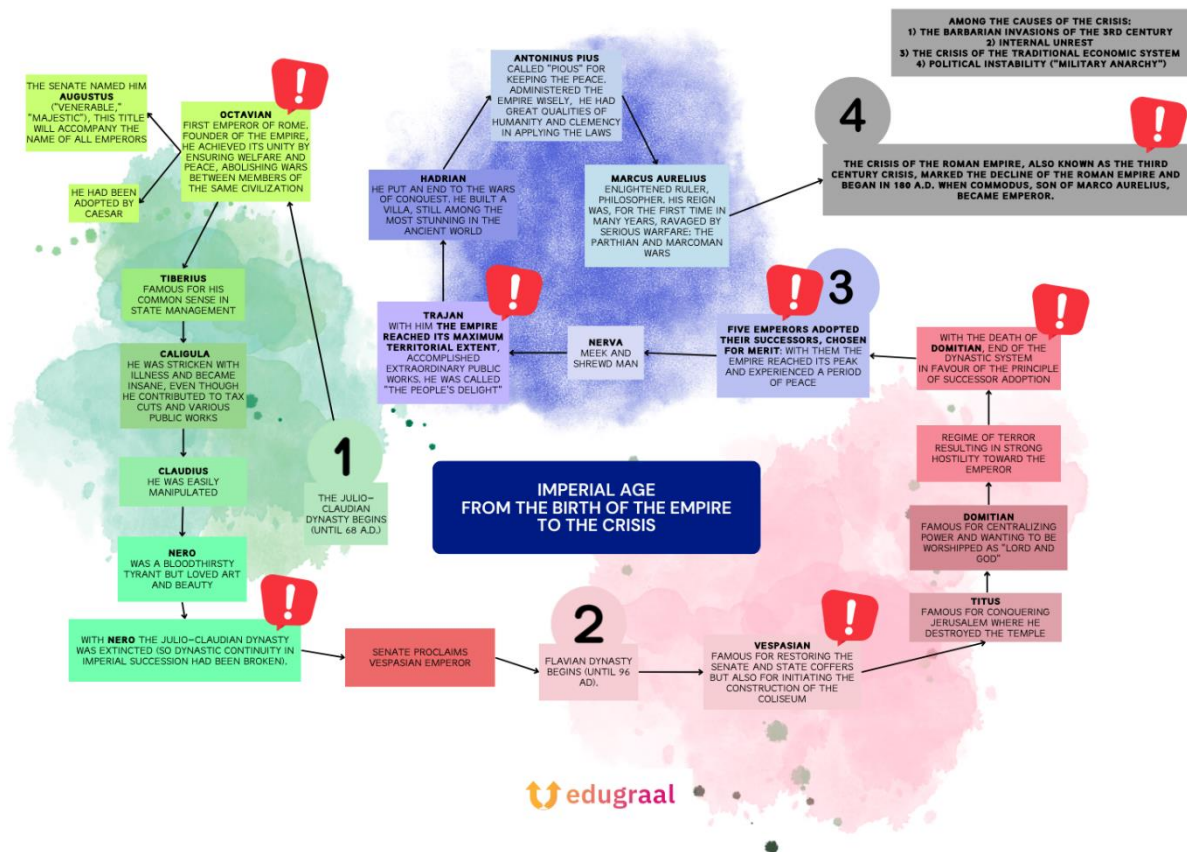
Subtitles can be easily set directly from YouTube.

Furthermore, this video shows the expansion of the Roman Empire through the years and the main events of its history: ["The History of Rome \(Every Year\)"](#) (Balkan History)

THEORY PART (30 MINUTES)

After watching the videos, provide the conceptual map that will help memorise key concepts.

Download it [here](#).



The proposed map starts from the birth of the Roman Empire (by Octavian Augustus) up to the crisis of the 3rd century.

Analyse the map together, reviewing the various concepts individually.

Ask students if everything is clear.

HANDS-ON PART (15 MINUTES)

To assimilate the concepts just presented, working in pairs, each student, in turn, will have to talk about one of the Roman emperors, based on the information present on the conceptual map. The first student will start with Octavian, the second will continue with Tiberius and so on until arriving at Commodus (with whom the beginning of the crisis corresponds).

The activity can also be done in larger groups.

EXERCISE PART (20 MINUTES)

First exercise: Match each definition with the correct Emperor

1) Tiberius	a) He had a villa built that is still considered among the most beautiful of the ancient world.
2) Octavian	b) He destroyed the temple in Jerusalem.
3) Marcus Aurelius	c) He was also a philosopher.
4) Antoninus Pius	d) He was struck by an illness that drove him mad.
5) Hadrian	e) With him, the Empire reached its maximum extension.
6) Nero	f) He was defined as Augustus by the Senate.
7) Caligula	g) Construction of the Colosseum began.
8) Vespasian	h) He was the successor of the first Emperor.
9) Trajan	i) After him, the principle of adoption was adopted.
10) Titus	j) He had great qualities of humanity and clemency in applying the laws.
11) Domitian	k) With him, the Julio-Claudian dynasty became extinct.

Second exercise:

Print the conceptual map, cut out all the boxes and ask students to recompose the map correctly.

SYNTHESIS/SUMMARY (MAX 5 MINUTES)

To summarise what we have learned, it is suggested to retrace the history of the Emperors from Octavian to Commodus, identifying the 4 fundamental moments indicated in the conceptual map:

- 1) Julio-Claudian dynasty
- 2) Flavian dynasty
- 3) Emperors chosen for merit
- 4) Crisis of the third century

BIBLIOGRAPHY & RESOURCES

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