Week 2

<u>OUTCOME: To read and analyse an historic story</u>

LO: To analyse an opening, exploring the atmosphere

Word of the day – tavern

*"From his window, young Tranio listening to the noise humming from bars, **taverns** and shops."*

What does the word mean?

Do we use that word today?

Sound of the day –er

What is the sound?
Can you think of words containing this sound?





Can this sound be made in any other way?

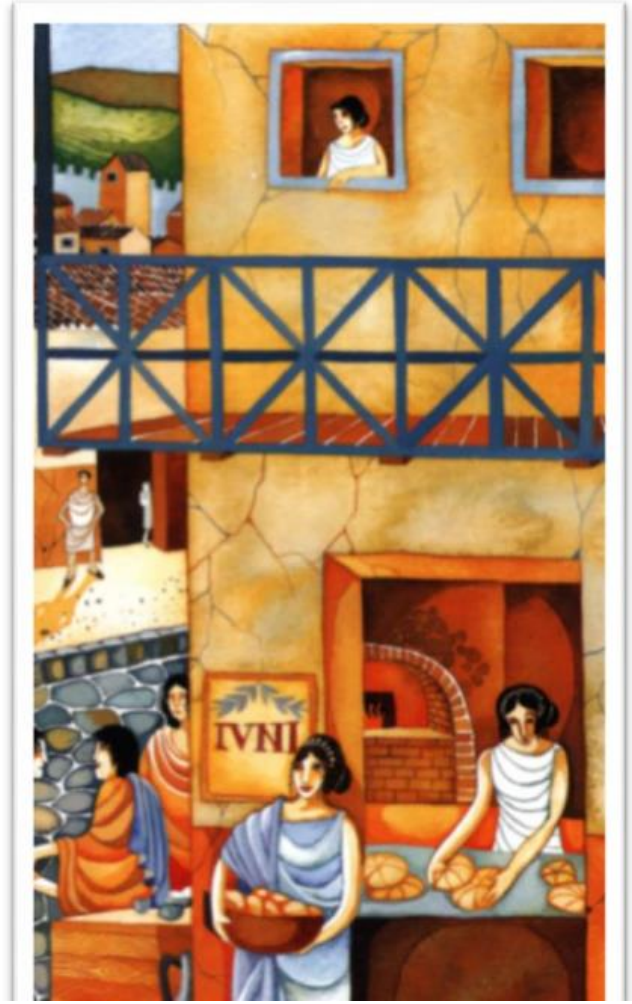


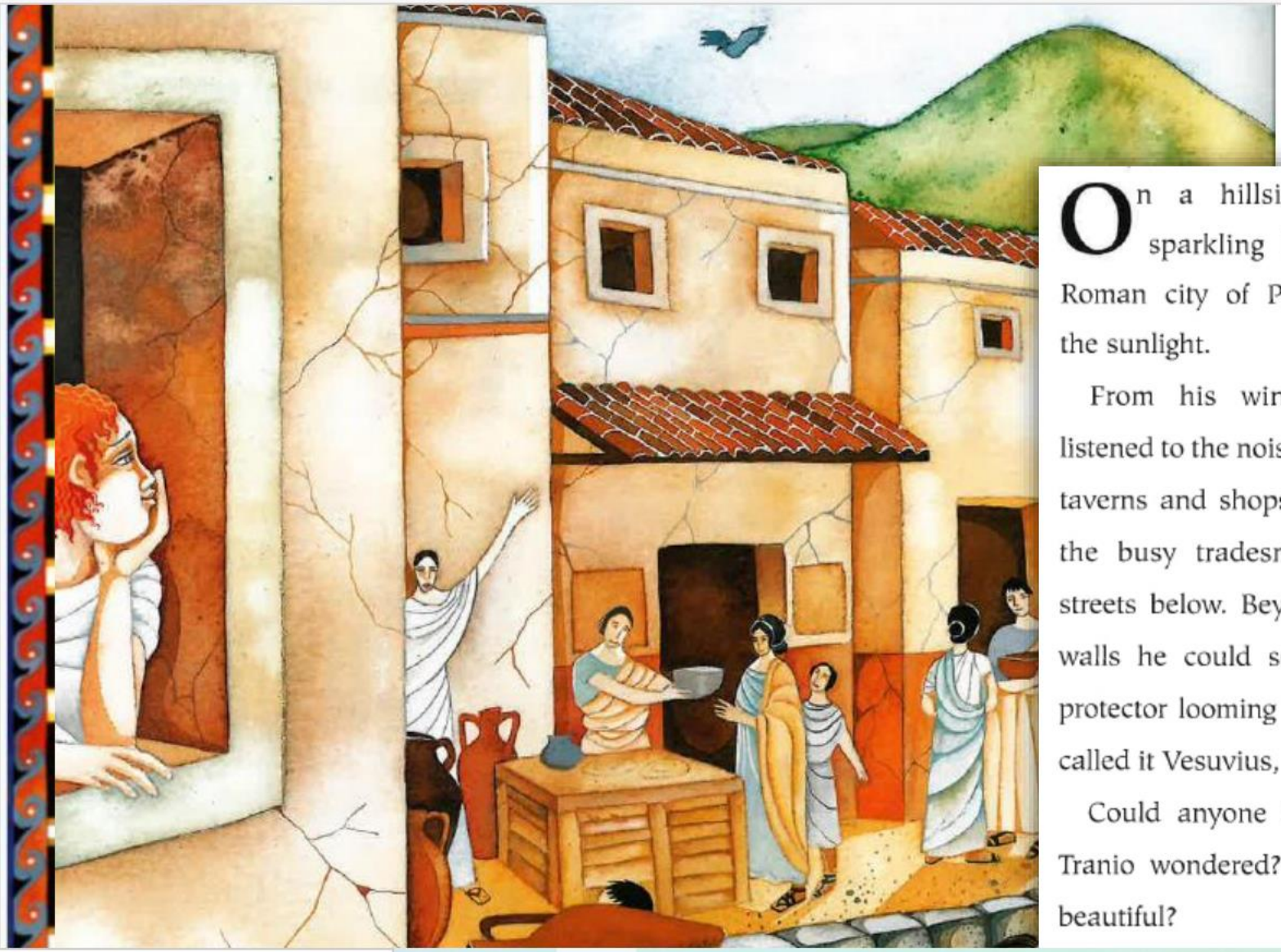
[How Roman cities were designed and built - KS2 History - BBC ...]

www.bbc.co.uk/bitesize/clips/zq49wm

Escape from Pompeii

Christina Balit





On a hillside overlooking the sparkling bay of Naples, the Roman city of Pompeii glimmered in the sunlight.

From his window, young Tranio listened to the noise humming from bars, taverns and shops around him, and to the busy tradesmen haggling in the streets below. Beyond the massive city walls he could see Pompeii's greatest protector looming in the distance. They called it Vesuvius, the Gentle Mountain.

Could anyone feel safer than here, Tranio wondered? Was anything more beautiful?

Escape from Pompeii

How is the calm atmosphere achieved? Explore the use of adjectives and powerful verbs. Collect "calm images" – gentle breeze caressing, birds singing etc.

Task: Think of as many words as you can to create a calm atmosphere.

What is the impact of "massive and looming"?

Explore the scene and collect images to create potential threat. e.g. "in the distance" "a faint rumble,"

A rhetorical question

A rhetorical question is a question asked to make a point, rather than get an answer.

If you have ever been late, someone might say: **'What time do you call this?'** This person doesn't want an answer to the question. They are making the point that you have arrived at an unacceptable time

Examine the rhetorical question: "Could anything feel safer?"

Task: Create a rhetorical question suggesting threat.

e.g. Could anything threaten their happiness?
What could disrupt this beautiful moment?

Day 2

Word of the day looming

What does the words mean?

*"He could see Pompeii's greatest protector **looming** in the distance."*

Can you make a simple sentence using the word?

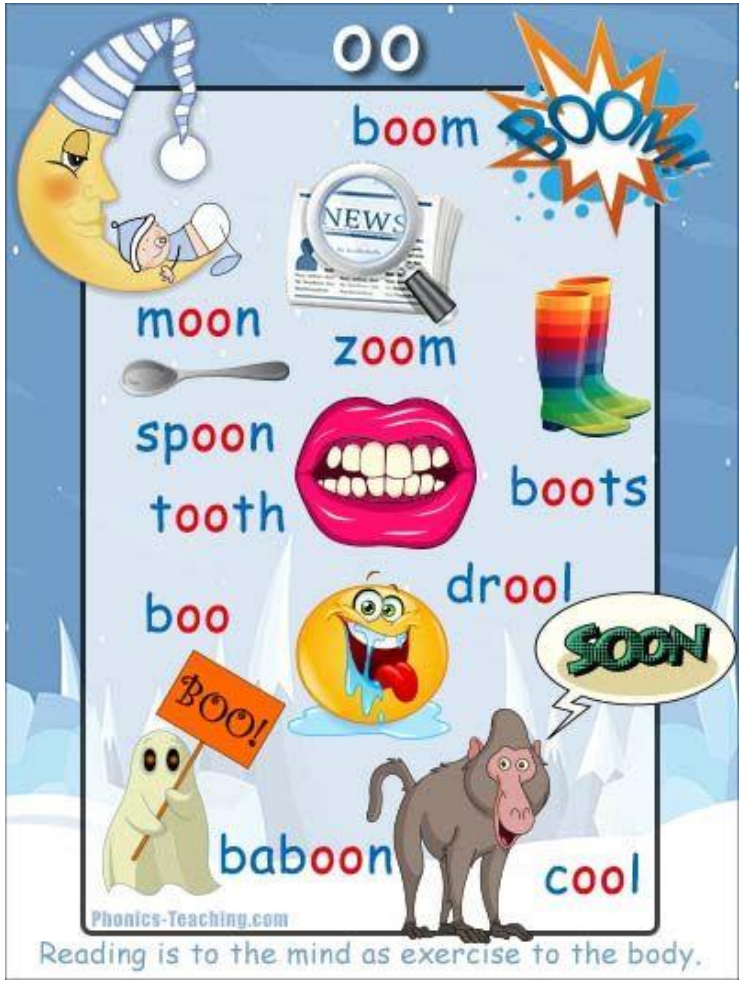
Explore alternative words for looming

Impending, approaching, imminent…

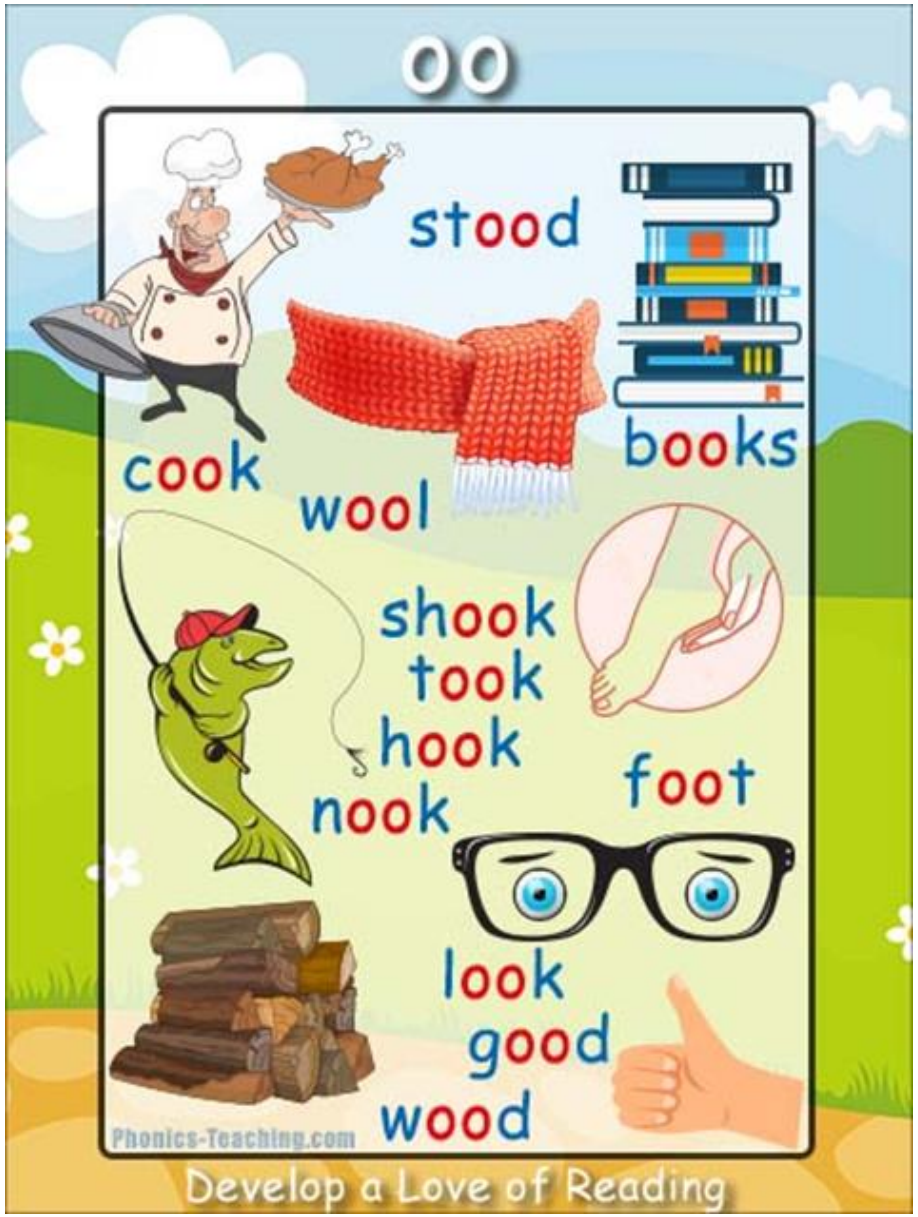
Sound of the day -oo

What is the sound?

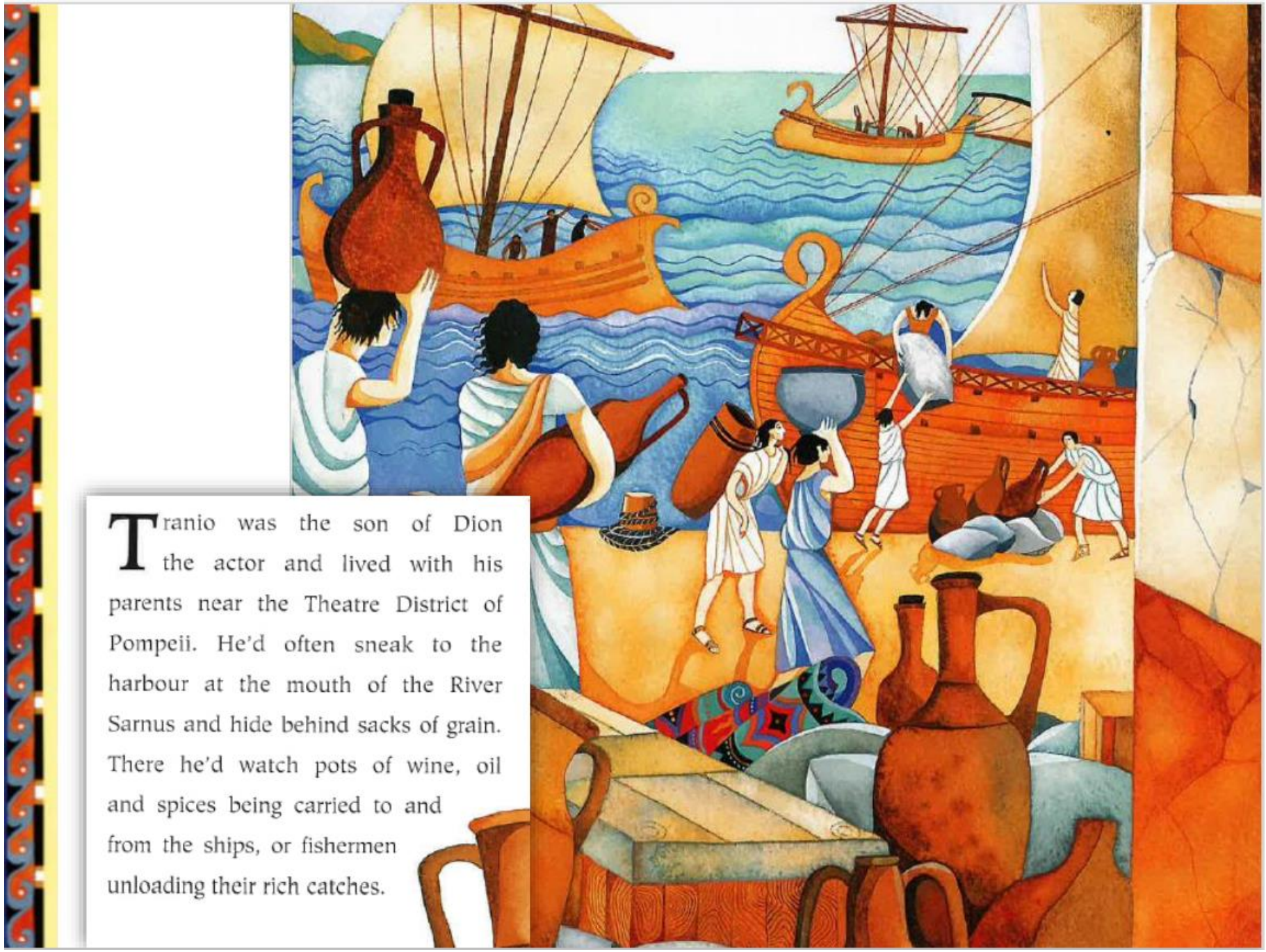
Think of other words containing this sound.



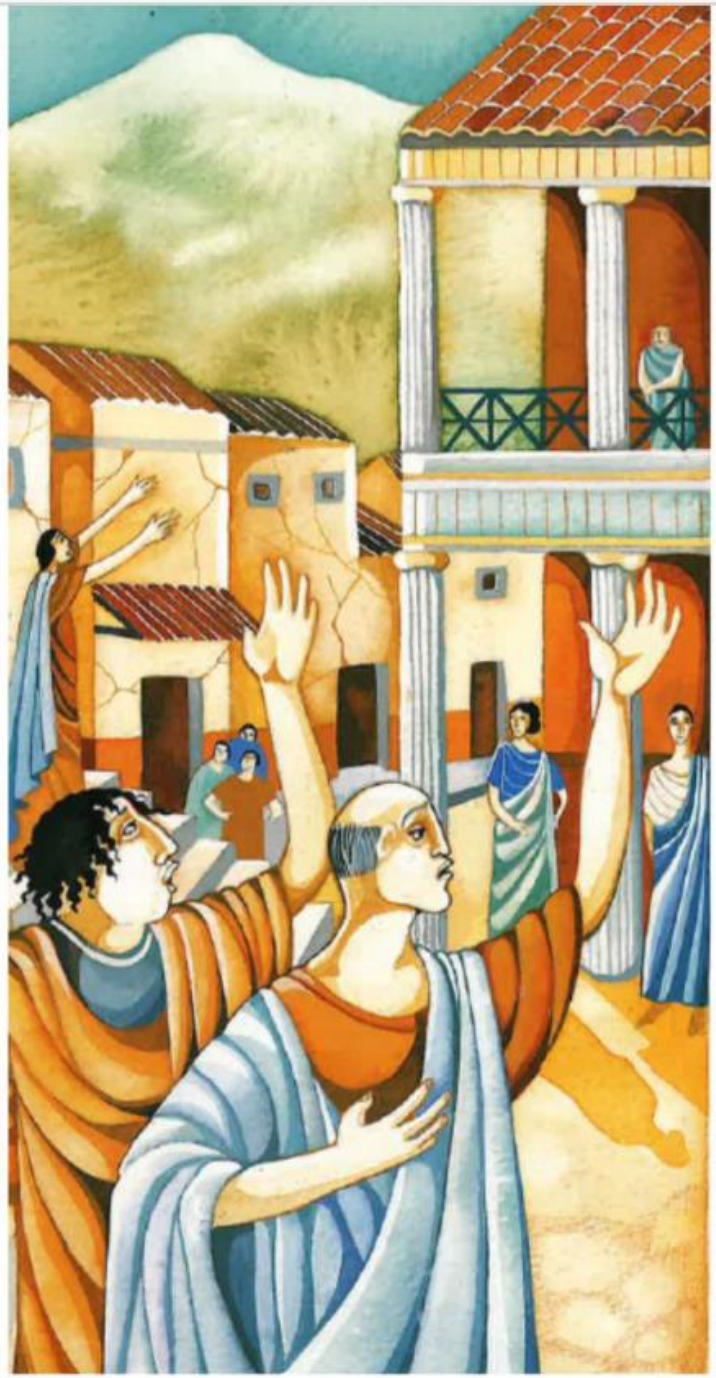
Does the letter combination oo always make the sound in looming?



What sound do you hear in these words?



Tranio was the son of Dion the actor and lived with his parents near the Theatre District of Pompeii. He'd often sneak to the harbour at the mouth of the River Sarnus and hide behind sacks of grain. There he'd watch pots of wine, oil and spices being carried to and from the ships, or fishermen unloading their rich catches.





Sometimes Tranio went to the forum to watch the politicians make their speeches, the stall-holders argue, and listen to the poets sing.

His favourite song was:

"Rumble down, tumble down,
great city walls,
Feel the ground grumble,
the citizens stumble
When the earth shakes, and
rumble down, tumble down."

Everyone would join in, laughing as they remembered the earthquake tremors. A few years before Tranio was born there had been a big earthquake in Pompeii, and parts of the town had still not yet been fully repaired. But nobody took tremors seriously any more.

LO: to examine the purpose of an opening and to explore characterisation.

What did we learn from yesterday's opening passage? – think about atmosphere and threat.

What is the function of an opening?

- In the beginning, the writer establishes- information about the setting - where and when the story is set; with a little description about it and some characters introduced.

Look back at yesterday's lesson and see if you can spot this.

Reading

What did you learn about Tranio?

What sort of boy do you think he is?

What does the word "sneak" suggest?

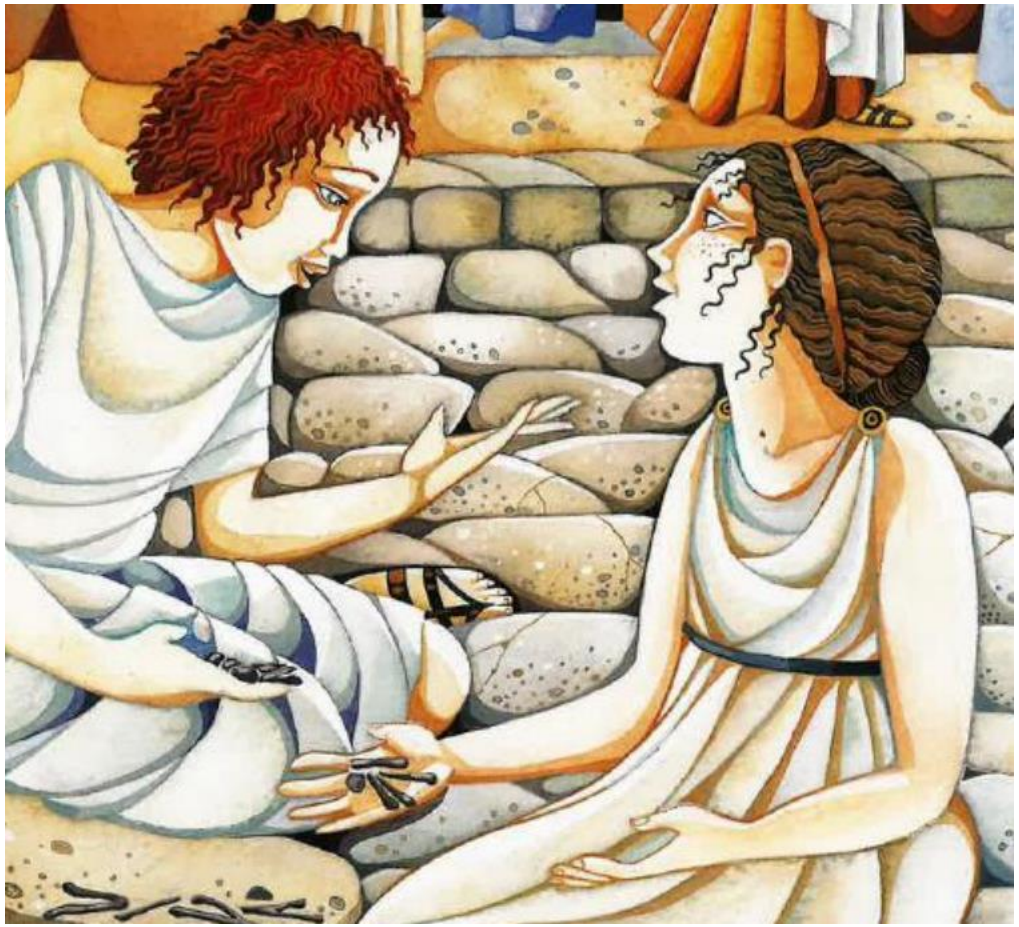
What do we know about his family?

What does that make you think and why?



What do we learn about Livia?

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Is life for a Roman boy and girl like yours?

How is it the same?

How is it different?

What do you think about the expectations for boys and girls?

Collect all the information you have about each character?

Task: Create a mind map for each character.

Day 3

Word of the day-strutting

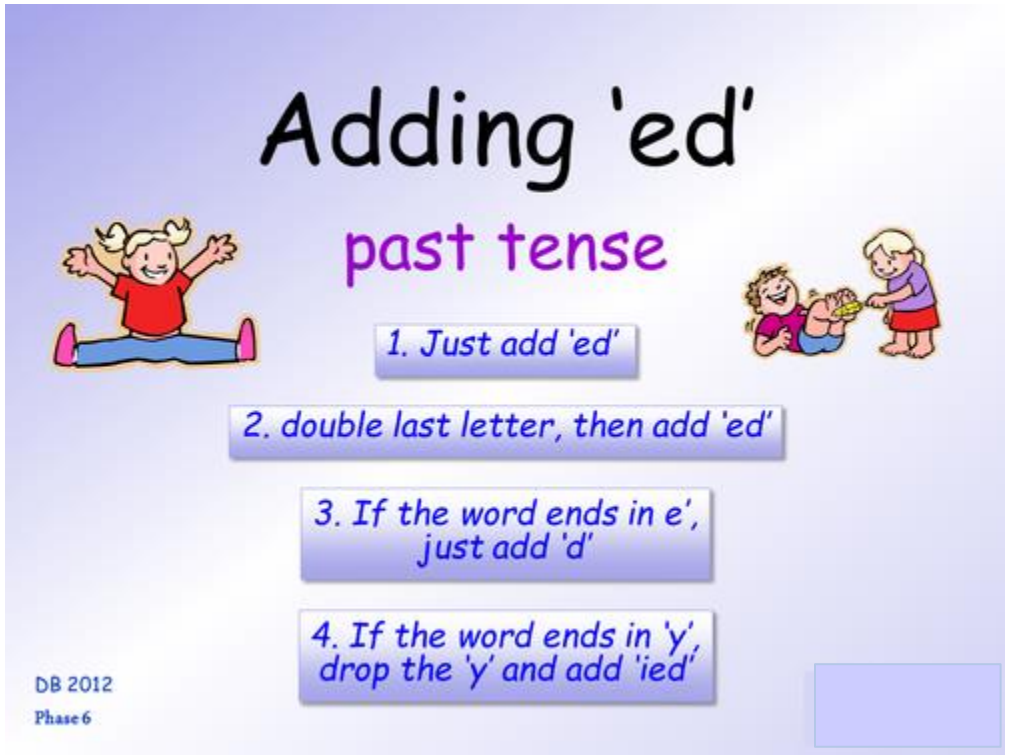
*"To begin with, Tranio enjoyed watching sword fights and **strutting** clowns."*

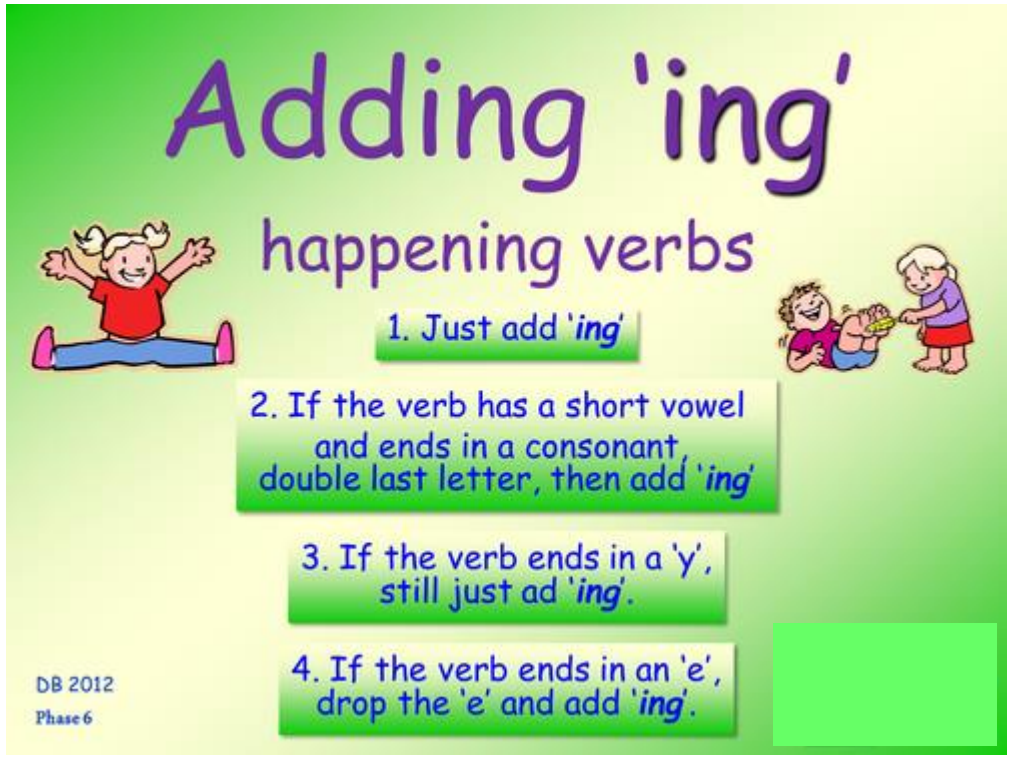
What part of speech (type of word) is the word of the day.

Powerful verbs

Go back through the passage collecting the powerful verbs.

Explore changing them from present to past tense e.g, strutting- strutted looming- loomed

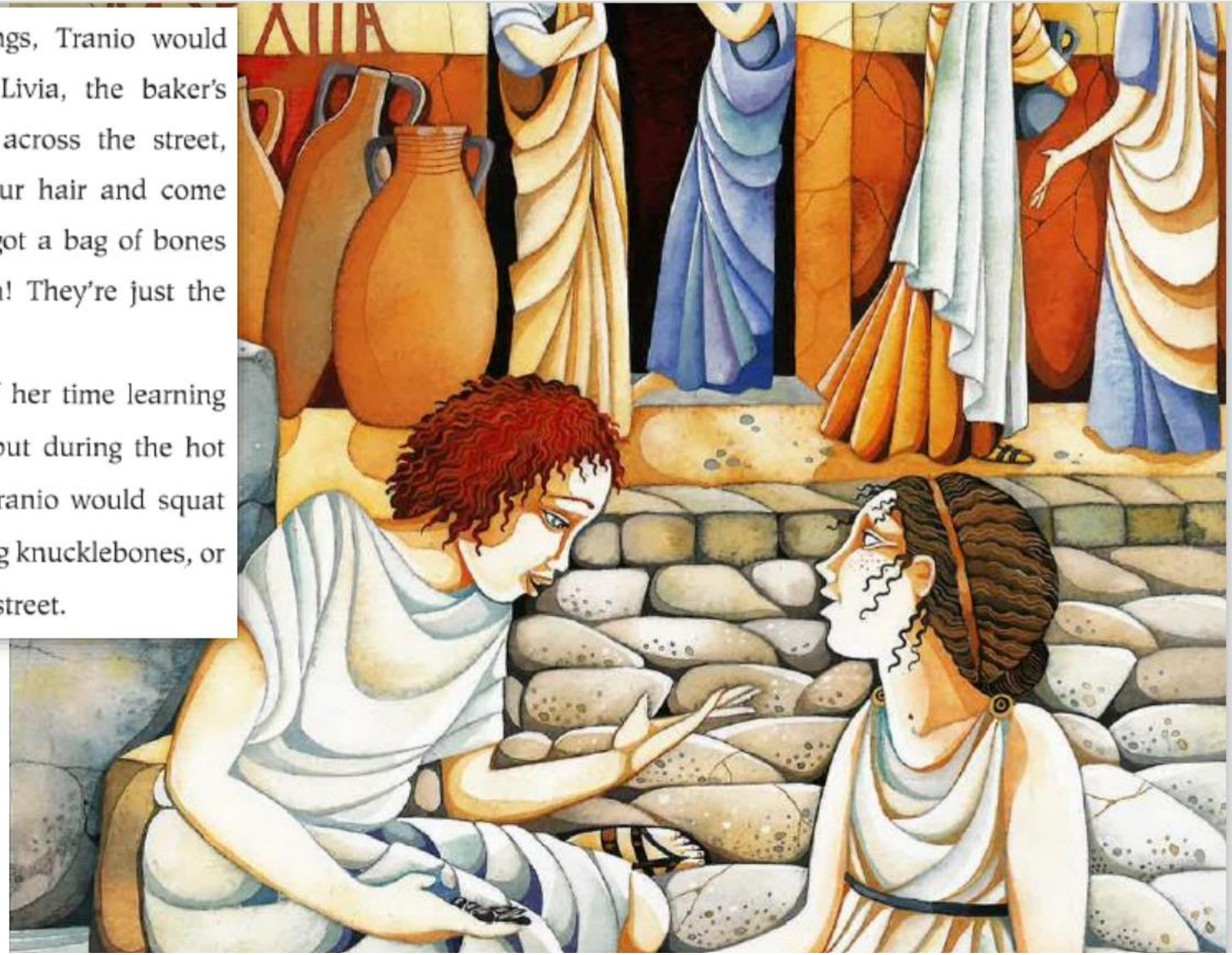


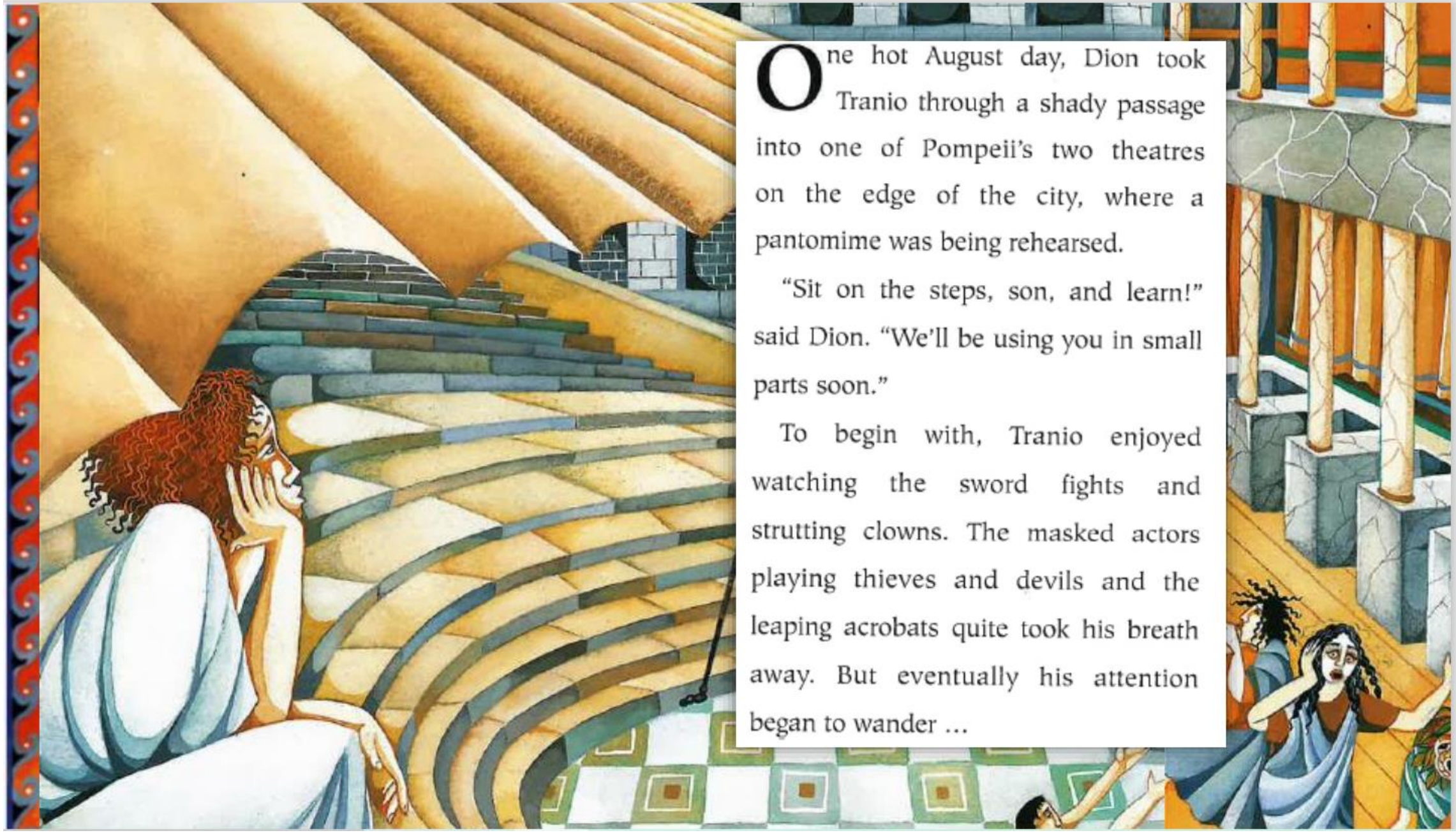


Task: Think of verbs for each spelling rule.

On other mornings, Tranio would shout up to Livia, the baker's daughter, who lived across the street, "Liv! Stop curling your hair and come and play jacks! I've got a bag of bones from mother's kitchen! They're just the right size!"

Livia spent most of her time learning to weave and cook, but during the hot afternoons she and Tranio would squat by the fountain playing knucklebones, or chase dogs down the street.





One hot August day, Dion took Tranio through a shady passage into one of Pompeii's two theatres on the edge of the city, where a pantomime was being rehearsed.

"Sit on the steps, son, and learn!" said Dion. "We'll be using you in small parts soon."

To begin with, Tranio enjoyed watching the sword fights and strutting clowns. The masked actors playing thieves and devils and the leaping acrobats quite took his breath away. But eventually his attention began to wander ...

LO: to explore how historical details are used to establish time and place (setting)

What do we learn about Tranio and Livia's lives?

What does this tell you about the Roman town they live in?

What do you think Tranio will do next? Why?

Look for historical details – words, jobs, pastimes…

What details are given about the place?

Create a glossary

Definition of glossary : a list that provides definitions for the difficult or unusual words used in a book

tremor –

earthquake –

Vesuvius –

theatre –

citizens –

knuckle-bones –

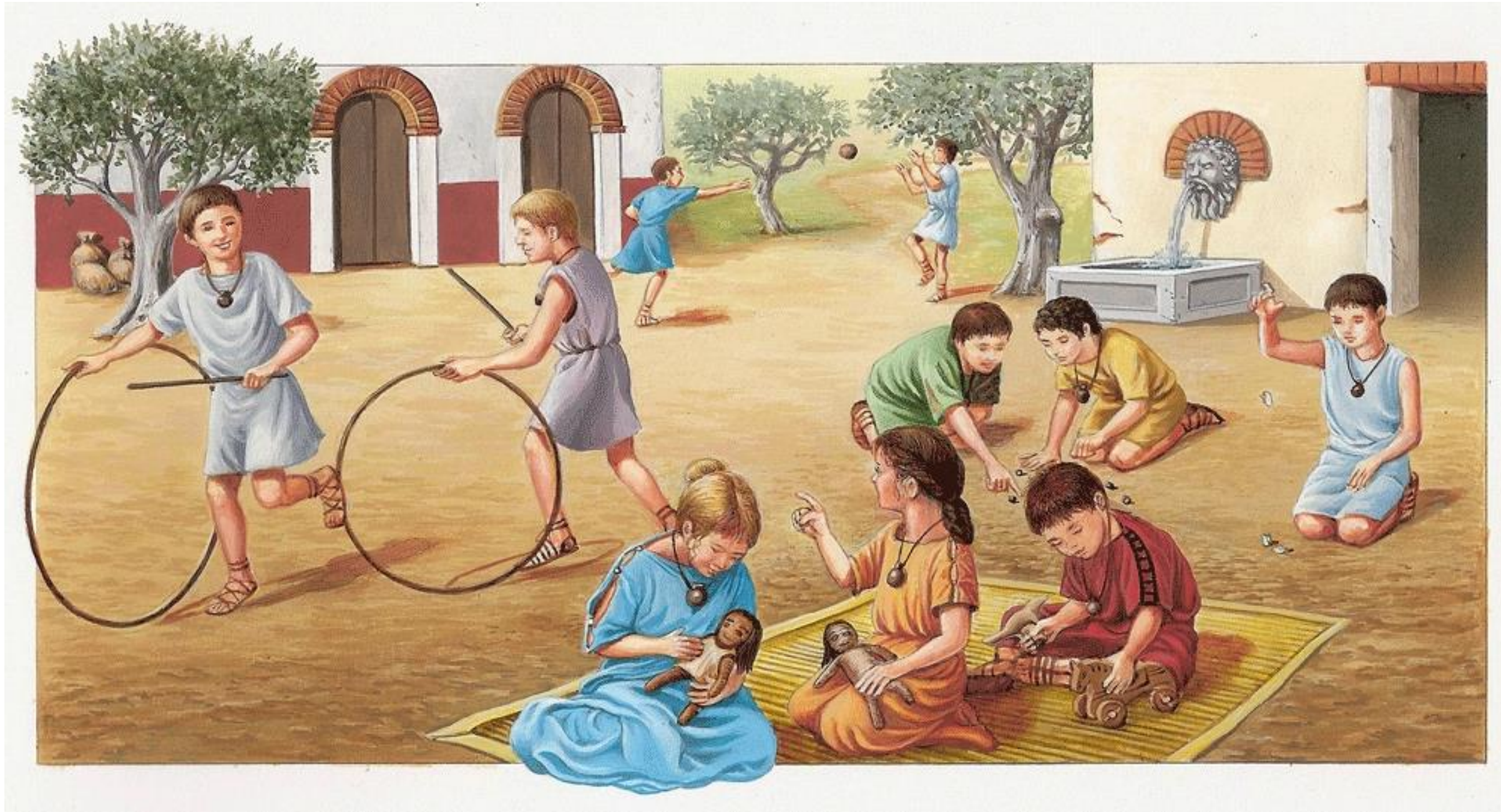
acrobats -

Task: Create your own definitions for these words from the story.

Day 4

Word of the day- quivered

"The stone steps creaked, the flaps began to rattle and the buildings quivered."



Asking questions can help you create a new character.



1. What's their name? (Try to think of a name used in Ancient Rome)

2. How does the character behave?

3. What do they like to do?

4. How old are they?

5. What do they feel and what are they thinking?

Can you think of some more things you should know about your characters?



Task: create new Roman characters for your own story.

Try looking at BBC Teach Roman Voices https://www.bbc.co.uk/teach/class-clips-video/history-ks2-roman-voices/zdy32sg

Day 5

Words of the day-legend

What type of word is this?
Can it be changed into another type of word by adding a suffix?

Chapter 1
Romulus and Remus

Now and Then Today, the city of Rome is the **capital** of a country called Italy. Two thousand years ago, Rome was the center of the world's greatest empire—the Roman Empire. The Romans ruled all the lands around the Mediterranean Sea.

The Big Question

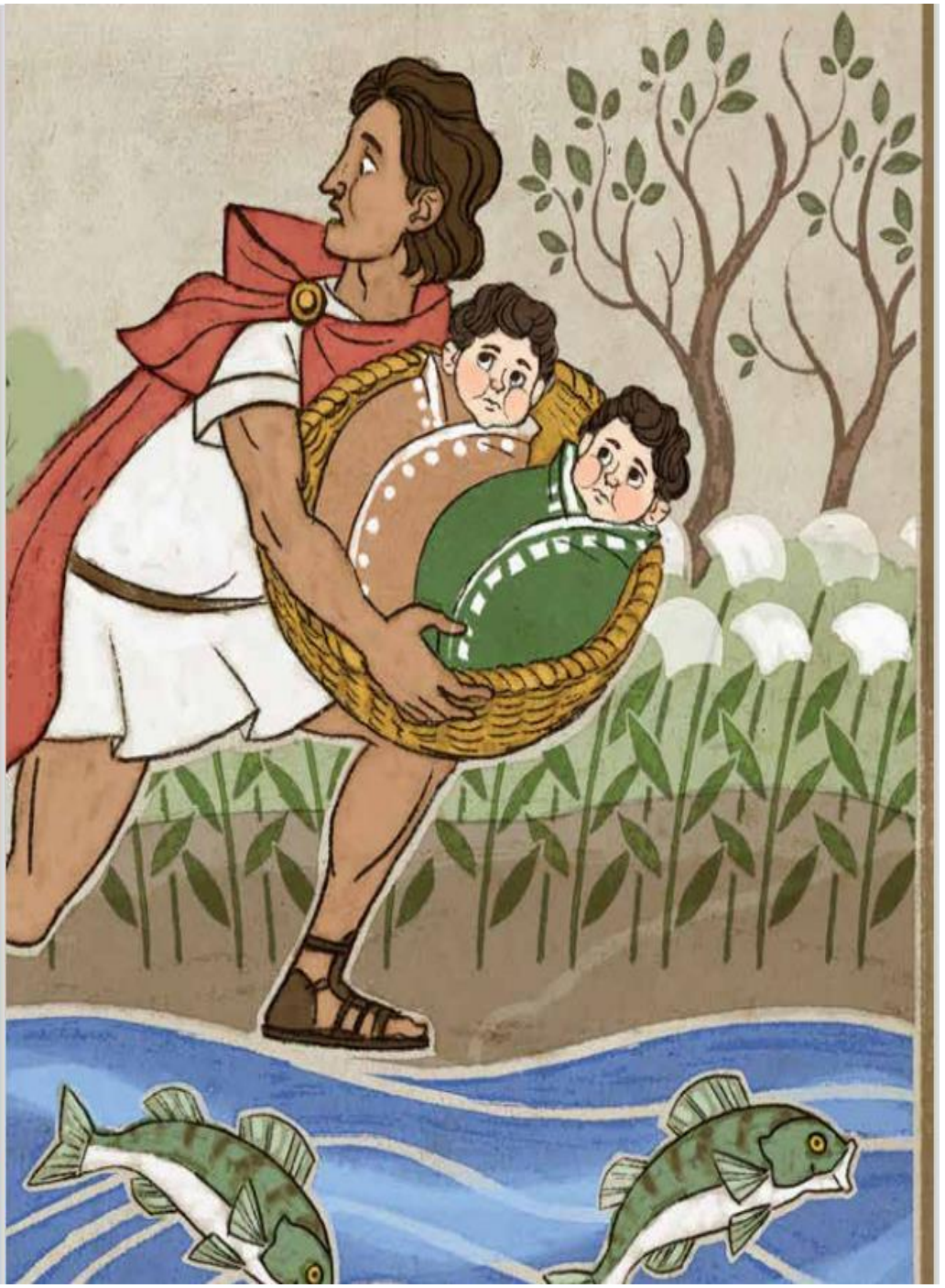
According to legend, how did the city of Rome begin?

Vocabulary

capital, n. the main city of a country and the home of the country's government

legend, n. an old, well-known story, usually more entertaining than truthful

How did this great empire begin? The Romans had a story, or **legend**, that explained this.



The Legend of Romulus and Remus

Mars, the Roman god of war, had twin sons named Romulus and Remus. When the twins were born, Mars promised that they would someday start a great empire.

A jealous uncle kidnapped the baby boys. He asked a servant to drown them in the Tiber River. The servant took pity on the boys. Instead of drowning them, he put them in a reed basket. He placed the basket in the river.

The twin boys were lucky. As the basket floated down the river, it drifted toward the riverbank. The basket hit the riverbank, and Romulus and Remus fell out. Then something moved in the bushes near the shore. It was a mother wolf! She had heard the babies crying. She nudged them with her nose and then with her paw. The wolf saw that the twins were hungry. She fed them milk just as she fed her own cubs.



Later, a shepherd found the boys and raised them as his own sons. After the boys grew up, they decided to build a city near the Tiber River where the wolf had found them.

The brothers began to argue. They fought over where to start building the city. During this fight, Romulus killed Remus. Romulus became the first king of the city, which would be named after him—Rome.

Romulus ruled Rome for many years, until he disappeared during a storm. The Romans believed that his father, the god Mars, took Romulus into heaven. There, Romulus became a god too.



Romulus and Remus fought over where to build their city.

The Early Years

The story of Romulus and Remus is a legend. Legends usually are not true stories. Rome was built near the Tiber River, but probably not because a wolf helped twins there. So what really happened?

Rome probably began when some farmers and shepherds built a village of small huts on one of the seven hills near the Tiber River. These people probably settled by the Tiber because it was a good place to live. The soil was rich. There was plenty of water, and the river was good for travel. An island in the river near the village made crossing the river easier.

The seven hills around the Tiber made it hard for enemies to attack. Rome grew as more people settled on those hills. That is why Rome became known as the "City of Seven Hills."

According to legend, Rome was founded in 753 BCE. The letters BCE stand for "Before the Common Era." The Common Era began when Jesus Christ was born. So Rome was founded 753 years before the birth of Jesus. That means Rome is more than 2,750 years old.

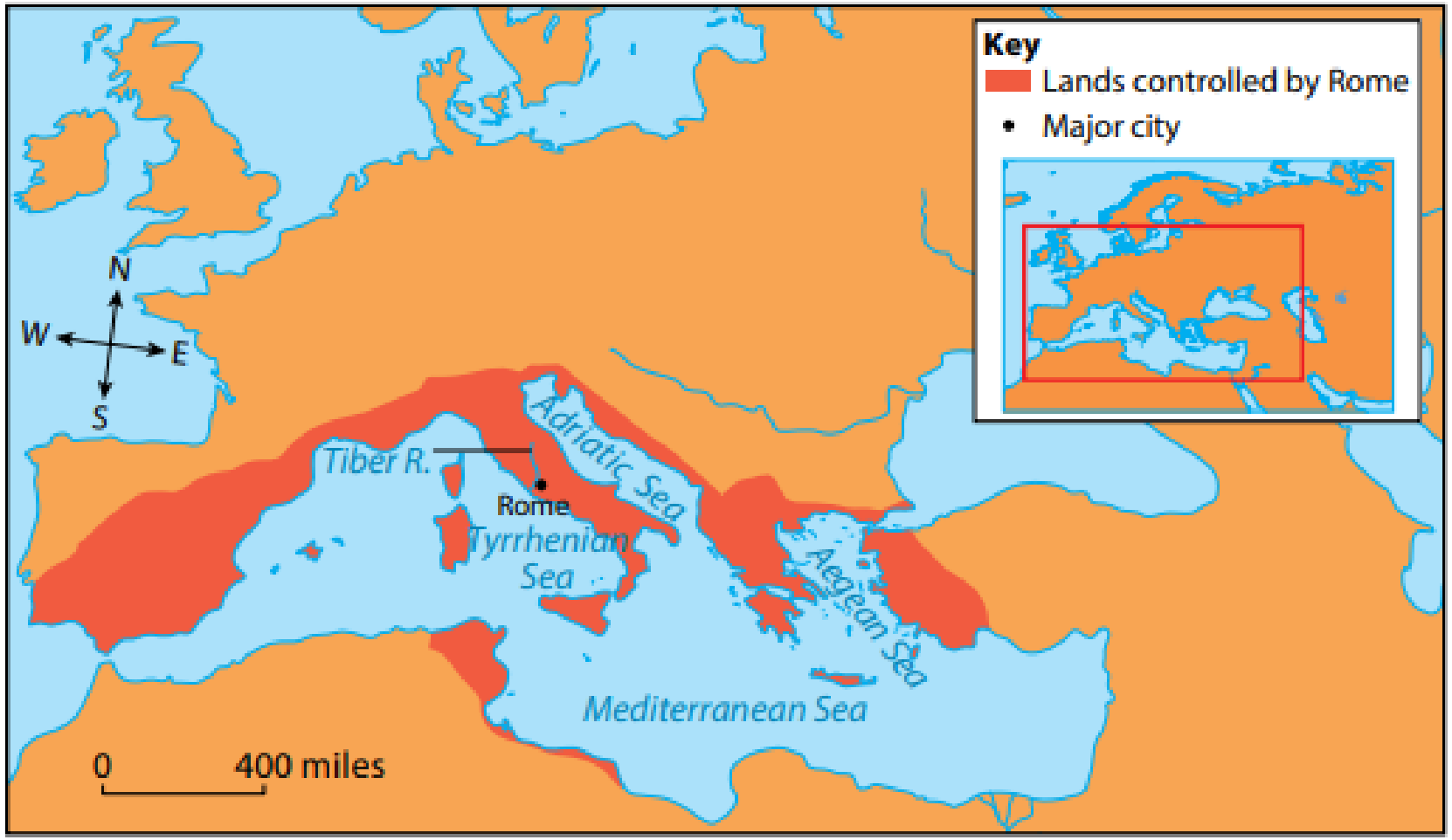
For many years, kings ruled Rome. Over time the kings became greedy for power. In 509 BCE the Romans drove out their **king**. They decided not to trust anyone else to be king. Instead, the Romans made their city a republic. In a republic, people choose **representatives** to rule for them.

Vocabulary

king, n. a male ruler who comes to power by birth and who rules for life

representative, n. a person who speaks or acts for someone else

Roman Lands, About 130 BCE



Over time, Rome came to control a large area around the Mediterranean Sea.


Italian Peninsula
Po R.
Adriatic Sea
Tiber R.
Rome
Tyrrhenian
Sea
0
75 miles
Mediterranean Sea

LO: to comprehend a non-fiction text

Task: To answer the questions below.

VIPERS

Vocabulary, Inference, Prediction, Explanation, Retrieval, Summary

V Which two verbs describe how the basket moved along the river?

I Which characters do you think were kind? Give reasons for your answers?

How did Rome gets its name?

E Explain why Rome was a good place for people to settle and build?

Why do you think it is good to be surrounded by hills?

R What is a legend?

When is it thought Rome was founded?

Which river is Rome located next to?

S Summarise the legend and founding of Rome in 4 sentences.