



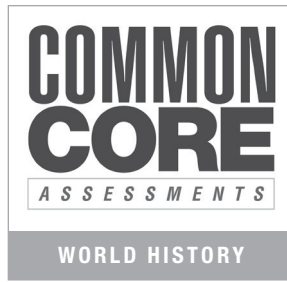
WORLD HISTORY

Ancient Rome

COMMON CORE

A S S E S S M E N T S

MindSparks
CHALLENGING STUDENTS TO THINK HISTORICALLY



Ancient Rome

BY JONATHAN BURACK



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Teacher Introduction

These Common Core History Assessments are designed to help your students develop key literacy and history thinking skills as they learn about ancient Rome. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

Similar sets of assessments are available (or planned) for each unit in a typical world history class.

★ *Historical Thinking and the Challenge of the Common Core*

This set includes nine assessments aligned with the first nine Common Core History/Social Studies Reading Standards. We have left out the tenth Common Core History/Social Studies Reading Standard, which does not lend itself to assessments of the sort provided here. The set also includes two writing tasks aligned with two key Common Core History/Social Studies Writing Standards.

These Common Core standards challenge history teachers to develop in students the complex literacy skills they need in today's world and the ability to master the unique demands of working with historical primary and secondary source texts. The Common Core standards are supportive of the best practices in teaching historical thinking. Such practices include close reading, attending to a source's point of view and purpose, corroborating sources, and placing sources in their historical context. These are the skills needed to make history less about rote learning and more about an active effort to investigate and interpret the past.

These assessments are also useful in many ways for ELA teachers. They assess many of the skills specified in the College and Career Readiness Anchor Standards, which put a good deal of emphasis on the reading of informational texts. The Anchor Standards form the basis for all of the various Common Core standards for English Language Arts.

★ *What Are These Assessments Like?*

- **A group of nine reading skills assessments and two writing tasks for each major era of world history**

Each reading skills assessment is based on one of the key Common Core History/Social Studies Reading Standards—Assessment 1 addresses Common Core Reading Standard 1, Assessment 2 addresses Common Core Reading Standard 2, and so on. Two writing tasks are based on the first two College and Career Readiness Anchor Standards for Writing, which are the basis for the Common Core History/Social Studies Writing Standards. The two writing standards focus on writing arguments to support claims and writing informative/explanatory texts.

- **Based on primary or secondary sources**

In most cases, one primary source is used. In some cases, an assessment is based on more than one primary source or on a primary and a secondary source. The sources are brief. In most cases, texts have been slightly altered to improve readability, but without changing meaning or tone. Links to online versions of print media are available in the Bibliography. Please note that these links were valid at the time of production, but the websites may have since been discontinued.

Teacher Introduction

- **Brief tasks promoting historical literacy**

For each assessment, students write brief answers to one or two questions. The questions are not tests of simple factual recall. They assess the students' mastery of the skills addressed by that assessment's Common Core History/Social Studies Standard.

- **Two versions of each of the nine reading standards assessments**

A *basic* and an *advanced* version of each assessment are provided. The *basic* assessment addresses the Common Core Standard for grades 6–8. The *advanced* assessment is based on the Common Core Standard for grades 9–10 and grades 11–12 combined. Each version uses the same source or sources. In some cases, sources have been somewhat shortened for the basic version.

- **Easy to use as both learning and assessment tools**

These assessments do not take valuable time away from instruction. The primary sources and background information on each source make them useful mini-lessons as well as tools to assess students' historical thinking skills. The sources all deal with themes and trends normally covered when teaching the relevant historical era.

- **Evaluating student responses**

Brief but specific suggestions are provided, defining acceptable and best responses to each question asked in the assessment. The suggestions are meant to aid in evaluating students, but even more importantly, they are a way for teachers to help students better understand and master the skills on which the assessment is focused.

Assessment 1 *Basic Level*

The Legend of Romulus and Remus

★ Key Ideas and Details

- 1. (6–8)** Cite specific textual evidence to support analysis of primary and secondary sources.

★ Using This Assessment

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their ancient history coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

Assessment 1 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 1 for grades 6–8. It asks students to cite specific textual evidence from two documents. It also challenges students to adapt that reading skill to the unique demands of thinking historically as they carefully interpret textual evidence in a primary source from a time in the past and a secondary source account of that same time in the past.

★ Evaluating Student Responses to This Assessment

Acceptable responses to the first assessment question should choose one of the following four themes: warfare, family honor, murderous internal strife, or a city of mixed origins unified by a powerful leader. Answers should then choose details from the rest of the passage that illustrate that theme. For example, the central place of warfare is indicated by the fact that Romulus and Remus are descended from the god of war, Mars. Murderous strife is suggested both by Amulius's murder of Numitor's heirs and Romulus's murder of his brother. The brothers' determination to restore their grandfather Numitor to his throne reflects their strong sense of family honor. As to powerful leadership, the entire story is about the search for just that for the city of Rome. Acceptable responses to the second assessment question should see that Livy's passage focuses on the argument Romulus and Remus have while founding the city of Rome. His account stresses what he calls "the ancestral curse—ambition." It also stresses the role of fortune-telling omens in Roman affairs. As to why these details are important, answers will vary and should be discussed.

The Legend of Romulus and Remus

Directions: This exercise asks you to read one secondary source document and one primary source document carefully and answer questions about specific details in the documents. In order to better understand the documents, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

CCS Standard 1: Cite specific textual evidence to support analysis of primary and secondary sources.

Document 1: A Secondary Source

Rome's origins are hidden in legend. But legends often tell us much about the way a society sees itself. The legend of Rome's founding is the story of Romulus and Remus. The story begins with King Numitor of Alba Longa, his brother Amulius, and his daughter Rhea Silvia. Amulius kills Numitor's male heirs in order to be next in line as king. He then tries to prevent Rhea Silvia from ever having children, since such children might challenge his right to rule. However, Rhea does have twins, by Mars, the god of warfare. Amulius takes them away and sees to it that they are abandoned by the banks of the Tiber River to die. Instead, they are nursed by a she-wolf until a shepherd finds and raises them. In time, Romulus and Remus learn what Amulius did. They kill him and give his kingdom back to Numitor. After that, the twins plan a city of their own to be built on the banks of the Tiber where the she-wolf had cared for them. An omen shows Romulus to be the city's founder, after which he kills his brother in an argument. Romulus uses a plow to mark the boundaries of his city, Rome. In time, he fills this city with people from many nearby regions. This myth does touch on certain major themes in Roman history: the central role of warfare, a strong sense of family honor, murderous internal strife, and a city unified by a powerful leader and built by people of mixed origins.

Source Information: This passage is a secondary source document about the legend of Romulus and Remus. A secondary source is an account of the past events written later by someone who did not experience or take part in those events. The passage is adapted and expanded from introductory material for "The Rise of Roman Power," Lesson 1 in Jonathan Burack's *Ancient Rome*, History Unfolding (Culver City, CA: MindSparks, 2009).

Document 2: A Primary Source

These pleasant anticipations were disturbed by the ancestral curse—ambition—which led to a deplorable quarrel over what was at first a trivial matter. As they were twins and no claim to precedence could be based on seniority, they decided to consult the tutelary deities of the place by means of augury as to who was to give his name to the new city, and who was to rule it after it had been founded. Romulus accordingly selected the Palatine as his station for observation, Remus the Aventine.

Remus is said to have been the first to receive an omen: Six vultures appeared to him. The augury had just been announced to Romulus when double the number appeared to him. Each was saluted as king by his own party. The one side based their claim on the priority of the appearance, the other on the number of the birds. Then followed an angry altercation; heated passions led to bloodshed; in the tumult Remus was killed. The more common report is that Remus contemptuously jumped over the newly raised walls and was forthwith killed by the enraged Romulus, who exclaimed, “So shall it be henceforth with everyone who leaps over my walls.” Romulus thus became sole ruler, and the city was called after him, its founder.

Source Information: Titus Livius, known as Livy, was a famous Roman historian who lived during the time when Augustus established the Roman Empire. He wrote a history of Rome and included accounts of the legends often told of its founding. In this passage, he describes the part of the Romulus and Remus legend when the brothers decide to found the city of Rome. This passage is excerpted from “The Earliest Legends,” Book 1 of Livy’s *The History of Rome*, vol. 1 (London: J. M. Dent & Sons, 1912).

Assessment Questions

1. Document 1 says the Romulus and Remus legend touches on “certain major themes in Roman history.” Choose one of the themes the document mentions, and explain what in the myth best illustrates that theme. Cite details from the document to support your answer.
2. What important details does Livy’s account (Document 2) add to the account in Document 1? Why are these details important for fully understanding the entire legend?

Assessment 1 *Advanced Level*

The Legend of Romulus and Remus

★ *Key Ideas and Details*

- 1. (9–10)** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- 1. (11–12)** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

★ *Using This Assessment*

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their ancient history coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

Assessment 1 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 1 for grades 9–10 and 11–12 combined. It asks students to cite specific textual evidence from two documents. It also challenges students to adapt that reading skill to the unique demands of thinking historically as they carefully interpret textual evidence in a primary source from a time in the past and a secondary source account of that same time in the past. As called for by the Common Core standard for grades 11–12, it also prompts students to relate the textual details to “an understanding of the text as a whole.”

★ *Evaluating Student Responses to This Assessment*

Acceptable responses to the first assessment question should see that the last sentence claims to find four themes illustrated in the legend: warfare, family honor, murderous internal strife, and a city of mixed origins unified by a powerful leader. Answers should then choose details from the rest of the passage that illustrate one theme. For example, the central place of warfare is indicated by the fact that Romulus and Remus are descended from the god of war, Mars. Murderous strife is suggested both by Amulius's murder of Numitor's heirs and Romulus's murder of his brother. The brother's determination to restore their grandfather Numitor to his throne reflects their strong sense of family honor. As to powerful leadership, the entire story is about the search for a strong ruler for the city of Rome. Acceptable responses to the second assessment question may vary. Livy's passage focuses only on the argument Romulus and Remus have while founding Rome. He stresses what he calls “the ancestral curse—ambition” as well as the role of fortune-telling omens in Roman affairs. That could be said to reinforce Document 1's view of Rome as prone to murderous strife and only able to be unified by a strong ruler.

The Legend of Romulus and Remus

Directions: This exercise asks you to read one secondary source document and one primary source document carefully and answer questions about specific details in the documents. In order to better understand the documents, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

CCS Standard 1: (9–10) Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. **(11–12)** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Document 1: A Secondary Source

Rome's origins are hidden in legend. But legends often tell us much about the way a society sees itself. The legend of Rome's founding is the story of Romulus and Remus. The story begins with King Numitor of Alba Longa, his brother Amulius, and his daughter Rhea Silvia. Amulius kills Numitor's male heirs in order to be next in line as king. He then tries to prevent Rhea Silvia from ever having children, since such children might challenge his right to rule. However, Rhea does have twins, by Mars, the god of warfare. Amulius takes them away and sees to it that they are abandoned by the banks of the Tiber River to die. Instead, they are nursed by a she-wolf until a shepherd finds and raises them. In time, Romulus and Remus learn what Amulius did. They kill him and give his kingdom back to Numitor. After that, the twins plan a city of their own to be built on the banks of the Tiber where the she-wolf had cared for them. An omen shows Romulus to be the city's founder, after which he kills his brother in an argument. Romulus uses a plow to mark the boundaries of his city, Rome. In time, he fills this city with people from many nearby regions. This myth does touch on certain major themes in Roman history: the central role of warfare, a strong sense of family honor, murderous internal strife, and a city unified by a powerful leader and built by people of mixed origins.

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Document 2: A Primary Source

These pleasant anticipations were disturbed by the ancestral curse—ambition—which led to a deplorable quarrel over what was at first a trivial matter. As they were twins and no claim to precedence could be based on seniority, they decided to consult the tutelary deities of the place by means of augury as to who was to give his name to the new city, and who was to rule it after it had been founded. Romulus accordingly selected the Palatine as his station for observation, Remus the Aventine.

Remus is said to have been the first to receive an omen: six vultures appeared to him. The augury had just been announced to Romulus when double the number appeared to him. Each was saluted as king by his own party. The one side based their claim on the priority of the appearance, the other on the number of the birds. Then followed an angry altercation; heated passions led to bloodshed; in the tumult Remus was killed. The more common report is that Remus contemptuously jumped over the newly raised walls and was forthwith killed by the enraged Romulus, who exclaimed, “So shall it be henceforth with everyone who leaps over my walls.” Romulus thus became sole ruler, and the city was called after him, its founder.

Source Information: Titus Livius, known as Livy, was a famous Roman historian who lived during the time when Augustus established the Roman Empire. He wrote a history of Rome and included accounts of the legends often told of its founding. In this passage, he describes the part of the Romulus and Remus legend when the brothers decide to found the city of Rome. This passage is excerpted from “The Earliest Legends,” Book 1 of Livy’s *The History of Rome*, vol. 1 (London: J. M. Dent & Sons, 1912).

Assessment Questions

1. Explain how the details in Document 1 support the claim the document makes in its last full sentence.

2. Does Livy’s account of the quarrel between Romulus and Remus support the claim Document 1 makes in its last sentence? Cite details from Document 2 to support your answer.

Assessment 2 *Basic Level*

Rome: From City to Empire

★ Key Ideas and Details

- 2. (6–8)** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

★ Using This Assessment

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Assessment 2 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 2 for grades 6–8. It asks students to summarize the central ideas in a source from the text itself without imposing ideas or attitudes external to the text. This is not easy to do. This activity assesses the ability to read closely in order to build an overall understanding of the source out of the text itself.

★ Evaluating Student Responses to This Assessment

Acceptable responses to the first assessment question should identify the passage's claim that Rome's expansion was not due solely to an aggressive desire for conquest. Instead, the claim is that Rome often acted defensively, seeking to gain territory or allies in order to protect itself against other enemies. Acceptable responses to the second assessment question should see that the passage focuses on several aspects of Roman expansion—that it took place slowly and piecemeal, one step at a time; that some states were defeated but not occupied; that some were allowed to remain independent as allies; that many states nearby came to rely on Rome for protection against other powerful enemies. Answers may vary as to how strong a case this makes for the claim that Roman expansion was cautious and defensive, not aggressive. Some may accept these details as proof that Rome had no master plan of conquest. However, others might reasonably say that Rome was aggressive and expansionist but also cautious about building its empire carefully, piece by piece.

Rome: From City to Empire

Directions: This exercise asks you to study one secondary source document carefully and answer two questions about specific details in the document. In order to better understand the document as a historical source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the assessment questions that follow.

CCS Standard 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

A Secondary Source Document

Rome began as a single city along the Tiber River in Italy. In time, it grew into a mighty empire stretching from Spain to what is today eastern Turkey, and from parts of Germany to Egypt and northern Africa. This expansion was a result of almost constant warfare. Rarely did a year go by without several 5,000-man Roman legions fighting somewhere on the edge of the empire. Was this expansion intended? Did Roman leaders set out from the start to build a vast empire? Were they motivated solely and always by aggressive militarism and a desire for conquest?

Most historians think it was more complicated than this, at least at first. In fact, many historians say Rome often felt it was fighting defensive wars and had no goal of expansion at all. During the fifth through third centuries BCE, in particular, Rome gained control over most of Italy one city-state or region at a time. In many cases, the main motive was a desire to ensure orderly relations with the other city-states and kingdoms. After all, Rome was by no means the only warlike society in Italy. It faced real threats from Gauls to the north, who sacked Rome itself in 396 BCE. Samnites and other tribes to the south were also a continuing danger.

As Rome grew in strength, other city-states looked to it for leadership. Roman expansion down the Italian Peninsula resulted not in a unified, single state, but rather in a network of allied states engaged in mutual protection. Rome incorporated some of these states outright, but it did not annex most of them, at least not at first. In some cases, it allowed those it defeated militarily to continue as independent states. It did not occupy them. Instead, it took advantage of their weakened condition to settle Roman citizens on their lands. In this way, whether willingly or reluctantly, these former enemies came to look to Rome for the protection they could no longer hope to provide for themselves. Thus was the early Republic built up piece by piece without any overall plan of empire as a goal.

Source Information: This document is a secondary source account of Rome's expansion through all of Italy from the fifth through third centuries BCE. This particular historical account was written in 2014 specifically for use as part of this activity.

Assessment 2 *Advanced Level*

Rome: From City to Empire

★ Key Ideas and Details

- 2. (9–10)** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- 2. (11–12)** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

★ Using This Assessment

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their ancient history coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

Assessment 2 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 2 for grades 9–10 and 11–12 combined. It asks students to summarize the central ideas in a source from the text itself without imposing ideas or attitudes external to the text. This is not easy to do. Moreover, when it comes to the unique demands of thinking historically we do also want students to use knowledge of historical context to help them interpret sources. But that sort of contextualizing also demands that students suspend their own present-day ideas while studying a source. This activity assesses the ability to read closely in order to build an overall understanding of the source out of the text itself.

★ Evaluating Student Responses to This Assessment

Acceptable responses to the first assessment question should see that the passage says Rome's expansion was not due solely to an aggressive desire for conquest. Instead Rome acted defensively, seeking to gain territory or allies mainly in order to protect itself against other enemies. The passage backs up this claim by focusing on several aspects of Roman expansion—that it took place slowly, one step at a time; that some states were defeated but not occupied; that some were allowed to remain independent as allies; that many states nearby came to rely willingly on Rome for protection against other powerful enemies. Acceptable responses to the second assessment question may vary. Some may accept the details in the passage as proof that Rome had no master plan of conquest. They could point out that it took centuries for Rome to reach its greatest size. Some of its smaller wars down the Italian Peninsula were defensive. Also, the highly destructive Second Punic War was mainly defensive. However, others could point out that the Second Punic War was a follow-up to the First Punic War, which was due to Roman aggression in Sicily. As for the conquests in Italy mentioned in the passage, Rome's cautiousness could be said to show patience, not defensive motivation. Rome conquered slowly, but it conquered over and over nevertheless. The Romans treated some conquered states mildly, but this may simply have made those states easier to control.

Rome: From City to Empire

Directions: This exercise asks you to study one secondary source document carefully and answer two questions about specific details in the document. In order to better understand the document as a historical source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the assessment questions that follow.

CCS Standard 2: (9–10) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. **(11–12)** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

A Secondary Source Document

Rome began as a single city along the Tiber River in Italy. In time, it grew into a mighty empire stretching from Spain to what is today eastern Turkey, and from parts of Germany to Egypt and northern Africa. This expansion was a result of almost constant warfare. Rarely did a year go by without several 5,000-man Roman legions fighting somewhere on the edge of the empire. Was this expansion intended? Did Roman leaders set out from the start to build a vast empire? Were they motivated solely and always by aggressive militarism and a desire for conquest?

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As Rome grew in strength, other city-states looked to it for leadership. Roman expansion down the Italian Peninsula resulted not in a unified, single state, but rather in a network of allied states engaged in mutual protection. Rome incorporated some of these states outright, but it did not annex most of them, at least not at first. In some cases, it allowed those it defeated militarily to continue as independent states. It did not occupy them. Instead, it took advantage of their weakened condition to settle Roman citizens on their lands. In this way, whether willingly or reluctantly, these former enemies came to look to Rome for the protection they could no longer hope to provide for themselves. Thus was the early Republic built up piece by piece without any overall plan of empire as a goal.

Source Information: This document is a secondary source account of Rome's expansion through all of Italy from the fifth through third centuries BCE. This particular historical account was written in 2014 specifically for use as part of this activity.

Assessment 3 *Basic Level*

Slaves and Slave Owners in Ancient Rome

★ Key Ideas and Details

- 3. (6–8)** Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

★ Using This Assessment

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Assessment 3 is designed to measure students’ ability to master the skills described in Common Core History/Social Studies Reading Standard 3 for grades 6–8. It asks students to follow the way a set of ideas or sequence of events in a text interact together to describe a process or develop a central idea. This activity assesses the students’ ability to read closely in order to understand various connections between each detail and the next in a text.

★ Evaluating Student Responses to This Assessment

Answers to the first assessment question should see that the first paragraph gives the slave owner broad permission to control and punish his slaves harshly, even if such control and punishment results in the slave’s death. Up to and including this outcome, the slave owner appears to be above the law. However, the rest of the paragraph makes it clearer that slave owners who exercise these rights “excessively” may be prosecuted for homicide. Moreover, several specific forms of execution are listed as absolutely forbidden. The overall implication is that slave owners may punish slaves harshly, but they must be careful not to kill them on purpose. Answers to the second assessment question may vary. To some, the list of forbidden forms of execution may seem to afford slaves real protection against the worst abuses of an owner. The very fact of having a law regulating this may seem positive. Others may find the list of forbidden punishments too limited. By forbidding only some, does the document imply that others are permitted? And what, some may ask, are we to make of the fact that the state reserves its exclusive right to perform certain gruesome forms of execution?

Slaves and Slave Owners in Ancient Rome

Directions: This exercise asks you to read one primary source document carefully and answer two questions about specific details in it. In order to better understand the document as a historical source, read and make use of the source information just below the document itself. When you have studied the document and the source information, answer the assessment questions that follow.

CCS Standard 3: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

A Primary Source Document

If an owner has chastised a slave by beating him with sticks or whipping or has put him into chains in order to keep him under guard, he should not stand in fear of any criminal accusation if the slave dies; and all statutes of limitations and legal interpretations are hereby set aside.

But he should not make excessive use of his rights; he will indeed be accused of homicide if he willingly

- kills him with a stroke of a cane or a stone;
- inflicts a lethal wound by using something which is definitely a weapon;
- orders him to be hung from a noose;
- gives the shocking command that he should be thrown down from a height;
- pours poison into him;
- mangles his body with the punishments reserved to the State, viz. by having his sides torn apart by the claws of wild beasts; or applying fire to burn his body;
- or by forcing the man’s weakened limbs, running with blood and gore, to give up their life spirit as the result of torture—a form of brutality appropriate to savage barbarians.

Source Information: The male head of a household in ancient Rome originally had the power to punish his sons with death. He could do the same to his slaves. Late in the imperial period, some legal limits were set on those powers. This passage is from the Emperor Constantine, who in 319 CE set down some specific guidelines for what a slave master could and could not do to control or punish his slaves. This passage is reproduced from William D. Phillips Jr.’s *Slavery from Roman Times to the Early Transatlantic Trade* (Minneapolis: University of Minnesota Press, 1985), p. 27.

Assessment 3 *Advanced Level*

Slaves and Slave Owners in Ancient Rome

★ Key Ideas and Details

- 3. (9–10) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- 3. (11–12) Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

★ Using This Assessment

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their ancient history coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

Assessment 3 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 3 for grades 9–10 and 11–12 combined. It asks students to follow the way a set of ideas or sequence of events in a text interact together to describe a process or develop a central idea. The activity assesses the students' ability to read closely in order to understand various connections between each detail and the next in a complex text. It also asks them to evaluate the explanation offered in the passage and consider how adequate it is.

★ Evaluating Student Responses to This Assessment

Answers to the first assessment question may vary. The first paragraph only gives slave owners the right to punish slaves harshly, relieving them of legal liability if a slave dies because of such punishment. It does not allow them to kill a slave on purpose. To some, the list of forbidden forms of execution that follows may seem to afford slaves real protection against the worst abuses of an owner. The very fact of having a law regulating this may seem somewhat positive. Others may find the list of forbidden punishments too limited. By forbidding only some forms of murder, does the document imply that others are permitted? And what, some may ask, are we to make of the fact that the state reserves its exclusive right to perform certain gruesome forms of execution? Answers to the second assessment question may vary. The ruling does imply the supreme importance of law in Roman society. It implies that victims of crimes enjoy certain limited protections, and this even applies minimally to slaves. Others may feel these are very weak protections, especially since slavery itself is unquestioned and the state reserves its right to conduct very brutal executions anyway. There is much here to discuss.

Slaves and Slave Owners in Ancient Rome

Directions: This exercise asks you to read one primary source document carefully and answer two questions about specific details in it. In order to better understand the document as a historical source, read and make use of the source information just below the document itself. When you have studied the document and the source information, answer the assessment questions that follow.

CCS Standard 3: (9–10) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. **(11–12)** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

A Primary Source Document

If an owner has chastised a slave by beating him with sticks or whipping or has put him into chains in order to keep him under guard, he should not stand in fear of any criminal accusation if the slave dies; and all statutes of limitations and legal interpretations are hereby set aside.

But he should not make excessive use of his rights; he will indeed be accused of homicide if he willingly

- kills him with a stroke of a cane or a stone;
- inflicts a lethal wound by using something which is definitely a weapon;
- orders him to be hung from a noose;
- gives the shocking command that he should be thrown down from a height;
- pours poison into him;
- mangles his body with the punishments reserved to the State, viz. by having his sides torn apart by the claws of wild beasts; or applying fire to burn his body;
- or by forcing the man's weakened limbs, running with blood and gore, to give up their life spirit as the result of torture—a form of brutality appropriate to savage barbarians.

Source Information: The male head of a household in ancient Rome originally had the power to punish his sons with death. He could do the same to his slaves. Late in the imperial period, some legal limits were set on those powers. This passage is from the Emperor Constantine, who in 319 CE set down some specific guidelines for what a slave master could and could not do to control or punish his slaves. This passage is reproduced from William D. Phillips Jr.'s *Slavery from Roman Times to the Early Transatlantic Trade* (Minneapolis: University of Minnesota Press, 1985), p. 27.

Assessment 4 *Basic Level*

Polybius on the Consuls of Rome

★ *Craft and Structure*

- 4. (6–8)** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

★ *Using This Assessment*

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Assessment 4 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 4 for grades 6–8. It asks students to recognize that words and phrases must be understood in relation to the meaning of the text as a whole. In seeking to understand historical sources, this is an especially important challenge. Words and phrases need to be understood as they were used within their historical context. This activity assesses the students' ability to read closely in order to understand terms in these ways.

★ *Evaluating Student Responses to This Assessment*

Answers to the first assessment question should see that Polybius describes the Roman state as combining three types of government: monarchical, aristocratic, and democratic. Monarchical refers to a king or some other all-powerful ruler. Aristocratic refers to rule by a small elite of noble families or other wealthy and powerful people. Democratic refers to the people as a whole or the representative bodies they choose in elections. Answers to the second assessment question should see that in Polybius's view, the Consuls are the monarchical element, the Roman Senate is the aristocratic element, and the popular assemblies are Rome's democratic element. The Consuls are the top executive officials. While ruling only for one year at a time, they have major executive authority. They consult with the Senate and carry out its decrees. They also summon assemblies, propose laws, and see to it that those laws are enforced. Their most important powers are military. They are directly in charge of all military matters. They lead armies into battle and make decisions about military expenditure independently. As Polybius puts it, in this area "their power is almost uncontrolled." Best answers will note that the Consuls differ in this way from a U.S. president who is a civilian official who assigns military tasks to other officials.

Polybius on the Consuls of Rome

Directions: This exercise asks you to study one primary source document carefully and answer two questions about specific details in the document. In order to better understand the document as a historical source, read and make use of the source information just below the document. When you have studied the document and the source information, answer the assessment questions that follow.

CCS Standard 4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

A Primary Source Document

The three kinds of government that I spoke of above all shared in the control of the Roman state. And such fairness and propriety in all respects was shown in the use of these three elements for drawing up the constitution and in its subsequent administration that it was impossible even for a native to pronounce with certainty whether the whole system was aristocratic, democratic, or monarchical. This was indeed only natural. For if one fixed one's eyes on the power of the Consuls, the constitution seemed completely monarchical and royal; if on that of the Senate it seemed again to be aristocratic; and when one looked at the power of the masses [in their assemblies], it seemed clearly to be a democracy. . . .

The Consuls, previous to leading out their legions, exercise authority in Rome over all public affairs, since all the other magistrates except the Tribunes are under them and bound to obey them, and it is they who introduce embassies to the senate. Besides this it is they who consult the Senate on matters of urgency, they who carry out in detail the provisions of its decrees. Again as concerns all affairs of state administered by the people it is their duty to take these under their charge, to summon assemblies, to introduce measures, and to preside over the execution of the popular decrees. As for preparation for war and the general conduct of operations in the field, here their power is almost uncontrolled; for they are empowered to make what demands they choose on the allies, to appoint military tribunes, to levy soldiers and select those who are fittest for service. They also have the right of inflicting, when on active service, punishment on anyone under their command; and they are authorized to spend any sum they decide upon from the public funds, being accompanied by a Quaestor who faithfully executes their instructions.

Source Information: Polybius was a Greek historian who lived from around 200 to 118 BCE. He wrote *The Histories*, in which he describes the rise of the Roman Republic from 264 to 146 BCE. Polybius was interested in the unique government the Romans developed, especially its division of powers between a Senate made up of aristocrats and other wealthy men and the various assemblies of the people. In this passage he discusses the Senate, the people, and the Consuls, who were Rome's top magistrates chosen each year. This passage is from sections 11.11–12.8 in Book 6 of Polybius's *The Histories*, vol. 3, translated by W. R. Paton (Cambridge, MA: Harvard University Press, 1923), pp. 295–98.

Assessment Questions

1. In the document's first paragraph, Polybius says the Roman state is a mixture of three kinds of government. Name those three kinds and briefly explain their key differences.
2. According to Polybius, the Roman Consuls are the monarchical part of Rome's government. What details does he stress to illustrate their monarchical powers or authority?

Assessment 4 *Advanced Level*

Polybius on the Consuls of Rome

★ Craft and Structure

- 4. (9–10) Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- 4. (11–12) Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist No. 10*).

★ Using This Assessment

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Assessment 4 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 4 for grades 9–10 and 11–12 combined. It asks students to recognize that words and phrases must be understood in relation to the meaning of the text as a whole. In seeking to understand historical sources, this is an especially important challenge. Words and phrases need to be understood as they were used within their historical context. This activity assesses the students' ability to read closely in order to understand terms in these ways.

★ Evaluating Student Responses to This Assessment

Answers to the first assessment question should see that Polybius describes the Roman state as combining three types of government: monarchical, aristocratic, and democratic. The Senate, made up of nobles and other wealthy men, is the aristocratic element. The popular assemblies are the democratic element, and the Consuls, the top executive officials, are the monarchical element. Monarchy normally means a system with a king or some other all-powerful ruler. The Consuls, although ruling only for one year at a time, are the monarchical element Polybius has in mind. Answers to the second assessment question should see that the Consuls, like a modern president or prime minister, consult with the Senate and carry out its decrees. They also summon assemblies, propose laws, and see to it that those laws are enforced. Where the Consul differs most from modern presidents and prime ministers is in his direct military role. The Consuls are directly in charge of all military matters, lead armies into battle, and make decisions about military expenditure independently. As Polybius puts it, in this area "their power is almost uncontrolled." Modern chief executives are civilian officials who oversee military affairs but do not conduct them on their own.

Polybius on the Consuls of Rome

Directions: This exercise asks you to study one primary source document carefully and answer two questions about specific details in the document. In order to better understand the document as a historical source, read and make use of the source information just below the document. When you have studied the document and the source information, answer the assessment questions that follow.

CCS Standard 4: (9–10) Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. **(11–12)** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

A Primary Source Document

The three kinds of government that I spoke of above all shared in the control of the Roman state. And such fairness and propriety in all respects was shown in the use of these three elements for drawing up the constitution and in its subsequent administration that it was impossible even for a native to pronounce with certainty whether the whole system was aristocratic, democratic, or monarchical. This was indeed only natural. For if one fixed one's eyes on the power of the Consuls, the constitution seemed completely monarchical and royal; if on that of the Senate it seemed again to be aristocratic; and when one looked at the power of the masses [in their assemblies], it seemed clearly to be a democracy. . . .

The Consuls, previous to leading out their legions, exercise authority in Rome over all public affairs, since all the other magistrates except the Tribunes are under them and bound to obey them, and it is they who introduce embassies to the senate. Besides this it is they who consult the Senate on matters of urgency, they who carry out in detail the provisions of its decrees. Again as concerns all affairs of state administered by the people it is their duty to take these under their charge, to summon assemblies, to introduce measures, and to preside over the execution of the popular decrees. As for preparation for war and the general conduct of operations in the field, here their power is almost uncontrolled; for they are empowered to make what demands they choose on the allies, to appoint military tribunes, to levy soldiers and select those who are fittest for service. They also have the right of inflicting, when on active service, punishment on anyone under their command; and they are authorized to spend any sum they decide upon from the public funds, being accompanied by a Quaestor who faithfully executes their instructions.

Source Information: Polybius was a Greek historian who lived from around 200 to 118 BCE. He wrote *The Histories*, in which he describes the rise of the Roman Republic from 264 to 146 BCE. Polybius was interested in the unique government the Romans developed, especially its division of powers between a Senate made up of aristocrats and other wealthy men and the various assemblies of the people. In this passage he discusses the Senate, the people, and the Consuls, who were Rome's top magistrates chosen each year. This passage is from sections 11.11–12.8 in Book 6 of Polybius's *The Histories*, vol. 3, translated by W. R. Paton (Cambridge, MA: Harvard University Press, 1923), pp. 295–98.

Assessment Questions

1. According to Polybius, how do the Roman Consuls fit into his three-part structure for Rome's constitutional order?
2. The Consuls were the most powerful Roman magistrates. In what ways were the Roman Consuls similar and dissimilar to modern political executives, such as presidents or prime ministers? Cite details from the document to support your answer.

Assessment 5 *Basic Level*

Rome's First Emperor

★ Craft and Structure

5. (6–8) Describe how a text presents information (e.g., sequentially, comparatively, causally).

★ Using This Assessment

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Assessment 5 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 5 for grades 6–8. It asks students to pay attention to a text's "structure"—that is, to the overall pattern or organizational arrangement of its headings, sentences, paragraphs, stanzas, and chapters, as well as its various stylistic features. These formal elements can contribute to a text's meanings in many ways. This activity assesses the students' ability to read closely in order to understand the impact of the way one historical primary source is structured to present its information.

★ Evaluating Student Responses to This Assessment

Acceptable responses to the first assessment question should see that the passage has a "compare and contrast" structure describing Augustus in a highly positive way and then contrasting that with the negative view of his rule. He was "ruthless, cruel, and ambitious." Yet, he also "governed efficiently and justly, generally allowed freedom of speech, and promoted the rule of law." Along with this compare/contrast pattern, the passage also makes an overall claim or proposition that it seeks to support. It claims that the opposing aspects of Augustus's rule "do not have to be mutually exclusive." That is, he was able to combine "selfishness and selflessness" to achieve real and lasting effects. Acceptable responses to the second assessment question will vary and should be discussed as a way to further explore the real significance and nature of the rule of Augustus.

Rome's First Emperor

Directions: This exercise asks you to read one secondary source document and answer two questions about specific details in the document. In order to better understand the document as a historical source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the assessment questions that follow.

CCS Standard 5: Describe how a text presents information (e.g., sequentially, comparatively, causally).

A Secondary Source Document

Opposites do not have to be mutually exclusive, and we are not obliged to choose one or the other. The story of his career shows that Augustus was indeed ruthless, cruel, and ambitious for himself. This was only in part a personal trait, for upper-class Romans were educated to compete with one another and to excel. However, he combined an overriding concern for his personal interests with a deep-seated patriotism, based on a nostalgic idea of Rome's antique virtues. In his capacity as *princeps*, selfishness and selflessness [coexisted] in his mind.

While fighting for dominance, he paid little attention to legality or to the normal civilities of political life. He was devious, untrustworthy, and bloodthirsty. But once he had established his authority, he governed efficiently and justly, generally allowed freedom of speech, and promoted the rule of law. He was immensely hardworking and tried as hard as any democratic parliamentarian to treat his senatorial colleagues with respect and sensitivity. He suffered from no delusions of grandeur.

Source Information: Augustus ruled Rome from 27 BCE to 14 CE. He put an end to a century of increasingly violent civil war. He also transformed the Roman Republic and became its sole ruler, an emperor. Instead of taking the title "Emperor," however, he called himself *Princeps Civitatis* ("First Citizen of the State"). This passage, from a recent biography on Augustus, sums up the conflicting judgments that have been made about Augustus' reign. The passage is from *Augustus: The Life of Rome's First Emperor* by Anthony Everitt (New York: Random House, 2006), pp. 324–25.

Assessment Questions

1. “Text structure” refers to the way paragraphs and longer texts are organized, with different structures serving different purposes. Here are two types of text structure:
 - *Compare and Contrast*: A pattern showing what is similar and what is different between two events, examples, processes, etc.
 - *Proposition/Argument*: A claim is made and reasoning or evidence in support is presented, sometimes along with counter-arguments.

Explain why both of these types could be said to describe this passage’s text structure.

2. In your opinion, which of these two text structures best describes this passage? Explain your answer.

Assessment 5 *Advanced Level*

Rome's First Emperor

★ Craft and Structure

- 5. (9–10) Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- 5. (11–12) Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

★ Using This Assessment

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Assessment 5 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 5 for grades 9–10 and 11–12 combined. It asks students to pay attention to a text's "structure"—that is, to the overall pattern or organizational arrangement of its headings, sentences, paragraphs, stanzas, and chapters, as well as its various stylistic features. Students should see how structure is deliberately used to enable the text to achieve certain goals. Such formal elements can contribute to a text's meanings in many ways. This activity assesses the students' ability to read closely in order to understand the impact of the way one historical primary source is structured to present its information.

★ Evaluating Student Responses to This Assessment

Acceptable responses to the first assessment question should see that both text structures apply to the passage. It has a "compare and contrast" structure in that it describes Augustus in a highly positive way, and then it contrasts that with the negative view of his rule. He was both "ruthless, cruel, and ambitious," but he also "governed efficiently and justly, generally allowed freedom of speech, and promoted the rule of law." At the same time, the passage does also argue for an overall proposition—that the opposing aspects of Augustus's rule "do not have to be mutually exclusive," that he fused "selfishness and selflessness." Acceptable responses to the second assessment question may vary. Some will see the passage as simply balancing pros and cons about Augustus. However, others may feel that the passage subordinates the bad aspects of Augustus's rule to a more dominant judgment that "once he had established his authority, he governed efficiently and justly, generally allowed freedom of speech, and promoted the rule of law." This question could be discussed as a way to further explore the real significance and nature of the rule of Augustus.

Rome's First Emperor

Directions: This exercise asks you to read one secondary source document and answer two questions about specific details in the document. In order to better understand the document as a historical source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the assessment questions that follow.

CCS Standard 5: (9–10) Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. **(11–12)** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

A Secondary Source Document

Opposites do not have to be mutually exclusive, and we are not obliged to choose one or the other. The story of his career shows that Augustus was indeed ruthless, cruel, and ambitious for himself. This was only in part a personal trait, for upper-class Romans were educated to compete with one another and to excel. However, he combined an overriding concern for his personal interests with a deep-seated patriotism, based on a nostalgic idea of Rome's antique virtues. In his capacity as *princeps*, selfishness and selflessness [coexisted] in his mind.

While fighting for dominance, he paid little attention to legality or to the normal civilities of political life. He was devious, untrustworthy, and bloodthirsty. But once he had established his authority, he governed efficiently and justly, generally allowed freedom of speech, and promoted the rule of law. He was immensely hardworking and tried as hard as any democratic parliamentarian to treat his senatorial colleagues with respect and sensitivity. He suffered from no delusions of grandeur.

Source Information: Augustus ruled Rome from 27 BCE to 14 CE. He put an end to a century of increasingly violent civil war. He also transformed the Roman Republic and became its sole ruler, an emperor. Instead of taking the title "Emperor," however, he called himself *Princeps Civitatis* ("First Citizen of the State"). This passage, from a recent biography on Augustus, sums up the conflicting judgments that have been made about Augustus' reign. The passage is from *Augustus: The Life of Rome's First Emperor* by Anthony Everitt (New York: Random House, 2006), pp. 324–25.

Assessment Questions

1. “Text structure” refers to the way paragraphs and longer texts are organized, with different structures serving different purposes. Here are two types of text structure:
 - *Compare and Contrast*: A pattern showing what is similar and what is different between two events, examples, processes, etc.
 - *Proposition/Argument*: A claim is made and reasoning or evidence in support is presented, sometimes along with counter-arguments.

Choose the text structure you think best describes this passage, but also explain why the other structure could also apply to it.

2. This passage describes opposing ways of viewing Augustus. Does it favor one of those ways over the other? Why or why not?

Assessment 6 *Basic Level*

Two Views of the Roman Republic

★ *Craft and Structure*

- 6. (6–8)** Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

★ *Using This Assessment*

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Assessment 6 is designed to measure students’ ability to master the skills described in Common Core History/Social Studies Reading Standard 6 for grades 6–8. It asks students to note a text’s point of view as expressed by looking closely at details in the text itself. These details may take the form of emotional language, distorted or exaggerated descriptions, stereotyped labeling, etc. However, even a text with a neutral tone may express bias or point of view by selectively emphasizing some facts while omitting others. Therefore, students also need to go outside the text to interpret point of view by considering sourcing information such as the author’s background, purpose, and audience. In addition, students need to see that when sources express conflicting points of view they may still be reliable in certain ways—for example, by what they share in common or by backing up their claims with solid evidence.

★ *Evaluating Student Responses to This Assessment*

Acceptable answers to the first assessment question should note that the documents differ starkly on this matter. Document 1 views Rome in the third and second centuries BCE as an aristocratic government in which the people as a whole had little say. It tells us Rome was then “the most aristocratically governed city that existed in Italy or Greece.” Document 2, however, says Rome was “one of a relatively small group of historical examples of political systems that might deserve the label ‘democracy.’” Acceptable answers to the second assessment question should note that Document 1 stresses the power of the Roman Senate, especially in foreign affairs. By focusing selectively on this aspect of the political system, it makes its case forcefully that Rome was an aristocratic society. Document 2 deals only with the fact that the people did have a right to vote for public officials and for legislation. On the basis of this aspect of the system, it defends its view of Rome as a democracy. Best answers will note that the highly selective focus in both documents leaves out many aspects of the political system that might weaken the claim each document makes.

Two Views of the Roman Republic

Directions: This exercise asks you to read two primary source documents carefully and answer two questions about specific details in them. In order to better understand these documents as historical primary sources, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the assessment questions that follow.

CCS Standard 6: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Document 1: A Primary Source

Rome, from the third to the second century before our era, was the most aristocratically governed city that existed in Italy or Greece . . . If the Senate was obliged to manage the multitude on domestic questions, it was absolute master so far as concerned foreign affairs. It was the Senate that received ambassadors, that concluded alliances, that distributed the provinces and the legions, that ratified the acts of the generals, that determined the conditions allowed to the conquered—all acts which everywhere else belonged to the popular assembly. Foreigners, in their relations with Rome, had therefore nothing to do with the people. The Senate alone spoke, and the idea was held out that the people had no power. This was the opinion which a Greek expressed to Flamininus. “In your country,” he said, “riches alone govern, and everything else submits to them.”

Source Information: This passage presents one view of the Roman Republic in the centuries before Augustus ended it in 27 BCE and founded the empire. The passage is from N. D. Fustel de Coulange’s *The Ancient City* (1864).

Document 2: A Primary Source

I reiterate that in this system (the Roman political system of the late Republic), public office could only be gained by direct election in which all (adult male) citizens, including freed slaves, had the right to vote, and all legislation was by definition the subject of direct popular voting. That being so, it is difficult to see why the Roman Republic should not deserve serious consideration not just as one type of ancient city-state, but as one of a relatively small group of historical examples of political systems that might deserve the label “democracy.”

Source Information: This passage presents another view of the Roman Republic in the centuries before Augustus. The passage was originally published in *The Crowd in Rome in the Late Republic* by Fergus Millar (Ann Arbor: University of Michigan Press, 1998).

Assessment 6 *Advanced Level*

Two Views of the Roman Republic

★ *Craft and Structure*

- 6. (9–10) Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- 6. (11–12) Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

★ *Using This Assessment*

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Assessment 6 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 6 for grades 9–10 and 11–12 combined. It asks students to note a text's point of view as expressed by looking closely at details in the text itself. These details may take the form of emotional language, distorted or exaggerated descriptions, stereotyped labeling, etc. However, even a text with a neutral tone may express bias or point of view by selectively emphasizing some facts while omitting others. Therefore, students also need to go outside the text to interpret point of view by considering sourcing information such as the author's background, purpose, and audience. In addition, students need to see that when sources express conflicting points of view they may still be reliable in certain ways—for example, by what they share in common or by backing up their claims with solid evidence.

★ *Evaluating Student Responses to This Assessment*

Acceptable answers to the first assessment question should note that Document 1 stresses mainly the power of the Roman Senate, especially in foreign affairs. By focusing selectively on this aspect of the political system, it makes its case forcefully that Rome was an aristocratic society. Document 2 deals only with the fact that people did have a right to vote for public officials and for legislation. On the basis of this aspect of the system, it defends its view of Rome as a democracy. Best answers will note that the highly selective focus in both documents leaves out many aspects of the political system that might weaken the claim each document makes. Acceptable answers to the second assessment question may vary depending on how strictly the terms "aristocracy" and "democracy" are defined and how each aspect of Roman political life mentioned actually fits together with others. Some may suggest that the popular assemblies could influence the Senate's military or foreign affairs decisions by choosing magistrates who held differing policy perspectives. Others might point to the limits on voting in which not all groups shared equally—and which were therefore compatible within an aristocratic political system. Many other aspects of Rome's political life could be mentioned. This is a question that should be discussed thoroughly.

Two Views of the Roman Republic

Directions: This exercise asks you to read two primary source documents carefully and answer two questions about specific details in them. In order to better understand these documents as historical primary sources, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the assessment questions that follow.

CCS Standard 6: (9–10) Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. **(11–12)** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Document 1: A Primary Source

Rome, from the third to the second century before our era, was the most aristocratically governed city that existed in Italy or Greece. . . . If the Senate was obliged to manage the multitude on domestic questions, it was absolute master so far as concerned foreign affairs. It was the Senate that received ambassadors, that concluded alliances, that distributed the provinces and the legions, that ratified the acts of the generals, that determined the conditions allowed to the conquered—all acts which everywhere else belonged to the popular assembly. Foreigners, in their relations with Rome, had therefore nothing to do with the people. The Senate alone spoke, and the idea was held out that the people had no power. This was the opinion which a Greek expressed to Flamininus. “In your country,” he said, “riches alone govern, and everything else submits to them.”

Source Information: This passage presents one view of the Roman Republic in the centuries before Augustus ended it in 27 BCE and founded the empire. The passage is from N. D. Fustel de Coulange's *The Ancient City* (1864).

Document 2: A Primary Source

I reiterate that in this system (the Roman political system of the late Republic), public office could only be gained by direct election in which all (adult male) citizens, including freed slaves, had the right to vote, and all legislation was by definition the subject of direct popular voting. That being so, it is difficult to see why the Roman Republic should not deserve serious consideration not just as one type of ancient city-state, but as one of a relatively small group of historical examples of political systems that might deserve the label “democracy.”

Source Information: This passage presents another view of the Roman Republic in the centuries before Augustus. The passage was originally published in *The Crowd in Rome in the Late Republic* by Fergus Millar (Ann Arbor: University of Michigan Press, 1998).

Assessment Questions

1. Consider this statement: “A selective focus on some aspects of the Roman Republic and not others explains why these writers disagree.” Explain this statement, and also explain why you do or do not agree with it.

2. Could both points of view in these documents be correct? Why or why not?

Assessment 7 *Basic Level*

Rome's Mighty Empire

★ *Integration of Knowledge and Ideas*

- 7. (6–8)** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

★ *Using This Assessment*

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Assessment 7 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 7 for grades 6–8. It asks students to do something historians must do all the time—integrate evidence found in several primary sources presented in a variety of visual and textual formats.

★ *Evaluating Student Responses to This Assessment*

Acceptable answers to the assessment question should see that Document 1 is evidence of Rome's ability to complete major construction projects that added to its economic and military power. Aqueducts, roads, monumental structures, temples, and public buildings all helped unify and strengthen the Roman Empire. Document 2 offers evidence of the vast extent of the empire at its height and its slow, steady growth during the time of Augustus's rule. Document 3 describes many factors that might explain Rome's great success. The passage is highly positive in its view, mentioning the "gentle but powerful influence of laws" and the "virtues" of many of Rome's first emperors. Some may see this as bias, yet even so it does suggest reasons for Rome's power and stability in these centuries.

Rome's Mighty Empire

Directions: This exercise asks you to study three documents carefully and answer one question on what these sources have in common. In order to better understand the documents and their importance as historical evidence, read and make use of the source information located just below or next to each document itself. When you have studied the documents and the source information, answer the assessment question that follows.

CCS Standard 7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

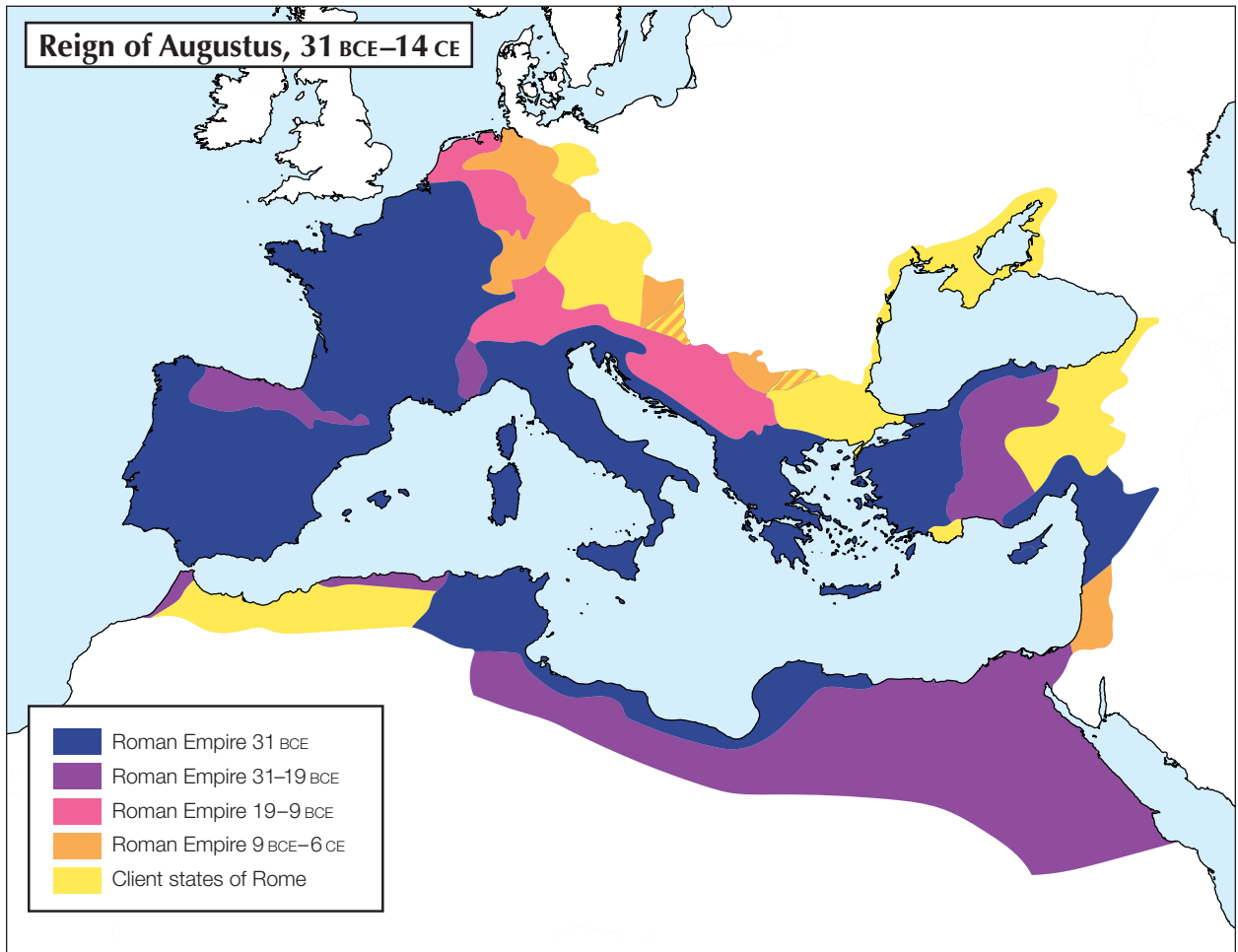
Document 1: A Primary Source



Image Credit: Library of Congress, LC-USZ62-103327

Source Information: This is a photo of Pont du Gard (“Gard Bridge”), the place where the Nîmes aqueduct crosses the Gard River in southern France. The ancient Romans built this aqueduct, probably between 40 and 60 CE. This photo was first published between 1860 and 1890.

Document 2: A Secondary Source



Map Credit: Adapted from The Roman Empire under Augustus Caesar, by Cristiano64 (CC-BY-SA-3.0, <http://creativecommons.org/licenses/by-sa/3.0/>), via Wikimedia Commons

Source Information: This map shows the extent of the Roman Empire, from 31 BCE to 6 CE, primarily during the rule of Augustus.

Document 3: A Secondary Source

In the second century of the Christian era, the empire of Rome comprehended the fairest part of the earth, and the most civilized portion of mankind. The frontiers of that extensive monarchy were guarded by ancient renown and disciplined valor. The gentle but powerful influence of laws and manners had gradually cemented the union of the provinces. Their peaceful inhabitants enjoyed and abused the advantages of wealth and luxury. The image of a free constitution was preserved with decent reverence. The Roman senate appeared to possess the sovereign authority, and devolved on the emperors all the executive powers of government. During a happy period [98–180 CE] of more than fourscore years, the public administration was conducted by the virtue and abilities of Nerva, Trajan, Hadrian, and the two Antonines. It is the design of this, and of the two succeeding chapters, to describe the prosperous condition of their empire; and afterwards, from the death of Marcus Antoninus, to deduce the most important circumstances of its decline and fall; a revolution which will ever be remembered, and is still felt by the nations of the earth.

Source Information: These are the first lines of one of the most famous books on the Roman Empire ever written, Edward Gibbon's *The History of the Decline and Fall of the Roman Empire*, first published in six volumes between 1776 and 1788. This introductory passage describes the Roman Empire at the height of its power in the first and second centuries CE. It is excerpted from volume 1 of Gibbon's *The History of the Decline and Fall of the Roman Empire* (London: Strahan & Cadell, 1776), reprinted (New York: Fred de Fau & Co., 1906).

Assessment Question

1. The Roman Empire was at the height of its power and stability in the first two centuries of the Common Era. How do *all three* of these documents offer evidence in support of this idea?

Assessment 7 *Advanced Level*

Rome's Mighty Empire

★ *Integration of Knowledge and Ideas*

- 7. (9–10)** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- 7. (11–12)** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

★ *Using This Assessment*

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Assessment 7 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 7 for grades 9–10 and 11–12 combined. It asks students to do something historians must do all the time—integrate evidence found in a wide variety of primary sources presented in many visual and textual formats. It also asks them to judge the relative strengths and weaknesses of visual as compared with written sources.

★ *Evaluating Student Responses to This Assessment*

Acceptable answers to the first assessment question should see that all the documents touch on the great power and growth of the Roman Empire in the first two centuries of the Common Era. Any thesis statement should focus on this theme. Document 1 is evidence of Rome's ability to build aqueducts, roads, monumental structures, temples, and public buildings, all of which helped unify and strengthen the Roman Empire. Document 2 is evidence of the vast extent of the empire at its height, indicating also its slow, steady growth during Augustus's rule. Document 3 describes several factors that could explain the Roman Empire's success, such as the "gentle but powerful influence of laws" and the "virtues" of many of Rome's first emperors. Acceptable answers to the second assessment question may vary. It is hard to see how Document 1 could be seen as evidence of future problems. The map in Document 2, however, does suggest how hard it would be to defend Rome's vast borders against the many other societies pressing against them. Edward Gibbon's comments in Document 3 are glowing in their description of the factors behind the empire's power. Still, this raises the question of what might happen if those factors weakened, and Gibbons does indicate that this is what happened.

Rome's Mighty Empire

Directions: This exercise asks you to study three documents carefully and answer two questions on what these sources have in common. In order to better understand the documents and their importance as historical evidence, read and make use of the source information located just below or next to each document itself. When you have studied the documents and the source information, answer the assessment questions that follow.

CCS Standard 7: (9–10) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. **(11–12)** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Document 1: A Primary Source

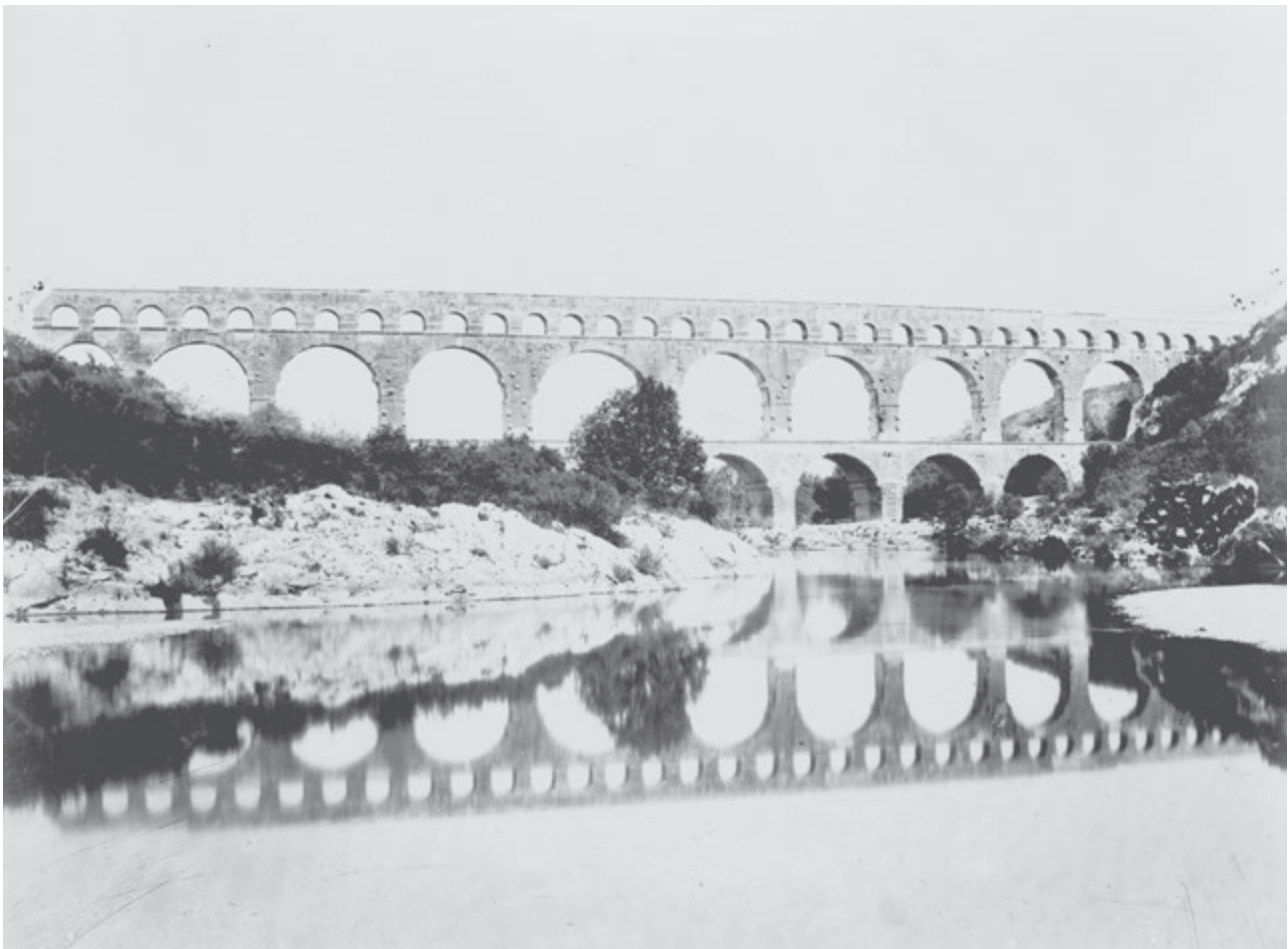
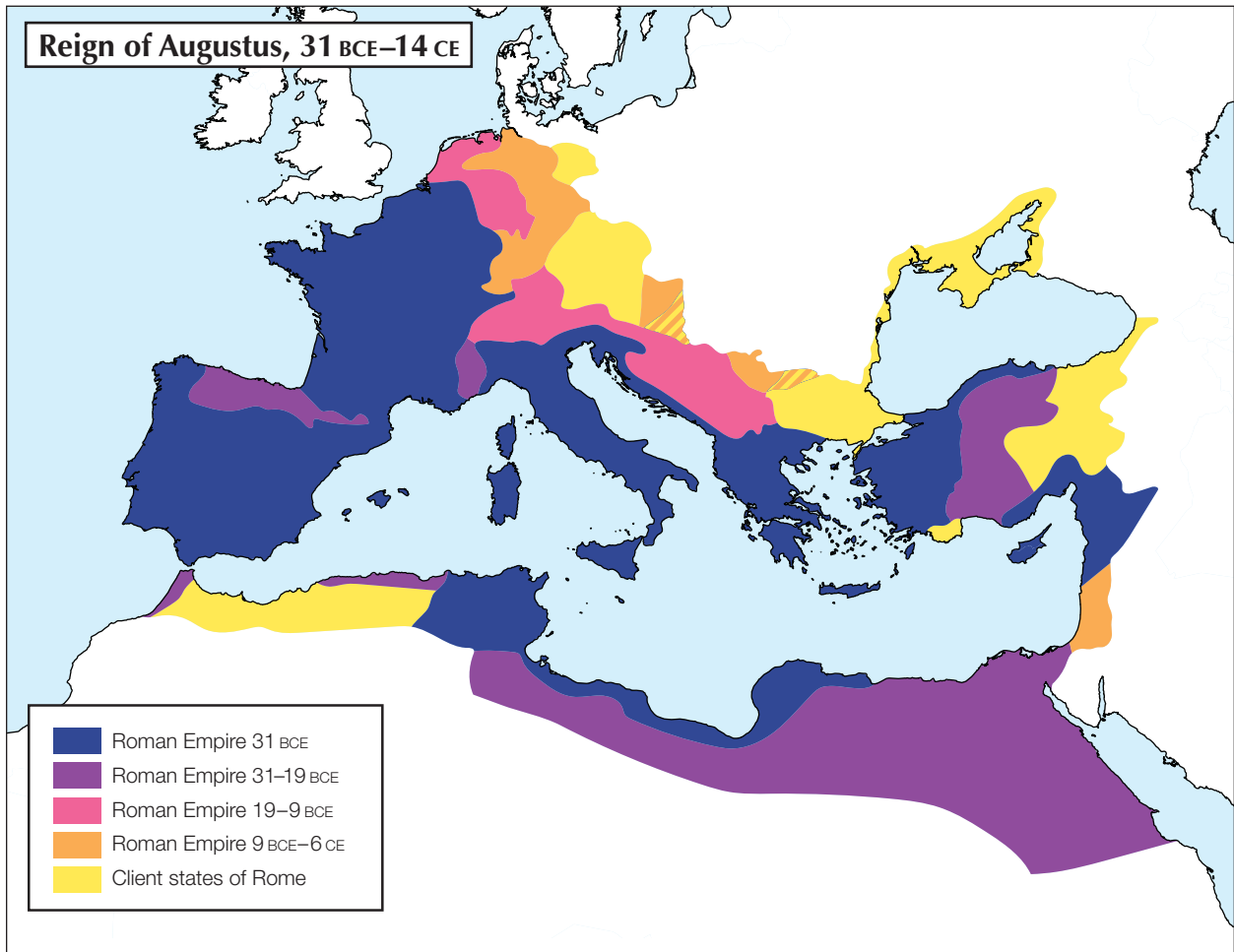


Image Credit: Library of Congress, LC-USZ62-103327

Source Information: This is a photo of Pont du Gard (“Gard Bridge”), the place where the Nîmes aqueduct crosses the Gard River in southern France. The ancient Romans built this aqueduct, probably between 40 and 60 CE. This photo was first published between 1860 and 1890.

Document 2: A Secondary Source



Map Credit: Adapted from The Roman Empire under Augustus Caesar, by Cristiano64 (CC-BY-SA-3.0, <http://creativecommons.org/licenses/by-sa/3.0/>), via Wikimedia Commons

Source Information: This map shows the extent of the Roman Empire, from 31 BCE to 6 CE, primarily during the rule of Augustus.

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Document 3: A Secondary Source

In the second century of the Christian era, the empire of Rome comprehended the fairest part of the earth, and the most civilized portion of mankind. The frontiers of that extensive monarchy were guarded by ancient renown and disciplined valor. The gentle but powerful influence of laws and manners had gradually cemented the union of the provinces. Their peaceful inhabitants enjoyed and abused the advantages of wealth and luxury. The image of a free constitution was preserved with decent reverence. The Roman senate appeared to possess the sovereign authority, and devolved on the emperors all the executive powers of government. During a happy period [98–180 CE] of more than fourscore years, the public administration was conducted by the virtue and abilities of Nerva, Trajan, Hadrian, and the two Antonines. It is the design of this, and of the two succeeding chapters, to describe the prosperous condition of their empire; and afterwards, from the death of Marcus Antoninus, to deduce the most important circumstances of its decline and fall; a revolution which will ever be remembered, and is still felt by the nations of the earth.

Source Information: These are the first lines of one of the most famous books on the Roman Empire ever written, Edward Gibbon's *The History of the Decline and Fall of the Roman Empire*, first published in six volumes between 1776 and 1788. This introductory passage describes the Roman Empire at the height of its power in the first and second centuries CE. It is excerpted from volume 1 of Gibbon's *The History of the Decline and Fall of the Roman Empire* (London: Strahan & Cadell, 1776), reprinted (New York: Fred de Fau & Co., 1906).

Assessment Questions

1. Construct a thesis statement or claim about the nature of Rome's empire in the first two centuries of the Common Era, and explain how *all three* of these sources support that claim.

2. Do any of these sources suggest possible problems that might in time undo the power of the Roman Empire? Explain your answer by citing at least one of these sources.

Assessment 8 *Basic Level*

Cato Criticizes the Women of Rome

★ Integration of Knowledge and Ideas

8. (6–8) Distinguish among fact, opinion, and reasoned judgment in a text.

★ Using This Assessment

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Assessment 8 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 8 for grades 6–8. It asks students to pay attention to the way a text reasons about its factual claims and to distinguish between these and expressions of opinion. This could mean paying close attention to the factual evidence offered or to the reasoning process and logic used to support a claim—as well as an ability to distinguish these from the text's biases or expressions of opinion. This activity assesses the students' ability to read closely in order to understand a text in these ways.

★ Evaluating Student Responses to This Assessment

Responses to the first assessment question should see that Cato assumes women are highly emotional and unable to deal with public issues in particular. He considers their proper place to be in the home, where they are still under the authority of their parents, brothers, husbands, or guardians. He suggests that if they have questions about public issues, they should put them to their husbands at home, never in public. Yet even then he tells them, "It would be most unbecoming for you to trouble yourselves even at home about the laws." Responses to the second assessment question may vary. While some may object to Cato's views about women, they may still see his argument as logical given his assumptions and given what his society's expectations were. Cato speaks of "restrictions which have been imposed upon women by ancestral custom or by laws." Others may feel this is an unreasonable reliance on authority or tradition, especially since the women of Rome themselves did seem ready to protest in public and, as Cato implies, many others in authority were happy to let them do so. There is much here to discuss further.

Cato Criticizes the Women of Rome

Directions: This exercise asks you to read one primary source document carefully and answer two questions about specific details in the document. In order to better understand the document as a historical source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the assessment questions that follow.

CCS Standard 8: Distinguish among fact, opinion, and reasoned judgment in a text.

A Primary Source Document

If we had, each one of us, made it a rule to uphold the rights and authority of the husband in our own households we should not now have this trouble with the whole body of our women. As things are now our liberty of action, which has been checked and rendered powerless by female despotism at home, is actually crushed and trampled on here in the Forum, and because we were unable to withstand them individually we have now to dread their united strength. . . .

It was not without a feeling of shame that I made my way into the Forum through a regular army of women. Had not my respect for the dignity and modesty of some amongst them, more than any consideration for them as a whole, restrained me from letting them be publicly rebuked by a consul, I should have said, "What is this habit you have formed of running abroad and blocking the streets and accosting men who are strangers to you? Could you not each of you put the very same question to your husbands at home? Surely you do not make yourselves more attractive in public than in private, to other women's husbands more than to your own? If matrons were kept by their natural modesty within the limits of their rights, it would be most unbecoming for you to trouble yourselves even at home about the laws which may be passed or repealed here." Our ancestors would have no woman transact even private business except through her guardian, [so] they placed them under the tutelage of parents or brothers or husbands. We suffer them now to dabble in politics and mix themselves up with the business of the Forum and public debates and election contests. What are they doing now in the public roads and at the street corners but recommending to the plebs the proposal of their tribunes and voting for the repeal of the law. Give the reins to a headstrong nature, to a creature that has not been tamed, and then hope that they will themselves set bounds to their license if you do not do it yourselves. This is the smallest of those restrictions which have been imposed upon women by ancestral custom or by laws, and which they submit to with such impatience. What they really want is unrestricted freedom, or to speak the truth, license, and if they win on this occasion what is there that they will not attempt?

Source Information: During the costly Second Punic War (218–201 BCE), Rome passed a law forbidding women to have more than half an ounce of gold or engage in some other forms of showy display. Later, in 195 BCE, some Roman leaders sought to end this law. The Roman historian Livy describes women demonstrating against the law: "They filled all the streets and blocked the approaches to the Forum; they implored the men who were on their way thither to allow the women to resume their former adornments

now that the commonwealth was flourishing.” Livy goes on to reproduce a speech on the matter by the conservative Consul M. Porcius Cato. This document is a portion of Cato’s speech, from Book 34 of Livy’s *The History of Rome*, vol. 5 (London: J. M. Dent & Sons, 1912).

Assessment Questions

1. What assumptions does Cato make about women and their proper role and behavior both in the home and in public life?

2. Given Cato’s assumptions about women, does he make a reasoned and logical argument here? Why or why not?

Assessment 8 *Advanced Level*

Cato Criticizes the Women of Rome

★ *Integration of Knowledge and Ideas*

- 8. (9–10) Assess the extent to which the reasoning and evidence in a text support the author’s claims.
- 8. (11–12) Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

★ *Using This Assessment*

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Assessment 8 is designed to measure students’ ability to master the skills described in Common Core History/Social Studies Reading Standard 8 for grades 9–10 and 11–12 combined. It asks students to pay attention to the way a text backs up or seeks to explain its factual claims. This could mean paying close attention to the factual evidence offered in the text as compared with expressions of opinion. Or it could mean attention to the reasoning process and logic used to support a claim. It may also require students to examine underlying assumptions and bias in order to see how they shape or distort the reasoning process presented by the text. This activity assesses the students’ ability to read closely in order to understand a text in these ways.

★ *Evaluating Student Responses to This Assessment*

Responses to the first assessment question should see that Cato assumes women are highly emotional and unable to deal with public issues in particular. He considers their proper place to be in the home, where they are still under the authority of their parents, brothers, husbands, or guardians. They are to confine their expressions of opinion to their husbands at home, not in public. Yet even then he tells the women, “It would be most unbecoming for you to trouble yourselves even at home about the laws.” While some may object to Cato’s views about women, they may still see his argument as logical given his assumptions and given what his society’s expectations were. Cato speaks of “restrictions which have been imposed upon women by ancestral custom or by laws.” Others may feel this is an unreasonable reliance on authority or tradition, especially since the women of Rome themselves seemed to feel free to protest, and many in authority were letting them do so. Responses to the second assessment question should note that Cato’s main concern in the last paragraph is not about female protest per se, but about what he sees as the desire of wealthy Romans, male or female, to indulge in luxury and ostentatious display. He fears this as an attitude that will weaken the empire over time.

Cato Criticizes the Women of Rome

Directions: This exercise asks you to read one primary source document carefully and answer two questions about specific details in the document. In order to better understand the document as a historical source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the assessment questions that follow.

CCS Standard 8: (9–10) Assess the extent to which the reasoning and evidence in a text support the author’s claims. **(11–12)** Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

A Primary Source Document

If we had, each one of us, made it a rule to uphold the rights and authority of the husband in our own households we should not now have this trouble with the whole body of our women. As things are now our liberty of action, which has been checked and rendered powerless by female despotism at home, is actually crushed and trampled on here in the Forum, and because we were unable to withstand them individually we have now to dread their united strength. . . .

It was not without a feeling of shame that I made my way into the Forum through a regular army of women. Had not my respect for the dignity and modesty of some amongst them, more than any consideration for them as a whole, restrained me from letting them be publicly rebuked by a consul, I should have said, “What is this habit you have formed of running abroad and blocking the streets and accosting men who are strangers to you? Could you not each of you put the very same question to your husbands at home? Surely you do not make yourselves more attractive in public than in private, to other women’s husbands more than to your own? If matrons were kept by their natural modesty within the limits of their rights, it would be most unbecoming for you to trouble yourselves even at home about the laws which may be passed or repealed here.” Our ancestors would have no woman transact even private business except through her guardian, [so] they placed them under the tutelage of parents or brothers or husbands. We suffer them now to dabble in politics and mix themselves up with the business of the Forum and public debates and election contests. What are they doing now in the public roads and at the street corners but recommending to the plebs the proposal of their tribunes and voting for the repeal of the law. Give the reins to a headstrong nature, to a creature that has not been tamed, and then hope that they will themselves set bounds to their license if you do not do it yourselves. This is the smallest of those restrictions which have been imposed upon women by ancestral custom or by laws, and which they submit to with such impatience. What they really want is unrestricted freedom, or to speak the truth, license, and if they win on this occasion what is there that they will not attempt?

Source Information: During the costly Second Punic War (218–201 BCE), Rome passed a law forbidding women to have more than half an ounce of gold or engage in some other forms of showy display. Later, in 195 BCE, some Roman leaders sought to end this law. The Roman historian Livy describes women demonstrating against the law: “They filled all the streets and blocked the approaches to the Forum; they implored the men who were on their way thither to allow the women to resume their former adornments now that the commonwealth was flourishing.” Livy goes on to reproduce a speech on the matter by the conservative Consul M. Porcius Cato. This document is a portion of Cato’s speech, from Book 34 of Livy’s *The History of Rome*, vol. 5 (London: J. M. Dent & Sons, 1912).

Assessment Questions

1. Given Cato’s assumptions about women, do you think he makes a reasoned and logical argument here? Why or why not?

2. Is Cato mainly upset about these protesting women, or is he worried about something else? In your answer, focus in particular on his concerns in the last paragraph of this passage.

Assessment 9 *Basic Level*

Who Were the “Barbarians”?

★ *Integration of Knowledge and Ideas*

- 9. (6–8)** Analyze the relationship between a primary and secondary source on the same topic.

★ *Using This Assessment*

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Assessment 9 is designed to measure students’ ability to master the skills described in Common Core History/Social Studies Reading Standard 9 for grades 6–8. It asks students to understand the relationship between primary and secondary sources. This means students must know the difference between the two kinds of sources—that primary sources provide the evidence for secondary source claims and interpretations. This should lead them to adopt a critical approach to secondary sources themselves. That is, such secondary accounts should not be regarded as final and complete. They are interpretations of the past, not the past itself. Students should learn to weigh secondary source accounts against the relevant primary source evidence.

★ *Evaluating Student Responses to This Assessment*

Answers to the first assessment question should note, first, that these so-called “barbarian” societies were not primitive hunter-gatherer tribes or simple horse-riding warrior bands. They were larger, well-organized agricultural societies. Moreover, they did not appear suddenly, and they were not ignorant of Roman civilization at all. They had long traded with Romans, fought as mercenaries in their armies and lived near them in Gaul and other parts of Europe. They did invade the empire and take over parts of it. However, the passage suggests they did this more to enjoy its benefits, not destroy them. Answers to the second assessment question should see that Paulinus is a Roman aristocrat fallen on hard times. He had inherited property he needed to sell, and he thanks God for sending a Goth to purchase it from him. The Goth he refers to is a Germanic Visigothic settler in France who is obviously able to pay Paulinus for his property. This one account is evidence of how at least some “barbarians” were fully able to take part in the complex economic and financial systems still operating in what was left of the Roman Empire in France in the fifth century CE.

Who Were the “Barbarians”?

Directions: This exercise asks you to read one secondary source document and one primary source document carefully and answer questions about specific details in them. In order to better understand the documents, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the assessment questions that follow.

CCS Standard 9: Analyze the relationship between a primary and secondary source on the same topic.

Document 1: A Secondary Source

The Germanic and other peoples whom the Romans called “barbarians” are often badly misunderstood today. They were not simple, primitive warrior bands. By and large, they were also not horse-riding nomads, such as the Huns and others from the steppes or Central Asia. They were complex societies, based on agriculture and herding, ruled by warrior kings and their aristocratic land-holding elites. In the fifth century, the more powerful of these barbarian peoples did invade the Roman Empire, but not in order to destroy it. They wanted to live in it and benefit more directly from it. For centuries, after all, many of them had traded with Rome and learned from it. They had supplied soldiers to support its frontier legions. They had often allied with it against its other enemies.

Many Germanic tribes converted to Christianity. However, except for Clovis’s Franks, most of them adopted the Arian Christianity declared heretical by the Roman Catholic Church. Nevertheless, these outsiders soon learned to live with and cooperate with the wealthy Roman aristocrats who owned vast estates throughout Gaul and other parts of the western empire. New societies resulted from this merging and began to grow stronger.

Source Information: This document is a secondary source account of the various peoples who invaded and disrupted the Roman Empire in the fourth and fifth centuries CE, and later. This secondary source is excerpted from the Introduction to *What Does It Mean to Say Rome “Fell”?* by Jonathan Burack, *Historian’s Apprentice* (Culver City, CA: MindSparks, 2010).

Document 2: A Primary Source

Yet in this same state of life you did not suffer me long to drowse in doubt, but unasked, O God, did speedily [agree] to comfort me. . . . For when you had shown that I could no longer hope for further profit from my grandfather's property; and when all that also which in my poverty I was able to hold at Marseilles was retained by me under the terms of a written contract, the freehold now being lost—you did raise up for me a purchaser among the Goths who desired to acquire the small farm, once wholly mine. And of his own accord, he sent me a sum, not indeed equitable, yet nevertheless a godsend, I admit, for me to receive, since thereby I could at once support the tottering remnants of my shattered fortune and escape fresh hurt to my cherished self-respect.

Source Information: Paulinus of Pella was a fifth century Roman aristocrat in Gaul. In this passage, Paulinus thanks God for aiding him in his dealings with one Visigothic settler. The Visigoths were a Germanic people that the Romans allowed to settle and rule the Garonne valley in southwestern France in 419 CE. This passage is adapted from *The Eucharisticus* by Paulinus of Pella, as quoted in *Readings in Late Antiquity: A Sourcebook*, edited by Michael Maas, 2nd edition (New York: Routledge, 2010), p. 350.

Assessment Questions

1. Some books on Rome say murderous barbarians invaded the Roman Empire suddenly and swept it away without ever understanding what they were destroying. In what ways does Document 1 challenge that view?

2. How does the account by Paulinus of Pella help to support the view developed in Document 1?

Assessment 9 *Advanced Level*

Who Were the “Barbarians”?

★ *Integration of Knowledge and Ideas*

- 9. (9–10)** Compare and contrast treatments of the same topic in several primary and secondary sources.
- 9. (11–12)** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

★ *Using This Assessment*

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Assessment 9 is designed to measure students’ ability to master the skills described in Common Core History/Social Studies Reading Standard 9 for grades 9–10 and 11–12 combined. It asks students to understand the relationship between primary and secondary sources. This means students must know the difference between the two kinds of sources—that primary sources provide the evidence for secondary source claims and interpretations. This should lead them to adopt a critical approach to secondary sources themselves. That is, such secondary accounts should not be regarded as final and complete. They are interpretations of the past, not the past itself. Students should learn to weigh secondary source accounts against the relevant primary source evidence.

★ *Evaluating Student Responses to This Assessment*

Answers to the first assessment question should note that Paulinus is a Roman aristocrat fallen on hard times. He needs to sell some property, and he thanks God for sending a Goth to purchase it from him. This “Goth” is a Germanic Visigothic settler in France who is obviously able to pay Paulinus for his property. The account is evidence that some “barbarians” were fully able to take part in the complex economic and financial systems still operating in what was left of the Roman Empire in France in the fifth century CE. In this way, it supports Document 1’s claim that the “barbarian” tribes were in fact fairly complex well-organized agricultural societies familiar with Roman ways and easily able to adapt to them. The fact that the Goth and this Roman aristocrat deal easily with each other fits with the idea that the invading barbarians did not appear suddenly, had long interacted with Romans, and wished to benefit from Rome’s institutions and ways of life. Answers to the second assessment question may vary. Certainly, the documents invalidate the notion of Rome’s “fall” as a sudden and uniformly destructive event. They indicate that it happened over time at the hands of societies already interacting with and adapting to Rome in many ways. However, these documents could support an idea of “fall” as a long, slow process of decline with occasional times of violence and conquest.

Who Were the “Barbarians”?

Directions: This exercise asks you to read one secondary source document and one primary source document carefully and answer questions about specific details in them. In order to better understand the documents, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the assessment questions that follow.

CCS Standard 9: (9–10) Compare and contrast treatments of the same topic in several primary and secondary sources. **(11–12)** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Document 1: A Secondary Source

The Germanic and other peoples whom the Romans called “barbarians” are often badly misunderstood today. They were not simple, primitive warrior bands. By and large, they were also not horse-riding nomads, such as the Huns and others from the steppes or Central Asia. They were complex societies, based on agriculture and herding, ruled by warrior kings and their aristocratic land-holding elites. In the fifth century, the more powerful of these barbarian peoples did invade the Roman Empire, but not in order to destroy it. They wanted to live in it and benefit more directly from it. For centuries, after all, many of them had traded with Rome and learned from it. They had supplied soldiers to support its frontier legions. They had often allied with it against its other enemies.

Many Germanic tribes converted to Christianity. However, except for Clovis’s Franks, most of them adopted the Arian Christianity declared heretical by the Roman Catholic Church. Nevertheless, these outsiders soon learned to live with and cooperate with the wealthy Roman aristocrats who owned vast estates throughout Gaul and other parts of the western empire. New societies resulted from this merging and began to grow stronger.

Source Information: This document is a secondary source account of the various peoples who invaded and disrupted the Roman Empire in the fourth and fifth centuries CE, and later. This secondary source is excerpted from the Introduction to *What Does It Mean to Say Rome “Fell”?* by Jonathan Burack, Historian’s Apprentice (Culver City, CA: MindSparks, 2010).

Writing Assessment 1

Ancient Rome

★ The College and Career Readiness Anchor Standard for Writing

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

This standard is the basis for the corresponding No. 2 Common Core Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects.

★ Using This Assessment

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their ancient history coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

Writing Assessment 1 is designed to measure students' ability to master the skills described in the College and Career Readiness Anchor Standard for Writing 1. The Anchor Standards are the basis on which the various Common Core History/Social Studies Standards are based. This assessment asks students to write an essay that makes meaningful claims and that develops those claims using relevant evidence and sound reasoning. The essay should make clear the strengths and limitations of the claims it makes while also considering possible challenges or counter claims.

★ Evaluating Student Responses to Writing Assessment 1

Essays for this assignment should be scored according to these criteria.

- How well does the essay state a claim addressing all elements of the prompt?
- Does the essay use evidence from all or most of the documents assigned for this task?
- Is the evidence explained effectively using careful reasoning and a logical flow of one idea to the next?
- Does the essay defend the claim in relation to any relevant alternative claims?
- Are ideas presented using precise language, effective transitions, and domain-specific vocabulary?
- Does the essay include an effective conclusion supporting its claims?
- How well does the essay follow rules of usage, spelling, and punctuation?

Ancient Rome

The Standard: Write a brief essay that presents a well-reasoned argument focused on historical content.

The Question

Using your background history knowledge and the primary source documents listed here, explain why you do or do not agree with the following statement:

“The Roman Republic and Roman Empire were based not on the law and higher culture that many praise, but instead on cruelty and oppression.”

Documents: Base your essay on your general background knowledge and all of the primary and secondary source documents in *Ancient Rome* assessments.

Instructions

- Write a brief, well-organized essay that includes an introduction, one to three internal paragraphs, and a conclusion.
- Introduce a specific claim that you can defend in response to the question.
- Support your claim with an argument based on evidence from the documents and sound reasoning about that evidence.
- Consider other possible claims that may differ from your own.
- Include related outside information based on your background knowledge of history.
- Use transitions and a logical arrangement of ideas to connect all parts of your essay to the claim you are making.
- Write a conclusion that follows from the argument your essay has made.

Writing Assessment 2

Ancient Rome

★ The College and Career Readiness Anchor Standard for Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

This standard is the basis for the corresponding No. 2 Common Core Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects.

★ Using This Assessment

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their world history coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

Writing Assessment 2 is designed to measure students' ability to master the skills described in the College and Career Readiness Anchor Standard for Writing 2. The Anchor Standards are the basis on which the various Common Core History/Social Studies Standards are based. This assessment asks students to write an essay that uses sources effectively to provide strong support and evidence clarifying and explaining a central idea or set of ideas and concepts.

★ Evaluating Student Responses to Writing Assessment 2

Essays for this assignment should be scored according to these criteria.

- How well does the introduction address the prompt with a clear, well-defined central idea and a preview of supporting ideas?
- Does the essay use evidence from many of the documents assigned for this task?
- Is the evidence used effectively to support the essay's key ideas and concepts?
- Does the essay engage in careful reasoning and a logical flow of one idea to the next?
- Are ideas presented using precise language, effective transitions, and domain-specific vocabulary?
- Does the essay include an effective conclusion supporting its key ideas?
- How well does the essay follow rules of usage, spelling, and punctuation?

Ancient Rome

The Standard: Write an informative/explanatory essay clearly describing and explaining historical events and trends.

The Question

Rome began as a single city and, over several centuries, came to control a vast empire including all the lands bordering on the Mediterranean Sea and more. When Rome was still just a single city, many other large city-states existed throughout this region, in Greece, Egypt, North Africa, etc. Your task is to write an essay explaining why ancient Rome was able to conquer and control all of these city-states and so much more. Your explanation should be based on a careful use of at least five of the sources in this set of assessments. You should try to include at least one source that does not support your conclusion, along with others that do.

Documents: Base your essay on your general background knowledge and on your selection of sources from all the primary and secondary source documents in *Ancient Rome* assessments.

Instructions

- Write a brief, well-organized essay that includes an introduction, one to three internal paragraphs, and a conclusion.
- Introduce the topic with a clear, well-defined central idea, and preview in a general way other key ideas your essay will develop.
- Support each of your key ideas with evidence from many of the documents and with sound reasoning about that evidence.
- Include related outside information based on your background knowledge of history.
- Use transitions and a logical arrangement of ideas to connect the major parts of your essay.
- Write a conclusion that follows from and summarizes the main points your essay has made.

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