Notable Trade Book Lesson Plan

Through Time London: From Roman Capital To Olympic City

Written by Richard Platt

Through Time London: From Roman Capital to Olympic City is essentially a picture book that explores how the city of London has changed over time. This lesson plan provides an example of how students can utilize the book to engage in a writing assignment while becoming experts in a specific time period of London’s history.

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<td>Recommended for grade 3–grade 7.</td>
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<td>The lesson is designed to last four class periods.</td>
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**Book Summary**

*Through Time London* is a detailed picture book that documents the changes the city of London has incurred over the ages. Contrary to the title: *From Roman Capital to Olympic City*, the book actually begins with the Neolithic Age and illustrates how the earliest settlements might have looked in 3500 B.C. Each page chronicles different time periods and shows how structures are modified and changed to fit the needs of the people living in the area and also demonstrates the role of the countryside and, most importantly, the River Thames to London. Every page includes a small map of London to show how it has grown over the years. The book also spotlights important events in London’s history, such as the attack in A.D. 60 by Boudicca, queen of the Iceni, over the Romans and the Great Fire in A.D. 1666.

**NCSS Standards**

1. Culture  
2. Time, Continuity, and Change  
3. People, Place, and Environments  
4. Power, Authority, and Governance  
5. Production, Distribution, and Consumption  
6. Science, Technology, Society

**Materials**

1. Book  
2. Elmo  
3. 10 copies of the book or colored photo copies

**Objectives**

- By examining *Through Time London* students will gain a sense of how cities develop over time and how people adapt to their environment due to changes in power and needs of people.

- Students will gain practice writing a play and collaborating with a partner.

**Procedures**

Students will work in teams of two, and each team will be responsible for one time period that is illustrated in the book. For example, one team will become experts on A.D. 60 *Boudicca attacks!* Another team will focus on A.D. 1602 *Shakespeare’s London.*
Exploration/Introduction

As experts, students will need to develop a script and perform a skit--based on the script--to teach each other about their time period. The script should include the following elements:

Development

1. Identify the setting, time, and place where the story is set.

2. Identify two characters (these characters should be based on two people they see illustrated on their assigned time period in the book). Ideally, students will pick characters that might have a different perspective on the event depicted for their assigned time period. For example, one might choose the woman who flees her home as a Viking sets her home ablaze. The other character might be that Viking.

Expansion

- Act I: The script should begin before the main action is taking place in order to give background information about what life is like during the time period based on what they read in the book. The characters should describe their daily routine and what they encounter when they walk around London. As part of this they should describe their clothing and their surroundings.

- Act II should focus on an event taking place, which is the focal point of their time period. For the example of A.D. 851 A Viking Raid, the story should describe the raid and the reaction of the characters to the event.
Act III should take place after the major event and the students can project what they think might have happened in the case of the Vikings after the raids. As part of this, students should situate Act III in the form of informing others about the event. This could be telling a story, a letter, a phone call, or an email. Students should consider how people during the time period would let others who were not present know about what had happened. For instance, during the Viking raids, with the exception of a few monks and nobility, few people would know how to read and write. The story, therefore, would presumably have been passed by word of mouth rather than in the form of a letter. In A.D. 1783 Georgian London a letter would be more likely. During A.D. 1963 Fame and Fashion a phone call would be appropriate, and today it would be an email.

Sequence:

- Day 1: The teacher will read a short three act play to familiarize students with this genre of writing. The teacher will show students the book London: From Roman capital to Olympic City and describe the assignment. Students will be assigned to a partner and an era to base their script on.
- Day II: Students will begin working on their script.
- Day III: Students will continue working on their script.
- Day IV: Students will perform their scripts to the class

Assessment Rubric – London Project

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<tr>
<th>Category</th>
<th>Possible Points</th>
<th>Earned points</th>
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<tbody>
<tr>
<td>Using the allotted time wisely and productively</td>
<td>20</td>
<td></td>
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<tr>
<td>Team work</td>
<td>10</td>
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<tr>
<td>Quality of Writing</td>
<td>20</td>
<td></td>
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<tr>
<td>Bringing the information from the book to the script</td>
<td>20</td>
<td></td>
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<tr>
<td>Creativity in developing script</td>
<td>20</td>
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<tr>
<td>Enthusiasm in the performance</td>
<td>10</td>
<td></td>
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<tr>
<td>Total Score</td>
<td>100</td>
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### Suggested Extension Activities

Students will need to do outside research on the time period as part of the presentation. Students should utilize sources that give information on what was life like during their time period.

### Additional References & Web Links


- [http://www.activityvillage.co.uk/a_brief_history_of_london.htm](http://www.activityvillage.co.uk/a_brief_history_of_london.htm)
- [http://www.bbc.co.uk/history/forkids/](http://www.bbc.co.uk/history/forkids/)
- [http://digital.library.upenn.edu/women/marshall/england/england.html](http://digital.library.upenn.edu/women/marshall/england/england.html)
- [http://www.historyforkids.org/](http://www.historyforkids.org/)
- [http://www.spendtimeinlondon.com/history-of-london.html](http://www.spendtimeinlondon.com/history-of-london.html)
- [http://www.thekidswindow.co.uk/News/Fire_of_London.htm](http://www.thekidswindow.co.uk/News/Fire_of_London.htm)
- [http://www.timeforkids.com/TFK/teachers/aw/wr/article/0,28138,605518,00.html](http://www.timeforkids.com/TFK/teachers/aw/wr/article/0,28138,605518,00.html)
- [http://www.topicbox.org.uk/History/](http://www.topicbox.org.uk/History/)
- [http://www.woodlands-junior.kent.sch.uk/customs/questions/regions/london.htm](http://www.woodlands-junior.kent.sch.uk/customs/questions/regions/london.htm)
ABOUT THE AUTHOR

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