

Ancient Rome

Mr. Donn and Maxie's Always Something You Can Use Series

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Preface

I am a teacher. With “No Child Left Behind” (NCLB) being the law of the land, and with every teacher required to help raise test scores on standardized tests, we are all looking for ways to improve our teaching. Today there are national Common Core State Standards for teaching as well as various state standards that students are expected to meet. Maybe your state or school district has exit exams students are required to pass. Your circumstances will be different from mine but we all have the same goal in mind. Help our students reach their goals.

The Mr. Donn and Maxie’s Always Something You Can Use series was written in part because when I went looking for help as a new teacher there was nothing there. The lessons you are about to use are ones that I have used in the classroom myself, with input from my colleagues, friends, students, and especially my wife.

I currently teach in an urban school with all its challenges and difficulties. I teach both language arts and social studies. I have been in various levels of secondary school grades 6–12.

Focus: This book, and the rest of the books in the series are for teaching Ancient History. Each book is a separate unit that deals with each of the different ancient civilizations. Each book has within it a complete unit on ancient history. Within each unit there are various types of lessons. Each unit will contain vocabulary lessons, writing lessons, and activity lessons. The variety will hopefully keep all your students involved, entertained, and learning.

In *Classroom Instruction that Works*, Marzano et al list ten research based strategies. The ancient history series uses these ten strategies, as well as other concepts, ideas, and strategies, to build lesson plans and instruction around. For those who are unfamiliar with Marzano et al, here is a quick recap of those strategies.

- Identifying Similarities and Differences
- Summarizing and Note Taking
- Reinforcing Effort and Providing Recognition
- Homework and Practice
- Nonlinguistic Representations
- Cooperative Learning
- Setting Objectives and Providing feedback
- Generating and Testing Hypotheses
- Cues, Questions and Advanced Organizers

These strategies and concepts are imbedded into the lessons. You won't find a place where it says "We will now use the strategy of Cooperative Learning." Instead you will find cooperative learning within the lesson. An example of this is in the Ancient China unit; students are divided into groups, and each group chooses or is assigned one of the dynasties. That group is given an opportunity to research, create a presentation, and then present their product to the class. This project is monitored by the teacher as to progress and deadlines. Their product is then placed in the classroom for all to see, share, and use. This same project includes Marzano's strategies of "Reinforcing effort and providing recognition," "Nonlinguistic Representation," and "Setting Objectives and Providing Feedback."

The Mr. Donn and Maxie Always Something You Can Use series also uses ideas and concepts to help make teaching and learning enjoyable—ideas such as "Word Walls" to help build vocabulary, various writing ideas to stimulate interest in writing, and games, pictures and graphic organizers to increase efficiency and retention.

We worked very hard to bring you the best ideas we could to make history a subject that students would want to learn.

Rome Was Not Built In a Day

Introduction

Subject: Ancient Rome

Level/Length: This unit was written with sixth graders in mind, but can easily be adapted for grades 5–9. The unit is presented in seventeen sections; some sections are mini-units and will take longer than one class period to complete. Lessons are based on a 55-minute class period or they can be adjusted to fit any time frame. As written, time frame needed to complete this unit: 4–6 weeks.

Unit description: This unit explores the rise and fall of ancient Rome. It is built on one central theme: Rome was not built in a day. Activities are varied and include classifying, abstracting, map work, dramatizing, writing, reading, speaking, researching, interpreting, and other higher level thinking activities. A final activity is built over the course of the unit, a Roman Festival with entertainment, including the original play *Gossip at the Forum*.

Rationale: In view of the latest government guidelines on education with “no child left behind,” this unit was developed to meet standards applicable in most states. Lessons are designed to address various learning styles and can be adapted for *all* students’ abilities.

Ongoing Project/Graphic Organizers: Using bulletin boards or wall space as graphic organizers supports critical thinking activities and fits the theme of the unit. At the end of the unit, each graphic organizer board should be completed and will support the final activity. To complete each, students will need to be directed to add information as it is discovered in your unit study.

Ancient Rome

Setting up the Room

Graphic Organizers: Using bulletin boards or wall space as graphic organizers supports critical thinking activities and fits the theme of the unit: Rome was not built in a day. At the end of the unit, each should be completed and will support the final activity. To complete each, have students add information as it is discovered in your unit study.

Word Wall:

Design: This is consistent for all units, but each has its own look.

Use: Once a week, have the kids pick a word, any word, and define it, then use it in a sentence. Use the word wall to fill in short periods of time throughout the unit. Direct the kids to select any five words from the word wall and create a news article. Or select any six words to form a group and be able to define the group. (Examples: buildings, words that begin with A.)

The Forum:

Design: The forum was the city center, the plaza. Every Roman city had a forum. Put a sign above an open wall area marked “The Forum.” Add a small table to hold handouts. If you position the forum between your word wall and your timeline, it will give the forum a look of surrounding buildings.

Use: Use the forum as the Romans did, as an information dispersal center. This is where you can post papers with no names, stack copies of reproducibles and homework assignments for pick up by students who were absent, post information about school happenings such as a school play or concert, etc.

Some Roman Gods and Goddesses:

Design: Ten circles composed of one large yellow circle, with nine smaller circles. The smaller circles should be proportioned to represent the nine planets in our solar system.

A note on Pluto: In 2006, the International Astronomical Union downgraded the status of Pluto to a “dwarf planet.” In planning, it could be left out entirely, or, conversely, all the dwarf planets could be included. However, only two of the other four dwarf planets are named after Roman deities (namely, Ceres and Eris).

Roman Gifts:

Design: Flat pieces of cardboard wrapped in bright, solid-colored wrapping paper, in a variety of colors. Arrange in a scatter. Keep it bright and colorful, but this is background. Do not label the “gifts.” Add labels as you identify the inventions and other gifts from the ancient Romans. You don’t need a wrapped flat package for every “gift.” Use a few for background design. Allow students to use their crayons, add bows, and/or dress up this board as they go along.

Gifts: Romance languages (English, Italian, Spanish, French are all based on Latin); big government—our legislative branch, the Senate and House of Representatives, is based on the Senate and Assemblies of ancient Rome; city planning; public sewers; invention of concrete, grand architecture; aqueducts; arches; roman numerals; many holidays and more.

Roman Times: Timeline. With Rome, I like to put the dates up before the unit begins. That way, students have a seek game going—what events go with what dates.

Door Into the Classroom: On the hallway side of the door into your classroom, use construction paper to frame your doorway, creating an entrance to ancient Rome, if space allows.

Section One:
Welcome To Ancient Rome!

Time frame: 1 class period (55 minutes)

Introduction Room Boards

Map

Jupiter

Preparation:

- Daily Question. Use overhead projector or write question on the blackboard. (This is a student writing activity. Students are to write answers to daily questions in their notebooks upon arrival.)
- Reproducibles:
Application to Become a Roman Citizen
Map of Early Rome
Jupiter

Daily Question: What is a peninsula?

Meet Your Class at the Door: “Welcome To Ancient Rome!”

This is your application to become a Roman citizen!”

Hand out *Application to become a Roman Citizen*.

Room Boards (Graphic Organizers)

Briefly introduce each wall section, the Boards (graphic organizers), to the class.

Transition: *There is an old saying:* Rome was not built in a day. What does that mean?

Activity: Map of Early Rome

- **Say:** Today, you are going to be in charge of city building. There are enemies
- everywhere. But you must feed, shelter, bathe yourself and water your animals. -
Hand out *Map of Early Rome*
- **Say:** Using a pencil, pick the best location for your city and mark it with an x, on this map. On the back of this map, list three reasons you put your city where you did. Remember—there are enemies everywhere.
- Give them a few minutes to do this. Discuss their answers first.
- Tell them where Rome was built and why.

Background: The early Romans built on the seven hills on the Tiber river for protection and for water. Flatland, on the other side of the Tiber, was perfect for farmland. The area offered what they needed. They started their city on the top of one hill. They walled around it. As they expanded, they also expanded their wall. Slowly, they expanded to all seven hills with one wall encircling them all.

Label maps:

- Use the overhead projector (make a transparency of *Map of Early Rome*).
- **Ask:** What is a peninsula?
- Point to places on the map they need to label, and provide the names. seven hills of Rome, Palatine Hill, Tiber River, Mediterranean Sea, marshes, farmland. Add other information you feel is pertinent.
- Let them color their maps.

Activity: It's Time for Pantomime!

Say: Whenever the ancient Romans went to see a play or hear a story, they did not sit quietly and enjoy the performance, as did the ancient Greeks. The Romans chatted and talked and moved about and visited. The actors had to say their lines and pantomime the story, so that people could understand them. What does **pantomime** mean?

Today, you are all actors. Our story is a popular one. It's a story about Jupiter, king of the Roman gods. (Explain the rules.) *No speaking*. Students must stay in their seats. No flailing wildly. Gestures must be pertinent to the story.

Hand out *Jupiter*.

Give them a few minutes to read the story quietly. Then, do a little acting yourself. Look towards the back of the room as if hoards of noisy Romans have gathered to hear you. Clear your throat. Look nervous. Then say loudly: The story of Jupiter! In a more normal voice—because already you'll have enough acting going on in your classroom—read the story aloud to your class, while the students pantomime.

Add Jupiter to your Roman God and Goddesses wall. Be sure the word Jupiter is positioned on the fifth circle from the sun. (But don't tell the students why you put it in that position.)

CLOSE CLASS: Tell the students: Please complete section three of your Application to Become a Roman Citizen KWL chart by tomorrow (now, if time permits). That's all for today. See you tomorrow, at the forum!



Name:
Date:
Class:
Period:

Jupiter

Jupiter, Neptune and Pluto were the three sons of Saturn. When Saturn retired, the boys divided the world up between them. Jupiter took the sky, Neptune took the sea, and Pluto ruled under the earth, the home of the dead. At first, it was great fun. But things had been just a bit slow lately.

Jupiter thought about what he could do.

He could turn himself into an octopus and visit his brother Neptune under the sea, but he didn't feel much like a swim.

He could visit Pluto under the earth, but Pluto was such a gloomy fellow.

He could hurl thunderbolts, but it wasn't much fun without a target.

He could hunt up one of the other gods. But the truth was, all the other gods were terrified of Jupiter. He did have a terrible temper, but only when someone lied to him. Since the gods often lied, they mostly avoided Jupiter.

He could call for his wife, Juno. But the truth was, he was a little frightened of her.

He could find a beautiful woman. But he couldn't let Juno catch him. She was very jealous.

Jupiter flew down to Earth and looked around for something to do. He spotted two men walking along a lane. Jupiter cast his voice to make it sound like somebody else was speaking. He was very good at that.

"Hey, stupid," Jupiter cast his voice loudly, hoping to start a fight.

One man turned to the other angrily. "What did you say?" And before you could say Jupiter, the two men were fighting. Jupiter found that very funny.

A glint on the river caught his eye. It was Io, a lovely river nymph.

"What a lovely young woman," Jupiter said. He promptly fell in love.

Hoping to hide himself from the eagle eye of his jealous wife, Jupiter covered the world with some really thick clouds. But Juno was not stupid. The thick coat of clouds made her suspicious immediately.

Jupiter looked up. “It’s Juno!” he gulped.

Quickly, Jupiter changed Io into a cow. When Juno landed, all she found was an innocent looking Jupiter standing next to a little white cow.

“This little cow appeared out of nowhere,” he told his wife, acting surprised.

Juno wasn’t fooled. “What a beautiful cow,” she gushed admiringly. “May I have it as a present?”

Jupiter had to agree. Juno sent the cow away under guard.

Jupiter arranged for Io to be rescued and set free. He sent his son to sing the guard asleep. When the guard closed his eyes, Io ran away.

When Juno heard about it, she sent a gadfly after Io. A gadfly is a fly that bites.

“Moo moo,” Io screamed, when the gadfly found her.

Io swam across a sea, hoping the gadfly would drown on the trip. No such luck, although Juno did name the sea after Io. Perhaps you’ve heard of it—the Ionian Sea? It’s the sea between Greece and Rome. No matter.

Feeling very sorry for herself, a dispirited Io traveled next to Egypt.

It was then that Juno decided that Io had suffered enough. First, she made Jupiter promise that he would never see Io again. Then she changed Io back into human form, and left her in Egypt. Egypt was a dismal place for a river nymph. There are no crocodiles in the Tiber as there are in the Nile.

Jupiter sighed. It was getting to be a bit boring. What could he do...

Name:
Date:
Class:
Period:

Map of Ancient Rome

Circle T or F (true or false)

T F The Tiber River runs through Rome

Choose the most correct answer

1. Geographically, Italy is
 - a. a peninsula
 - b. an island
 - c. a river
 - d. a continent
 - e. in North America

2. Rome was founded on Palatine hill because
 - a. the surrounding hills gave it protection
 - b. there was flat land nearby to grow crops
 - c. the Tiber river provided water for drinking and irrigation
 - d. the Tiber river gave access to the sea
 - e. all of the above

Name:
Date:
Class:
Period:

Join the Republic! Become a Roman Citizen

If you had lived in ancient times, you could have applied to become a Roman citizen. Not everyone who applied was accepted, but anyone could apply. Would you have wanted to become a Roman citizen? Let's find out!

What do you know?

What do you want to know?

What have you learned?

Section Two:
Early Rome

Time Frame: 1 class period

Romulus and Remus

Rome as a monarchy

Preparation:

- Daily Question: What is a monarchy?
- Fasces: sign of the king. You'll need two of these later. Might as well make them now and have one available for this lesson to show the students. Make a fasces with sticks, cardboard cutout of an ax, tied in a bundle.
- Reproducible: *Compare and Contrast: Romulus and Remus*

Daily Question: What is a monarchy?

Start Class:

Say: From 4000 BCE to 2000 BCE, everybody invaded Italy. Why not? It was accessible by water. It was the middle peninsula in the heart of the Mediterranean civilizations. The Italian Alps to the north formed a natural barrier

- The Greeks explored southern Italy. They brought the stories of their gods and goddesses with them. Through trade, these stories got around.
- Settlers who called themselves Latins built villages along the Tiber River.
- The Etruscans, probably from Asia Minor (Turkey) captured Rome and the people in the surrounding area. It was the Etruscans who were skilled in making clothing, jewelry, metal items and beautiful pottery. They knew how to pave roads and drain swamps and build sewer systems. They introduced an alphabet and a written language. The Etruscans really were the people of early Rome.

In time, the Latins, the Etruscans, and other people around Rome began to think of themselves as Romans. What they needed was something to pull them firmly together as one group. They had a common language, Latin. They had building skills. They were the center of a great deal of trade and traffic. What they needed was something that would pull them together. Just as we would say with pride, "I am an American," they needed to be able to say with pride, "I am a Roman."

Activity: Romulus and Remus

Say to the students: Enter, Romulus and Remus.

Hand out reproducible *Romulus and Remus*.

Have students read both versions of Romulus and Remus. Then, using a Venn Diagram, compare the two stories.

Transition: Romulus became the first king of Rome. The question is: What is a monarchy? Define monarchy. Add monarchy to your word wall.

Teacher Presentation: Direct students to take notes.

For information, see reproducible: *Background Early Rome*. You may wish to make copies of this reproducible available for pick up at the Forum for students who want a copy or who have missed this class.

Define tyranny. (Add to word wall.)

Activity: If you have any time left, use the word wall. Have the students write complete sentences using the words on the word wall.

Close Class: That's it for today. See you tomorrow, at the forum!

Name:
Date:
Class:
Period:

Romulus and Remus

Version #1

Rhea was married to Mars, the Roman god of war. Rhea had twin sons. She loved her boys, but there were plots afoot by other gods and goddesses to harm her and her father, her husband, and her children. To protect the boys, she set them adrift on the river, hoping someone would find them. Who would not love such beautiful boys?

Sure enough, first they were found by a she-wolf who fed them. Then a shepherd and his wife adopted the boys. As the twins grew older, they decided they did not want to take care of sheep. They wanted to be kings. They decided to build a city on the shores of the Tiber. They both wanted to be the only king. They quarreled. In a fit of rage, Romulus picked up a rock, killed his brother, and made himself king. That's how Rome started.

Version #2

Once upon a time, there were two brothers, named Romulus and Remus. They were the twin sons of the war god, Mars and his wife, the princess Rhea. They were cute kids, but their wicked uncle was tired of hearing them cry. He put the two babies in a basket, pushed the basket into the river, and walked away.

“That’s the end of that,” he said. “Either the basket will sink or someone will find them and...” He shrugged. It really did not matter to him what happened to the twins as long as they were no longer around.

The gods must have been watching over the boys because the basket did not sink. It floated gently down the Tiber and drifted onto shore near the seven hills.

A she-wolf was taking a long drink at the river. She sighed heavily. The basket bumped up against her feet before she even noticed it. Without much interest, she lifted her head and looked inside. She brightened. She carried the babies back to her den, and fed and cared for them as if they were her own.

About a week later, a shepherd killed the she-wolf. He looked around for her cubs. Imagine his surprise when he found two healthy baby boys instead! He took the boys home. His wife was thrilled!

Romulus and Remus did not know they were the sons of a god. They were happy being shepherds like their father. One day, when they had grown into strong young men, they decided to start a town of their own—a city of their own!—at the very top of the seven hills, near the Tiber river, for where would they ever find a better place to build? Some of their friends decided they wanted to live in this grand city, too.

But who would rule the new city? Ah, that's when the trouble began. Both boys wanted to be in charge. They both wanted to be king. They agreed to let the gods decide.

Remus stood on top of one hill called the Avetine. Romulus stood on top of another hill called the Palatine. When six vultures flew high above Remus' head, his friends cheered! Almost immediately, 12 vultures flew over Palatine hill where Romulus was standing. After a bit of an argument, everyone except Remus named Romulus king.

That very same day, Romulus began to build a wall for his city. It was only a little wall because he had not been working at it for very long. It only came up to his knees. His brother, Remus, angry about how things had turned out, began to tease his brother.

“What a ridiculous wall,” he sneered. “I'll show you what your enemies will do to a silly little wall like that.” With one leap, he jumped over the wall.

“And here's how I'll greet my enemies,” Romulus cried angrily. He hit Remus with the big rock he was holding and killed him. No one knew if Romulus had meant to kill his brother. But everyone agreed that Remus had started the fight. So Romulus became king. He named his city after himself—*Rome*.

Romulus and Remus—Discussion Questions

Compare these stories.

Name three ways they are the same.

- 1.
- 2.
- 3.

Name three ways they are different.

- 1.
- 2.
- 3.

Which of these stories did you enjoy more. Why?

1. How did these early people govern themselves? Circle all correct answers.
 - a. Emperor
 - b. Dictator
 - c. King
 - d. President
2. Ancient people tried to find reasons for things. What do these stories tell us about Romans? Circle all correct answers.
 - a. Romulus and Remus are the sons of a god.
 - b. The city of Rome is founded by the gods.
 - c. The god, Jupiter, takes a personal interest in Rome.
 - d. Gods are on the side of Rome.
 - e. All of the above
3. Circle the correct answer. Using the story of Romulus and Remus, the moral value the Romans were trying to instill in their citizens was that
 - a. Rome had the best government.
 - b. Rome had divine origins.
 - c. Roman law was fair.

According to the stories, why did Rome become such an important place?

Name:
Date:
Class:
Period:

Early Rome

Background: Rome as a Monarchy

- The early Roman people were ruled by a king. The king's job was to care for his people fairly.
- Each early Roman family was ruled by the father. His job was to care for his family fairly.

Families: In early Rome, people were organized into families.

- A typical Roman family included unmarried children, married sons and their families, other relatives and family slaves.
- The ruler of the family was the father or the grandfather, called the *pater familias* (the father of the family). The *pater familias* led religious ceremonies, taught his sons farming, and made all the important decisions. His word was law as far as the family was concerned. He could sell members of his family into slavery. He might do that if he could not feed all his children. He might sell one or two of them, so the rest could live. He could take a newborn baby and throw it out to die. Someone might come along and adopt the baby. Or not. It was not a crime to throw a baby away.
- The mother managed the household. She taught the girls how to cook and sew and care for the family. Mothers who *could* read and write taught their students how to read and write. (Girls and boys were educated.)
- Children were trained to obey their elders and be loyal citizens. You couldn't talk back. If you talked back, you could find yourself out the door. You could try to go to a friend's house, but the odds were good that they would not take you in.
- People had slaves. (Not all of the people did, but some of them.) Slaves were treated well, in most cases, because they were property. They had food to eat, jobs to do, clothes to wear. But they were not free to look for a better family. They were slaves. They were owned.

Early Roman Values: loyalty to the family, obedience to authority, subservience to the needs of the family unit. These values produced loyal and obedient subjects, who put their country's needs and their family's needs before their own.

Forum: The forum was the center of each Roman town's public life. It was a big open space, surrounded by temples and shops. People collected at the Forum to chat, to shop, and to listen to speeches. Festivals and celebrations honoring their gods were held in the Forum. Even in very early times, Rome was a busy place. It was the center of commerce and trade.

Section Three:
Roman Gods and Goddesses

Time Frame: 1 class period

Preparation:

- Daily Question. Use overhead projector or write question on the blackboard.
- Newspapers, magazines, yellow pages (phone books)
- Book, Disney's *The Little Mermaid*
- Prepared cards of the planet names (Jupiter, Saturn, Pluto, and Juno have already been posted.)
- Copies of reproducibles, one per student
Mercury
Roman Gods and Goddesses

Daily Question: (add omen to word wall)

What is an omen?

In the story of Romulus and Remus, what omen helped Romulus to become the first king of Rome?

Start Class:

Say: Today, we're going to learn more about Roman gods and goddesses. The Romans were deeply religious. They believed in many gods and goddesses. We've already met Jupiter, the ruler of the gods, and his wife, Juno, queen of the gods. Today, we're going to meet Mercury.

Activity: Handout, *Mercury*.

Directions: Silent reading. Then read this story aloud. If they want to pantomime it, let them. Or read it aloud. Answer discussion questions. Ask for a volunteer. Add Mercury to the Roman Gods wall.

Transition: Please put the story of Mercury in your notebook. This is paper number (whatever number they are at). If you do not have "x" number of papers in your notebook, you're missing something. Not now, but at the end of class, stop by The Forum and pick up the page you need.

Background:

Say: The Romans believed in a great many gods and goddesses. Not all gods and goddesses lived in the heavens. They lived everywhere. There were big powerful gods like Jupiter and Mercury. There were gods that had some power. And there were gods with just a little power, called spirits. But whether they were big and powerful or little and tiny, the ancient Romans believed that deities were everywhere. They believed that a deity lived in that tree, and another deity lived in that rock, yet another lived in that field—right down to the deity who lived in the latches of the door to their home. In ancient Rome, everything had a spirit in charge of it. Remember Io, the little spirit whom Jupiter turned into a little white cow? Io’s job, before her run-in with the gods, was to guard the creek where she lived.

Transition: We can’t possibly study all the Roman deities. But it will be easy for you to learn about the major Roman gods. I think you’ll find that you know many of them already.

Activity: How the Planets Got Their Names

Ask: How many of you have seen the movie or know the story of the Little Mermaid?

(Open the book or hold up a poster.) This is Ariel. This is her father. What is her father’s name? Does anyone remember? (If not, have someone read a paragraph of the story.)

Answer: Neptune, Roman king of the sea. Ask for a volunteer. Add Neptune to your Roman Religion board.

Say aloud, as if to yourself: “My Very Excellent Mother Just Served Us Nine Pizzas.” Count the circles as you say it again: my very excellent mother just served us nine pizzas (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto.

Direct your volunteer to add Neptune second to the last, almost at the end.

Did they catch on yet that these are names of planets in our solar system? (See page 3 for a note about Pluto.) If not, you’ll need to give them more hints. Remind them of other god names in the story of Jupiter. (Saturn, Pluto.) If they say Juno, and they will, put Juno outside the circles, next to Jupiter. Keep hinting until they recognize that this board is a graphic representation of the sun and the planets in our solar system. (Sol is the Roman name for sun.)

Say: Learning about the Roman gods and goddesses is easy. Look how many you know already!

Hold up a graphic organizer card that says: Names of our planets.

Say: This card belongs on one of our **graphic organizer boards**. Where do you think it belongs? (Gifts from the Romans)

Transition: Now, we’re going to take a look at some of the other Roman gods.

Activity: More Gods and Goddesses

Handout: Reproducible, *List of the Roman Gods and Goddesses*

Directions: Please get in your groups.

Choose A or B, but not both in the same day.

- Using newspapers, magazines, yellow pages

Your job is to find examples of how we use the Roman gods' names and personalities today, to communicate an idea or message. Make a list of some of the examples you find, and write a quick reason why you think that name was used. For example (use overhead projector)

Saturn (car)	Powerful, king of the cars
Mercury Messenger Service (business)	Speedy, fast delivery

- Using newspapers, magazines, yellow pages

Your job is to create a business or product that might be advertised in the yellow pages of a telephone book. Your business or product must use the name of a Roman deity to communicate an idea or message. Then, create an ad for inclusion in the telephone book. Your ad must be eye-catching, brief, and to the point. Keep in mind that people who will see your ad will be using the yellow pages. Prepare to present your ad to the class. Ads will be posted on the Roman Gods and Goddesses board.

Homework: Tell students: Your assignment for the rest of this unit is to be on the lookout for newspaper stories and magazine ads that use the name of the Roman gods to send a message. If you see something on TV (on the news, or on a program), jot it down and bring it in. We'll put them on our Roman Deity board. I think you're going to be amazed at how many you spot, now that you're on the lookout.

Note to teachers: We don't mention this homework assignment again in this unit, but you will need to do so, as this assignment is ongoing. It would be great if you would bring in articles and items you find as well. Students do not always know how to bring in something they see or hear on television. They'll probably need direction on that.

Close Class: That's it for today. Meet you tomorrow, at the forum!

Name:
Date:
Class:
Period:

Mercury

From the day he was born, Mercury was fast and clever. He was only a few days old when he climbed out of his crib and went running off by himself. How that boy could run! No one saw him leave. Even if they had, they would never have been able to catch him. He was that fast.

Mercury spotted Apollo's cows. He came up with a clever plan to steal them. First, Mercury padded the cattle's feet to muffle the sound. Then he made all fifty of them walk backwards to confuse the trail.

All that work made the baby Mercury very hungry. He invented fire and cooked a cow. He took the cowhide home, along with Apollo's cattle. Apollo was a nice big brother. Mercury was sure he wouldn't mind.

Along the way, he spotted a tortoise shell. He carried that home, too. The cows mooed musically. That gave Mercury a great idea. The minute he got home, he cut some strips from the cowhide and tied them to the tortoise shell. It made a wonderful sound! Mercury did not know this, but he had just created the first lyre. He was playing his new musical instrument when Apollo found him. Apollo was furious with Mercury for stealing his cattle. No one knows what might have happened if their father had not stepped in. "Boys!" thundered Jupiter.

To make amends, Mercury gave Apollo the tortoise shell lyre, the one he still carries, even to this day.

Jupiter realized he had a problem. He was proud of his son, Mercury. You could see already that Mercury was going to be fun to have around! Jupiter knew that if he was going to keep his clever, cattle-rustling young son out of trouble, he had to keep him busy.

Jupiter put his baby son to work as the god of trade and commerce.

Jupiter gave him power over birds of omen, dogs, boars, flocks of sheep, and lions.

He gave him golden sandals, to lend flight to his feet, and made him god of travel. Just to make sure he had enough to do, he also made him messenger to the underworld. That way, his uncle Pluto could keep an eye on him, too.

And that's how Mercury got his start.

Mercury grew from a friendly, fast baby into a clever young man, able to zoom up to the sky, speed across the Earth, dive into the underworld, and be back again in a breeze. He was the fastest god in the universe!

One day, as everyone knows, he rose all the way to the top. When he was still a young boy, about your age I would think, Jupiter made him the one and only official messenger of gods, the most powerful job in the universe, save one!

Name:
Date:
Class:
Period:

List of Roman Gods and Goddesses

The world began with...

Gaea—Mother Earth (retired)

Uranus—Father Sky (retired)

Saturn—their son (retired)

Saturn's kids (3 sons, 3 daughters)

- Jupiter—god of the sky, and ruler of the gods (elected position), sign: the eagle
- Neptune—god of the sea
- Pluto—god of the underworld, home of the dead
- Ceres—goddess of agriculture
- Vesta—goddess of home and hearth (fire)
- Juno—goddess of women, and queen of the gods (Position gained by marriage. She married her brother, Jupiter.)

Jupiter's kids (by a variety of methods)

- Apollo and Diana (twins)
 - Apollo—god of light and music, in charge of bringing out the sun
 - Diana—goddess of the hunt, in charge of bringing out the moon
- Hercules—known for his incredible strength.
- Mercury—god of speedy travel, god of omens, and messenger of the gods (assigned position)
- Venus—goddess of love
- Minerva—goddess of wisdom (She had no mother; she was born directly from Jupiter's brain.)
- Vulcan—god of the forge, strong weapons (Jupiter and Juno's son)
- Mars—god of war (Jupiter and Juno's son)
 - *Mars' kids*—Romulus and Remus—twins; mother a princess, father the war god Mars, grandparents Jupiter and Juno; great-grandfather Saturn; great-great grandparents Uranus and Gaea; claim to fame: founders of Rome.

Section Four:
Kingdom to Republic

Time Frame: 1 class period

S.P.Q.R.

Horatius at the Bridge

The Twelve Tables

Preparation:

- Daily Question.
- Two bodyguard uniforms made from two pillowcases that you can destroy. Cut a large hole for the head in the top and cut them up each side.
- Two fasces (sign of the king). Collect some sticks. Add a cardboard cutout of an ax. Tie each bundle together. Make two bundles, one for each guard.
- Box with lid. A shoebox works nicely.
- Wrapped candy to put into the box.
- Reproducibles
Horatius at the Bridge
The Twelve Tables

Daily Question: What is S.P.Q.R.? (add S.P.Q.R. to word wall)

Start Class: Teacher Activity (assisted by 2 bodyguards)

Say: Today, I'm going to act like the king of Rome. Point to 2 students. (A king does not ask, he or she tells.) You and you. (Hand them their uniform.) Put this over your head. Carry this. You are my bodyguards. I am king of Rome.

Pick up the box you have ready, filled with candy. Give each of your guards a piece of candy first. Quickly, give each student a piece of candy, but skip a row. While you're distributing candy, **say:** "I am distributing wealth **equally** among you. Are you not grateful to your king? Are you not glad to be my subjects?"

Someone will point out that you missed a row. If no one does, ask: Did I miss anyone?

When they respond, say: "I am the king. I can give wealth to some and ignore others." Quickly give the students who did not receive a piece of candy their share. Thank your bodyguards for their help. Remove their uniforms.

Activity: Horatius at the Bridge

Say: Nobody knows for sure, but history likes to say that there were seven kings who ruled early Rome. The first king was Romulus. The last king was Tarquin the Proud. He was cruel and mean and horrible. The people hated him. There are a lot of variations on the story of how the Romans got rid of the last king of Rome. They all agree, though, that the story is named: *Horatius at the Bridge*.

Read aloud: *Horatius at the Bridge*

What is important about this story is that a Roman soldier will stand alone to defend Rome against an army.

Tell students: Pick an idea that you think is the theme or moral of this story. Write it down. Write down two or three details that support this theme. Class discussion of theme: A Roman soldier will stand alone to defend Rome against an army.

Activity: The Twelve Tables

Say: Like you, the Romans did not wish to be treated unequally. They decided to make things fair. They needed laws that applied to every Roman adult man (since they were the only citizens.) After a 16-year battle with their last king, Tarquin the Proud, **they vowed never to be ruled by a king again.** They created the Roman Republic in 509 BCE

Hand a student a card that reads 509 BCE Direct them to add it to the Roman Times graphic organizer board.

Instead, they decided to be ruled by elected leaders. They wanted to vote on any laws suggested. They wanted to vote on who would rule over them each year.

What is S.P.Q.R.?

S.P.Q.R. means “Senatus Populusque Romanus.” The Senate and the People of Rome.

They used these letters to mean anything that belonged to the state, to the government. The Romans put S.P.Q.R. on coins and on the battle standards carried by the Roman soldiers. They put S.P.Q.R. on everything and anything that belonged to the government, which was composed of the **Senate and the People of Rome.**

The leaders of the newly formed **Roman Republic** created new laws called the Twelve Tables, because they were organized into 12 sections. These laws addressed property, crime, family, theft, marriage and inheritance. It doesn't really matter what they said, although the laws did try to be fair. What matters is that these laws were written down. They were engraved on tablets of metal and put on display at the forum so that everyone could see them. These laws were the same laws for every Roman citizen (adult free males, as they were the only citizens at that time). Not now, but at a later time, if you wish to read these laws, I have posted them in the forum for you.

Choose one:

- Group Activity:

Tell the students: Today, you are going to be lawmakers. Working in groups, your job is to create 12 laws that would be fair for all students in your school. Each group is limited to 12 laws.

Give them some time. Then, have each group read their laws. Have the class vote to see if they think the law is “fair.” Why or why not.

- Individual Activity:

You will need a handout that you have created from your school rulebook listing 12 rules that you have selected.

Tell the students: Today you’re going to be the lawmakers. This is a list of 12 school rules that are valid in this school. Select one rule that you think is unfair. Once you have selected the law you think is unfair, write a letter to the principal expressing why you think the rule you picked should be changed.

Review with the students what is included in a letter.

Class Discussion: What is the difference between a law and a rule?

Close Class: That’s it for today. See you tomorrow, at the forum!

Name:
Date:
Class:
Period:

Horatius at the Bridge

As the story goes, one day, around 510 BCE, over 2,500 years ago, the ancient Romans said, “Enough. We’ve had it with you, King Tarquin the Proud, the Mean, the Nasty and the Unfair. Go away. Leave our city.” They threw him out.

Well, Tarquin the Proud didn’t like that much. He went to the Etruscans and said, “I need some help. Rome threw me out. They must pay.” The Etruscans said, “Sure, we’ll give you some help. We’ll give you an army.” Back Tarquin came.

Rome was taken by surprise. The people who lived in the surrounding countryside fled towards Rome as fast as they could. They poured across the narrow wooden bridge over the Tiber that connected Rome with its farm fields on the other side, seeking refuge in the walled city of Rome. The Etruscan army was on their heels.

Inside the city, the Romans were in such a panic and so disorganized that, once their people were safely inside, they forgot to destroy the bridge, or perhaps it never occurred to them to do so. Led by Tarquin the Proud, who knew his way around Rome pretty well, the Etruscan army headed for narrowest piece of the Tiber, where of course the Romans had built their bridge. Imagine their delight when they discovered that the Romans had left the bridge for them to cross. They would not have to swim the Tiber to reach Rome.

It was disaster. If the Etruscans crossed the bridge, they would take Rome. Horatius, a young Roman soldier, called to his friends, “Come on! We’ll hold the bridge while the others chop it down.” His friends froze. They were terrified at the thought of facing an entire army. “Then at least chop the bridge down while I hold them off alone,” Horatius pleaded.

He stood on the bridge and faced the Etruscan army alone. “Who among you is brave enough to face a Roman soldier,” he shouted. The Etruscans threw spears at him. But they were some distance away, and the bridge itself gave Horatius protection. Horatius stood firm, fighting like a hero. When the Etruscans tried to cross the narrow bridge, Horatius cut them down. Two of his friends rushed out to help him. Behind them, other young soldiers were frantically sawing at the heavy cords that held the bridge.

Horatius felt the bridge give way. “Go back,” he shouted at his friends. His friends raced for the protection of the walled city. It was hopeless, they thought. One man cannot stop an entire army. Only the gods could save them now. But Horatius was right. The bridge was giving way. As the bridge began to fall, Horatius turned and dived into the Tiber. The gods were with him. He swam back to Rome safely, and received a hero’s welcome.

The Etruscan army fell back. How could one man face an army and live? It was an omen. They did not wish to anger the gods. It was true what they said about Rome. It was a divine city. Tarquin the Proud screamed and shouted and carried on something awful. But nothing he said would convince the Etruscan army to swim the Tiber and fight Rome. The Etruscan army went home. And they never came back again.

As the story goes, when the last king of Rome was overthrown in 510 BCE, over 2,500 years ago, the Roman people vowed *never to be ruled by a king again*. Nor were they. Rome went on to establish, for the first time in history, a government by the people and for the people of Rome. They called it the Roman Republic.

Here are some of the
Laws of the Twelve Tables
These have been reworded of course.

- If you're called to go to court, you must go. If you don't show up, you can be taken to court by force.
- If you need a witness to testify and he won't show up, you can go once every three days and shout in front of his house.
- If the court has said you owe money, you have 30 days to pay. After that, the person to whom you owe money can grab you and bring you to court. If you still do not pay, and no one at the court that day will pay for you, you can be bound in chains that weigh at least 15 pounds or more. You wear those chains until you pay. On the third day, the people to whom you owe money can decide to accept less than you owe them. If you pay, the case is settled and your chains are removed.
- Should a tree on a neighbor's farm be bent crooked by the wind and lean over your farm, you may take legal action for removal of that tree.
- If it's your tree, it's your fruit, even if it falls on another man's land.
- If a theft has been done by night and the owner kills the thief, the thief shall be held to be lawfully killed.
- It is unlawful for a thief to be killed by day unless he defends himself with a weapon. Even if he's armed, unless he uses the weapon and fights back, you cannot kill him. Even if he resists, first call out so that someone may hear and come help.
- A person who had been found guilty of giving false witness shall be hurled down from the Tarpeian Rock.
- No person shall hold meetings by night in the city.
- Putting to death of any man unconvicted is forbidden. One exception—a thief in the night on your property.
- A dead man shall not be buried or burned within the city.
- Marriages should not take place between plebeians and patricians.

Section Five:

Daily Life in the Roman Republic

Time Frame: 3–5 class periods

Preparation:

- Daily Question.
- Copies of reproducibles, one per student

Patricians

Plebeians (Plebes)

Roman Religion

Republic: Education

Republic: Entertainment

In the Countryside Around Rome

Roman Weddings

Adages

Daily Question:

Day 1: Who were the citizens of Rome?

Day 2: Who were the Patricians? Who were the Plebeians?

Day 3: What was the goal of education in ancient Rome?

Open Class: Introduction: (600 BCE to about 1 CE)

Say: Rome grew from an important city into a huge, crowded, noisy, smoky, dusty city, with beautiful temples and public buildings. The rich had gracious homes, each with an entrance atrium, which was the center of family life. For those who were not quite as rich, there were apartment buildings, some quite nice ones, and there were shabby tenements for the poor. Narrow streets wound between the seven hills.

Some people walked around Rome. Some were carried in covered litters, with curtained couches carried on poles by slaves. Soldiers strode through town in chain mail or leather armor. Workmen hurried in belted tunics of dark wool. Before daylight, boys hurried to school. Later in the day, Roman citizens strolled around town in white wool tunics. Shops lined the streets.

Down in the forum, courts were in session, and the great Senate orators met and argued. Even for the poor, life in the city was lively. There was always something going on, like the many religious festivals with entertainment paid for by the rich, and chariot racing with an open track that ran between the seven hills. These were free spectacles that all the people could enjoy.

Ask:

- Who were the citizens of Rome? (Adult men patricians and plebeians)
- Who were the patricians? (Upper class citizens, the nobility, wealthy landowners)
- Who were the plebeians? (Lower class citizens, the common people)

Say: Let's take a look at daily life for Patricians. Reproducible: *Daily Life in the Roman Republic: Patricians*.

Class discussion: Discussion question.

Continue with *Daily Life in the Roman Republic for Plebeians (Plebes), Religion, Entertainment, Education, and Roman Weddings* (and if time permits, *Adages*).

Class Discussion: Recap Daily Life in the Roman Republic.

What are five things the Patricians and the Plebeians have in common? (pater familias, atrium, religion, citizenship, forum)

Can you think of any more?

(If they could afford it, both had slaves. Both attended religious festivals, worshiped the same gods, spoke the same language, and considered themselves Roman.)

Close Class: That's it for today. See you at the forum!

Name:
Date:
Class:
Period:

Daily Life in the Roman Republic

Patricians

pater familias

Everybody in one family lived in one home, including the great grandparents, grandparents, parents and kids. The head of the family was the oldest male. That could be the father, the grandfather, or perhaps even an uncle. The head of the family was called the **pater familias**.

Each family had slightly different customs and rules, because the head of the family had the power to decide what those rules were for his family. He owned the property, and had total authority, the power of life and death, over every member of his household. Even when his children became adults, he was still the boss. But, he was also responsible for the actions of any member of his household. He could order a kid or a grown-up out of his house, but if they committed a crime, he might be punished for something they did.

Women: A woman had no authority. Her job was to take care of the house and to have children. During the Republic, divorce was unknown. You married for life. It was important for a woman to choose her husband well, if she was allowed a choice.

Old Age: The ancient Romans greatly respected and cared for their elderly. When the older members of a family became too tired for other activities, they could always play with their grandchildren and great grandchildren, who had all been born under their roof, and would one day be honoring them at the Parentalia, the festival of the dead.

Roman Houses: The upper class Romans (patricians) lived very comfortably. Their homes were single-family homes, which in ancient Rome meant the great grandparents, grandparents, parents, and kids of one family lived in a home together. Homes were made, quite often, of brick with red tile roofs, with rooms arranged around a central courtyard, the atrium. The windows and balconies faced the courtyard, not the street, to keep homes safe from burglars. There were paintings on the walls and beautiful mosaics on the floor. There was very little furniture, and no carpeting. Wealthy Romans might have a house with a front door, bedrooms, an office, a kitchen, a dining room, a garden, a temple, a toilet, a private bath, and an atrium—the center of home life.

Slaves: Wealthy ancient Romans had slaves. In some homes, slaves were treated like valued servants. In others, they were severely abused. Slaves kept the furnaces burning in the bath houses, cooked meals in smoking chimneys in the kitchens, cleaned, sewed, and did the household and garden labor for wealthy Romans. Intelligent and gifted slaves also tutored the kids (those kids who studied their subjects at home), kept the accounts, and sometimes ran vast farm estates or commercial departments of their masters' firms.

Food: During the Republic, Romans ate mostly vegetables, and dined very simply. Meals were prepared by the mother or by female slaves under her direction. A table was set up in the atrium of the house. The father, mother, and children sat on stools around the table. Often the kids waited on their parents.

Table knives and forks were unknown, but the Romans had spoons like ours today. Before food was served, it was cut into finger food, and eaten by using your fingers or a spoon. In the last two centuries of the Republic, this simple style of living changed a bit. A separate dining room was designed. In place of benches or stools, there were dining couches.

Fashion: The very early Romans wore togas. It looked like a 9-yard-long white sheet. Togas were arranged very carefully, in a stylish way. Togas fell out of style rather early. They switched to cotton tunics in the summer and warm wool tunics in the winter.

Women enjoyed gazing at themselves in mirrors of highly polished metal (not glass). The ancient Roman women loved ornate necklaces, pins, earrings, bracelets and friendship rings. Pearls were favorites. Women often dyed their hair, usually golden-red. They used false hairpieces to make their hair thicker or longer. Sometimes, Roman women wore their hair up, in carefully arranged styles, held with jeweled hairpins. Sometimes they wore it down, curled in ringlets. Parasols were used, or women might carry fans made of peacock feathers, wood or stretched linen. Women's street shoes were made of leather, like a man's. In the house, most Romans (men and women) wore sandals. Women's sandals were brightly colored. Some were even decorated with pearls.

Kids: Kids from wealthy families did not work or help around the house. They had slaves who did all the work for them, so they had lots of time to play. Their games included balls, board games, hobbyhorses, kites, tiny models of people and animals. The ancient Romans played with hoops, with pieces of metal on them, like bells, to jingle and warn people in their way. Boys walked on stilts and played games with balls. They played tic-tac-toe, and a game called "knucklebones," which is a lot like jacks, only played with bones. The boys played war-type games. They played war, and fought with wooden swords, quite fiercely. The game of "Troy" (lusus Troiae) was a team thing involving resisting a whole pack of kids outnumbering you, who'd try to drag you across a line. The girls played with ragdolls and dolls of wax or clay. Some dolls even had jointed legs and arms. The girls played board and ball games, and even lifted weights.

Pets: Dogs were common and favorite pets. Cats were not kept as pets under the Republic. They did keep several kinds of birds as pets, though, including pigeons, ducks, quail, and geese.

Discussion Question:

How did the "atrium" of a Roman house resemble the forum of a city?

Name:
Date:
Class:
Period:

Daily Life in the Roman Republic Plebeians (Plebs)

The plebeian group included everyone in ancient Rome (except for the nobility, the patricians) from well-to-do tradesmen all the way down to the very poor.

The family was structured in the same way as it was in Patrician families. Everybody in one family lived under one roof. Women had no authority except in the home. Old age was honored. The head of the family was the oldest male. That could be the father, the grandfather, or perhaps even an uncle. He was called the **pater familias**. In poor families, the head of the house might decide to put a sick baby out to die or to sell grown-ups in his family into slavery, because there wasn't enough food to feed everyone. That was his right. In ancient Rome, this was not a crime. The poor, unless they went out, went to bed as soon as it got dark. They could not afford to keep oil lamps burning. The poor worked constantly.

For wealthy plebs, life was very similar to that of the patricians. Well-to-do tradesmen and their families lived in homes with an atrium. They had slaves who did their work. They dressed the same as the patricians. However, a wealthy plebeian family and a wealthy patrician family did not meet socially. However, in 445 BCE, a new law was written that said it was no longer illegal for plebs and patricians to marry.

Many plebeians lived in apartments, called flats, above or behind their shops. Even fairly well-to-do tradesmen might chose to live in an apartment-building compound over their store, with perhaps renters on the upper stories. Their own apartments might be quite roomy, sanitary and pleasant, occasionally with running water. But others were not that nice.

In the poorer apartments, an entire family (grandparents, parents, children) might all be crowded into one room, without running water. They had to haul their water in from public facilities. Fire was a very real threat because people were cooking meals in crowded quarters, and many of the flats were made of wood. They did not have toilets. They had to use public latrines (toilets). The lower class Romans (plebeians) might have a breakfast of bread, dry or dipped in wine, and water. Sometimes olives, cheese, or raisins were sprinkled on the bread.

Discussion Question:

1. Could a plebeian ever become a member of the patrician class?
2. How might a wealthy pleb family and a wealthy patrician family tell each other apart?

Name:
Date:
Class:
Period:

Daily Life in the Roman Republic

Roman Religion

Religion:

All Romans made time, each day, to honor their gods. The ancient Romans had gods for nearly everything.

The Romans believed in a great many gods and goddesses. There were big powerful, gods like Jupiter and Mercury. And there were gods with just a little power, called spirits. But whether they were big and powerful or little and tiny, the ancient Romans believed that deities were everywhere. They believed that a deity lived in that tree, and another deity lived in that rock, yet another lived in that field—right down to the deity who lived in the latches of the door to their home. In ancient Rome, everything had a spirit in charge of it.

Temples: To honor their major gods, the Romans built temples. Each god and goddess had his or her own temple. Priests and priestesses cared for the temples. When anyone wanted to thank a god or ask a favor, they brought a sacrifice to the temple of that god. A sacrifice might be an animal or something else of value. Quite often, though, it was some sort of food. The food was cooked and eaten by the priests and priestesses.

The ancient Romans might visit two or three different temples in one day. It depended upon what they wanted and needed. They might wish to ask Venus for guidance in love and to ask Mercury for a good omen. To do that, they would have to go to two different temples, and leave an offering at each.

Household Gods: The ancient Romans had household gods, too. Inside each home was a hearth with a fire. It was important that the fire never go out. All night, all day, the fire had to be going. It was not put out unless the family moved. The goddess Vesta, one of Jupiter's sisters, was really important because she was the goddess of fire and of cooking—she was the house goddess. Ancient Romans believed that spirits lived everywhere, right down to the latch spirit who lived in their door and kept it from sticking. When the ancient Romans prepared a meal, they prepared it as an offering to their household gods. Once the food was prepared, the Romans sat down in the atrium and ate it. The Romans were deeply religious and very practical.

Bulla: Children wore a special locket around their neck, given to them at birth, called a bulla. It contained an amulet as a protection against evil and was worn on a chain, cord, or strap. Girls wore their bulla until the eve of their wedding day, when their bulla was set aside with other childhood things, like her toys. Boys wore their bulla until the day they became citizens. A Roman boy became a citizen when he was around 16 or 17. There was a special ceremony on that day. Becoming a citizen was a big deal! Boys' bullas were put aside and carefully saved. The owner could wear his bulla again if he won special honors. For example, if he became a successful general, and won the honor of triumph, he would wear his bulla in ceremonial parades, to protect him from the evil jealousy of men or gods.

Discussion Question:

Why did the Romans pray to the gods? What did they expect in return?

Name:
Date:
Class:
Period:

Daily Life in the Roman Republic

Education

The goal of education in ancient Rome was to be an effective speaker.

School: The school day began before sunrise, as did all work in Rome. Kids brought candles to use until daybreak. There was a rest for lunch and the afternoon siesta, and then back to school until late afternoon. No one knows how long the school year actually was; it probably varied from school to school. However, one thing was fixed. School began each year on the 24th of March!

During the first half of the Republic, a Roman boy's education took place at home. If his father could read and write, he taught his son to do the same. The father instructed his sons in Roman law, history, customs, and physical training, to prepare for war. Reverence for the gods, respect for law, obedience to authority, and truthfulness were the most important lessons to be taught. Mothers taught their daughters. Girls learned to spin, weave, and sew.

About 200 BCE, the Romans borrowed some of the ancient Greek system of education. Although they did not add many subjects, they did begin sending their boys, and some of their girls (with their father's permission) to school, outside their home, at age six or seven.

The children studied reading, writing, and counting. They read scrolls and books. They wrote on boards covered with wax, and used pebbles to do math problems. They learned Roman numerals, and recited lessons they had memorized. At age 12 or 13, the boys of the upper classes attended "grammar" school, where they studied Latin, Greek, grammar, and literature. At age 16, some boys went on to study public speaking at the rhetoric school, to prepare for a life as an orator.

When the kids got home from school, they played with their pets, their toys, and their friends.

Did the kids of the poor go to school? School was not free. Many people could not afford to send their kids to school. Nor should anyone imagine large classes in special buildings.

- **School:** Children, educated outside of the home, were sent to the house of a tutor, who would group-tutor.
- **Tutors:** Wealthy parents might hire a private tutor. Intelligent and gifted slaves also educated children in the home.
- **Parents:** Children, in poorer homes, did not have slaves to teach them; their parents taught them, as they did in early Roman days.

You may have heard that the ancient Romans could not read or write. Actually, the ancient Romans wrote quite a bit. Much of their pottery was signed. Very often, the bricks used to make buildings were stamped with their maker's name. Lead pipes leading to these buildings, by law, were stamped. Scholars have found 200,000 Latin inscriptions and, incredibly, several thousands are still being found every year! We know from a stash of letters found preserved in a Scottish well that some men in the regular Roman army could read and write. Scholarly estimates indicate around 30% of all adult men in ancient Rome had the ability to read and write. That's a lot, considering school was not free.

Reading, writing and arithmetic were important, but they were not as important as learning to become an effective speaker. The main goal of education was the same for everyone. The goal of education in ancient Rome was to become an effective speaker.

Discussion Questions:

1. You are a member of the patricians, the wealthy upper class of Rome. Your family has decided that you need an education. You are excited about this. You know you need to learn to speak. How are you ever going to get into government, into the Senate, if you can't speak? You want to hire a teacher, a very good teacher. Where would you advertise?

2. You are a member of the plebeians, the lower class of Rome. You want an education. You want to learn how to be an effective speaker. How are you ever going to speak in the Assembly if you can't speak? Your father is a wonderful father and a great baker. He takes good care of his family. But he cannot afford to hire a private tutor to come to his home. Nor can he afford to send you to school. Nor can he teach you himself, as he is not good at making speeches. What can you do to help yourself learn how to be an effective speaker?

Name:
Date:
Class:
Period:

Daily Life in the Roman Republic

Entertainment

Public entertainment was open to both patricians and plebs.

The Forum

Roman adults from both classes might wander down to the forum, to do their shopping and banking. The forum was the main marketplace and business center, where the ancient Romans went to do their banking, trading, shopping, and marketing. It was also a place for public speaking. The ancient Romans were great orators. The orators' jobs was not just to argue, but to argue persuasively! People thronging the forum would stop and listen, then wander away to do their shopping, and perhaps leave a gift at a temple for one of their gods. The forum was also used for festivals and religious ceremonies. It was a very busy place.

Next stop, the Baths!

The public baths were extremely popular. In the beginning of the Republic, the baths were strictly for patrician men. During the early and middle Republic, the main purpose of the baths was to provide a meeting place to conduct business. On occasion, a particular bath might be open to the general public if a rich patrician purchased bath time for that purpose. This was done around election time to get votes. But typically, patrician men saw no reason for women or for plebeian citizens to have access to the baths on a daily basis as they had no business to conduct. There was no law saying wealthy plebeian citizens could not use the bath, but they did not feel welcome. Women were not allowed to use the baths until nearly the end of the B.C.E era, towards the end of the Republic.

Luncheon with Friends:

In the afternoon, wealthy Romans took some time to rest at home, or to relax with friends. Luncheon was usually a cold meal, eaten about 11 a.m. Lunch was bread, salad, olives, cheese, fruit, nuts, and cold meat left over from dinner the night before.

After lunch, the ancient Romans enjoyed a midday rest or siesta. In summer, nearly everybody took a nap. In ancient Rome, the streets were as nearly deserted during the midday rest period as they were at midnight. Even kids got a 2–3 hour break from school during the midday rest. (After siesta, kids returned to school to finish their school day.)

The Theater: The ancient Romans loved comedy, especially comedy full of puns. During the Republic, there were no permanent theaters. Plays were performed during religious festivals only. A wooden stage would be built near or in the forum. Typically, there were five actors,

all men. Costumes were simple. Actors wore a long tunic to announce their character was a man, and a short tunic to represent a woman. Actors wore masks—happy masks, sad masks. And of course, pantomime was used, to make sure everyone could follow along, no matter how noisy the crowd became. Each actor played several roles in each performance. Actors were paid, not a lot, but they were paid. A wealthy patrician who lived in the area paid for the construction of the stage and for the actors themselves. During the Republic, the rich paid for the entertainment of the poor during a religious festival. This was understood.

Sports: All over Rome, men practiced riding, fencing, wrestling, throwing, and swimming. In the country, men went hunting and fishing. At home, men played ball before dinner, which included games of throwing and catching. A popular game was to throw a ball as high as possible, and then catch it before it hit the ground. Women did not join in these games. After a bout of exercise, the men might jump in the Tiber River for a swim, or wander off to the baths, to relax.

Chariot Racing: Chariot racing was always part of ancient Roman entertainment, all the way back to when Rome was a monarchy. During the Republic, chariot racing was, as always, a big deal. There was not a racetrack built yet just for racing. The only huge public buildings during the Republic were temples. Races were conducted on public roads that ran between the seven hills. Winners won prizes. Losers were slapped on the back and encouraged to have better luck next time.

Courts: People defended themselves in public at the forum. Once cases were presented, often at the same time, a judge would decide the case. Anyone could stop by and listen to what was going on. Some people found this greatly entertaining. The Romans loved a good orator—someone who could speak well in public. Although a judge did try to hear both sides, and did attempt to make a decision based fairly on the law, sometimes a good speech could carry the day. It was important to know how to speak in ancient Rome.

Discussion Question:

Could plebeians use the baths?

Name:
Date:
Class:
Period:

Daily Life in the Roman Republic In the Countryside Around Rome

Daily life in the country was slower paced, but still lively, with numerous rural festivals and visits with friends. Slaves quite often ran farms of the rich. Rich citizens escaped to their country estates to oversee their farms, but mostly to enjoy some rest from the social duties of the city. In the country, they enjoyed hunting, riding, fishing, and of course, the baths, dinner, and a busy social life between the villas.

The average farmer probably worked hard seven days a week, but enjoyed the local town on market day, selling his wares, meeting with friends, catching up with news. His wife looked after the house and family and supervised the slaves. Although life was socially much slower paced than it was in the city, it was still Roman. The atrium was the center of the home. The baths were an important part of daily life, and the kids played the same games as did kids in the city.

On the farms, the day ended with an early supper. Supper consisted of food left over from the large noon dinner, with the addition of uncooked vegetables or fruit. The word supper was not used in the city. It was a country term, and a country meal.

Discussion Question:

What are some key differences between life in the city and life in the country surrounding Rome?

Name:
Date:
Class:
Period:

Daily Life in the Roman Republic

Roman Weddings

When did early Romans marry? Both parties had to be adults, and they could not marry more than one person at a time. For the first 500 years in Rome (during the Roman Republic), divorce was unknown. So, a great deal of care was taken selecting a marriage partner. Probably the groom had to be at least 14 years old, and the bride had to be at least 12 years old. The bride and groom could not be closely related. In general, marriage was forbidden between relatives four times removed, and between anyone connected by marriage. Thus, in ancient Rome, if you happened to fall in love with your fourth cousin, or your sister's husband's brother, too bad!

Consent: Consent to the marriage had to be shown. Consent was very important and consisted of three steps. First, consent had to be shown in public prior to the wedding ceremony. One way to show consent was for the future bride and groom to appear in public holding hands! Consent was shown again during the wedding ceremony, and once again at the door of her new home, before she entered.

Engagement: An engagement period before the wedding was considered good manners, but it wasn't a legal requirement. An engagement ring was usual, when affordable. This ring was worn on the third finger of the left hand, as it is today, because the ancient Romans believed that a nerve ran from this finger directly to the heart.

Dowries: A woman brought into her marriage what goods her family could supply, or goods she could supply herself. The bride's family might provide slaves, clothing, jewels, and furniture. These belongings became the property of her husband.

Wedding Preparations: On the night before her wedding day, the bride-to-be gave her bulla (her birth locket) to her father, and gave her toys away to her family. She tried on her wedding dress, which was a straight tunic, woven in one piece, which had to be long enough to reach her feet. On the morning of her wedding day, her mother dressed the bride. The most important part of her wedding dress was a belt, tied around her waist in the "knot of Hercules." (Hercules was the guardian of wedded life.) Only the husband could untie this knot. Over her tunic wedding dress, the bride wore a flame colored veil. The veil was topped with a wreath of flowers, which the bride had to gather herself.

The Wedding Ceremony: Only the three acts of expressing consent were necessary. Everything else varied. The actual ceremony was held usually at the bride's father's house, with guests present. There had to be witnesses to the ceremony to make it legal, typically

at least ten witnesses. The bride and groom would stand before a priest holding hands. The bride had agreed to the wedding by appearing in public holding hands with her future husband. Once again, the bride had to consent to the marriage during the wedding ceremony, this time by saying words of consent in public.

After the words of consent, the bride and groom sat on stools, facing the alter. An offering was made to the god Jupiter, which usually consisted of cake. Once the priest had made the offering, the bride and groom ate this cake. (Guests would be offered wedding cake later in the ceremony.) Then followed congratulations by the guests.

Wedding Dinner: After the actual wedding ceremony, there was usually a dinner at the bride's house, or possibly the groom's. Passing out pieces of wedding cake ended dinner, as it often does today.

Bridal Procession: After the dinner party, the bride was escorted to her husband's house. This ceremony was essential to the validity of the marriage, so it could not be omitted. Anyone could join the procession, and many people did, just for fun. In the evening, torchbearers and flute players appear at the bride's father's house. The mother held her daughter, and the groom took his bride with a pretend show of force from her mother's arms. Then, everyone and anyone paraded over to the groom's house. On the way, nuts were thrown, rather like we throw rice today.

Arrival at her new home: In front of the open door, the bride once more recited the consent chant. Then her new husband carried her over the threshold, and the doors were closed against the general crowd. Invited guests, however, could enter. In the fireplace, wood was laid ready for a fire. The bride lit this wood with her "marriage" torch, a special torch that had been carried in front of her during the procession. The torch was then blown out, and tossed among the guests, who scrambled for it, like a bride's flower bouquet is today.

In ancient Rome, a bride lived with her husband in his father's home, along with the rest of his family, including his great grandparents, grandparents, parents and kids. The head of the family was the oldest male. That could be the father, the grandfather, or perhaps even an uncle. The head of the family was called the **pater familias**.

Discussion Questions:

Your sister is getting married and your mother has asked for your help, planning the wedding. What food would you serve? How would you decorate? What else would you do to make your sister's wedding a truly happy occasion?

Name:
Date:
Class:
Period:

What is an Adage?

Adages are short sayings of advice or wisdom. To qualify as a true adage, the saying must have a certain tradition or history behind it. Thus, the phrase “old adage” is redundant.

From ancient Rome: *You're not losing a son; you're gaining a daughter.*

In ancient Rome, when a son married, he continued to live in his father or grandfather's house along with his wife and children. The bride moved from her parents' or guardians' home to his home.

Other familiar adages

- Don't burn your bridges.
- Don't look a gift horse in the mouth.
- The grass is always greener on the other side.
- The clothes make the man.
- You get what you pay for.
- Those who live in glass houses should not throw stones.
- Talk is cheap.
- Actions speak louder than words.

New adages for old. Your job is to update some adages and bring them into the 21st century. What advice would you give?

- You're not losing a son _____
- Don't put all your eggs _____
- You get what _____
- Don't look a _____

Section Six:

Roman Government Under the Republic

Time Frame: 2 class periods

Preparation:

- Daily Question
- Local newspaper, several copies
- Reproducibles

Compare and Contrast: Roman Republic Government to U.S. Government

Roman Government: Distribution of Power

Republic Worksheet

Daily Question: What is a republic?

Open Class: Quick review

- As you know, there were two main classes of people during the Roman Republic—the plebeians and the patricians. Who were the plebs? Who were the patricians?
- After the ancient Romans drove the last king out of Rome, the people of Rome vowed they would never be ruled by a king again. They declared Rome to be a republic.
What is a republic? (A republic is a government run by elected officials.)
- The key word here is “**elected.**” The ancient Romans believed that the authority of all rulers depended upon the consent of the people as a whole. The government of Rome can be summed up in the words they used: “Senatus Populus Que Romanus” (S.P.Q.R.) which means The Senate and The People of Rome.

Class Discussion:

Handout: Let’s compare U.S. Government to Republic Government.

Handout(s): Now let’s take a more in-depth look at ancient Roman Republic government.

Activity: (2 days)

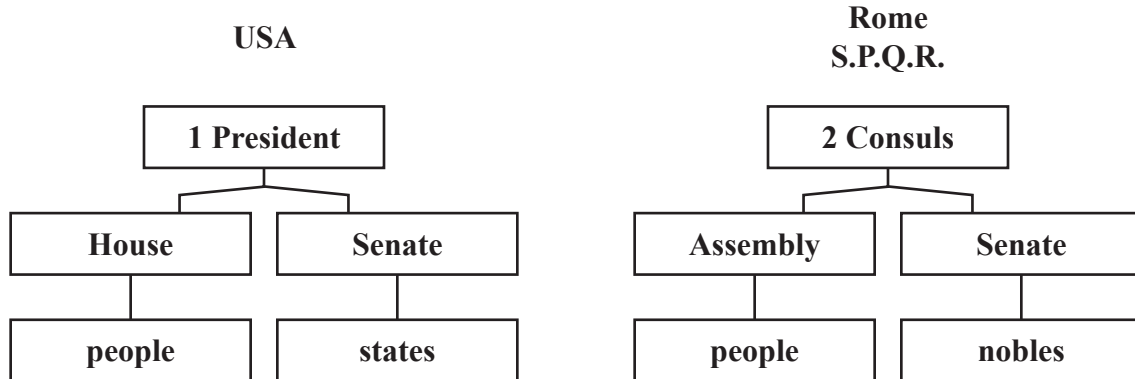
Say: Today, we are all plebs. We want to be elected to the Assembly. Working alone, or with a partner, create a speech that you will deliver at the forum. Your speech must include a promise about something you will do if you are elected. For example, your promise might be: I will fix the streets of Rome. Your speech should persuade citizens that your promise is an important one. Why do Rome’s streets need to be fixed? Look in today’s paper for ideas of things you might promise—business, welfare, crime, war, etc.

Have students deliver their speeches, in turn, at the forum.

Close Class: That’s it for today. See you tomorrow, at the forum.

Name:
Date:
Class:
Period:

Compare and Contrast: Roman Republic Government to U.S. Government



Judges

Praetors (Judges)

For Discussion:

1. Name one way the government of the United States is like the ancient Roman government.
2. Name one way the government of the United States is different from the ancient Roman government.

Name:
 Date:
 Class:
 Period:

Roman Government: Distribution of Power

2 consuls
 Senate Assembly
 (patricians) (plebeians)

2 consuls	Senate (300 members)	Assembly
Patricians	Patricians	Plebeians
1 year term	Life term	Length of term unknown
Consuls chose the senators		Elected the 2 consuls
Ran the government, overseeing the work of other government officials	Advised the consuls Advised the Assembly	Elected government officials including judges
Directed (commanded) the army	Directed spending, including tax dollars	
Acted as judges	Approved or disapproved laws made by the Assembly	Voted on laws suggested by government officials
In an emergency, consuls could choose a dictator—a single ruler to make quick decisions	Made decisions concerning relationships with foreign powers	Declared war or peace
Both consuls had to agree on their decisions Each had the power to Veto the other In Latin, veto means “I forbid”		

Discussion Questions: Write your answers on the back of your paper.

1. Name one way the power of the consuls was limited.
2. Why would the consuls ever need to choose a dictator?
3. In your opinion, what is the most important power of the consuls? The Senate? The Assembly?
4. Do you see a clear separation of power?
5. Did the Assembly have any real power? Why or why not?
6. What were the Twelve Tables, where were they displayed, and why were these so important to the plebeians?

Name:
Date:
Class:
Period:

Rome as a Republic

Define the following terms:

- Republic
- Patrician
- Plebeian
- Consuls
- Senate
- Tribunes
- Citizen Assembly
- Veto
- S.P.Q.R.

What were the Twelve Tables, where were they displayed, and why were they so important to the plebeians?

By what date did the patricians give in to the plebeian demand that laws passed by the plebeian assembly be applied to everyone, patrician and plebeian alike?

What bird was the symbol of the government of Rome?

Section Seven:
The Roman Legionary

Time Frame: 1 class period
Roman Soldiers
Turtle Formation, Shields and Daggers

Preparation:

- Daily Question
- Make shields and daggers. See directions below. Although students do not yet know this, they are creating costumes needed for their final activity performances.
- Reproducible: *The Roman Legionary*

Daily Question: What was the sign of the Roman Legion?

Open Class: Welcome to the Roman Legion!

Say: The old days, when a Roman soldier put down his farming tools and picked up a sword, were gone. There seemed to be no end to the need for strong legions all over the Mediterranean. The Romans were forced to employ a full time army to win new lands, and to defend lands that were already ruled by Rome.

The Roman army was organized in groups of ten men. Ten groups formed a larger group called a century. Ten centuries combined to form a larger group. The largest divisions were called legions. Thus, the Roman Legion.

How do you think they came up with the idea of organizing in groups of ten? (Wiggle your fingers.) Sure, they counted on their fingers, just like you. They needed a system to go more than 10. So, they invented Roman numerals (“Roman” numerals—a Roman invention): I, II, III, IIII, IV, V, IV, VI, VII, VIII, IX, X.

Activity: Read *The Roman Legionary*

Activity:

Say: Today, we are going to drill—to practice moving in turtle formation and sneak by the doors of open classrooms without being noticed.

Make Swords and Shields: Before we can do this, we will need to make shields. We can’t get in turtle formation without shields. Please move into your groups and let’s get busy.

Drill: March around school in turtle formation. Sneak by the open doors of other classrooms in groups of “turtle.” (Get permission from the office first, of course.)

Close Class: That’s it for today. See you next time, at the forum!

Instructions to make Roman Legionary daggers and shields

- **Daggers:** Use heavy paper. If time is tight, have paper already cut into the shape you want. Any dagger shape is fine.
- **Shields:** Use heavy paper. Shields can be any size. What is important is that each has a stapled piece of elastic across the middle, inside each shield, to use as a handhold. You need this handhold to have some give, as students may bump into each other during this activity. Make sure you staple inward. You want the outside of the shield to be smooth in case of collision.
- Allow students to decorate with crayons. The sign of the Roman Legion was the eagle. Lead them towards that, or direct them to make a mosaic design in honor of ancient Rome.

Name:
Date:
Class:
Period:

The Roman Legionary

The army was divided into legions, and the Roman foot soldier was called a legionary. This was a paid position. To become a legionary you had to be a Roman citizen, and you had to sign on for about 20 years of service with what a legionary would call “the eagles”—the Roman Army. The army carried a pole with a picture of an eagle on it. That was their sign. That’s where they got their name. It was also Jupiter’s sign, the king of the gods. The Roman army took their gods with them.

The Roman legionary was a real professional army, well equipped, well trained, and fairly well paid. They were not expected to do everything. They were assigned helpers. Helpers were non-Roman, new subjects brought into the army to act as second-rate troops and assistants. They were useful, but they weren’t the legionaries.

Legionary armor was unusual. A legionary wore a tunic that stopped above the knee. He wore a pair of sandals with leather ties and a helmet. He carried a sword and a shield. Shields were long and curved, made of wood and covered with leather. He also carried his belongings in a sack on a stick, with the sack resting on this back. That’s how the Roman legionary received the nickname “mule.”

Their armor may have been plain but their banners were fancy. When the Roman army made camp, each group and each century flew their own banner. That way, no matter how many legions gathered together for a battle, as you went wandering around camp, you could always find your way back to your group. The camps were very colorful.

One of the most interesting things about the Roman legionary was the way groups would fight together and move in turtle formation. Can you guess what that means? They grouped together, and held their shields over their heads or to their side, forming a protective shell around the group. This became known as turtle formation.

Discussion Questions:

1. What was the “sign” of the Roman army?
2. Why was that sign chosen?
3. When the army made camp, several legions might be gathered together. How did a Roman legionary find his way back to his group in such a crowd?
4. What is a turtle formation?

Section Eight:

Expansion

Time Frame: 1 class period
Map of the Roman World
Roman Roads, Aqueducts
Problems of Expansion

Preparation:

- Daily Question
- Reproducibles:
Map of the Roman Republic
Expansion

Daily Question: What is a continent?

Open Class: How big was the Roman Republic?

Review: There's an old saying: You're nowhere without geography. In Rome's case, they were everywhere because of geography. Geography helped Rome to build a great empire in the Mediterranean region. The city of Rome was centrally located on the Italian peninsula, built on seven hills on the Tiber river. Trade routes that linked the cities of Italy passed through Rome. Rome was the heart.

Italy had everything going for it. It's the middle peninsula—with Spain to the west and Greece to the east. It's only about 100 miles from North Africa (ancient Egypt). And beyond Greece was the wealth of Asia Minor.

Over a period of several hundred years, Rome started to invade and conquer the rest of Italy and then many other parts of the Mediterranean region. The Roman armies were well organized, well trained, and possessed high morals. Rome allowed conquered people to keep their own religion as long as they also worshipped the Roman gods. All you had to do was pay taxes and serve Rome in time of need. Most conquered people were made citizens. They really felt like they were part of Rome.

Activity: Map the Roman Republic

Today, we're going to map the Roman world, the areas of the world with which they were familiar. The Roman Republic did not control all of these areas, but they did know they were there. Over time, they did conquer a great deal of it. When did Columbus discover America? (1492 CE) We're talking BCE times when we talk about the Roman Republic. A long time ago, this is how Rome saw the world.

- Hand out: *Map of the Roman World*
- Check on progress. Students may work together if they wish.

- Run over the map together, making sure everyone has everything correctly labeled.

Activity:

The Roman world included a lot of geography. That's a lot of territory to manage effectively. How did Rome keep their world together?

- Hand out: *Expansion*
- Discuss problems of expansion
- Read and answer discussion questions.

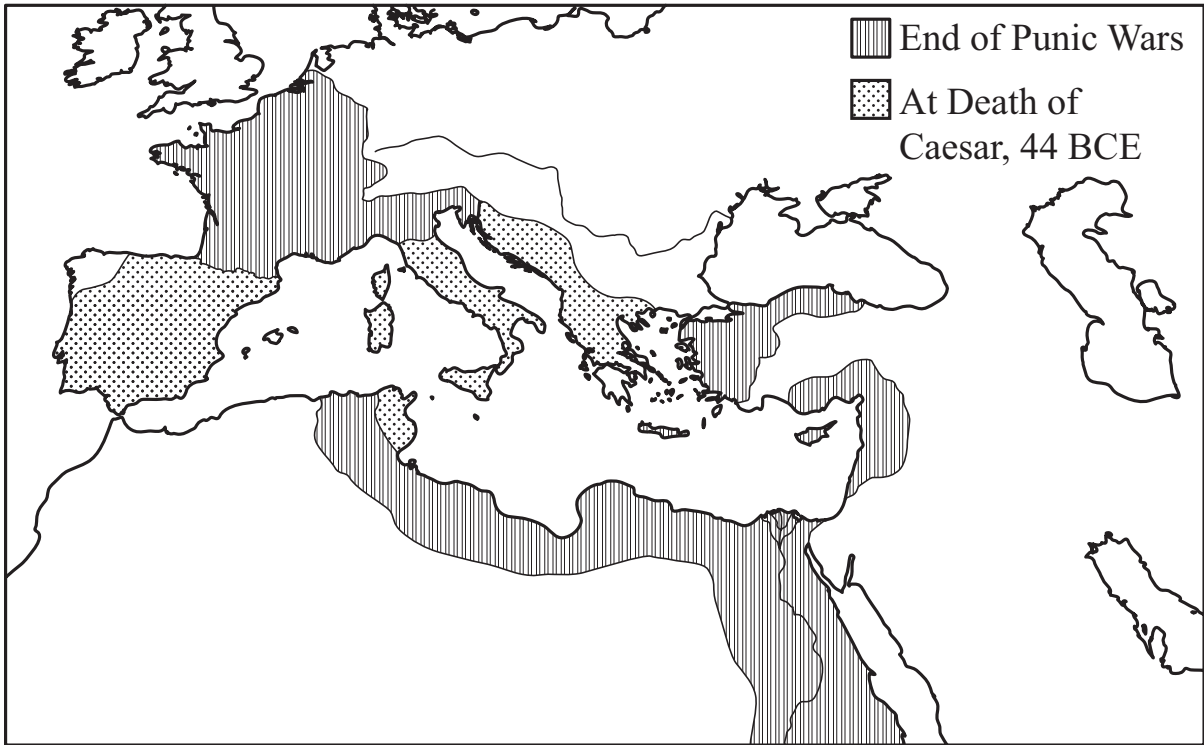
AP: What was the Roman stereotype of a foreigner? (See Livy.)

Activity: Milestone Advertising (If time permits)

Your job is to create a business ad to add to a milestone, somewhat like billboard advertising. To accomplish your job, first create a service or product of interest for ancient Rome, and then create an ad to advertise it. From your ad, it should be easy to figure out what service or product your company offers citizens of Rome. Remember, your ad must be brief, as you only have limited space!

Close Class: That's it for today. See you tomorrow, at the forum

Rome: The Republic Map



Name:
Date:
Class:
Period:

The Roman World

Label:

Rivers:

1. Po River
2. Tiber River

Seas:

1. Black Sea
2. Ionian Sea
3. Adriatic Sea

Cities:

1. Rome
2. Alexandria
3. Carthage

Continents:

1. Europe
2. Africa
3. Asia Minor

Mountains:

1. Alps
2. Apennines

Peninsulas

1. Italian
2. Iberian

Countries

1. Gaul
2. Greece
3. Egypt

Islands

1. Sicily
2. Corsica
3. Sardinia

Make a key or legend that identifies cities, countries, peninsulas, mountains, islands, water, and any other land area you need.

Name:
Date:
Class:
Period:

Roman Expansion

First, Rome started to invade and conquer the rest of Italy. The Roman armies were well organized, well trained, and possessed high morals. The army did not typically destroy conquered cities. The residents of some cities were allowed to become Roman citizens, particularly those cities close to Rome. Some cities were allowed to become allies, and still run their own government, in the Roman way, of course.

All conquered cities had obligations to Rome. Conquered cities were required to pay Rome taxes and to send Rome troops. Land was taken from conquered people and given to Roman soldiers in payment for their services. Soldiers gained land wealth, and Rome gained military settlers in newly conquered areas. It was a good system for Rome.

Roman Roads: In order to keep these new settlements safe for Rome, the Romans began to build roads. Each time a new city was conquered, a road was built from that city back to Rome right away. These roads were incredibly well built. They had gutters for water runoff and curbstones to stop chariot wheels from running off the road. The roads went in straight lines, right over mountains. Soldiers and supplies could be quickly moved into an area that was showing signs of rebellion. All roads led to Rome.

To help people find their way, while traveling the roads, the Romans more or less invented the milestone which grew increasingly wordy, and increasingly tall, to be easily readable from a vehicle. Some are 6 feet tall. The milestone usually gave the mileage to the nearest large city, perhaps some smaller cities along the way, the name of the person who paid for the road if it was a gift, and always the distance to Rome.

There seems to have been no formal traffic code, including what side of the road to drive on, but there were various laws about what you could and could not do on a given type and location of road, and when you could do it. Roads were considerably less crowded, and much less traveled than today. The real danger on a road was ambush by highway robbers, which shows that a traveling vehicle could be alone on any given stretch of road.

Roman Wells: When the Romans gained control of the eastern Mediterranean region, they built wells every 30 miles as it was a dry, desert area. They established forts for their soldiers and guards.

Roman Aqueducts: As cities grew, the ancient Romans needed more fresh water. To solve this problem, they built aqueducts. These were massive construction projects. An aqueduct, properly speaking, is the entire **conduit**—from fresh water spring to town.

A conduit is a natural or artificial channel through which fluids may be conveyed.) Where aqueducts had to cross valleys, some were built above ground, on arches. Most of the time, they were underground conduits and sometimes conduits lying right on the ground. These conduits could be made of clay or wood, covered or encrusted with stone. The pipes inside the conduits that carried the water, were made of lead, which in turn required vast mining enterprises and then transportation to get all this pipe out into the field all over the empire, although most of the lead was mined in Spain.

What is extraordinary about the aqueducts is the planning that must have gone into their construction. Since the ancient Romans didn't use pumps, aqueducts had to be positioned at a relatively constant gradient for dozens of miles. You try building something that drops by only 100 feet in 40 miles... and you'll begin to understand why scholars refer to the ancient Romans as such great builders!

Expansion: Thanks in part to the wonderful roads they built, and in part to their incredible army, Rome continued to grow. And grow. And grow.

Problems Created by Expansion:

- a. Provinces (newly acquired territories) were poorly governed
- b. People were not granted citizenship as were the people conquered in Italy
- c. The provinces were heavily taxed
- d. Roman governors in the provinces were often more interested in their own wealth and well being than they were in the people they governed
- e. Farmers in Italy had a tough time competing against farmers in the provinces. In the provinces they used slave labor—not so in Italy. Slave labor is cheap labor. They could sell their goods for less. Italian farmers moved to the cities, looking for work, but did not find any
- f. People began to be judged by their wealth instead of their character

Discussion Question:

1. Why did the Roman legion have to fight different tribes to get them to join Rome? Why didn't they simply join, and become Roman citizens?
2. How might the existence of a trade route influence social development in a region?

Section Nine:
Punic Wars

Time Frame: 1 class period
1st and 2nd Punic Wars
Hannibal

Preparation:

- Daily Question
- Reproducibles:
 - The Incredible Hannibal of Carthage (Part One)*
 - Get Hannibal Across the Alps Game*
 - The Incredible Hannibal of Carthage (Part Two—Second Punic War)*
 - Hannibal Storyboard*

Daily Question: Where are the islands of Sicily, Sardinia, and Corsica?

Open Class:

Say: Today, we're going to look at the incredible Hannibal, military genius. Hannibal did not live in Rome. Hannibal did not live in the Roman provinces. Hannibal was not Roman. Hannibal was a Roman enemy. And he was a tricky one.

Student Activity: The Incredible Hannibal of Carthage (Part One)

Hand out reproducible. Read. Answer discussion questions.

Class Activity: Get Hannibal Across the Alps

Game.

Class Activity: The Incredible Hannibal of Carthage (Part Two)

Hand out reproducible. Read aloud. Answer discussion questions.

Student Activity: Hannibal Storyboard

Hand out reproducible. Directions are on the page, but read them aloud anyway.

Close Class: That's it for today! See you next time, at the forum!

Name:
Date:
Class:
Period:

The Incredible Hannibal of Carthage Part One

Once upon a time, when Rome was a Republic, a big fight broke out between Rome and Carthage. Carthage was a big city in North Africa, about 300 miles from Rome. Carthage and Rome had never liked each other. But they had pretty much left each other alone in the past. Both cities were busy building empires of their own.

One day, Rome took a good look at how big Carthage was getting. They took a careful look at how close Carthage was getting to Rome. The problem, as Rome saw it, was that Carthage controlled three islands off the coast of Italy. That was too close for comfort.

Tug of War over Sicily, Sardinia, Corsica:

First Punic War: Rome decided that Carthage needed to join the Republic. Carthage disagreed. They fought for 20 years. That was the first Punic War. Nobody won. After 20 years of fighting, all they had accomplished was to kill a lot of people and to cause a lot of hatred. Carthage was tired of war. They wanted Rome to go away and leave them alone. To solve things, Carthage said: "If you'll go away and leave us alone, we'll give you the island of Sicily. There, happy?"

Rome said: "Okay. We'll do it." Rome took Sicily. Shortly thereafter, Rome took Sardinia and Corsica, too. Sardinia and Corsica were the other two islands off of Italy. That was not the deal. That was not what Rome promised they would do. Carthage was so mad. But Carthage was also so tired of fighting Rome that they said: "Phooey with it. Take them all. We'll fight Spain instead, and make up the land we lost there."

Young Hannibal moves to Spain (237 BCE): Carthage sent an army to Spain. The general in charge of that army was the talented General Hamicar Barca. The general had lost a lot of friends in the war with Rome. He thought it was a big mistake to walk away from Rome. He believed Carthage should fight Rome until Rome fell. But he could not convince the other leaders of Carthage that he was right.

When the general took his army and left for Spain, he took his nine-year-old son, Hannibal, with him. Before they left home, he made his son swear that as soon as he was old enough, Hannibal would fight the Romans and make them pay. Hannibal promised. That was the beginning of the legend of Hannibal, military genius.

Hannibal, Military Genius: Over the next several years, while fighting in Spain, Hannibal gained a lot of experience. He learned to be a wonderful leader. His Dad had taught him well. His men had taught him well. Plus, he was naturally tricky. Hannibal won most of his battles by coming up with clever ideas. One time, while fighting at sea, Hannibal had his men dump barrels full of live snakes onto the deck of an enemy ship.

The enemy had not expected Hannibal to do that. They weren't prepared to fight snakes. Hannibal won that battle easily.

Hannibal's reputation grew. A few years after his Dad died, the soldiers in Spain chose him to be their new general. He was only 26 years old at the time. Hannibal did not hesitate. "Sounds like fun," he said. He took the job, married a Spanish princess, and started wars with several cities in Spain. His plan was to conquer all of Spain.

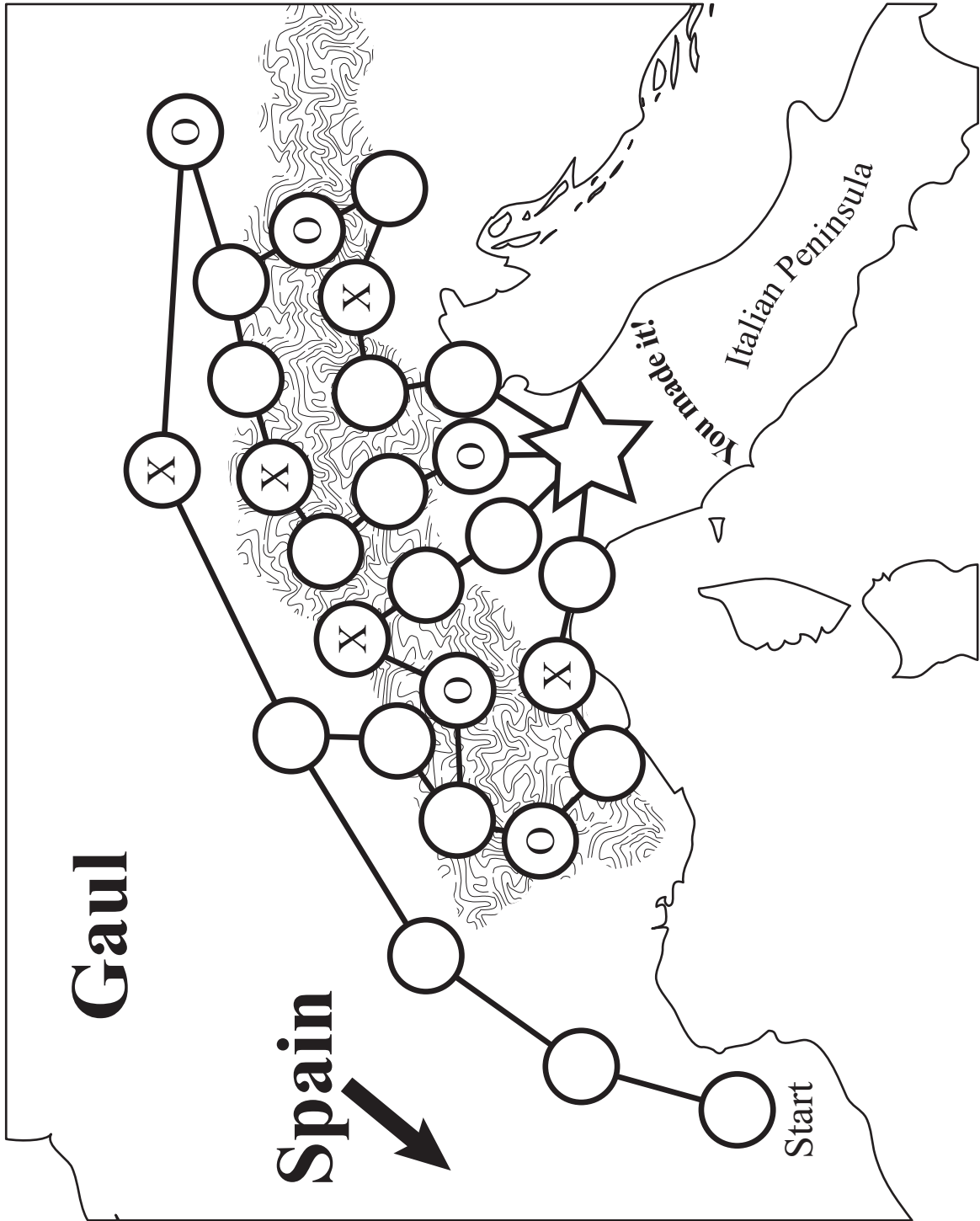
Second Punic War: One of the cities he attacked happened to be good friends with Rome. Rome decided to lend a hand. But Rome did not send help to Spain. They declared war on Carthage, Hannibal's hometown and the center of the Carthage Empire.

Hannibal had no choice but to turn his attention to Rome. That was fine with Hannibal. He had never forgotten the promise he had made to his father. To win a war against Rome, he knew he needed a bold and clever plan. He couldn't just be tricky. His plan had to be brilliant to take Rome by surprise.

Discussion Questions:

1. The first Punic War was fought between two huge cities. Which ones?
2. What did they fight about?
3. Who won?
4. What promise was made on both sides that ended the war?
5. Did both sides keep their promise?
6. Did Hannibal fight in the first Punic War?
7. Label: Sicily, Sardinia, Corsica, Mediterranean Sea on the map.

Get Hannibal Across the Alps Game



Get Hannibal Across the Alps Game Cards

X	X	O
<p>Avalanche Lose 5000 men</p>	<p>Intense Cold Lose 1000 men</p>	<p>Blocked by Snow Turn Back</p>
<p>Blinding Snowstorm Lose 3000 men</p>	<p>Ice Is Not Solid Lose 1000 men</p>	<p>No Way Through Turn Back</p>
<p>Attacked by Natives Lose 1000 men</p>	<p>No Food Lose 1000 men</p>	<p>Straight Drop Turn Back</p>
<p>Unfriendly Tribes Roll Stones On You Lose 1000 men</p>	<p>Frostbite Lose 1000 men</p>	<p>You Made It! Welcome to the Italian Peninsula!</p>

Directions: Make two stacks of cards. The first two columns are one stack. Draw from these when you land on an “x.” The last column is the other stack. Draw from this stack when you land on an “o.” When you land on a clear space, nothing happens. Roll again. Use one die. It is not an easy trip.

Name:
Date:
Class:
Period:

The Incredible Hannibal of Carthage Part Two—Second Punic War

To win a war against Rome, Hannibal knew he needed to take Rome by surprise. He decided to attack Rome from the north. Rome would never expect that.

Hannibal's plan was to march 90,000 foot soldiers, 12,000 cavalry, and 37 elephants from Spain, through Gaul, over the Alps, into Italy.

- *In May*, Hannibal, his army and his elephants left New Carthage in Spain.
- *By August*, he arrived in the Pyrenees Mountains.
- *In September*, he crossed the Rhone River. Already, he had lost nearly half his army.
- *In late October*, the beginning of winter, he began to cross the Italian Alps. He arrived on the other side, with 20,000 troops, 600 cavalry, and almost no elephants. (Some historians say that no elephants survived the trip.)

Hannibal expected the people in northern Italy to be glad to see him. Some were. But most were tired of war. They helped with food. They helped by leaving Hannibal's army alone. But being forced to fight is what the people in the provinces hated about the Romans. Hannibal and his surviving army were pretty much on their own.

Some supplies trickled in via Trimenes, three-decker ships. These ships couldn't carry much—a hundred men, a few supplies. Nothing like what he needed. Carthage did not have a strong navy to force their way into a harbor to restock the army moving on land. That did not stop them. But they did not march on Rome. Instead, they drove Rome crazy by attacking smaller outposts and stealing food and weapons, food intended for Rome.

About a year later, Hannibal's army captured the huge supply depot at Cannae using one of Hannibal's tricks. Hannibal was seriously outnumbered. The enemy had over 100,000 men. Hannibal ordered his men to stand in a long line, and then had the center of the line fall back, as if retreating. The Romans rushed after the retreating troops, and found themselves surrounded. The line had become a circle, and then a noose. About 50,000 Romans were killed in that battle, including 80 senators, and many nobles. Such a huge defeat, when they should have won easily, shook Rome.

Hannibal and his men stayed on the Italian peninsula for another 15 years, causing trouble where he could.

In 203 BCE, Rome had had it with Hannibal. They couldn't catch him, so they attacked Carthage instead. Carthage, in a panic, called Hannibal home. Leave Italy and help us! Before Hannibal could arrive, Carthage had agreed to peace terms with Rome. Terms:

- Carthage would leave Spain, Gaul, and Italy
- Carthage would reduce their navy to 20 warships
- Carthage had to pay 5000 talents (the money of the time) in war damages

Once Hannibal arrived home, the leaders in Carthage changed their minds. They decided not to honor their peace terms. Rome was furious. They sent an army to Carthage. Hannibal's army lost, but Hannibal managed to get away.

If possible, Rome was even more furious. Carthage had not kept their promise. Rome still did not have their hands on Hannibal. One year later, in 202 BCE, the peace terms were severe. Terms:

- Carthage would leave Spain, Gaul, and Italy
- Carthage would reduce their navy to 10 warships
- Carthage had to pay 10000 talents (the money of the time) in war damages, in 50 equal annual payments, over the next 50 years.

Carthage called it quits. They left Spain. They left Gaul. They left Italy. They reduced their navy. They paid the talents they owed each year, promptly. The Second Punic War, started so many years earlier when Hannibal was just a young man, was finally over. That did not stop Hannibal, though. Hannibal spent the rest of his life fighting the growing power of ancient Rome. The Romans never stopped looking for him. In spite of all their best efforts, the Romans did not catch up with Hannibal until he was 64 years old! Even then, they didn't get him. He chose to die by swallowing the poison he kept in his ring.

Hannibal still ranks as one of the most magnificent military minds in history and one of the world's greatest generals.

Discussion Questions:

1. The second (2nd) Punic War was fought between two huge cities. Which ones?
2. Was Hannibal defeated? Why or why not?

Name:
Date:
Class:
Period:

Hannibal Storyboard

Construct a storyboard showing eight main events in Hannibal's life using a series of drawings.

Key Point 1	Key Point 2
Key Point 3	Key Point 4
Key Point 5	Key Point 6
Key Point 7	Key Point 8

Section Ten:

Can You Save the Roman Republic?

Time Frame: 1 class period
3rd Punic War
Trouble in the Roman Republic

Preparation:

- Daily Question
- Reproducible: *Can You Save the Roman Republic?*

Daily Question: Why would you apply to become a Roman citizen in the late Republic?

Open Class: Review

- Yesterday, we learned about the Punic Wars between Carthage and Rome. The first war was about who controlled the three islands off the coast of Rome. The second war, starring the amazing Hannibal, was about power. There was a third war, long after Hannibal died. It only took Rome three years to beat Carthage that time. The Romans went house to house, killing nearly everyone in Carthage. Those few spared were sold into slavery. Salt was poured on Carthage fields so that nothing would grow again. That was the end. Carthage ceased to exist.
- Over the next one hundred years, Rome continued to sack other cities to expand their territory. They brought back captives to serve as slaves. They taxed conquered territories to raise money.
- This behavior created a lot of problems for the Roman Republic, problems that ultimately led to the end of the Republic and paved the way for emperors to take control. The Republic did attempt reforms. However, they were unsuccessful.

Today, we're going to see if we can do better than the Romans did to generate reforms, to correct some of Rome's major problems during the Roman Republic and save the Republic!

Activity:

Directions: Students will imagine themselves to be a Roman consul. They have some power, but they are not gods. They must obey the will of the people, keep the rich happy, and still save Rome from self-destruction. As elected consuls, leaders of government, your (the students') job is to discuss and solve three major problems facing the Republic.

Teacher orally presents example problem: Slaves are brought back from each conquered land. These slaves are assigned jobs in the factories and on the farms, working for much less than any free Roman can. These slaves are putting free citizens, who are laborers and small farmers, out of work. Poor Romans are starving to death. What can we do?

Teacher orally presents example of a failed Roman solution: The Romans never permanently solved this problem. The emperors tried to solve this problem and were not successful either. They tried everything from freeing slaves (but they just went out and got more slaves) to a welfare system to feed the poor. Because they could not solve this problem, it contributed to the fall of Rome.

Transition: Let's see if we can do better than the Romans did to generate reforms to correct some of Rome's major problems during the Roman Republic!

Hand out reproducible: *Can You Save the Roman Republic?* Direct students to write down their ideas for possible solutions to each problem, to prepare for discussion.

Class Discussion: Read each specific problem aloud prior to discussion.

Problem 1.

Set the Stage: First, explain why this job was called a "tax farmer." When a farmer plants a seed, that farmer expects a large return from just one seed. Such was true of the position and goals of the tax "farmer." Each tax farmer paid an amount to the Republic, and expected a large return from their investment.

Assign one student per class the job of tax farmer. Tell this student that they just paid the equivalent of \$10,000 to the government, and are now allowed to collect taxes from the rest of the class, to pay themselves back and make a profit. As tax collector, you have soldiers to help you collect from the rest of the class, and you can decide how much to tax each person in the class.

Student Discussion: Your tax collectors will probably be equitable at first, deciding to tax all students the same. Inform your class that their tax money is paying for a new road in Gaul (far from Rome), and a new Temple in the city of Rome itself. Help some students decide that they will not pay the tax. This will lead to a spirited discussion about how the taxes can be collected if people will not pay. Tax collectors (with your help) need to bring up the fact that debtors can be seized and sold as slaves to pay their bills. Tell your tax collector that they should now act greedy. Immediately, he/she will double taxes.

Every tax collector will ask if they can let their friends off. Tell them of course. It's up to the tax collector to decide who pays and how much. It's your business. It's up to you to decide how you want to get your money back. Soon, the tax collectors in each class will be quite happy to not tax some people and to tax others ridiculously.

Transition: Position this problem back in the past by saying: People were warned that if they did not pay, they would be seized, sold as slaves, and their property confiscated. You can see how that might make some people angry.

Student Solutions: Ask students how they solved this problem on their worksheet. Briefly discuss these ideas in open class discussion to see if any of these ideas might work.

Close discussion with the actual solution under the Republic: This problem was not solved while the Republic existed. The emperors solved this problem by not allowing tax

collectors to make a profit. The emperors taxed the rich and merchant classes, while giving to the poorer Romans.

Problem 2.

Suggest to one construction contractor that he/she buy the votes of the rest of the class. The second contractor will up the amount offered. And so on. Once you remind the rest of the class that they are very poor Romans, they will be quite happy to sell their vote to the highest bidder.

Select one of the contractors to become the highest bidder. Bring back the tax farmer from Problem #1. Inform your newly elected official that the tax farmer had made a lot of money from taxes, and one of the duties of the newly elected official is to appoint tax collectors. Your new official will want a “cut” of the profits (introducing graft and corruption into the government). As self-appointed mentor of your newly elected official, point out that one of the students has a new trading business. Your official needs to know which student, because he/she will want a “cut” of that business as well thus showing the students, quite easily, that the richest person does not necessarily make the best governor.

Student Solutions: Review student responses on their worksheet. Most students will come up with the idea of passing laws, making it illegal to buy or sell votes.

Close Discussion 2 with the actual solution under the Republic: This problem was not solved while the Republic existed. When the Empire began, voting became unimportant and soon vanished.

Problem 3. Continue with Problem #3, if time permits.

Close Discussion 3 with the actual solution under the Republic: This problem was not solved under the Republic. When the Empire began, the emperors banned private armies, and incorporated these armies into the legion. A police force was created to stop crime. Rome’s streets became much safer, but never safe enough to travel alone.

Close Class: Thank the consuls for their commitment to solving the very serious problems of... (quick review)... which face our beloved Republic.

Name:
Date:
Class:
Period:

Can You Save the Roman Republic?

Instruction: Write your answers on the back of this paper.

Problem 1

Rome needs tax money to run the Republic.

The government needs to pay the legions, build roads, sewers, aqueducts, and arenas, and pay for the welfare program in Rome. To get this tax money, Rome uses tax farmers. Tax farmers are Romans who pay a flat fee to the Roman Republic for the privilege of collecting taxes from a territory. To recoup these monies, tax farmers then levy a tax against every citizen in their territory. Tax collectors expect to make a profit, as they are in the business of tax collection. This is understood. However, under this system, there are many abuses, as the government cannot control how each tax farmer runs their individual business.

Question: How can we stop the abuses while still continuing to get the tax money we need to run the Republic?

Problem 2

Elected officials are using their positions to get rich.

Under the Republic, elected officials use their positions to get rich. To get elected, some people are buying votes. Under this system, many people are elected who are poor governors. Graft and corruption are rampant.

Question: How can we ensure good government for Rome?

Problem 3

Rome does not have a police force.

Under the Republic, Rome does not have a police force. Wealthy Romans hire guards, and even build private armies. During elections, these private armies often fight. These fights and battles are creating havoc on the streets and unsafe conditions for innocent bystanders. At all times, Rome's streets are not safe for citizens after dark.

Question: How can we solve this problem?

Section Eleven:
Julius Caesar

Time Frame: 1 class period

Julius Caesar

Republic to Empire

Preparation:

- Daily Question
- Make Costumes:
 - Togas made from pillowcases that you can destroy. Cut a large hole for the head in the top and cut them up each side.
 - Daggers made by the students (See Section Seven)
 - Caesar's costume: Purple toga, crown
- Cardboard cards that can be hung around each player's neck. Use ribbon. Each card has a role written on it. Brutus. Cassius. Caesar. Soothsayer. Listener, Narrator. Citizen 1. Citizen 2. And so on.
- Reproducible: *Gossip at the Forum* (play)

Daily Question: Who was Julius Caesar?

Start Class:

Announce to the students: I am sorry to report that things have gotten worse in Rome since our last meeting. Crime is everywhere. (Recap the problems.) Romans are fighting Romans. It's Civil War. One man, Julius Caesar, a great general and a powerful leader, has decided that he can fix Rome's problems. Let's hear what he and the people have to say.

Activity: Perform Play *Gossip at the Forum*

Operation: This play will be performed twice. This play was written for a class size of 28-30 students. Adjust the play script so that there are enough roles for half of your class. If you have an odd number in your classroom, assign the job of narrator to a student for the first performance; the teacher takes the role of narrator during the second performance. Since the narrator has the last line spoken, it leaves the teacher with the last word.

- Select actors. Half the class. Put signs on each "volunteer" you select to play a part.
- Hang one card around each of your actor's necks with their role name on it.
- Each actor finds him or herself a coach, someone who is not in the play.
- Coaches, do your best. You have 10 minutes before the curtain goes up. And coaches, you're next. Same role as you are coaching.

Distribute togas and swords while students are practicing. Tell actors and coaches that their position on stage is standing next to their desk. Remember, when the play is over, give your toga to your coach and return to your seat.

Give students no more than 8–10 minutes to rehearse. Set an alarm clock. When it rings, actors take their places and the curtain goes up (so to speak). No rehearsal second time around. Quickly switch places, and do the play again.

- Before the first performance, say: Audience, listen carefully. While listening to this play, can you figure out what Julius Caesar wanted?
- Before the second performance, say: Audience, listen carefully. While listening to this play, can you figure out what the citizens of Rome wanted? –After each performance, all actors take a bow. Audience claps.

Class Discussion: After both performances have concluded

- What did Julius Caesar want?
- What did the citizens of Rome want?

Close Class: After Julius Caesar was assassinated, Augustus became the First Roman Emperor. Although Rome went on to greatness under the Empire, the Roman Republic was no more. Emperors were in charge of the Roman government. The Roman Empire was born.

Instructions to make Caesar’s crown

- Headband: A piece of felt (white) about 1¼" wide
- Close the circle by stapling a short piece of elastic (about 3" long) between the two ends
- Staple bright gold paper leaves to the headband of felt
- Important: Make sure you staple outward. You want the inside of the band to be smooth

Name:
Date:
Class:
Period:

Gossip at the Forum

Julius Caesar
(The gentle art of persuasion.)

ACT ONE
The Forum, Rome, March 15, 44 BCE

CITIZEN 1: Did you hear what Julius Caesar has done now? I can't believe it! He has declared himself dictator of Rome for life!

CITIZEN 4: A dictator? That's sort of like a king, isn't it? Nobody is going to allow a king to ever rule Rome again.

CITIZEN 5: (short laugh) I imagine the Senate will have something to say about that!

CITIZEN 3: They're not going to do anything.

CITIZEN 6: Pompey will stop him. He always does.

CITIZEN 9: Where have you been? Down at your country estates again? Pompey was killed last month in Egypt.

CITIZEN 6: (looking shocked) Oh no!

CITIZEN 1: There's no one left to fight him.

CITIZEN 5: The Senate...

CASSIUS: Forget the Senate. He doesn't listen to the Senate.

CITIZEN 7: Don't get mad, but... (short pause) JULIUS CAESAR really seems to care about the people. Would it be such a bad thing if he did take over for a while? You've got to admit, Rome has some problems.

CITIZEN 5: That's the truth. You can't walk the street anymore. Crime is out of control.

CITIZEN 9: And the money is no good. People are broke and out of work.

CITIZEN 7: Rome's problems are getting worse, not better. Maybe it's not such a bad idea to give CAESAR a shot at fixing things.

CITIZEN 4: I'm sure Caesar would agree with you. That's probably why he's making so many changes.

CITIZEN 6: What kind of changes?

BRUTUS: Look! Here he comes! He's going to speak. Listen...

JULIUS CAESAR: Citizens of Rome! I, Julius Caesar, declare myself dictator of Rome for life! The Republic is dead. It was merely a name. It wasn't working. I am the only one who can save Rome from more civil wars. Trust in me, citizens. I alone will save my beloved Rome! Hear me! I decree the following:

1. The calendar will now have 365 and one-quarter days.
2. Coins will have my face on them. Those are the only coins safe to use.
3. I decree that all slaves will be freed in the years ahead.
4. I... (voice fades as Caesar moves out of range, off stage)

CITIZEN 4: Did you see? He was wearing a purple robe! The robe from the god's temple. Only priests can wear purple.

CITIZEN 8: Who does he think he is? A god?

CITIZEN 7: I'd heard he was freeing the slaves.

CITIZEN 2: (angrily) He can't free the slaves. The provinces need them to grow food.

And we need food from the provinces.

CITIZEN 3: He's mad.

CITIZEN 1: You think it's mad to run around Rome screaming decrees? You won't get an argument from me!

CITIZEN 8: And those statues of himself. They're everywhere! I am so sick of seeing his ugly face.

CITIZEN 7: What's this new project of his?

CITIZEN 8: More statues, probably.

CITIZEN 9: And that new calendar. The old one was fine. Why a new one? Oh, I know why. Because he wants to name a month after himself.

CITIZEN 2: Don't forget about his son. He wants to name a month after him, too.

CITIZEN 6: He really does think he's a god, doesn't he?

CITIZEN 3: What makes me mad is that he's putting all his friends in positions of power. That's not fair. He's ruining everything.

BRUTUS: He's destroying the Republic. He has to be stopped. Julius Caesar is my best friend, and I say stop him. Let's fix our problems, not destroy Rome.

CITIZEN 2: Caesar is mad!

CITIZEN 3: He's crazy!

CITIZEN 9: He only thinks about himself. His face on our coins. His statues everywhere. His purple robes. His silly son. His stupid calendar.

CITIZEN 4: We have to stop him!

CITIZEN 8: The only way to stop him is to kill him.

CASSIUS: If we kill him, everything would go back to the way it was.

CITIZEN 1: (firmly) Then we kill him.

CITIZEN 2: Count me in. But when?

BRUTUS: Caesar has agreed to meet with the Senate finally on March 15th. The meeting is at the Temple of Jupiter. That may be our only chance to stop the madness.

CASSIUS: (raise sword) I'll be there.

ALL CITIZENS: (raise swords) And me!

ACT TWO

The next day.

An alleyway near the forum, Rome, March 16, 44 BCE

SOOTHSAYER: I tried to warn him. I told him: BEWARE THE IDES OF MARCH.

But he didn't listen. Poor Julius.

LISTENER: (sounding confused) Sir, you had an idea in March?

SOOTHSAYER: No, no. The IDES of March, March 15th. Beware the Ides of March, I told him. I knew, I knew.

LISTENER: His enemies got to him, I suppose.

SOOTHSAYER: Et Tu Brute?

LISTENER: (jerk nervously): What?

SOOTHSAYER: Et Tu Brute? It means: You too Brutus? Julius Caesar thought Brutus was his friend. He was wrong. But you were right. His enemies killed him.

LISTENER: Enough about Caesar. I'm so tired of hearing about that guy. What about me? What do you see in the future for me?

SOOTHSAYER: Choose your friends carefully, Cassius.

NARRATOR: Julius Caesar was dead. But things in Rome did not change as people had hoped they would. There was more trouble, more debt, and more problems. The only

thing people wanted to know was... who would take his place.

FINIS (The End)

Section Twelve:

Daily Life in the Roman Empire

Time Frame: 2–4 class periods

Pax Romana

Public Baths, Forum

Colosseum, Circus Maximus, Gladiators

Preparation:

- Daily Question. Use overhead projector or write question on the blackboard. (This is a student writing activity. Students are to write answers to daily questions in their notebooks upon arrival.)
- Reproducible: *Daily Life in the Roman Empire*

Daily Question:

Day 1: What is the Pax Romana?

Day 2: Why is the Roman Empire called the Imperial Age?

Open Class:

Say: After Julius Caesar was assassinated, Augustus became the first Roman emperor. Although Rome went on to greatness under the Empire, ruled by emperors, the Roman Republic was no more.

Discuss: Who was Augustus and what did he do to show respect for the senate even though he ruled as an emperor? Why did he want to please the senators?

Background: Augustus became the First Roman Emperor. As emperor, Augustus had the authority to make laws and veto any laws proposed by the Senate. Under Augustus, Rome began its Golden Age. It was the beginning of the Pax Romana, Roman Peace, a condition that lasted 200 years. Pax Romana—The Romans were never really at peace, but, by comparison, this was a very peaceful time in the Roman Empire.

Discuss “Pax Romana” and “decline.”

Augustus supported

- a. Growth of business
- b. A new and sound money system
- c. Building new roads
- d. Starting a fire department

Activity:

Hand out *Daily Life in the Roman Empire*

Compare daily life in the Republic to daily life in the Empire.

Activity: Create a poster advertising an event in the Circus Maximus or the Colosseum. Make sure you include who, what, when, and where. When posters are completed, display them on the wall of your classroom.

Activity: Expand on this activity. Choose one or more as time permits.

- *Ben Hur*—Show the chariot race from the movie. Ask: What did you see? Describe the clothes, buildings, people, everything you noticed. This can be a group or an individual activity
- Write a story from the point of view of a participant. You can be a Christian being thrown to the lions. You can be a gladiator, hero of the people. Or a slave, trying to win your freedom
- Write a newspaper article for the Sports Page—upcoming events, state sponsored spectacles—based on any poster created

Activity: (See Section Seventeen: Final Fun Activity)

Discuss: You are a plebeian and it is the feast of Jupiter. Help prepare the feast. What food would you serve? What decorations would you use? Is there any special clothing you would need? Announce to the kids that you are having your own Roman festival. Pass out invitations you have prepared. Go over with the students what you will be doing on that day. Let the students decorate the invitations prior to bringing them home.

Close Class: That's it for today. See you at the forum!

Name:
Date:
Class:
Period:

Daily Life in the Roman Empire The Imperial Age

Life was very different during the Roman Empire than it was in the days of early Rome.

Women's Rights: During The Imperial Age: (first century BCE to about 500 CE): Things changed very rapidly towards the end of 1 CE. Although families still lived in one home, during the Imperial Age, women could own land, run businesses, free slaves, make wills, be heirs themselves, and get a job in some professions. The ancient Romans tried to help their family grow through marriage, divorce, adoption, and re-marriage. After a divorce, ex-in-laws were still important, as were their children. Adopted children had the same rights as any of the other children, rights based on their sex and age. In addition to wives and children, wealthy ancient Roman homes supported slaves.

Old Age: One thing did not change. The ancient Romans still greatly respected and cared for their elderly. When the older members of a family became too tired for other activities, they could always play with their grandchildren and great grandchildren, who would one day be honoring them at the Parentalia, the festival of the dead.

The Forum: The forum was still the center of each town. Shops surrounded the forum, as did temples. This is where all people went to do their daily shopping and get the news. Although their role in government was greatly decreased, the great orators of the senate were still speaking in the forum.

Public Baths: The baths were no longer only for the wealthy patrician men. Both plebeians and patricians, men and women, used the baths provided they could pay the admission price. Children were still not allowed. Slaves could only use the baths if they accompanied their masters. Most baths had separate hours for men and women. Some baths were so large that they had duplicate facilities. People tried to visit the baths at least once every day. The baths had hot and cold pools, towels, slaves to wait on you, steam rooms, saunas, exercise rooms, hair cutting salons, reading rooms, libraries, stores selling all kinds of things, and people who sold fast food. Baths were arranged rather like a very large mall, with bathing pools. The baths were packed. The people loved them. At one time, there were as many as 900 public baths in the Roman Empire. Small ones held about 300 people, and the big ones held 1,500 people or more! A trip to the bath was a very important part of daily life.

Food: Lower classes: The lower class Romans (plebeians) might have a dinner of porridge made of vegetables, or, when they could afford it, fish, bread, olives, wine, and meat on occasion. Since many of the lower classes were citizens, the ancient Romans had a program to help them, somewhat like a welfare program.

Upper classes: The patricians enjoyed fresh meat, fish, fruits, vegetables, and bread, and used honey to sweeten food. (Sugar was unknown.) They had slaves to cook and clean. Slaves cut their food for them, as they didn't use forks or knives, but ate with their fingers. A wet towel was handy (or brought by slaves) to tidy up after a meal.

Early in the morning, people could stop at a bakery for a quick meal or to buy a pancake.

Food was served at the baths, as well. If you had the money, you could dine out.

Religion: Religion was a very important part of daily life in the Empire, as it was during the Republic. Everyone had to worship the Roman gods. This was law. If you did not worship Roman gods, you would be arrested, tortured and possibly killed. You could worship any gods you wanted as long as you also worshiped Roman gods. Temples grew more elaborate as Rome grew. The Romans used concrete (an ancient Roman invention!) to build the dome of the Pantheon, a temple dedicated to all the Roman gods, which even today is one of the largest single-span domes in the world.

Spectacles: The Romans loved spectacles—huge events. Enormous buildings and arenas were constructed during the Empire with concrete to hold these events. Concrete was faced with stone to make it sturdy. There were state-sponsored events—events paid for by the government—and events sponsored by the rich. Outdoor events were open to everyone. Open-air amphitheater events had paid and free seating, which meant the poor could attend as well as the rich.

The Theater: Ancient Romans went to the theatre to see a play or to listen to music. There were lots of theatres, mostly open-air. Even the small ones could seat 7,000 people. Roman playwrights did write some historical plays, but most were comedies. Roman comedies focused on domestic issues—boy meets girl, parents forbid marriage, clever slave comes up with something to save the day. Plays included lots of lively action, lots of physical activity, and of course, puns.

The Circus Maximus was another public entertainment center. The Maximus was used mostly for chariot racing. It could seat 250,000 people! (That's a quarter of a million people!) There were other circuses around the empire, but the Circus Maximus was the most well known. It was the height of success to race in the Maximus.

The Colosseum was a huge public entertainment center. The Colosseum could seat 45,000 spectators! This is where the ancient Romans gathered to watch bloody combat between gladiators, and battles between men and wild animals. This is where they threw criminals to the lions. These were public executions of convicted criminals. To see criminals being killed was very entertaining to the ancient Romans. On occasion, they flooded the Colosseum with water to hold naval battles where many competitors died. Not all Romans loved the bloody sports in the Colosseum, but most did. The big draws were the battles between men. Gladiators were superstars. The crowd decided if losers lived or died. If you waved a handkerchief, he lived. Thumbs down he died. Majority rules. There were female gladiators, but not many.

The Campus: In the city, there was a place called the Campus. This was the old drill ground for soldiers. It was a large section of plain near the Tiber River. Even such famous people as Augustus, Rome's first emperor, exercised on the Campus. Young men all over Rome gathered at the Campus to play and exercise. On the Campus, men participated in foot racing, jumping, archery, wrestling and boxing.

If wealthy Romans stayed home at night, they lit oil lamps to enjoy the evening. The poor, unless they went out, went to bed as soon as it got dark, as they couldn't afford to keep oil lamps burning.

Conclusion: Things yet to learn!

In spite of the many inscriptions and other pieces of the past scholars have labored to put together for us, we still don't know much about ancient Roman daily life. We know quite a bit about Roman government, which was famous for power and law, and a great deal about Roman religion, with its many Roman gods and festivals. We know about their great spectacles. But, we still don't know whether the ancient Romans had wastebaskets, or how common cats were, or whether anyone kept a dog indoors. It will be interesting to see what will be discovered as scholars continue to find inscriptions and to put pieces of the past together!

Compare daily life under the Republic to daily life under the Empire.

1. List five things that remained the same during the Empire.
2. List five things that changed during the Empire.

Section Thirteen:
Pompeii, Mount Vesuvius

Time Frame: 1 class period (if time permits)

Preparation:

- Daily Question
- Get permission to use the computer room or the library for research

Daily Question: *Where is Mount Vesuvius?*

Start Class:

Ask students: Have you ever heard of Mount St. Helens? How about Mona Loa? How about Mount Rainer? How about *Dante's Peak*, the movie? What do these mountains have in common? They're all volcanoes. What is a volcano? (quick answer)

Transition: Today, we are doing research on a famous volcanic eruption that happened during the Roman Empire.

Activity: Choose One.

Activity #1: Computer Lab—Pompeii, Mount Vesuvius. If this site is available, and if you can book time in the computer lab, we would recommend this activity. There is a wonderful site from the International School in Rome, written after their three-day trip to Pompeii. <http://web.archive.org/web/20060117000133/ambrit-rome.com/clasproj/6pompeii/pompeii.html>

Answer these questions:

- Which story did you like best, and why?
- Name three things you learned about Pompeii in 79 CE from reading these reports.
- Name three things you learned about Pompeii today from reading these reports.

Write letters of thanks to the students of the International School in Rome thanking them for their efforts and to please keep their site online so that others can learn, too.

If time permits, allow students to turtle formation their way to the computer lab or library. And back, of course!

Activity #2: Research—Pompeii, Mount Vesuvius. Teachers can find Pliny's letters online here: <http://pompeii.virginia.edu/pliny.html>. Also Pliny's letters are available through the public library. There is no need to go online to do this activity. All you need is Pliny's eyewitness account of this event. Do in order.

- *First, using the Library or your Textbook:* Direct your students to find out what happened on August 27, 79 CE in Pompeii.
- *Second:* Direct your students to write an imaginary eyewitness account of this event.

- *Third:* Read the real eyewitness account by Pliny the Younger to your class. *Fourth:* Direct your students to re-read their eyewitness account. Say to students: If you had read Pliny's letters before you had written your paper, what would you have changed? (Or, now that you have more information, rewrite your paper to be more accurate.)

Close Class: That's it for today. See you tomorrow, at the forum!

Section Fourteen:
Roman Emperors

Time Frame: 1–2 class periods

Preparation:

- Daily Question: What makes a good leader?
- Reproducibles:
Chart of 5 Roman Emperors—one copy per student
Nero, Trajan, Diocletian, Constantine, Valens—one copy of each per class

Daily Question: What makes a good leader?

Start Class:

Say: The government was very different during the Empire than it was under the Republic. There was still a Senate, but the current emperor could take away or give power to them. The assembly was gone. It was never a building. It was the right of the common man to assemble in the forum and vote. Vote for what? They did not pick the emperor, and the emperor was all-powerful.

During the 500 years that Rome was an Empire, there were lots of emperors, some good, and some bad. Some took power by force. Some inherited the job from their fathers. Some emperors died by natural causes. Some were killed in wars. Some were murdered.

Activity:

Today, we're going to look at five emperors. Working in your group, your job is to get your candidate elected as emperor—not by the people of Rome, because the vote is gone. The people in this class will vote with a show of hands for their favorite candidate. Majority rules. You may choose to work against your assigned candidate, because you believe he would make a very bad emperor. But be careful. In these dangerous times, you would not want your candidate to know you are working against him. Your campaign promises must sound positive on the surface. You will need to create a campaign poster, with a slogan such as “Trajan, Trajan, he’s our man; vote two times if you can!” Give a speech to get your candidate elected. Good luck in the elections!

Give each group a biography of one emperor. Give students time to create their campaign based on the information in the biography they were handed.

Allow each group time to present their candidate. Once all candidates have been presented, have the class vote with a show of hands. Tally their votes accurately. Announce the totals accurately. Then award the election to a candidate not of their choosing. For example, if Constantine gets the most votes, announce Nero as the new emperor. Remind students that the common man had no voice in government.

Read each biography aloud to the class. Compare the election promises with the biography as presented in the reproducibles. Was the candidate presented accurately?

Class Discussion: Hand out reproducible *Chart of 5 Roman Emperors*

- Does it make sense to classify the emperors as good or bad?
- Which emperor was the hardest to judge?
- Which system of government do you think worked better for the ancient Romans, the Republic or the Empire?
- What do we expect from our leaders today?

Close Class: That's it for today. See you next time, at the forum!

Name:
Date:
Class:
Period:

Emperors of the Roman Empire

In the 500 years Rome was an empire, there were over 140 different emperors. Here are five.

1c	Nero	He started out as a good ruler, but he went insane. He murdered his mother and his wife. He threw thousands of Christians to the lions. He ordered some members of the Senate to kill themselves. The Senate ordered his execution. Nero heard about it, and killed himself.
2c	Trajan	He was the first emperor who was not from Italy. He was Spanish. He was a great conqueror. Under his rule, the Empire grew, and covered more geography than at any other time.
3c	Diocletian	He split the Roman Empire in half. The Western Roman Empire (Europe) included the city of Rome. The Eastern Roman Empire (Arab countries) included the city of Byzantium. Each half had an emperor, but one was the senior emperor, or who was in charge.
4c	Constantine	He was the first Christian emperor. He chose to live in the Eastern Roman Empire, and chose as his capital the small town Byzantium, which he renamed Constantinople. Rome became less and less important to the Eastern Roman Empire.
5c	Valens	He allowed the Visigoths (Goths) to settle in the Danube region of the Western Roman Empire. He promised these settlers that Rome would help with food and shelter. He did not keep his promises. The Visigoths rebelled. It was the beginning of the end of Rome.

Copy the five biographies. Cut along the dotted lines. Hand one biography to each group. You are selecting their choice of candidate. (The people had no voice in government. They did not get to choose their candidate for emperor.)

1st Century CE: Nero—Early Days of the Roman Empire

Nero was adopted by his great-uncle, the emperor. Like Emperor Augustus, when Nero became emperor, he treated the Senate with respect and gave them greater power. He reduced taxes. He changed the laws so that governors in the provinces could not ridiculously tax people to pay for their gladiator shows in Rome. He thought about ending the killing of gladiators and criminals in the arenas. He acted as a judge. He believed that people should have a fair trial. In the beginning, possibly due to the influence of his teacher, the famous philosopher Seneca, Nero was a good ruler.

Nero loved to sing and dance and recite poetry. He performed once on a public stage. That shocked the Senate and the people. When a fire broke out that burnt down much of Rome, the Romans blamed the fire on Nero. The gods were angry because Nero performed in public. Nero blamed the fire on the Christians. The gods were angry because the Christians would not worship them.

Nero rebuilt some of the city with his own money. But he also began appearing in public in a housecoat type outfit, without a belt, without shoes. He smelled. He did not bathe very often. He became mean and cruel. Nero began sending people he did not like a note ordering them to commit suicide. If they did not, they were killed without a trial. Senators were executed. Christians were crucified. No one was safe. It was crazy. And so was Nero. Finally, the Senate moved. They ordered the emperor to be beaten to death. Nero heard about it, and chose to commit suicide in 68 CE

2nd Century CE: Trajan—Pax Romana

Trajan was a member of the Spanish nobility. He was the first emperor who did not come from Italy. While serving in the military and in government, he gained leadership experience prior to becoming emperor. Towards the end of the first century CE, he received a note telling him that he had been adopted—by the emperor! That put him in line to become the next emperor. His adoption was pure politics. The current emperor needed a popular heir. And Trajan was certainly popular.

Trajan did not return immediately to Rome, as expected. He took time to wander along the Roman frontier, along the Rhine and Danube Rivers, visiting the army. The troops thought he was great because he did not ask for anything special. He shared their hardships. If they were sleeping on the ground, so did he. He was a brilliant general and a modest man. The combination was extremely attractive to the troops. When the emperor died, and Trajan became emperor, the legions were pleased.

When he finally arrived in Rome in 99 CE as emperor, he was greeted with cheers. Trajan entered the city on foot. He hugged senators; he walked among the people. No one had ever seen anything like this. Rome was enchanted. He was a well-educated, attractive man. He loved hunting and hiking and mountain climbing. He believed in order and in freedom. One of the first things he did was promise the Senate and the people that he would always keep them posted on what was going on in government and that their freedoms were important to him.

He started huge public works programs to begin to correct the problems of crowding and poverty in Rome. It was Trajan who started the welfare system for children. He started repairing and building projects. Some sections of the famous Roman roads had been built through wetlands. He fixed that. He built bridges. He added a harbor. He added more roads.

Trajan was not perfect. He had quite a temper and he loved war. He was always fighting somebody. Under his direction, the Roman Empire grew to its largest size—it covered more geography than at any other time. You might think a guy like Trajan would die in battle. He did not; he died in 117 CE from natural causes. Trajan's fame as the near perfect Roman emperor was remembered. Rome did not always have good emperors, but the good ones who came after Trajan tried to live up to the example he had set.

3rd Century CE: Diocletian—Split the empire into two huge pieces to achieve better government

Diocletian became emperor in an interesting way. When the current emperor died in battle, the Roman army announced that Diocletian was the new emperor. In 285 CE, Diocletian became the Emperor of Rome. The empire had suffered years of war and famine and instability. Diocletian wanted to change this. Through reforms, he began to re-establish peace.

He had some new ideas. One of his best was to get some help running the empire. He decided the Roman Empire was too big for one man to govern. He split the empire down the middle, into two huge pieces. The western half included the city of Rome. The eastern half included Asia Minor. He chose his good friend, Maximian, to rule the Western Roman Empire. He ruled the Eastern Roman Empire. He also assigned two men the role of "Caesar"—assistants to the emperors. Caesars acted like junior emperors. It was a four-headed approach to government. Once he had leaders installed in various sections of the empire, he set about fixing some of the problems that had been facing the empire for many years.

Diocletian changed the military system so that men served a term of 20 years. After that, they could retire with honor. He tried to restore the treasury with coins that had value and started new taxes on property and on individuals. He tried to restore the Roman religion, which meant he ordered people to return to the temples and worship the gods in the old ways. He believed Christianity was a threat to the Roman way of life. In 303 CE, he ordered the destruction of all Christian places of worship and the death of all Christians. These new edicts seemed to increase the number of followers, not decrease, but Christians were hunted until Constantine became emperor.

In 305 CE, twenty years after he took power, Diocletian abdicated (turned over) his job as emperor, and retired to his beloved palace on the Croatian Coast. He believed he had put the Roman Empire back on course.

4th Century CE: Constantine (the Great)—Made Christianity legal

Constantine was the first Christian emperor. He made a great many changes. In 313 CE, by the Edict of Milan, he made Christianity legal. People could worship without fear of persecution. He took the treasures from the temples in Rome and used this wealth to pay for the construction of new Christian churches. He outlawed gladiator contests. He reorganized the army by disbanding the Praetorian Guard, the guard who had held strong influence over the empire for so long. His taxation reforms just about broke everybody. Those who lived in the city of Rome had to pay their taxes in gold or silver. This tax was levied every four years. If you didn't pay, you were beaten and tortured. People sold their children into slavery to pay their taxes. Constantine was a hard, vain, ruthless man, with a horrible temper. He had his own son executed without any proof of guilt.

He is most famous, possibly, for building the city that carried his name—Constantinople. (This name was later changed to Istanbul.) He decided that Rome was too riddled with crime and poverty to worry about anymore. He moved to the Eastern Roman Empire, and used tax monies from Rome to build his new capital. He was careful about it. He announced that the senate in Constantinople was of a lower rank than the Senate in Rome, but he clearly intended that his new capital would someday replace Rome. He died of natural causes in 337 CE.

5th Century CE: Valens—Towards the end of the Western Roman Empire

Valens was a military man. When his brother became the emperor of the Western Roman Empire—the half that included Rome—he asked Valens to rule the other half, the Eastern Roman Empire. Valens said okay and moved to Constantinople. When his brother died, Valens took over as senior-Augustus, the main emperor. He put his nephew, another military man, in charge of the Western Roman Empire. His nephew was not in Rome either. He was off, fighting a war.

More trouble was brewing. The Visigoths, the barbarians to the north, were fleeing from the Huns, another tribe. The Visigoths crossed the Danube and entered the Roman provinces to escape the Huns. Emperor Valens said: "Let them stay. What's the big deal?" So they did. Hundreds of thousands of Visigoths settled in the Danube region of the Roman provinces.

Things might have ended differently if the Visigoths had been treated kindly. Emperor Valens had promised food, shelter and other help to the settlers. But Valens did not keep his promise. The Visigoths were forced to live in horribly crowded conditions, and they were starving. It is not surprising that the Visigoths rebelled. They did not have to cross the vast Danube River to attack. They were already in. To make matters worse, while the Visigoths kept the army busy, the Huns, another barbarian tribe, were free to cross the Danube and enter the Italian peninsula as well. Things were a mess back in Rome.

Valens rushed back to Rome to deal with it. He called upon his nephew to help. His nephew said sure. He'd be right there as soon as he finished the battle he was in. But Valens did not wait. He decided to take on the Goths (Visigoths) by himself. Valens' army was wiped out, and Valens himself died in the battle in 378 CE

Section Fifteen:
Fall of Rome

Time Frame: 1–2 class periods

Rise of Christianity

Fall of Rome

Preparation:

- Daily Question: None. Hand out reproducible *The Secret Sign* at the door.
- Reproducibles
The Secret Sign
Fall of Rome

Activity: The Secret Sign

Greet students at the door. Look around furtively, as if checking to make sure no one is watching. Hand out copies of *The Secret Sign*. In a soft voice, tell students to take their seats quickly, and *silently* read this story and answer the question. Give them some time to read the story.

Ask: What do you think? Should they be thrown to the lions? (Note to teachers: Some students will say yes, they should be thrown to the lions. Others will say it depends upon the crime. Some will ask what is the crime?)

Tell students: I'm going to tell you their crime. Their crime is that they were Christians and refused to worship Roman gods. Do you still think that they should be thrown to the lions? What was the secret sign? (A drawing of a fish)

Open Class Discussion: Say: Today, we will be discussing religion during the Roman Empire. Due to the nature of this discussion, I will not be answering any What If questions. We will be discussing religion in a historical perspective. So, what does that mean?

- Discuss in class the difference between history and belief.
- What religions were practiced during the Empire?
- Is there a difference between religious tolerance and religious freedom?
- Did the ancient Romans have religious freedom?

Say: In spite of persecution, Christians grew in numbers rapidly. Christians looked for converts. They told people about the benefits of being Christian. Christians came from every walk of life in ancient Rome, but mostly from the poor. From a historical perspective, what was the appeal of Christianity to the poor?

- Life after death (heaven). In the Roman religion, only gods went to heaven. Emperors were considered gods. Everyone else went to the underworld.
- Equal opportunity. You had to be born into the nobility. You could join Christianity and be equally a Christian.

Background: Christians were persecuted for refusing to believe in Roman gods. Everyone had to worship Roman gods—that was the law. Since the Christians refused to do that, they were breaking the law. But, there was never a big attempt made by the various emperors in the Roman Empire to kill all Christians. It was more of an on-again off-again kind of thing, for three hundred years. Finally, in 313 CE, Emperor Constantine ruled that Christianity was legal and that Christians would no longer be persecuted for their beliefs.

Ask: Did that mean there was finally religious freedom in Rome? (No. It was legal to worship Roman gods or to be a Christian. Everything else was still illegal.)

Transition: Certainly, the lack of religious freedom contributed to the fall of the Roman Empire. But that was not the only reason. There were *lots of reasons*.

Activity: Roman Rap (Ode to the Fall of Rome)

- Direct students to move into their groups. This is a group activity
- Hand out reproducible *Fall of Rome*, one per student
- Quick class discussion:
 - Why Rome rose: Law, Legions, Language
 - Why Rome fell: Expansion, Religion, Poverty

Directions: Create a rap or a poem that tells the story of the fall of the Roman Empire. You have ten minutes. Each group will present their rap or poem to the class today, so keep it short but include key points.

Close Class: And that's where we leave Rome—lost in the dark ages. Great job everyone! That's it for today. The festival is coming up (give date). Please remind your friends and family that we hope to see them there. Tomorrow is test review. I'll see you tomorrow, at the forum!

Name:
Date:
Class:
Period:

The Secret Sign

It is early morning in Rome; it is so early that the Roman god Apollo has not yet driven his chariot across the sky to pull out the sun. A mother, a father, and two children are on the run, hiding. The Roman police are looking for them and for their friends. Their names have been put on a list of possible suspects. They are wanted for questioning about anti-government activity. Since this is a serious crime, if they are found guilty, they will be thrown to the lions. They know this. They don't want to be caught.

They received word yesterday that today, before sunup, there is an important meeting of their group. They want to be there because they believe in what they are doing. No one told them where the meeting was to be held, but they know how to find the meeting place. They know the secret sign. That sign will be left for them, over and over, making a trail that will lead them to the meeting. By using a secret sign, the meeting place can be decided upon at the last minute for everyone's safety.

The children are having fun, looking for the sign.

"There it is," the young boy whispers, pointing at the secret sign. "There it is!" His sister's eyes glow with excitement. "Look! There's another! We turn here, mother!"

On the way to the meeting, the family is caught and taken in for questioning. They refuse to tell the Roman police where they were going or with whom they are meeting.

Discussion question:

Should they be thrown to the lions for their crime? Why or why not?

Name:
Date:
Class:
Period:

476 CE: Fall of Rome

Rome had quite a run. First a monarchy, then a republic, then an empire—all roads led to Rome for over 1,200 years. In the Mediterranean, Rome was in charge. During the Imperial period, Rome had some wonderful emperors. Rome also suffered from a series of bad, corrupt and just plain crazy emperors. There were lots of reasons why Rome fell.

Problems towards the end of the Empire included:

- a. The empire was too large to govern effectively.
- b. The army was not what it used to be. There was corruption in the military—dishonest generals and non-Roman soldiers.
- c. Civil wars broke out between different political groups.
- d. Emperors were often selected by violence, or by birth, so the head of government was not always a capable leader.
- e. The increased use of slaves put many Romans out of work.
- f. The rich became lazy and showed little interest in trying to solve Rome's problems.
- g. The poor were overtaxed and overworked. They were very unhappy.
- h. Prices increased, trade decreased.
- i. The population was shrinking due to starvation and disease. That made it difficult to manage farms and government effectively.
- j. The Empire starting shrinking. The Huns, Visigoths, Franks, Vandals, Saxons and other barbarian tribes overran the empire.

They tried to solve some of their problems by splitting the Roman Empire in half, hoping that would make the empire easier to manage. Each side had an emperor, but the emperor in charge was the emperor of the western half, the half that included the city of Rome. The Western Roman Empire did not do well. Instead of getting stronger, they became weaker. By 400 CE, it was pretty much over. The Huns, Franks, Vandals, Saxons, Visigoths—any of these barbarian tribes might have been the group that finally brought Rome down. They were all attacking various pieces of the Western Roman Empire. In 476 CE, the Visigoths sacked Rome.

The Western Roman Empire (Europe) Fell

Europe entered the dark ages.

The eastern half of the Roman Empire received a new name—the Byzantine Empire. The Byzantine Empire did fine. It lasted for another 1,000 years!

Section Sixteen:
Unit Test Review

Time Frame: 1 class period

Preparation:

- Daily Question.
- Reproducible: *Unit Test Review*

Daily Question: Under the monarchy, which group had more power in early Roman government and why—the senate or the king?

Open Class: Answer the daily question.

Answer: The king. Only the king had the power to act. The senate could only advise. Say: If this question appeared on your final test for ancient Rome, what would you call it? A true or false question? A fill in the blank question? A simple multiple-choice question—the senate or the king? This question does ask you to justify your answer; it asks “why.” Thus, it is an essay question.

Transition: Today, you are going to write a final exam for ancient Rome. Please move into your groups. This is a group activity.

Group Activity: Unit Test Review (See reproducible: Unit Test Review)

- Hand out reproducible. Tell the students that your teacher may select questions from the ones you create to use on the final exam.
- Give groups time to formulate their questions.
- Call time—direct groups to read one question, in turn, from their group’s test.
- Say: Does anyone know the answer?
- Once you have an answer, ask: Is that a fair question? It is an important question?

Close Class: Please remind your parents that our Roman festival is (day and date). Your unit exam is tomorrow. You will be glad to know that all the boards you created during this unit will remain up on the walls during the exam. You may refer to them if you choose. See you tomorrow, at the forum!

Name:
Date:
Class:
Period:

Ancient Rome Unit Test Review

Group Activity: Today, your job is to create a final exam for ancient Rome. As a group, you will need to create:

- 5 true and false questions
- 5 fill in the blank questions
- 5 map questions
- 4 essay questions

Questions are worth 5 points each. Essay questions are worth 10 points each.

Be prepared to answer the questions you create.

Questions may cover government, geography, religion, daily life, expansion, famous people, famous places, famous events, famous dates, and gifts from the Romans. Students will be judged on clarity, coverage, content, spelling and correct answers. I would strongly suggest that you do not ask a question to which you do not know the answer.

Good luck!

Section Seventeen:
Final Fun Activity

Time Frame: 1 class period

Roman Festival in the Classroom

Invitation to parents and relatives—RSVP

Entertainment: With costumes (togas, swords, shields)

Half class Roman army turtle formation demonstration

Half class Julius Caesar performance

Pitch-in Feast (Finger food. The ancient Romans did not use knives and forks.)

You will need permission to do this. We suggest you gain permission from the office prior to the start of the unit. As you build the unit, you will be building pieces of your final activity. Your graphic organizers will make a delightful room display. Your doorway is already designed. Your costumes are made via lessons along the way. You may wish to add additional entertainment based on your RSVPs from parents and friends. For example, you may wish to include one group's "Ode to the Fall of Rome," if time permits. Enjoy! (Send us some pictures!)

Ancient Rome: Lesson for a Substitute Teacher

Time Frame: 1 class period

Preparation:

- (1) Line up the desks in rows of four desks per row.
- (2) On the board, write three sentences:
It was a dark and stormy night.
An odd thing happened on the way to the forum.
And suddenly Caesar roared:

Open Class: Introduce yourself, and let them know their teacher will be back tomorrow. **Say:** Today, we have something interesting planned for you.

Activity: 40–45 minutes

Instructions to the students: Your job is to pick one of these opening sentences, write it on your paper, and continue writing your story. In four minutes when I announce STOP, you must stop writing wherever you are, in the middle of a word or a sentence, and hand your paper to the person behind you. People at the end of the row: your paper is handed to the person in the front of your row. You'll have one minute to read whatever has been written so far, and four minutes to continue the story you've just been handed. When I say STOP, stop wherever you are, and pass that story to the person behind you. This will continue until you get your own story back—the one you started. You'll have about a minute to read it, and four minutes to finish it. Write appropriately, because these stories may be shared with the class. Now, take out a piece of paper and a pencil. Ready? On your mark, get set, go!

Once all stories are written, **say:** Would anyone like to share their story with the class? Pick someone. Allow all students who choose to do so to read their stories aloud. Collect all stories, and save for the teacher.

The students love this lesson. Everyone will end up with a completed story, composed of their own opening and closing, with the body of their story written by three other authors. It makes for some interesting reading! Almost everybody will want to read his or her story to the class, and share the fun. As the stories are read, they may lead to discussion. Let them talk briefly, but keep them on track by picking another student to read their story.

Activity: If time permits (remainder of class period)

Have students create opening sentences using words from the Word Wall. (The Word Wall is a bulletin board in the classroom, entitled Word Wall.)

Close Class: That's all the time we have today. Great stories everyone. I really enjoyed them! And your teacher will see you tomorrow, at the forum!

Note to my substitute teacher:

To give you an idea of what to expect, this is an example from a prior year: *And suddenly the principal roared over the loudspeaker: "There's a man in the hall with a gun!"* The second writer had the gun be a salami—it wasn't a gun at all. The third writer had the police arrive, and added some humorous confusion. The fourth had the student body chase the man away. The original author closed the story something like this: *That night, our school was on the news. "Students Won Salami Zero!"*

You can use this lesson in any subject, grades 4–12, simply by changing your opening phrases. Have fun!

To our readers:

We hope you enjoyed this unit. We certainly had fun writing it! We'd love to know what you added and how things went. We hope to hear from you. In the interim and as always, good luck and great teaching!

All the best to you and yours,

Lin & Don Donn
and Maxie the Magnificent (of course!)

