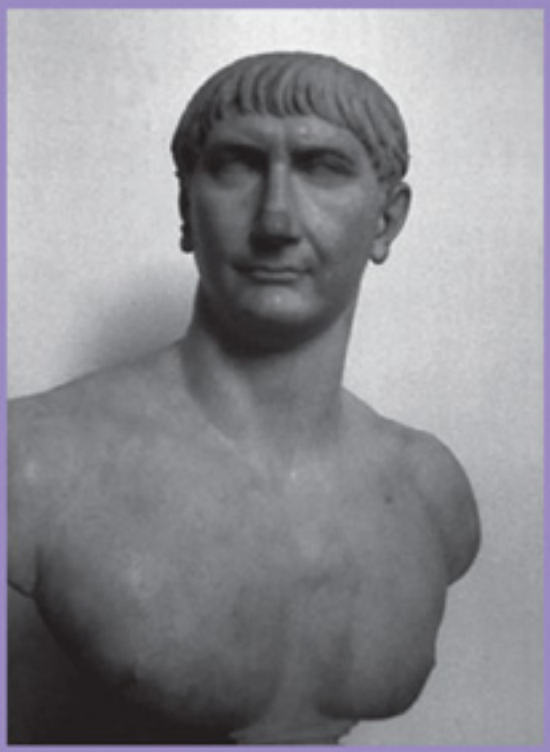
TRAJAN'S ROME: THE MAN, THE CITY, THE EMPIRE



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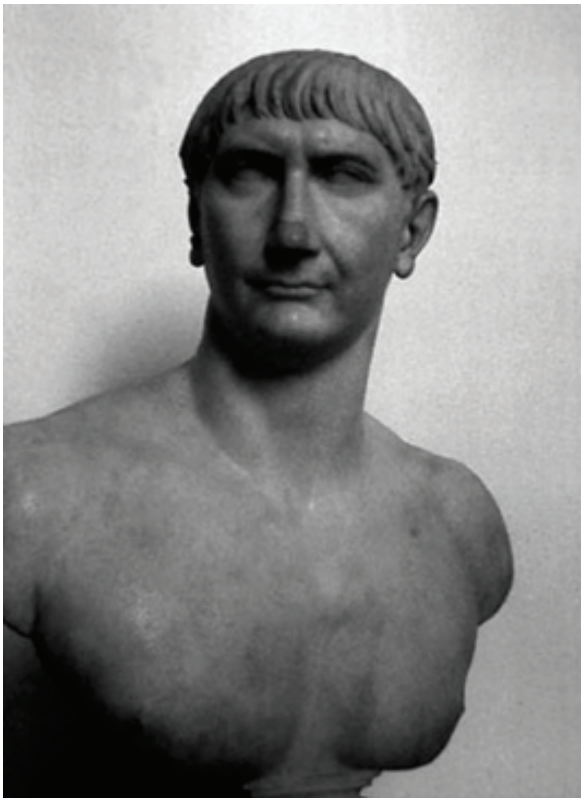

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TRAJAN'S ROME: THE MAN, THE CITY, THE EMPIRE

A Unit of Study for Grades 6–9

by

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TRAJAN'S ROME:
THE MAN, THE CITY, THE EMPIRE

CONTENTS

ACKNOWLEDGMENTS

This primary source-based teaching unit is the product of a spirited collaboration between two institutions and three kinds of history educators. Launched as a joint venture between the Getty Education Institute for the Arts and the National Center for History in the Schools (NCHS) at the University of California, Los Angeles (UCLA), it brought together three middle and high school history teachers in the Los Angeles area, three academic historians teaching at local universities, and an art educator at the Getty. It is hoped that teachers reading and using this teaching unit will see the benefits of connecting the communities of history and art educators.

The three precollegiate classroom teachers were: Stephen S. Anderson, Schurr High School, Montebello, and Teacher Leadership Team, UCLA History-Geography Project; Claudia Flanders, Lincoln Middle School, Santa Monica-Malibu Unified School District, and Teacher Leadership Team, UCLA History-Geography Project; and David Landers, Jones Junior High School, Baldwin Park Unified School District, and Senior Fellow, UCLA History-Geography Project. All three collaborated on every part of *Trajan's Rome: The Man, the City, the Empire*, but each took the lead role for particular lessons. Anderson had special responsibility for Lessons 1 and 4, Flanders for Lessons 5 and 6, and Landers for Lessons 2 and 3.

Playing a key role in conceptualizing the teaching unit and providing scholarly expertise were D. Brendan Nagel, Professor of Roman History at the University of Southern California, and Amanda Podany, Associate Professor of History at California State Polytechnic University, Pomona, and Director of the California History-Social Science Project from 1993–97. Gary B. Nash, Professor of History at UCLA, served as project director and co-editor of the unit. Ronald Mellor, Professor of History at UCLA, kindly provided several translations of Roman documents. Marian McKenna Olivas was the layout editor. At the Getty, Madeleine Coulombe served as illustration researcher. Gregory Dobie copyedited the manuscript.

The Getty funded the creation of this unit—one that happily absorbed the time, energy, and teaching skills of the participating authors during the summer and fall of 1997. Jeffrey Patchen at the Getty supported our proposal and brought it to Candace Borland, the manager of the Getty's arts education Web site, ArtsEdNet, who had the vision to fund the project. Kathy Talley-Jones, project manager for the Getty, served as co-editor, provided art education expertise, and conceptualized the unit for the Web site.

Many of the images in this teaching unit are reproduced from the photographic collection of Professor Albert Hoxie, UCLA, whose generosity is warmly acknowledged.

Introduction

Approach and Rationale

The National Center for History in the Schools (NCHS) and the Getty Education Institute for the Arts (GEIA) have developed the following collection of lessons for teaching about the Roman Empire. The unit is designed to give teachers and students an opportunity to delve into the deeper meanings of selected landmark events and explore their wider context in the great historical narrative.

This unit integrates the study of art and history and promotes the development of critical thinking skills. The lessons are organized around primary documents, as are all of the units the NCHS has developed over the last eight years. This unit exploits not only text-based primary sources, however, but also other rich sources that are presented visually rather than verbally: sculpture, architecture, urban designs, and ancient artifacts. The study of primary texts and images of objects from the past greatly enlivens and enriches investigation of the ancient world. It also will help propel reading-resistant students into text-based materials. The unit provides an example of how the arts and history can complement one another.

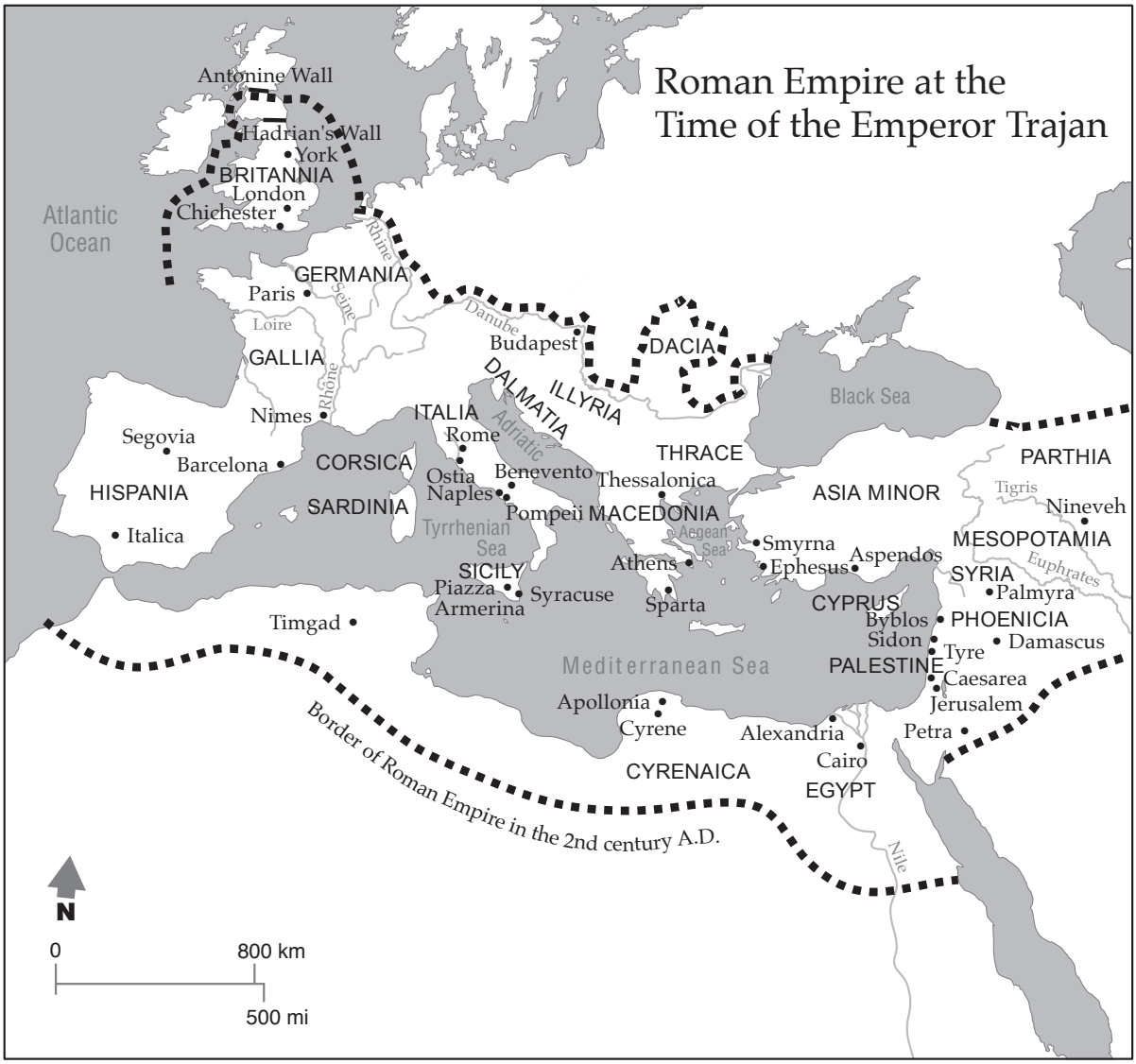
For art educators, this teaching unit presents a way of cultivating students' creative, aesthetic, critical, and art historical sensibilities by situating art in a broad context of social, cultural, and political meaning. The unit reflects a comprehensive approach to art education, one mirrored in numerous state frameworks and national art standards. Students will learn how to "read" paintings, buildings, symbols, and photographs and to probe the potential and limits of images and artifacts to explain the past. This unit, then, is avowedly interdisciplinary.

The emphasis on primary documents, both textual and visual, aims at removing the distance that students feel from historical events and connecting them more intimately with the past. We hope to create for your students a sense of "being there," an ability to see history through the eyes of the people they are studying. This will help your students develop historical empathy, to realize that history is not an impersonal process divorced from real people like themselves. At the same time, by analyzing primary sources, students will practice the historian's craft, discovering for themselves how to analyze evidence, establish a valid interpretation, and construct a coherent narrative in which all the relevant factors play a part.

Content and Organization

For centuries after the end of the Roman Empire, people in Western Europe looked back on the decades from A.D. 98 to 180, the time of the Emperor Trajan and the other so-called Good Emperors, as the height of human civilization. It was a time when an empire thousands of miles across was held together by a sophisticated system of government and ruled under a

common set of laws, when people could travel freely and ideas could spread as a result of the common languages that were spoken (Latin in the west and Greek in the east). Contrary to popular misconception, most peoples subject to Roman rule during the second century A.D. were not anxious for freedom, but enjoyed the benefits and privileges that came to Roman subjects.



Intellectuals of the Middle Ages, of the Renaissance, and even of early modern times did not imagine that it would be possible to improve on the culture, art, lifestyle, extent of trade, or prosperity of the era of the Good Emperors. This seems strange to us now, with our obsession with the present and with technology and the possibilities of the future; in the minds of many

people alive now, the study of ancient Rome seems irrelevant to modern life. But the successors to the Romans had a point. Roman civilization *was* remarkable, and the descriptions of life there seem strangely familiar. Building programs brought constant construction to the city center; the government provided food for the poorest in the society; goods were traded over hundreds of miles on well-built roads; travelers were protected against armed attack; people followed the careers of celebrities and sports teams with interest; cities were populated by individuals of many races speaking many different languages and wearing different national dress. Much like today, Romans also worried about crime and were afraid to walk the streets at night; they fretted over the social pressure to wear expensive clothes, even when they couldn't afford them; they complained about corrupt politicians; and they longed for the morals and family values of an earlier time.

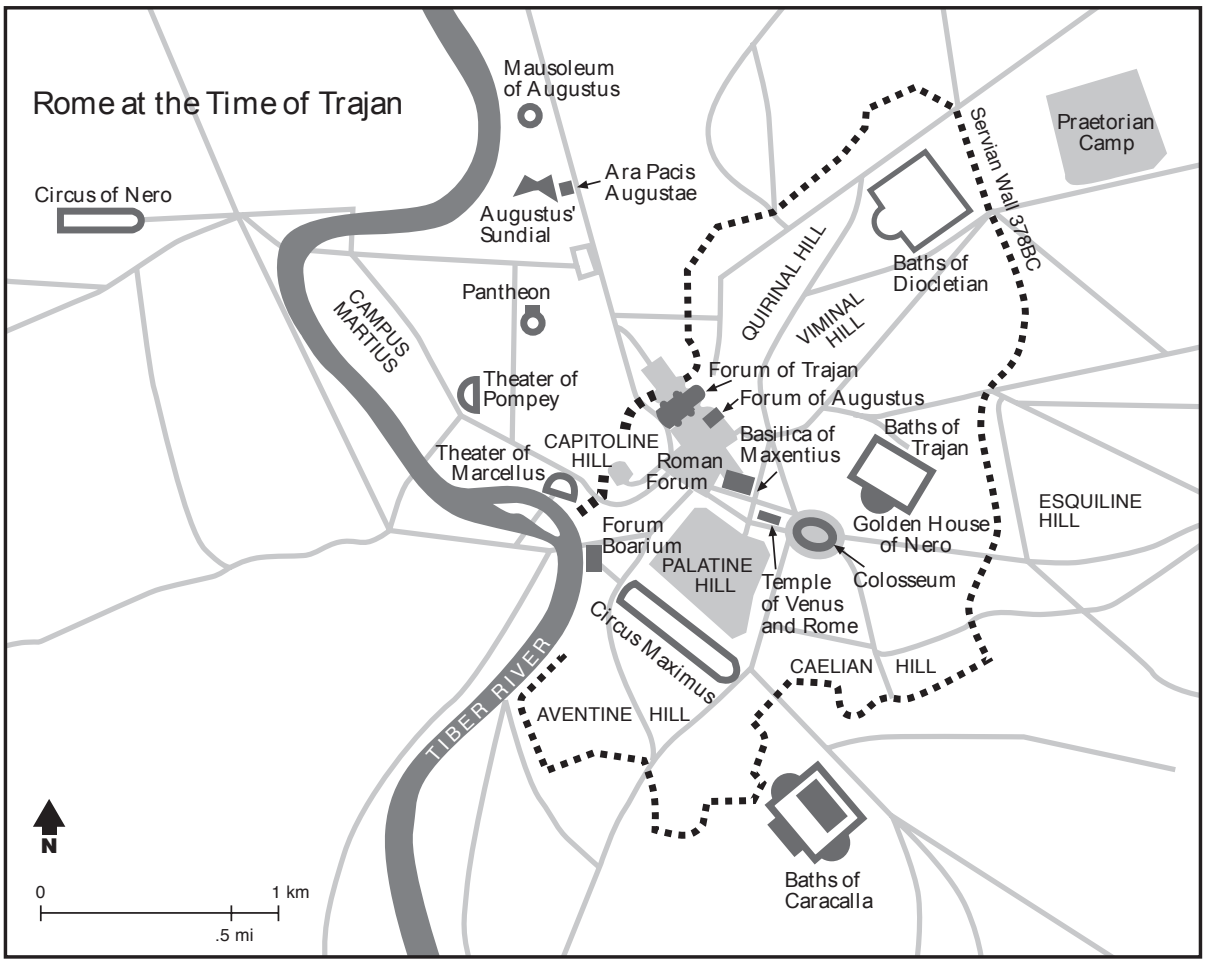
On the other hand, many aspects of ancient life were very different from modern life. The Romans had, of course, none of the technology that so dominates the present: no telephones, high-speed transportation, or electronic entertainment. They did not work for hourly wages or salaries, nor did they schedule their days so precisely. Whereas Americans tend to spend their leisure time at home watching television with their families, the Roman ideal was to socialize, whether at the house of a friend, at the baths, or at the Forum, or to attend the huge spectacles held at the amphitheater and the circus. Conversely, many Americans tend to join with others at weekly religious services, the Romans did not congregate to practice their state religion. There were no regular worship services for the population at large. The religion was polytheistic and undogmatic; that is, it had no holy book outlining the main tenets of the religion and changed to accommodate the political climate.

Using the arts is particularly fitting in a study of Trajan's Rome, for it was during this time that Roman art came into its own. For many centuries Greek influences had dominated the art of Rome. During Trajan's era the Romans perfected their active and energetic style. No longer were idealized humans and gods the only subjects of sculpture, painting, and mosaics; the Romans showed real people fighting or working or mourning in actual settings and included as much detail as they could capture.

In this unit students will look at ancient Rome not as a dusty relic but as a thriving, bustling capital, as it was during the reign of the Emperor Trajan. Through the activities described here, and through reading the words of Roman writers and analyzing Roman art and architecture, the students will come to an understanding of what it might have been like to live in the time of Trajan. This unit emphasizes the importance of having students do their own investigation into primary sources, that is, documents, artifacts, and architecture produced during the era, and drawing conclusions on the basis of their investigations. In so doing, they will be following the same steps taken by historians and archaeologists as they try to reconstruct the past. Students should realize that secondary sources about Rome, such as history books and textbooks, result from a vast amount of research and detective work; the heart of the historian's work lies in

piecing together and analyzing fragments of evidence that have happened to survive until today. These fragments vary between the very formal and the informal, between documents written for the centuries and quick notes never intended to last, between great architectural monuments and prosaic latrines. They include laws, formal histories written by such men as Suetonius and Tacitus, letters between individuals or between the emperor and his governors, grave inscriptions and their accompanying relief statues, graffiti, wall paintings, floor mosaics, ceremonial arches, plays, and satires. The students will have a chance to read and analyze all these types of primary sources over the course of this unit.

The unit is divided into six lessons. **Lesson I** begins by looking at Trajan himself and at the extent of the empire during his reign. Trajan was born into a family living in Spain. He was well respected during his lifetime and continued to be much admired after his death. The Forum he built in Rome was an architectural masterpiece, including a vast public space surrounded by colonnades, a basilica, a library, and the monument for which he is best known, Trajan's Column. Around the column, which still stands, a spiraling relief sculpture tells the story in pictures of Trajan's greatest achievements, especially in his wars against the Dacians. Since few Romans were literate, images like this (and like those found on ceremonial arches and coins) served to inform the citizens of their emperor's victories.

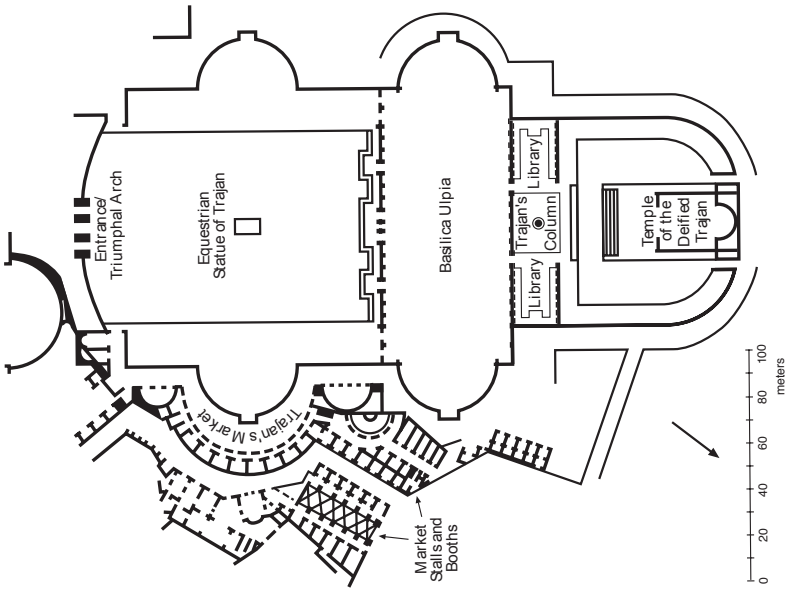


Although the term *Rome* is often used both for the city and the empire, the two were of course not synonymous. The vast majority of people living in the Roman Empire were not from Rome, nor had they ever visited the city. Nevertheless, in this unit the city of Rome will be looked at as a microcosm of the empire, with its very heterogeneous population, splendid architecture, and lively politics.

Lesson II explores the population of Rome: the social classes, families, slaves and freedmen, and vast numbers of foreigners. A Roman family was somewhat different from a modern family. The father of the household held much more power over the rest of the family than is true today, and children had few rights. The institution of slavery in Rome also defies some preconceptions: for example, freed slaves in the employ of the emperor could be very powerful, and many freedmen became wealthy, as Petronius maliciously lampooned in his *Satyricon*.

Lesson III will look into the building of Trajan's city. The Romans were famous for their feats of architecture and civil engineering. For example, water was sometimes brought from long distances to supply a populous city. Even today, some Roman aqueducts still stand, dominating the landscape in areas of Europe and North Africa. Roman roads were built right across the empire, and the Romans perfected a type of fast-setting strong concrete that allowed the construction of immense edifices such as the Colosseum and the Pantheon in Rome. Other structures were less enduring; wooden residences were often poorly constructed, and frequent fires raged through the densely built parts of town. Juvenal, the Roman satirist, complains of roof tiles that hit pedestrians as they made their way through Rome.

Site Plan of the Forum



In **Lesson IV** students will investigate how the city and empire were governed. Roman government featured the institution of the Senate, but by the time of Trajan, its power of the Senate was different from that of the U.S. Senate. In early Roman times, during the Republic, the Senate had the power to pass legislation and to control finances. By the time of Trajan the Senate's power was no longer in its function as a legislative body, but in the individual senators, who gained personal power when appointed by the emperor to governorships and other positions across the empire. One section of the lesson looks at Roman law and how individual laws can provide insights into daily life.

The empire itself became a vast emporium, with goods traded from end to end. Some of these were luxury items, but in **Lesson V** students will learn that much of the trade was in foodstuffs and other staples. A city the size of Rome did not grow its own food but was dependent on trade to supply the needs of the population. Many inhabitants of Rome subsisted on free handouts of bread that were provided to the poorest classes. The amount of bread involved and the logistics of bringing it into Rome and distributing it are surprising.

The poor population was not only provided with free food but also with entertainment, which is the topic of **Lesson VI**. If transported back to Rome, modern-day Americans would find much of Roman entertainment extremely violent; especially the thousands of gladiator contests and animal fights sponsored by Trajan to celebrate his military victories, with their many public deaths of both people and wild animals. In the theater, the Romans seem to have had little patience with Greek tragedy and preferred comedies, often loosely based on Greek originals. Religion also provided public spectacle and entertainment; religious festivals provided more and more holidays in the Roman calendar.

Rome was an exciting place to be in Trajan's time. It was loud and busy, full of exotic goods and spectacular monuments, the rich and the poor, Romans, Greeks, Spaniards, Africans, Gauls, and Syrians. Some of the artwork and the literature that have survived allow a glimpse at what it must have been like to live there and provide an understanding of why people for centuries afterwards wished they could have been alive in Rome in the second century A.D.

The six lessons in this unit, each with various activities, are pitched at Grades 6–9 but can usually be adapted to higher or lower levels. The **Historical Background Information for Teachers** sections provide specific material necessary to teach the various lessons and interpret the primary sources—textual and visual. Teachers may consult these background write-ups for their own use or share them with students at appropriate grade levels.

The **Activities** include a variety of ideas and pedagogical approaches that teachers can elaborate upon or reconfigure. The lesson plans contain **Student Handouts** that are the main ore for students to mine. The **Select Bibliography and Resource List** at the end of this unit provides teachers with additional teaching material.

All of the material in this publication as well as video and virtual reality clips of a reconstructed version of Trajan's Forum are available on the Internet. *Trajan's Rome: The Man, the City, and the Empire* can be accessed through ArtsEdNet (http://www.artsednet.getty.edu/), the GEIA's Web site. The Web site complements and expands the print version of the units and includes other lesson ideas connected with the ancient world. Most images from this teaching unit are available in color online and can be downloaded by teachers for classroom use. These have been developed to celebrate the opening of the Getty Center, a new home for the arts in Los Angeles.

Unit Context

This teaching unit fits into a course on the ancient world when students learn about the rise of Rome and the Roman Empire. This ordinarily follows a unit on the ancient Greeks and classical Greece. "Trajan's Rome: the Man, the City, the Empire" will bring alive the era of the Good Emperors (A.D. 98–180) when the Roman Empire reached its peak and the city of Rome enjoyed its pinnacle of political and cultural achievement. Although this teaching unit puts the spotlight on Emperor Trajan, teachers can use the unit to help students understand the period before and after his rule.

Trajan's Rome: the Man, the City, the Empire can be taught in several ways. Teachers can use all the lessons or select and adapt lessons or parts of lessons that best support particular course objectives. These offerings are not comprehensive or prescriptive, but rather provide an array of enticing possibilities for in-depth study at different grade levels. However much of the teaching unit is brought to the classroom, students will see that history is not a boring collection of facts and dates or a sweep of historical forces that inevitably determined people's lives. The Emperor Trajan, his city, and his empire will come alive and draw students into how historians reconstruct the past and show its relevance to today's world.

Unit Objectives

1. To study the period of the Good Emperors of Roman history in ways that show connections between the political, military, social, and religious dimensions of everyday life.

2. To study historical documents, artifacts, and art in order to appreciate history as a dynamic discipline that studies, interprets, and debates the meaning of humanity's collective past.

3. To learn how and why art and architecture were produced in particular forms and how Roman art and architecture have influenced today's built environment and today's aesthetic sensibilities.

4. To explore the differences and similarities between life in Ancient Rome and life in the United States today in such areas as governance, urban infrastructure, education, family life, provisioning cities, and entertainment.

Correlation to the National History Standards

Trajan's Rome: the Man, the City, the Empire provides teaching materials that address the *National Standards for History*, Basic Edition (National Center for History in Schools, UCLA, 1996), World History, Era 3, "Classical Traditions, Major Religions, and Giant Empires, 1000 B.C.–A.D. 300." Lessons specifically address Standard 3A on "The causes and consequences of the unification of the Mediterranean basin under Roman rule." The lessons also support the History Thinking Skills, including Standard 2 ("The student comprehends a variety of historical sources"), Standard 3 ("The student engages in historical analysis and interpretation"), and Standard 4A ("The student conducts historical research by formulating historical questions from encounters with historical documents, . . . art, architecture, and other records from the past").

Statue of Trajan

Trajan: The Man and His Empire

Lesson I Overview

Completion Time: This lesson will take approximately five days (class periods).

Objectives

- Analyze primary sources in order to evaluate the responsibilities, successes, and failures of Emperor Trajan.
- Learn how to interpret the monumental arches and columns erected by Roman emperors.
- Learn how monuments reveal information about ancient Rome.
- Discover the geographical extent of Trajan's empire.

Activities

- **Activity 1: Using Written Sources to Evaluate Trajan's Rule**

  In collaborative groups, students will read and analyze primary source selections concerning Trajan's rule. (This will take approximately one class period.)

- **Activity 2: Analyzing Trajan's Column to Understand Trajan and His Empire**

  Students will look closely at photographs of Trajan's Column, including close-ups of scenes carved into the column, to understand the emperor, his people, and his empire. (This will take approximately one class period.)

- **Activity 3: Analyzing Roman Statements of Power through Monumental Sculpture**

  Students will examine visuals of the Arch of Trajan and the Arch of Titus to understand the ideology their reliefs portrayed to the populace and to future generations. (This will take approximately one class period.)

- **Activity 4: Charting the Extent of Trajan's Empire**

  Students will follow Trajan's travels on maps and use a modern atlas to understand the magnitude and geographical diversity of Trajan's Empire. (This will take approximately one and a half to two class periods.)

Key Words

Alexander	consul	Domitian	legion	praetorship
Armenians	Dacians	Hadrian	Mesopotamia	Rome
Assyria	Danube	India	Nerva	Tigris
Athens	Decebalus	Italica	Parthians	tribune

HISTORICAL BACKGROUND INFORMATION FOR TEACHERS ON TRAJAN: THE MAN AND HIS EMPIRE

Trajan (c. A.D. 53–117) was born and raised in the ancient Roman city of Italica in Southern Spain. As a brilliant soldier, he came to the attention of the emperor Nerva. Nerva had no son of his own, so he decided to adopt Trajan (who was forty-four years old at the time) as his son in order that Trajan could inherit the position of emperor. Nerva, who reigned for only two years, had made a good choice. Trajan was popular with the army and also well regarded by the Roman Senate. He became emperor of the Roman Empire in A.D. 98. This was a time of relative peace and of great prosperity within the borders of the empire. His reign as emperor was recalled by later Romans as a high point of an era of great power for the empire.

It is sometimes hard to realize, looking back at a time as distant as the first century A.D., that many years separated events that are described side-by-side in textbooks. For example, by the time of Trajan's accession to power, Augustus, the great founder of the empire, had been dead eighty-four years. His reign was now too distant to be remembered by anyone living. No one would have had any recollection of a time when Rome had had a republican government; emperors were now a fact of life.

On the other hand, the terrible disaster at Pompeii was still a fairly recent memory in the minds of adults in Italy; it had happened just nineteen years earlier. Pliny the Younger, who served as a governor under Trajan, had personally witnessed the eruption of Mount Vesuvius and destruction of Pompeii. This had been followed just a year later by a great fire in the city of Rome; much of the damage still had not been repaired when Trajan came to power.

By the year 98 it had also been more than sixty years since the crucifixion of Jesus of Nazareth. Some of his followers, and their children and grandchildren, now lived in Rome. This was not a time of extensive persecution of Christians, but they had become something of an annoyance for political leaders. Trajan and Pliny wrote to one another about how to deal with the Christians and concluded that it would be best if the Christians could be convinced to renounce their religion. They agreed that it would not be useful to seek out the Christians, but that they had to have a policy for dealing with those who were brought before them. The problem was not with any of the particular beliefs of the Christians (of which Pliny and Trajan were probably ignorant) but with the Christians' commitment to monotheism, which led them to refuse to show the appropriate, patriotic devotion to the Roman gods. Trajan would no doubt have been astounded had he learned that it was to be this new Christian belief—just a small cult during his lifetime—and not his own Roman religion that would eventually dominate Europe and much of the world. The defining event of Trajan's rule was his series of victorious campaigns against the Dacians, whose homeland (present-day Romania) was subsequently brought into the Roman empire. Dacia was rich in gold and silver, and these precious metals began to pour into Rome as a result of Trajan's victories. He used this wealth to build the Forum of Trajan in Rome, an architectural

wonder with its spectacular column on which were depicted the Dacian campaigns. Although Trajan's Forum has not been fully excavated, enough of it is known for archaeologists to be able to reconstruct its immense scale, beautiful architecture, and sculptural detail. Just walking through the Forum would have given visitors a sense of the might and wealth of the empire and, of course, of the power of the emperor himself. For centuries it was the unsurpassed architectural wonder of Rome. More than 250 years after Trajan's death, a later emperor named Constantius II declared that the Forum of Trajan was the most magnificent work of architecture known to him.

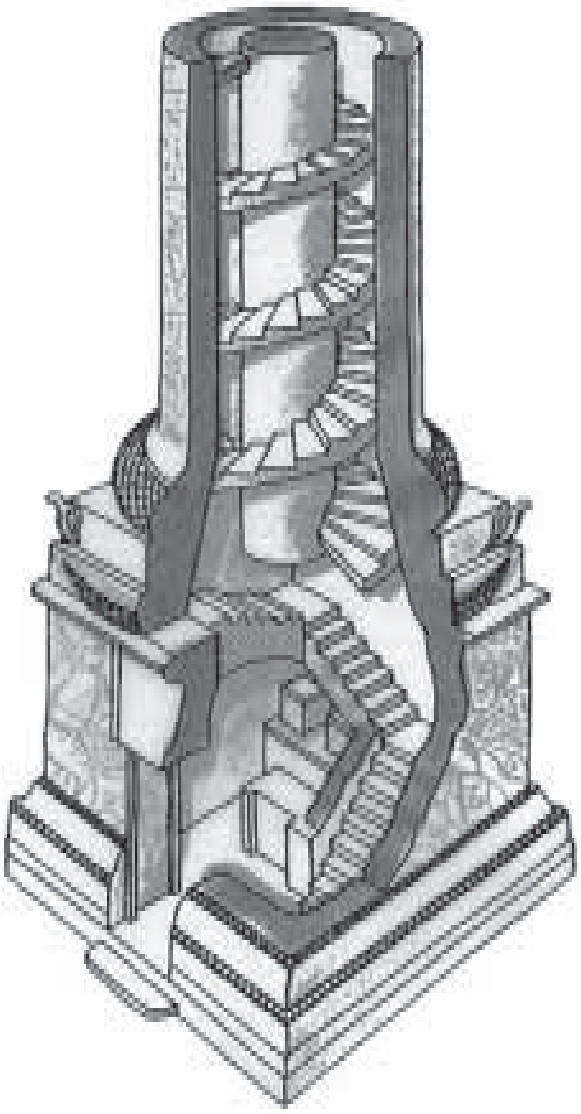
There was a very long tradition in Rome of another way for an army leader to show his power. This was called a "triumph." For hundreds of years victorious generals had staged elaborate processions through the streets of Rome. Their armies marched through the city to the cheers of the crowd, accompanied by wagonloads of treasures from the regions they had conquered and sometimes also by prisoners, the great men and women of the conquered lands, now in chains, humiliated and jeered by the people who lined the streets. These triumphal processions were often followed by many days of games in the gladiatorial arenas and of other public spectacles. A huge arch was also sometimes constructed over a main street of the city to commemorate the great victory and the emperor who brought it about. Many of these triumphal arches still stand. On their sides they depicted the emperor and the triumphal procession with all its riches and glory. The soldiers were shown holding up treasures, prisoners were depicted being dragged along, and the emperor appeared in his chariot. Other scenes showed some of the battles that led to the victory. In the center an inscription in Latin commemorated the deeds of the emperor. Many people who viewed the triumphal arch of Trajan, the column depicting his campaigns, or the large bronze statue of him riding a horse were unable to read. Literacy was much less widespread in ancient Rome than it is today. The messages of the artwork therefore had to be clear to a viewer without a written commentary to explain them.

During a triumph, the people of Rome celebrated the greatness of their empire, the might of their armies, and the hero who had led them to victory. After the time of Augustus, the hero was always the emperor. This type of adulation was a strong incentive for the emperors to keep on conquering more and more lands. It is sometimes hard to understand that ideals held dear today were not shared by many in the past. For example, it would have been unthinkable for a Roman emperor of Trajan's time not to have been a military man and not to have led the army in frequent battles. A good emperor, by definition, was a warrior who could boast of the lands he had conquered and the enemy leaders he had killed or driven to suicide. This obviously is far from the present-day ideal of, for example, a good president. Some aspects of an emperor that would be judged negatively against a modern ideal of a world leader were viewed very positively in the ancient world.

Trajan continued to lead Roman armies far afield, even after his conquest of Dacia. He next turned to the far eastern border of the empire where it adjoined Parthia. To have conquered the Parthians would have brought one of the richest areas of the world under Roman rule. It would

have been a victory comparable only to that of Alexander the Great. For a while it looked as though Trajan would attain this fabulous goal. His victory was short-lived, however, and the campaigns ultimately proved expensive and futile. Trajan himself died far away from Rome, in what is now Turkey. His body was cremated and his ashes returned to Rome in a golden urn. Again a procession moved through the streets of Rome in his honor, but the occasion was a very sad one for his subjects. The urn containing Trajan's remains was buried in the base of his column, in the Forum that he had built. His successor, the emperor Hadrian, had a huge temple constructed for Trajan at the end of the Forum where people could mourn his loss and pray to his spirit for the continued prosperity of the empire.

Cutaway of Trajan's Column



ACTIVITY 1: USING WRITTEN SOURCES TO EVALUATE TRAJAN'S RULE

Teacher Materials	Student Handouts
Chalkboard (or large paper chart) for compiling student observations Visual 1-A: Map of Trajan's Empire (enlarge) Overhead projector	1-A: Selections from Lives of the Later Caesars: Trajan 1-B: Graphic Organizer: The Life of Trajan

ACTIVITY INSTRUCTIONS

Students will be reading primary sources that include some vivid accounts of Trajan's life and work. These sources also contain many Roman and Dacian personal names and place names that the students may find difficult and confusing. They need not worry about every name and place mentioned. It is more important that students gain a general sense of the passage and of what it reveals about Trajan as a leader and as a man.

Distribute **Student Handouts 1-A** and **1-B** to groups of approximately six members each. Emphasize to the students that their job is to read a series of primary sources and discover information concerning the Emperor Trajan. They are to record geographical locations mentioned within the text. Direct the students to only use the *Written Sources* box on the graphic organizer (*Visual Sources* will be filled in with **Activities 2** and **3** and *Geographical Information* will be filled in with **Activity 4**). The culminating activity for **Lesson I**, an optional homework assignment, will be the writing of an obituary for Trajan for the *Roman Times*.

The primary source selections may be divided equally among the groups, thus minimizing the time spent reading. This will leave time at the end of the class period to compile the group information on a large chart, allowing complete dissemination of information. Students should add to their own charts during the class discussion. Enlarge **Visual 1-A** and put it on the chalkboard or overhead to point out geographical locations that the students have listed on their graphic organizer.

Questions (*with possible answers)* to guide small group reading and discussion of selections from the *Life of Trajan:*

1. What locations are mentioned? Can you find them on the map?
   [See boldface terms in Selections #1–5; 9–11]

2. What military positions did Trajan hold before he became emperor?
   Military tribune; praetor; commander of a legion; consul; governor of Upper Germany
   [Selection #1]

3. What did Trajan promise the Senate when he became emperor?
   That he would not slay or disenfranchise any good man—that is, that he would be fair not be an arbitrary ruler. Good people would be treated well.
   [Selection #2]

4. Why did Trajan begin his campaigns against the Dacians, Parthians, and Armenians?
   First Dacian Campaign: to combat the power and pride of the Dacians
   Second Dacian Campaign: because the Dacian king was breaking treaties
   Parthian and Armenian Campaign: desire for glory, and because the Armenian king (who got his crown from the Parthians) recognized Parthia rather than Rome.
   [Selections # 3, 4, and 9]

5. Were foreigners portrayed positively or negatively by the ancient historian who wrote these selections?
   Negatively in the case of Decebalus who seems weak and untrustworthy, and the Parthian king seemed scared of Trajan. [Selections # 4 and 9]

6. How did he treat his friends and his enemies?
   He treated his friends well, attending to them when they were ill, and dining with them at parties and banquets. Those enemies who submitted peacefully were treated like friends. Enemies who did not submit were treated ruthlessly.
   [Selections # 5 and 6]

7. How did he prove himself to be a good military leader?
   He is described as having "conducted the war with prudence and safety rather than with haste." He marched on foot with the soldiers, which must have built up their trust in him. He extended the borders of the Roman empire. [Selections # 5 and 10]

8. How did he celebrate his victories?
   He held triumphs in Rome and gave spectacles, including gladiatorial combats.
   [Selections # 4, 5, and 11]

9. How did Trajan improve the Empire?
   He built bridges, libraries, improved the laws, established child welfare, and extended the empire. [Selections # 7 and 8]

Questions for class discussion:

What might have been said about Trajan at his funeral?
He was truly "Optimus." He could have been another Alexander.

Why would he want to be compared to Alexander?
Even in Trajan's time, Alexander and his military exploits had taken on nearly mythical proportions.

Why do you think that "he was loved by all and feared by no one, except the enemy?"

Because he provided buildings, public works, and public spectacles; he made himself accessible; he preferred death to ruling badly (see selection #2); he fought and marched with the regular soldiers; he treated private citizens kindly.

If Trajan had reached India, what would he have found there?

Remnants of Alexander and Hellenism. A sophisticated and advanced society that was pre-Gupta.

Conservator Cleaning Trajan's Column

PRIMARY SOURCE SELECTIONS

Trajan's early career

1. Trajan was born at **Italica** on the fourteenth day before the Kalends of October when Torquatus and Antoninus were the consuls (18 September A.D. 53), although others say it was in a different year. As a young man he served for a long time as a military tribune and was in the Syrian army when his father was governor of that province. Later, after his praetorship, he commanded the legion VII Gemina in **Tarraconensis** and led the legion with great speed against Antonius Saturninus, when Saturninus rebelled against Domitian. However, he arrived after the rebellion had been crushed. Then he served in other expeditions of Domitian. He was consul for the first time with Acilius Glabrio (A.D. 91). When Nerva became emperor he appointed Trajan governor of **Upper Germany**, and soon afterwards adopted him.

Trajan becomes emperor

2. He received the news of Nerva's death at Colonia Agrippinensis (**Cologne**) from his kinsman Hadrian, and at once was made emperor. He sent a letter to the Senate, written in his own hand, in which he declared that he would not slay or disfranchise any good man and confirmed this by oaths not only at this time but later as well. But he sent for Casperius Aelianus and the praetorians who had mutinied against Nerva, pretending that he was going to employ them for some purpose, and then made away with them. When he first handed to the man who was to be his prefect of the guard the sword, which the prefect was required to wear at his side, he bared the blade and holding it up said: "Take this sword, in order that, if I rule well, you may use it for me, but if ill, against me." Some say that this prefect was Attius Suburanus, whom he later made a senator and consul twice. Marius Maximus says that prefects of the guard were replaced by sending a freedman to them with the broad stripe of senatorial rank.

The first expedition against the Dacians

3. But after a short stay at Rome he began his first expedition against the Dacians. For Decebalus the Dacian king had defeated Domitian previously and Trajan saw that the power and pride of the Dacians were increasing. There were various battles in which many Romans were killed, but when Trajan was approaching the Dacian king's residence, Decebalus sent envoys, called cap-bearers, who were to request that Trajan meet Decebalus and were to say that Decebalus would do all that Trajan commanded. Instead, Trajan sent his friend Licinius Sura, and Claudius Livianus, the prefect of the guard, to meet Decebalus. But the king was afraid and would not meet them. Then Laberius Maximus captured Decebalus' sister and Trajan recovered the standard of the legion lost under Domitian.

The first victory over the Dacians

4. Decebalus came to Trajan, therefore, and fell on the ground before him, threw away his arms and did obeisance. He agreed to surrender his arms, engines and engine-makers, demolish the forts, give back the deserters and withdraw from captured territory, and become an ally of the Roman people. Trajan left garrisons all over **Dacia** and returned to Rome, where he held a triumph and was given the title Dacicus. But when it was announced to Trajan that Decebalus was breaking the treaty in various ways, the Senate again declared him a public enemy and Trajan once more conducted the war against him in person instead of entrusting it to legates.

The second expedition and victory against the Dacians

5. Trajan now built a bridge over the **Danube**, with twenty piers of dressed stone, each one hundred and fifty feet in height and sixty feet wide. Having crossed the Danube by this bridge he conducted the war with prudence and safety rather than with haste, and after a hard struggle defeated the Dacians. Decebalus committed suicide and his head was cut off and brought to Trajan at **Ranisstorum**. Trajan sent the head to Rome, where it was hurled down the Gemonian Steps. Decebalus' treasures were discovered, although he had hidden them beneath the **river Sargetia**. . . . When Trajan returned to Rome he gave spectacles lasting for one hundred twenty-three days, during which eleven thousand animals, both wild and tame, were slain, and ten thousand gladiators fought.

Trajan's relations with the Roman people

6. He often went to call on his friends, to greet them, when they were sick or were celebrating festivals, and accepted their invitations to dinner and invited them back in return. Often he would ride in their carriages. His association with the people was marked by affability and his relations with the Senate by dignity, so that he was loved by all and feared by no one, except the enemy. He joined others in the hunt and in banquets, as well as in their labors and plans and jokes. Often he would take three others into his carriage and he would enter the houses of citizens, sometimes even without a guard, and enjoy himself there. His friends blamed him for being too accessible, but he replied that as emperor he behaved toward private citizens in the manner in which, as a private citizen, he had wanted emperors to behave toward him.

Trajan's building program and public works

7. He spent vast sums of money both on war and on the works of peace. While making very many urgently needed repairs to roads and harbors and public buildings, he drained no one's blood for any of these undertakings. He was so high-minded and generous that after embellishing the Circus, which had crumbled away in many places, he merely

inscribed on it a statement that he had made it adequate for the Roman people. . . . He also built libraries and, in the Forum named after himself, he erected an enormous column to serve both as a monument to himself and as a record of his work in the Forum.

Improvements Trajan made in the law

8. He made a number of improvements in the law. Anonymous accusations were prohibited. Fathers who maltreated their sons were obliged to emancipate them and lose their rights over their inheritance. Freeborn children who had been exposed at birth and brought up by their finders were permitted to claim their freedom without having to pay the cost of their maintenance. He also tightened up the regulations concerning guardians. He laid down that public holidays did not apply to the army, they must remain on duty full time. Where soldiers' wills were technically invalid because of ignorance on the part of the testators, he ruled that the wishes of the soldiers must be paramount. . . . He completed the child-welfare program initiated by Nerva.

The campaign against the Armenians and Parthians

9. After he had ruled for fifteen years, he made another expedition, against the Armenians and the Parthians. His pretext was that the Armenian king had not obtained his crown from Trajan but from the Parthian king. But his real reason was desire for glory. After he had set off and had got as far as **Athens** an embassy from the king of the Parthians, Osroes, met him and asked for peace, proffering gifts. For the king had become terrified when he learned of Trajan's advance, because Trajan was accustomed to make good his threats by his deeds. . . . Trajan did not accept the presents and did not give any reply except to say that friendship was determined by deeds and not by words, and that he would do what was fitting.

The Senate honors Trajan with the title *Optimus*

10. When Trajan had conquered the whole **country of the Armenians** and had won over many of the kings too, some of whom he treated as friends, since they submitted of their own accord, and others of whom he subdued without a battle, the Senate bestowed upon him the title of *Optimus, best of emperors*. This title, which had been given to him before because of his excellence and the love which all had for him, he now consented to accept. He always marched on foot with the infantry and he dealt with the ordering and disposition of the soldiers throughout the whole campaign, leading them sometimes in one order and sometimes in another. He forded all the rivers that they did.

Trajan compares himself with Alexander the Great

11. He wanted to go down to the mouth of the **Tigris** and see the ocean, and when he got there and saw a ship sailing to **India**, he said: "I should certainly have crossed over to the Indians too, if I were still young." For he was very interested in the Indians and regarded Alexander as having been fortunate. Yet he himself used to say that he had advanced further than Alexander and wrote this to the Senate, even though he was unable to retain all the territory which he had conquered. For he made two new provinces, **Mesopotamia** and **Assyria**, and he was granted the honor of celebrating a triumph over as many peoples as he pleased, since on account of the large number of peoples which he named in his frequent letters, they were unable always to understand or even use the names correctly.

But he was destined never to return to Rome and even to lose what he had conquered previously. For while he was sailing down to the ocean and returning from there, all the districts that had been conquered were thrown into upheaval and rebelled, and the garrisons that he had left there were either expelled or slain. . . . He had intended to make another expedition into Mesopotamia, but his disease was afflicting him sorely and he set out to sail back to Italy. Trajan himself thought that he had been poisoned, but others say that he had suffered a stroke and that part of his body was paralyzed. When he reached **Selinus** in **Cilicia,** which was afterwards called **Traianopolis**, he suddenly expired, having reigned nineteen years, six months and fifteen days. After his death Trajan was deified and a triumph was celebrated for him by Hadrian, who conducted an effigy of Trajan through the streets of Rome. His ashes were placed in an urn at the foot of his column.

Source: Anthony R. Birley, translator, *Lives of the Later Caesars: the First Part of the Augustan History: With Newly Compiled Lives of Nerva and Trajan* (Baltimore: Penguin Classics, 1994).

GRAPHIC ORGANIZER: THE LIFE OF TRAJAN

Enter your observations on Trajan's life in the appropriate section:

WRITTEN SOURCES
VISUAL SOURCES
GEOGRAPHICAL INFORMATION

MAP OF TRAJAN'S EMPIRE

ACTIVITY 2: ANALYZING TRAJAN'S COLUMN TO UNDERSTAND TRAJAN AND HIS EMPIRE

Teacher Materials	Student Handouts
Visual 2-A: Dacian Scenes on Trajan's Column Visual 2-B: Trajan's Column Today Visual 2-C: Trajan's Column, Midview Overhead Projector	1-B: Graphic Organizer: The Life of Trajan (from Activity 1)

HISTORICAL BACKGROUND INFORMATION FOR TEACHERS ON TRAJAN'S COLUMN

Trajan had a great column built to glorify his deeds as leader of Rome's campaign against the Dacians in A.D. 101–2 and 105–7. The column is made of large marble blocks and is 125 feet high. Reliefs carved in the marble illustrate the emperor's two campaigns against the Dacians in great detail. When Trajan died in the Middle East, his ashes were returned and buried with those of his wife, Plotina, at the base of the column. A golden statue of the emperor was placed on top. In a city of great monuments to many great men, the column must have been an impressive sight rising high above the walls of the Forum itself.

Over the years the Forum crumbled because of earthquakes and because the structures were used as quarries for building materials by later residents of Rome. Trajan's Column, however, still stands.

The reliefs that spiral around the column are so vivid that they are considered better records of the Roman's conquest of the Dacians than any written texts. Looking closely at them reveals some important things about the Romans and the people they conquered and absorbed in their empire.

ACTIVITY INSTRUCTIONS

Make transparencies of **Visuals 2-A**, **2-B**, and **2-C** display on the overhead. Lead the students in the following discussion.

General questions about Trajan's Column:

1. Imagine what the original must look like now. How big is it compared to your school building? What does this tell you about how important the column was to the Romans? Do you think it is still important to people living in Rome today? How do you know?

2. Think about the person or people who made the column. Do you think it was one person or a team? How long did it take them to create the work? Did it take them long time to learn how to work together?

3. Trajan's Column is carved from marble. Many public buildings today also have marble facings and some public art is made of marble. Do you think this stone would be difficult to work with? Why would sculptors and builders want to work with it? Would marble have been a good material for houses? Why or why not?

4. The reliefs on Trajan's Column are realistic; that is, we can see that the figures are people, and we can tell what they are wearing and doing. Why do you think the Romans thought it was important to show figures realistically? Can you think of any sculpture that isn't realistic?

5. The sculptures are realistic, but are they portraits? If you knew one of the people shown, would you recognize him? Do you think the people look better than in real life? Why would an artist have shown them this way? Why would the subject have wanted to look this way?

6. Why do you think the Romans put the time and resources into creating Trajan's Column? Can you think of anything in your community that might be similar?

7. The artwork on this monument tells stories—many stories. Based on what you have learned so far, what do you think is happening? Why do you think so?

Now, have the students look closely at the detailed reliefs on the column and lead a discussion with the following questions:

1. What do you think the people are doing in this detail?

2. Who appear to be the most important characters?

3. How many different types of people do you see?

4. What else can you see on the column besides people? What kinds of weapons? Structures? Means of transportation?

5. Can you make up a story about the images you see on the column?

Have the students use **Student Handout 1-B** (page 20) to record what they have learned from these visual sources about the life of Trajan.

DACIAN SCENES ON TRAJAN'S COLUMN

TRAJAN'S COLUMN TODAY

TRAJAN'S COLUMN, MIDVIEW

ACTIVITY 3: ANALYZING ROMAN STATEMENTS OF POWER THROUGH MONUMENTAL SCULPTURE

Teacher Materials	Student Handouts
Chalkboard (or large paper chart) for compiling student observations Overhead Projector	3-A: Arch of Titus and Detail from the Arch of Titus 3-B: Arch of Trajan and Detail from the Arch of Trajan

HISTORICAL BACKGROUND INFORMATION FOR TEACHERS ON TRIUMPHAL ARCHES

During the time of Trajan and the other Roman emperors, artworks were created to show off the power of the emperor and by extension, Rome. Triumphal arches were built to inform the people about the Roman army's glorious victories. There were no artists as we know them today who created works only for their own self-expression. Art served the state or was created for religious or decorative reasons.

The Arch of Titus commemorates the victory of the emperors Titus (A.D. 79–81) and Domitian (A.D. 81–96) in the Jewish Wars. The Jewish historian Josephus witnessed the event: "The rest of the spoils were borne along in random heaps. The most interesting of all were the spoils seized from the temple of Jerusalem: a gold table . . . a lamp stand (the menorah) with seven lamps, emphasizing the honor accorded the number seven among the Jews. (The emperor) Vespasian drove along behind these and Titus followed him; Domitian rode beside them, dressed in a dazzling fashion and riding a beautiful horse."

The Arch of Trajan was built in the town of Benevento. It commemorates Trajan's military victories but also celebrates his social policies, including providing an allowance to feed the poor children of Italy. The empire in this era extended its reach far into the Middle East.

ACTIVITY INSTRUCTIONS

Review the historical background on page 13 that discusses the "triumph" and the triumphal arch. Students will then look closely at two triumphal arches. Distribute **Student Handouts 3-A** to **3-B** to groups of approximately six students each. Have the students look closely at the visuals and discuss what they see. Use the questions below to guide the groups in their discussion. Compile the groups' observations on the overhead or chalkboard.

Discussion questions on Student Handouts 3-A and 3-B:

1. What is the structure of the arch?

2. What was the purpose of arches?

3. In what way are the arches different from one another?

4. What message did the arches give to the populace?

5. Why do you think these arches are still standing?

6. In the details, what are the figures doing? What objects do you see? What does this tell you about the power of the emperor? About the power of Rome?

7. Can you think of any modern events or artwork that give the same message as a triumph or triumphal arch?

Following the discussion, have the students create a triumphal arch of Trajan on a large piece of poster or tag board using the information gained from the group discussions and the class compilation of observations. It is helpful to assign tasks to different groups, dividing the requirements for the finished arch. Decide where the written and visual information developed by each group is placed on the open spaces of the arch.

The arch should include:

1. Geographical references about the empire, either written or illustrated
2. References to battles and their sites
3. Main characters in Trajan's life
4. Comments on Trajan's life and times
5. Insights into Trajan the man

ARCH OF TITUS

DETAIL FROM THE ARCH OF TITUS

ARCH OF TRAJAN

DETAIL FROM THE ARCH OF TRAJAN

ACTIVITY 4: CHARTING THE EXTENT OF TRAJAN'S EMPIRE

Teacher Materials	Student Handouts
Chalkboard (or large paper chart) for compiling student observations Atlases Visual 4-A: Map of Trajan's Empire with trading products	Visual 1-A: Map of Trajan's Empire (from Activity 1) 1-B: Graphic Organizer: The Life of Trajan (from Activity 1)

ACTIVITY INSTRUCTIONS

Divide the class into groups of six. Distribute **Student Handout 4-A**. Explain that Trajan expanded the Roman Empire to its greatest size and that by the time of his death in A.D. 117. Rome ruled a vast empire that encompassed all the lands bordering the Mediterranean Sea and reached into more distant areas such as Armenia, Dacia (western Romania), Gaul (France), and Britain. Ask students to compare the size of the Roman Empire in Trajan's era to the size of the United States.

Toward understanding the magnitude and geographical diversity of Trajan's empire, have each group select a particular province on which to report to the entire class. Each group can use classroom atlases, encyclopedias, and electronic references to find and record data about climate, bodies of water, vegetation, mineral resources, and topography in the province it has selected. Each group can also report on the resources from its province that contributed to the building and provisioning of Rome. (Tell students that in **Lesson III** they will study the building of Rome and in **Lesson V** they will learn about the provisioning of Trajan's city and his army.) In preparing their reports, the groups should use the map to trace water or land routes to Rome from the provinces they are studying. Suggested provinces and some of the resources commanded by Rome include:

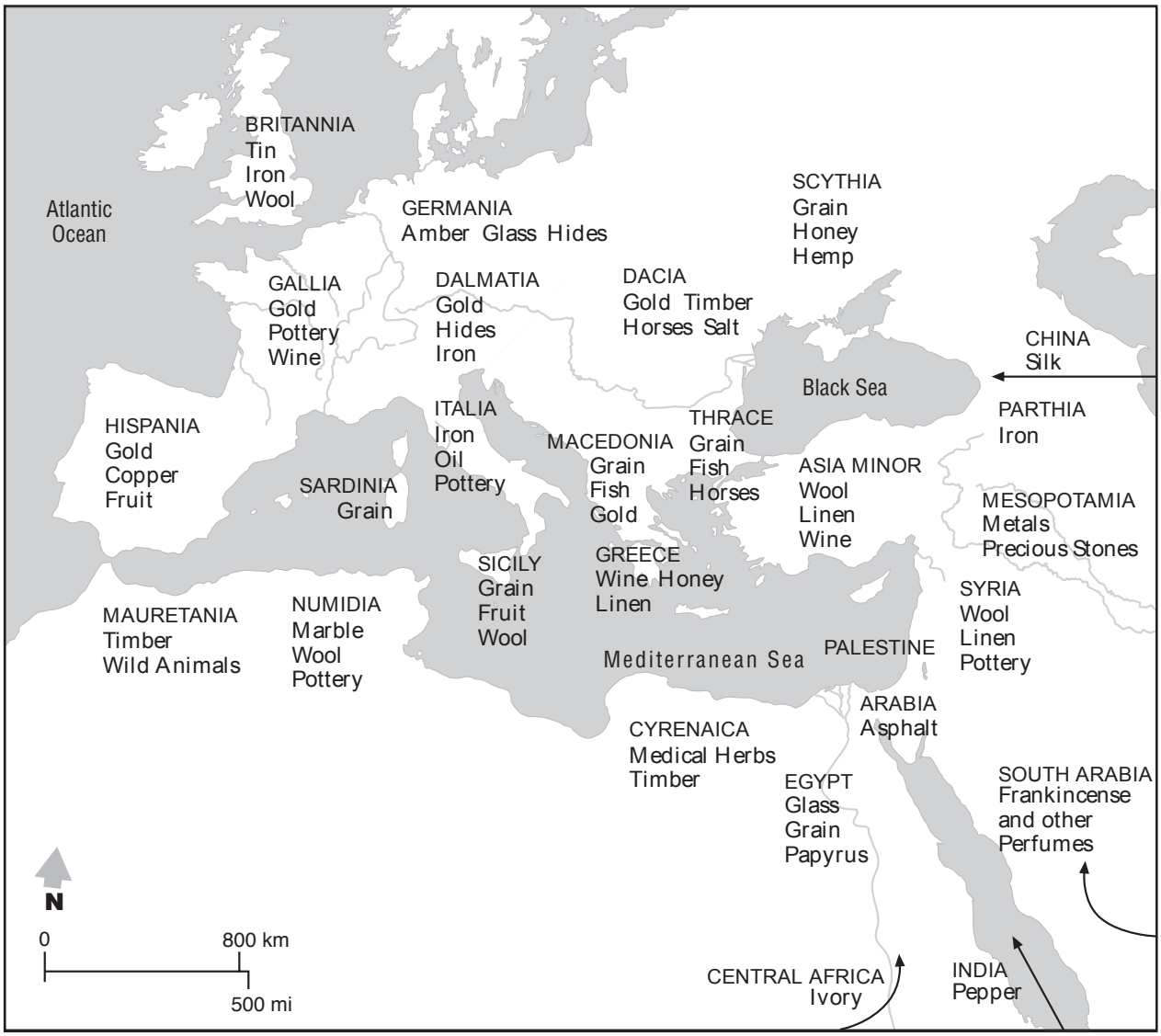
Gaul: gold, silver, iron, glass, marble, pottery, linen
Greece: marble and other building materials, wine, linen, pottery
Spain: gold, silver, iron, copper, lead, horses, marble, wine, wheat, and barley
Britain: lead, tin, iron, copper, wool, hides
Egypt: grains, glass, drugs, papyrus, wild animals
Dacia: gold, salt, horses, timber

When student groups have reported to the class, each student can record data on the Geographical Information section of the Graphic Organizer, **Student Handout 1-B** (page 20). Then students can list the resources they have found on the map of Trajan's Empire (**Visual 1-A**, page 21, copied for a student handout). Alternatively, each group can list resources from the province it has studied on a large blowup of the map.

Optional Homework Assignment:

Have students draw upon the sources used in Activities 1-4 to write a one-page evaluation of Trajan's emperorship. Ask them to imagine they are writing an obituary to be published in *The Roman Times* and to be distributed in every part of the Roman Empire. They may wish to choose an illustration to accompany the obituary.

MAP OF TRAJAN'S EMPIRE WITH TRADING PRODUCTS



THE PEOPLE OF TRAJAN'S ROME

LESSON II OVERVIEW

COMPLETION TIME: This lesson will take approximately four days (class periods).

OBJECTIVES

- Identify the social classes of the Roman Empire.
- Learn to understand the daily life of Rome by exploring examples of Roman art.
- Explore the differences between education in ancient Rome and modern education.
- Compare and contrast the views of old age held by the Romans with American views today.

ACTIVITIES

- **Activity 1**: **Using Roman Art to Explore Daily Life in Ancient Rome**

  Using pictures of two reliefs and a mosaic, students will answer questions about each image and try to describe what daily life was like in Rome. (This will take approximately one class period.)

- **Activity 2**: **Identifying Social Classes from Primary Sources**

  Students will read excerpts from Roman primary source documents and deduce what social class each author is from. Students will then write an interpretation of what they think Rome was like based on the information from the text. (This will take approximately one class period.)

- **Activity 3**: **Comparing Ancient Roman and Modern Education**

  Students will read a primary account of a student in Rome and compare and contrast this account to today's education. (This will take approximately half a class period.)

- **Activity 4**: **Comparing Ancient Roman and Modern Views of Old Age**

  Students will compare and contrast the Romans' view of old age to our modern views of old age. This activity includes an optional homework assignment (This will take approximately half a class period.)

KEY WORDS

assassinate	elite	freeborn	plebeians	senator
citizen	engineer	manumission	rhetoric	slave
edict	equestrians	patricians	ritual	

ACTIVITY 1: USING ROMAN ART TO EXPLORE DAILY LIFE IN ANCIENT ROME

Teacher Materials	Student Handouts
Overhead Projector Visual 1-A: Shepherd Milking Goat and Paying Taxes Visual 1-B: Roman Horse Charioteer	1-A: Graphic Organizer: What Does the Picture Reveal?

HISTORICAL BACKGROUND INFORMATION FOR TEACHERS ON DAILY LIFE IN ANCIENT ROME

The vast majority of people in the Roman Empire were farmers. Farmers, like the man in the first image in this lesson, owned animals, which were bred and sold. A peasant farmer could not afford to eat meat regularly; his animals were too precious to his livelihood to kill for meat. Cattle provided milk, butter, and cheese; goats provided milk, cheese, and wool; sheep provided wool; and all three produced offspring each year.

Work was seasonally intense for farmers, who grew grains, fruits, and vegetables. This was particularly true at harvest time, when families would join forces to bring in the crops. At other times of year, a farming family could enjoy more leisure. The Romans idealized the life of the small farmer and the virtues believed to go along with his subsistence-level standard of living. Cato the Elder, a senior statesman of the Roman Republic, was said to have lived frugally in a cottage in the country, emulating the life of a farmer. His life was in some ways held up as an ideal, although he took his spartan existence to an extreme and few powerful Romans would have chosen to follow in his footsteps. Later in Roman history, small farms in Italy gave way to large farming estates, known as latifundia. Many farmers sold their lands, some of them ending up as workers on the fields they had formerly owned.

Those citizens of the empire who lived in Rome had an advantage over those elsewhere: they paid no taxes. The empire was rich enough that the taxes imposed on the conquered lands completely supported the costs of maintaining the infrastructure of the whole empire, including constructing roads, aqueducts, and monumental buildings; provisioning the army; paying civil servants, and so on. The tax collector in the second image in this lesson probably was not a popular man. Tax collectors often took as much as they could from the provincial subjects, paid the Roman government a required amount, and kept all that they had collected above and beyond this. Nevertheless, there seems to have been little local patriotism or anti-Roman feeling in most of the provinces since, in exchange for their taxes, the subject peoples of the empire received protection from invasion guaranteed by the Roman army. They also began to adopt some Roman ways, visiting their local baths, meeting friends and shopping in their local forums, and buying such luxury goods as glass, olive oil, and wine.

They also attended spectacles in the many amphitheaters and stadiums that the Romans constructed across the empire. Gladiatorial combat was popular, as were many events featuring horses, especially the chariot races. The Romans and provincials followed chariot races avidly, supporting chariot teams the way that modern Americans support football or baseball teams. The man in the third image in this lesson had the important role of grooming horses, possibly for chariot races. Good care of this horse might lead the team to victory; neglect of the horse could lead to injuries. Although we don't know the man's name, we can imagine that he took his work seriously and was proud to have been portrayed on this mosaic.

Women, of course, were found in all classes, but it is only recently that historians have paid much attention to them. Few written documents by Roman women survive, so their lives must be recovered through comments by male writers and by artistic remnants of their existence. For example, archaeological evidence reveals that ordinary women worked as midwives, nurses, food sellers, waitresses, weavers, ceramic makers, and jewelers. It is also clear that the Romans valued boys above girls. Poor families sometimes abandoned infant daughters in the countryside, and female infanticide was common.

Aristocratic women often occupied a place of honor at public ceremonies. Some of these women were politically influential, advising and often humanizing their powerful husbands. Trajan had no children and did not name an heir. Trajan's wife, Plotina, was possibly responsible for choosing Trajan's successor, Hadrian, after his death. Septimius Severus (reigned 193–211), one of Trajan's successors in the second century, leaned heavily on the political skill of his wife, Julia Domna, during his long years of leading military campaigns. Julia Mamaea, the niece of Severus's wife, virtually ruled the empire when her young son Alexander occupied the throne, even leading troops into battle. As in nearly every age, women had large responsibilities in nurturing their children and educating them informally.

About the artworks:

Shepherd Milking Goat

The shepherd milking a goat comes from a marble tomb carving. It may be a mythological scene or may refer to farms owned by the deceased buried in the tomb. Farming life was highly valued even by urban Romans and pastoral scenes were common in Roman art.

Paying Taxes

Around the time of Trajan, freedmen commissioned funeral altars that showed scenes from their lives. Freed slaves served many important functions in Rome and were proud of the jobs they held. Some freed slaves worked as teachers, artists, bankers, and architects; others were civil servants. Families set up the altars near tombs lining streets on the outskirts of the city. This carving may have decorated the tomb of a tax collector.

Roman Charioteer

Thousands of tiny pieces of colored glass (tesserae) create this portrait of a proud charioteer and his horse. Just as people today attend football, soccer, and baseball games, Romans attended chariot races in the Circus Maximus. This charioteer races for the "Red" team and wears protective clothing just as modern athletes do.

ACTIVITY INSTRUCTIONS

This lesson requires transparencies of the three pictures of Roman life. Have the students look at the pictures. Using the questions below, have them try to identify what life was like in the Roman Empire. The graphic organizer (**Student Handout 1-A**) will help them keep track of the details in each of the pictures. Once students have looked closely at each of the images, have them write short paragraphs about the lives of each of the individuals.

Questions about the pictures (*with possible answers*):

Shepherd Milking Goat

1. What kind of person is this?
   A shepherd or a farmer, possibly of the freedman class.

2. What kind of life does he have?
   A hard life; looks like he works long hours. Has responsibility for the goats.

3. What objects are included with the shepherd? Why are they included?
   A milking chamber, a stool, and a portable shelter from the sun made of straw. They are included as tools of the shepherd's profession.

Paying Taxes

1. What do you see in the picture?
   Four men, a basket, a table with coins on it, a man looking at a coin.

2. How would you describe the people?
   Four men: three look to be from the working class and one from a higher class.

3. What are they doing?
   The three working-class men are giving money to a tax collector.

4. What is important about the objects that are included in the picture?
   The money symbolizes that people pay taxes to the government in return for services.

Roman Charioteer

1. What do you see in the picture?
   A man with a horse.

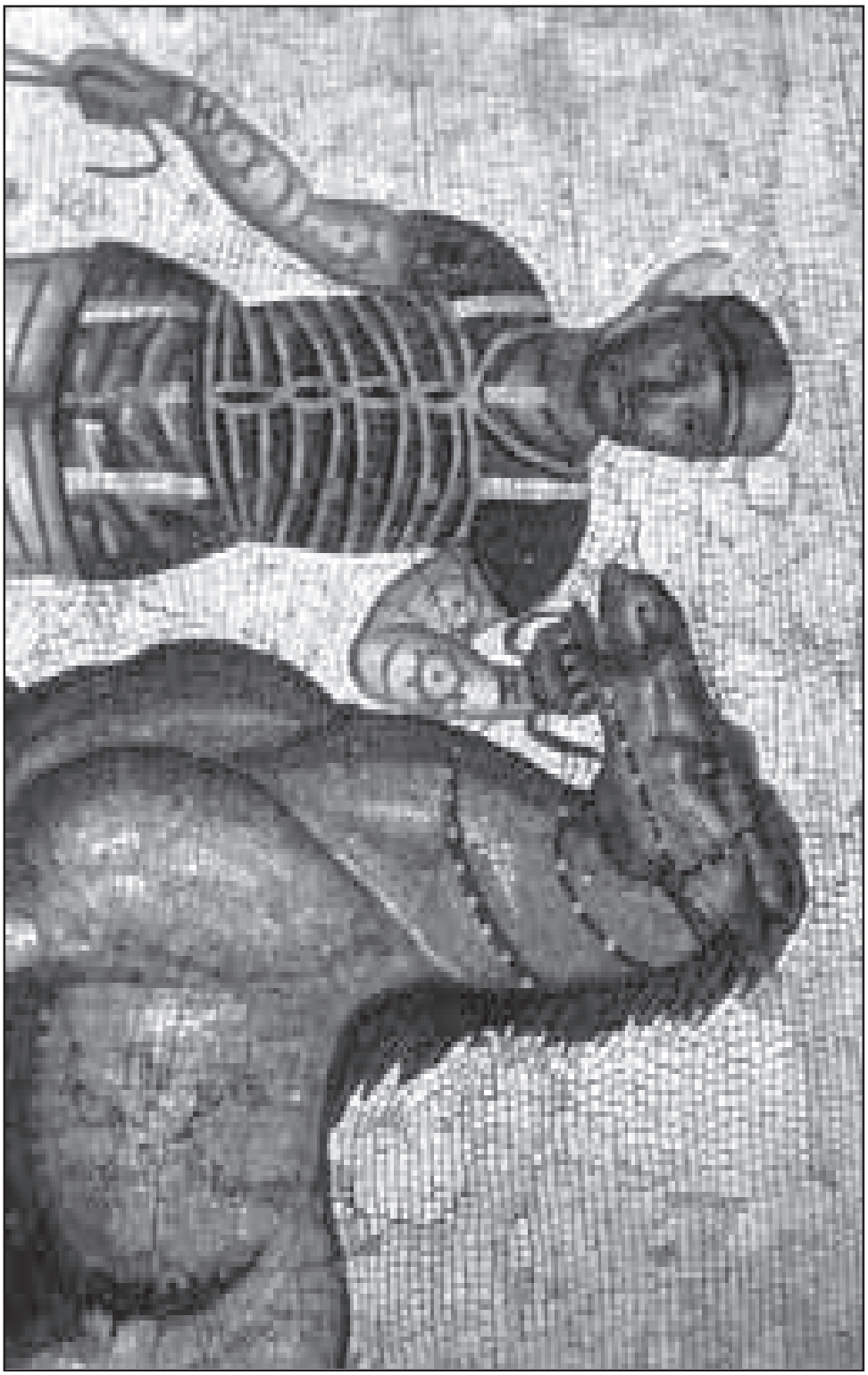
2. What kind of clothes is he wearing?
   A leather hat and vest, wrist guards, shirt.

3. What does he seem to be doing?
   Leading a horse.

4. What might be the importance of the tattoos on his arm?
   They symbolize his clan.

SHEPHERD MILKING GOAT

PAYING TAXES



ROMAN CHARIOTEER

GRAPHIC ORGANIZER: WHAT DOES THE PICTURE REVEAL?

SHEPHERD MILKING GOAT
PAYING TAXES
ROMAN CHARIOTEER

ACTIVITY 2: IDENTIFYING SOCIAL CLASSES FROM PRIMARY SOURCES

Teacher Materials	Student Handouts
Overhead Projector	2-A: Excerpts from Ancient Roman Letters and Satires 2-B: Graphic Organizer: Identify the Author's Social Class 2-C: Definitions of Social Classes 2-D: Roman Crossword Puzzle (Homework)

HISTORICAL BACKGROUND INFORMATION FOR TEACHERS ON SOCIAL CLASSES IN ANCIENT ROME

In the United States today there are no formal definitions of social classes; even informal definitions are used imprecisely. Most American families think of themselves as "middle class." Almost no one holding any job would define himself or herself as "working class" or "lower class," and even those who know that their earnings place them in the top 1% of Americans in terms of their net worth avoid the term "upper class." Who is to say whether someone on the street dressed in jeans and a T-shirt is a construction worker or a corporate lawyer? Americans pride themselves on their classlessness, even though wealth is very unevenly distributed.

The Romans would not have understood this desire to avoid class distinctions. They held to rigid definitions of class, with particular rights and responsibilities attached to them. A Roman encountering a man he hadn't met before might look at the stranger closely for clues about his class. A man of the upper classes might be surrounded by his clients (others who were indebted to him); a poorer man might be wearing dirty shoes because he had to walk on the streets, rather than be carried around in a litter. Certain clothes were worn only by members of particular classes.

In the early Roman Republic (500–287 B.C.) the two most important classes were the patricians and the plebeians. The patricians were the descendants of the earliest aristocratic families of Rome. Everyone else in Roman society, whether rich, poor, or middle class was considered plebeian. Over the centuries the patricians lost many of their privileges and people of plebeian origin became their social and legal equals. It still, of course, counted a lot for someone to say they were of patrician ancestry.

Slaves were not of a different race from the rest of the population (although many of them came from European lands distant from Rome), and a freed slave, or freedman, generally looked no

different from a plebeian. Freedmen could, in fact, become very wealthy; slaves of the imperial household had more power and access to more wealth than most plebeians.

The richest and most influential Romans, the members of the senatorial class, would have been recognized in public and followed around by groups of clients. They wore a distinctive purple stripe on their clothes and had the right to sit in the best seats at the public games and entertainments. The poorest Romans were dependent on the dole—the free bread handed out on the streets to all who needed it. Some turned to begging or crime, but many poor people became clients of wealthier men. Patrons could help their clients find positions and sometimes provided their clients' families with food or money. As is clear from the quote from Juvenal in this lesson, the poor tended to live in tenements on busy, noisy streets. Richer Romans could afford larger houses in quieter parts of town, with courtyards, gardens, and running water.

ACTIVITY INSTRUCTIONS

Have the students pretend that they are archaeologists who are doing work at Trajan's Forum in Rome. They have uncovered some ancient writings that look like letters or other literary works. Pass out **Student Handout 2-A**. Instruct the students to answer the questions below and then try to identify the social class of the person who wrote the letter or satire and what its purpose was. They should refer to the definitions of the different social classes provided in **Student Handout 2-C**. Students may not always find it easy to identify the social class. This will provide an opportunity to discuss the issue that social classes were and are not always clear-cut. The students will record their observations on the graphic organizer (**Student Handout 2-B**).

Questions about primary sources (*with possible answers*):

Cicero (106–43 B.C.)

1. What kinds of trades are mentioned in this letter?
   Collectors of customs, mechanics, fishmongers, butchers, cooks, sausage-makers, actors.

2. What does Cicero consider one of the worst professions?
   Those that minister to pleasure.

3. What social classes are mentioned?
   Equestrians, plebeians, freedmen.

Pliny the Younger (c. A.D. 61–113)

1. What does this letter to Emperor Trajan reveal about what some felt about Christians?
   That some Romans saw Christianity as dangerous but agreed that Christians who agreed to renounce their religion would be released.

2. What did Pliny tell Trajan he had the accused Christians do to prove that they were loyal to the emperor?
   Repeat an invocation to the gods and offer wine and incense to an image of Trajan.

P. Licinius Papirianus, Sicca (North Africa) (second century A.D.)

1. To whom is Papirianus giving money? Why?
   Children and very poor adults. To help buy food.

2. How long can a child receive this sum of money? Why this difference?
   Until the girls were thirteen and the boys were fifteen. Perhaps the girls were married at thirteen.

Juvenal (Decimus Junius Juvenalis) (c. A.D. 55–c.127)

1. Does the passage indicate that Rome was becoming more crowded with non-Romans? How was this evidenced?
   Yes. More people of the empire were moving to Rome. Roman lifestyles were starting to imitate different cultures.

2. How does Juvenal describe Greeks in this passage? Is it a good description or a bad description? Explain.
   As foreigners and as lower class compared to Romans.

If time permits, have the students also write a short interpretation of what they think Rome was like based on their reading of these letters and satires.

Class discussion

Read to the class the following passage from Juvenal's satire on living in downtown Rome. Then have them answer the questions to help them get a further understanding of what it was like to be a person living in ancient Rome. You will want to create a list on the overhead or the chalkboard of the answers the students give to help lead the discussion.

> Here in Rome most sick people usually die from lack of sleep. Undigested food, which lies heavily in an agitated tummy, brings on the weariness. Who can sleep in a slum? Only the rich can sleep in the city—that's the root of the trouble. Even a sleepy Drusus or a sea-calf would be kept awake by the noise of wagons in the winding streets and the

curses of drivers when traffic comes to a halt. Whenever business brings a rich fellow carried high up by his slaves in a comfortable Libernian carriage, the crowd makes way for him. Inside he reads, writes, and even snoozes, for the closed windows of his carriage induces sleep. Even if we hurry, he will still get there first since we are blocked by the crowd in front and behind. This one elbows me, and that one sticks me with his pole; one bangs a beam and another a wine barrel against my head. My legs are covered with mud and my feet trampled from every side, while a soldier stomps his boots on my toe.

Source: Juvenal, *Downtown Rome*; Satire, 3:232–48, translated by Ronald Mellor.

Questions for discussion (*with possible answers*):

1. What did Juvenal experience as he walked down the street?
   Noise, crowds of people, and lots of carts.

2. What sounds did he hear?
   Sounds of carts, people shouting, and people being hit by carts and cargo.

3. Based on the piece, describe those who walk, ride, or get the better transportation. Give examples.

4. What types of transportation are described in this piece?
   The rich have good transportation and the poor and lower class-people walk.

5. Compare what this piece tells about what it was like to live in the city of Rome to what it is like to live in a modern city. Are they same or are there differences?
   Rome was crowded and noisy. A modern city is also crowded and noisy. Modern cities have different forms of transportation.

After they have answered the questions, have the class look at the definitions (**Student Handout 2-C**) of the different social classes and try to place the people in their respective social classes.

Homework: Pass out **Student Handout 2-D** as an optional homework activity.

EXCERPTS FROM ANCIENT ROMAN LETTERS AND SATIRES

From Cicero (106–43 B.C.), a distinguished politician who wrote concerning the private lives of Roman gentlemen, who lived by a code defining acceptable and forbidden callings.

> Public opinion divides the trades and professions into the liberal and the vulgar. We condemn the odious occupation of the collector of customs and the usurer, and the base and menial work of unskilled laborers, for the very wages the laborer receives are a badge of slavery. . . . The work of the mechanic is also degrading; there is nothing noble about a workshop. The least respectable of all trades are those which minister to pleasure, . . . "fishmongers, butchers, cooks, sausage-makers." Add to these, if you like, perfumers, dancers, and [vaudeville] actors.

From Pliny the Younger (c. A.D. 61–c.113), in a letter to Trajan. Pliny was a lawyer, writer and orator. Pliny was also an administrator.

> Those who denied that they were or had been Christians I thought should be released, when they had repeated after me an invocation to the gods, offered incense and wine to your image (which I had ordered brought in for this purpose, along with the statues of the deities), and in addition cursed Christ. It is said that genuine Christians cannot be forced to perform any of these acts. . . . Consequently I have postponed the inquiry and have resorted to consulting you. . . . The infection of this religiosity has spread not only through the cities, but through the villages and countryside as well.

From P. Licinius Papirianus, Sicca (North Africa), second century A.D., writing about a donation of money to provide for the poor children of the town.

> To my fellow townsmen of Cirta [Sicca], to my beloved Siccenses, I [P. Licinius Papirianus] wish to give 1,300,000 sesterces. I entrust this sum to you, dearest townsmen, that from the interest of five percent there may be maintained each year 300 boys and 300 girls, the boys from the age of three to fifteen, each boy receiving 2 ½ denarii per month, the girls from the age of three to thirteen, each girl receiving 2 denarii. Townsmen and residents likewise should be chosen, provided that the residents shall be dwelling within the buildings which bound our colony, and these, if it shall seem good to you, it will be best for the duoviri of each year to choose; but care should be taken that an immediate replacement is found for any child reaching adult age or dying, so that the full number may always be maintained.

From Juvenal (Decimus Junius Juvenalis), the greatest of the Roman satiric poets, flourished in the early years of the second century.

> Now, let me say something about a people our rich men love but whom I try my best to avoid. I'm not ashamed to say it: I can't stand a Rome full of Greek! Of course, our city's scum is made of more than Greeks. . . . But these days, Romulus, even your country-bumpkins think they're Greek, sporting Greeky dinner jackets trimmed with decathlon medals and wearing *eau de underarm* fresh from the gym. The Greeks themselves come flooding in: one from high Sicyon, another from Amydon or Andros, and others still from Samos, Tralles and Alabanda. They all head for the Esquline Hill and the *Mons Viminalis*.

Sources:

Cicero and Pliny selections: Moses Hadas, *Imperial Rome* (New York: Time-Life Books, 1965), 13, 128.

Papirianus selection: Arthur Robinson Hands, *Charities and Social Aid in Greece and Rome* (Ithaca, N.Y.: Cornell University Press, 1968), 185.

Juvenal selection: Bradley P. Nystrom and Stylianos V. Spyridakis, eds. and trans., *Ancient Rome: Documentary Perspectives* (Dubuque: Kendall-Hunt, 1990), 140–41.

GRAPHIC ORGANIZER: IDENTIFY THE AUTHOR'S SOCIAL CLASS

Excerpt	Author's Class	Evidence
Cicero		
Pliny the Younger		
Papirianus		
Juvenal		

DEFINITIONS OF SOCIAL CLASSES

Senatorial Class

In the empire period the Senate was a body of six hundred men—active politicians, generals, and administrators—who were used by the emperor to run the empire. They controlled the highest positions of the government. The senatorial class of these provincial cities had some similarities to today's state legislatures. They had responsibilities at the local level independent of the administration at the imperial (equivalent to the federal) level. There were about a hundred members in each of these local senates. Senators wore a tunic (robe), with a broad purple stripe in front and short boots with the letter "C" on the front, which meant *centum* (first hundred members). Senators were almost always extremely wealthy. The title was passed from father to son.

Equestrians

The members of the equestrians, or knight class, belonged to the second rank of the Roman imperial society. Many equestrians were promoted by the emperors into the senatorial class. The equestrians, like the senators, were landowners. They also had business interests but would not be the ones managing the day-to-day operations. That would be left to their freedman, or trusted slave. From the equestrian ranks were recruited military officers below the rank of general, many of the governors of minor provinces, special agents of the emperor, administrators below the rank of senator, as well as other government posts.

The Freeborn

The freeborn constituted the bulk of the Roman citizen population and included the rich, the poor, and the middle classes. In the early empire the possession of Roman citizenship was often as important as the possession of wealth. In the third century A.D., however, when all the inhabitants of the empire were declared to be Roman citizens, wealth became the basis of social and legal status. There was a great deal of social mobility. Wealth, military and administrative ability, and patronage enabled ambitious individuals and families to move into the equestrian and senatorial classes.

Freedmen

During the early empire, a large number of freedmen, or former slaves, attained positions of social and political prominence while in the service of the imperial household. According to tradition, a slave could be freed at any time by a master. A freedman owed to his or her former owner a certain obligation. The owner became a patron and could expect loyalty and respect. Often a freedman would take up a paid position in the former master's estate.

Slaves

Slaves were an ancient institution in Rome and a major part of Roman society and economics for many centuries. Romans drew up strict laws and regulations so that slaves were treated fairly.

As Rome expanded its territory, the acquisitions of slaves increased. Many of these—Syrians, Jews, Greeks and Egyptians—came from the conquered countries of the East.

As the Romans conquered territories in Western Europe along the Rhine and Danube as well as Gaul and Britain, these places opened up more sources for slaves from the tribes who lived there. With the large variety of slaves in the empire, the Romans broke the role of slave into two classes, Public Slave and Private Slave.

Public Slave Being a public slave was preferable to being a private slave, for as a public slave, "servi Publici," an individual had more personal freedom. Public slaves were rarely sold, and to a small degree they could even own property. Public slaves acted as caretakers to public buildings, served officials of the government, and acted as lictors (bodyguards) and executioners.

Private Slave Those slaves who belonged to one person were called "Familia." These were usually groups of three to a familia. All private slaves belonged to one of two groups: familia urbana or familia rustica.

Familia Urbana These slaves worked in the households of the owners. The slaves of the house were appointed to groups called "decuriae" according to their skills:

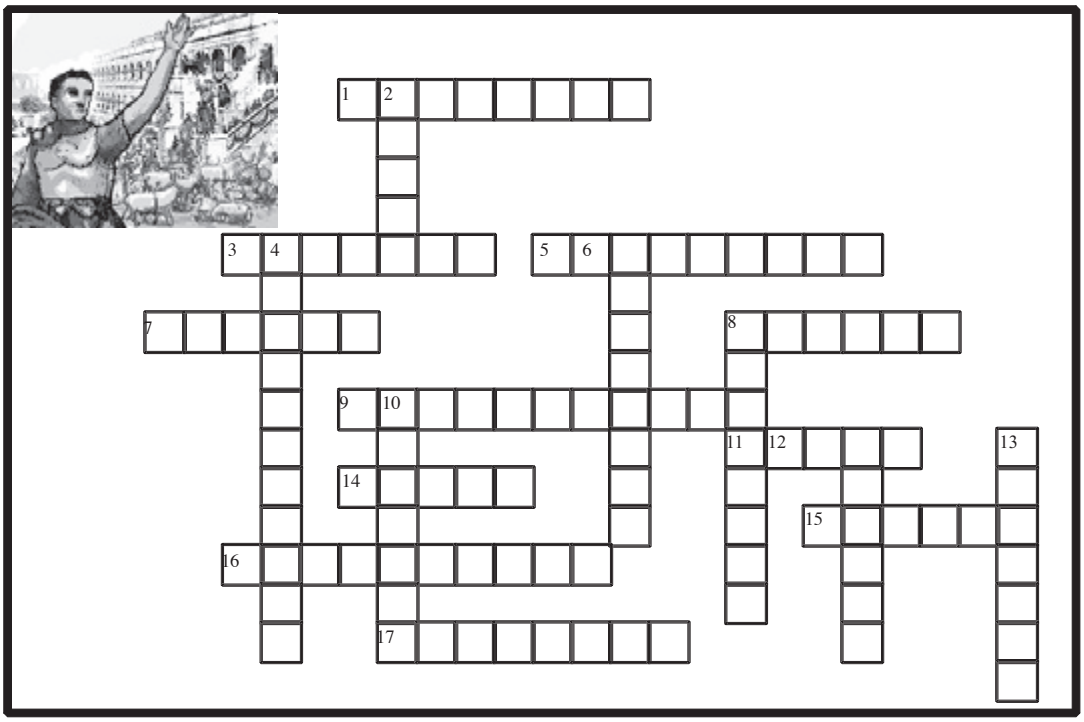
Ordinarii: ran the housekeeping, with slaves under their command. They were butlers or chambermaids.

Vulgares: constituted the bulk of the house slaves. They were cooks, bakers, janitors, and doormen.

Literati: acted as readers or secretaries for the household. They were highly prized for their skills.

Familia Rustica These slaves worked on the farms as sheepherders or farm hands.

ROMAN CROSSWORD PUZZLE



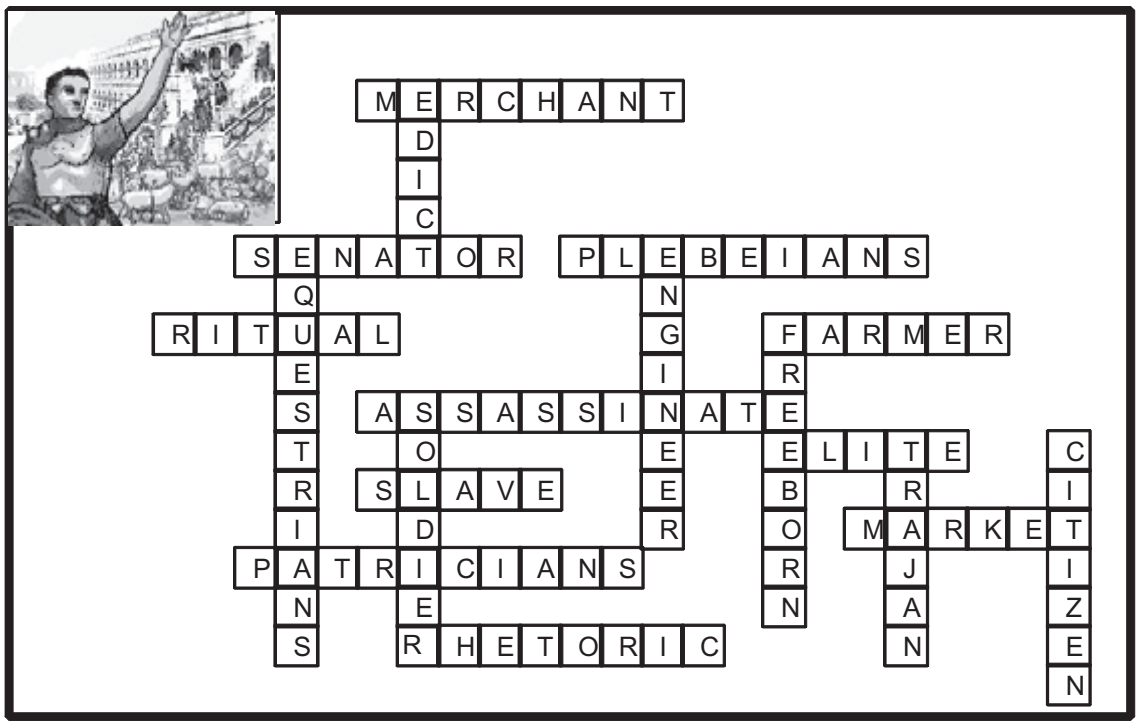
ACROSS

1 A person who buys and sells goods.
3 A member of the ruling political class of Rome.
5 Came from the ranks of the commoners
7 A ceremony or rite: the prescribed form or order for a religious or solemn ceremony.
8 A person who works the land and grows crops for food.
9 To murder someone, especially for political reasons.
11 A general term for someone in the upper class.
14 A person who was owned by another person, used for manual and domestic service.
15 A place where people went to buy and sell.
16 A term for the ancient aristocracy of Rome
17 The art of effective writing and public speaking.

DOWN

2 A proclamation or announcement given out by an authority and having the force of the law.
4 Fullfilled the needed task of bankers and economic leaders.
6 A person who designs and builds roads and buildings.
8 A Roman who was born out of slavery and has citizenship.
10 A member of the army.
12 The ruler of the Roman Empire from 98 A.D. to 117 A.D.
13 To be a member of a country, having all rights and privileges

ROMAN CROSSWORD PUZZLE (teacher key)



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ACTIVITY 3: COMPARING ANCIENT ROMAN AND MODERN EDUCATION

Teacher Materials	Student Handouts
Overhead Projector Visual 3-A: Boy Reciting Lessons	3-A: A Day in the Life of a Schoolboy 3-B: Graphic Organizer: Education for the Roman Child

HISTORICAL BACKGROUND INFORMATION FOR TEACHERS ON ANCIENT ROMAN EDUCATION

Schooling for most upper-class Roman children varied greatly. Some would be taught at home by a tutor or a slave. Some would be sent to a private school. For those who could not afford private schools or a private tutor at home, there were the public schools in the cities. Most children of lower-class background, especially country workers, the poor, and slaves, usually did not learn to read or write or have the opportunity to go to school.

A Roman school would often be nothing more than a one-man setup. This would usually be a small room or even a shop booth in the marketplace that would be open to the street with only a curtain for a door.

Teachers were overworked and underpaid, putting in long hours for very little reward. Most artisans and manual laborers received the same amount of money. Teachers were often paid about 15 denarii a month (180 denarii a year). Most Romans needed 250 denarii a year to support a family.

The first thing Roman children had to learn was how to read and write. The written word was all around them in public buildings and public edicts. Even at home, children were surrounded by writing in the form of calendars, letters, laws, regulations for shrines, and funeral epitaphs. Many families kept personal and financial records and operated businesses, meaning education was important.

In school the basic education for a boy would include law, morality, and physical training. This was to prepare him for the role he would play in society and in the army. If a free Roman were taught basic arithmetic, it rarely went beyond addition and subtraction. The Roman numbering system was very difficult; one had to use an abacus to do most math. Education for Roman girls evidently was limited to those of the upper class. They went to elementary schools to learn reading and writing but were not allowed to pursue higher studies with philosophers, mathematicians, or rhetoricians.

Roman children were taught how to imitate their masters (teachers). Learning was a matter of imitation and repetition. After the children learned the alphabet, they would learn to read by repeating aloud and by tracing the words in the text.

Discipline in Roman times was quite different from that of today. If a male student made a mistake when asked a question, the teacher might beat him with a cane. If he did something wrong or spoke without permission, he could receive a flogging in front of the class to set an example. In the public schools it was not uncommon for teachers to cruelly use a whip against his students.

A child could achieve nothing until learning proper social gestures and behavior. As soon as a child's education was complete, he or she could assume the proper role in society.

ACTIVITY INSTRUCTIONS

Distribute *A Day in the Life of a Schoolboy* (**Student Handout 3-A**) for the students to read. This is a good example of Roman education for the upper class. Have the students compare the subjects that Roman students were taught with the subjects that they study. Give the students the graphic organizer (**Student Handout 3-B**) to help them categorize what they find out about Roman education and its similarities to education today.

Next, show the picture of the boy reciting a lesson (**Visual 3-A**). Ask the students to describe what they see. Have them try to imagine what lesson was being taught or even have them try to identify how the student felt about the teacher based on the clues provided in the picture. This picture is from a tomb carving that shows scenes from the life of a boy.

BOY RECITING LESSON

PRIMARY SOURCE: A DAY IN THE LIFE OF A SCHOOLBOY

I awoke before dawn; I arose from my bed; I sat down and put on my socks and shoes. I requested water for my face; I washed my hands first and then my face; I wiped them dry. I took off my sleeping clothes and put on my tunic; I did up the belt. I greased down my hair and combed it. I put a scarf around my shoulders; on top of that I put a white cloak, and over that a rain mantle. I left my bedroom with my pedagogue and nurse and went to greet my father and mother; I greeted them both and kissed them. Then I left home.

I went to school. I entered and said, "Hello, teacher," and he kissed me and greeted me in return. My slave who carries my books handed me my waxed tablets, my writing box, and my writing instruments. Sitting in my place, I smoothed over the tablets. I printed the assigned sentence. When I had finished it, I showed it to the teacher. He corrected it, wrote over my errors, and bid me to read it aloud. Having been bidden, I recited it to another student. Immediately afterward a fellow student dictated to me. "And you," he said, "dictate to me." I said, "First recite." And he dictated to me, "Didn't you see? I recited before you did" I said, "You're lying; you didn't recite." "I'm not lying!" "Well, if you're telling the truth, I will dictate." In the midst of this quarrel, the little boys, who were so bidden by the teacher, lined up in two groups for their elementary exercises; one of the older boys gave one group of them syllables to spell. The other group recited word lists, in order, to the assistant teacher; they print the words and then print lines of verse. I, who am in the advanced class, was given a dictation exercise. When we sat down, I went through my word lists and notes on grammar and style. Called up to the head teacher to read aloud, I listened to his comments on narration, speech construction, and characterization. I was questioned about grammatical theory, and I gave my answers. "Do you say 'to whom'?" "What are the parts of a speech?" I declined nouns and parsed sentences. When we had finished this, the teacher dismissed us for lunch. After being dismissed, I came home. I changed clothes and ate some white bread, olives, cheese, dried figs, and nuts. I drank cold water. After lunch I returned to school.

Source: Jo-Ann Shelton, *As the Romans Did: A Sourcebook in Roman Social History* (New York: Oxford University Press, 1988), 113-114.

GRAPHIC ORGANIZER: EDUCATION FOR THE ROMAN CHILD

List as many things as you can about what it was like for a Roman child to go to school (what subjects he had to learn, how he was disciplined, etc.). Then compare that to the subjects you take in school and the things you do at school. List the things that are the same at the bottom of the chart.

Roman Education
My Education
The Same

ACTIVITY 4: COMPARING ANCIENT ROMAN AND MODERN VIEWS OF OLD AGE

Teacher Materials	Student Handouts
Overhead Projector, Chart, or Chalkboard for Listing Ideas Magazines and Newspapers with Pictures of Elderly People Butcher Paper or Tag/Poster Board	4-A: Historical Background Information on Roman Attitudes Towards Old Age 4-B: Excerpts from Cicero, *On Old Age* 4-C: Graphic Organizer: Two Views of Old Age

HISTORICAL BACKGROUND INFORMATION FOR TEACHERS ON ROMAN ATTITUDES TOWARD OLD AGE

See **Student Handout 4-A**.

ACTIVITY INSTRUCTIONS

In this activity students will compare and contrast the views of old age in ancient Rome and in modern culture.

Give students the handouts *Historical Background Information on Roman Attitudes toward Old Age* (**Student Handout 4-A**) and *Excerpts from Cicero,* On Old Age (**Student Handout 4-B**). They should read the handouts individually and then work with a partner to list as many things as they can find in the readings about the Roman view of aging and the elderly.

When the student pairs have finished their lists, ask questions about how modern society views old age. Make a list on the overhead projector, chart, or chalkboard of modern views.

Questions for class instruction:

1. How does modern society treat older people?

2. What do senior citizens have to look forward to when they reach old age? What do they have to do to prepare for retirement? How are your grandparents dealing with their retirement?

Now, distribute the graphic organizer *Two Views of Old Age* (**Student Handout 4-C**). Students can draw from the lists they made with their partners and the class list to fill in the chart.

Questions for class discussion:

1. How did the Romans treat older people?
   They treated them with respect and would turn to them for advice.

2. What did upper-class Roman senior citizens, fifty years or older, have to look forward to when they reached old age? Did they have to do anything to prepare for retirement like people have to today?

3. What types of things do your parents do to prepare for retirement? What do your grandparents do during their retirement? How does this differ from what the Romans had to do?

Optional homework assignment: **Create a poster**

Guide students in creating a poster that shows the modern view of old age. This could be done as a homework assignment if time does not permit or if art materials are not available in your classroom.

Have the students go through magazines and newspapers looking for pictures, advertisements, and drawings that show what people who reach retirement are supposed to do. Have the students create a poster on butcher paper or tag board, grouping the pictures in categories such as travel, medical care, work, home, and entertainment. Display the poster and have the class create a list of things that they think modern society says old age is to be like.

Questions for discussion of the poster assignment:

1. The media plays a big part in shaping images of what life is supposed to be like in society. From the pictures that have been collected, what is retirement like today?

2. What impressions are people given in terms of how they are to spend their time after they stop working?

3. Do all adults have the same retirement goals? Can people from all economic classes reach the same goal?

4. In ancient Rome, could every person from every social class expect to have the same lifestyle in retirement as someone from the upper class?

HISTORICAL BACKGROUND INFORMATION ON ROMAN ATTITUDES TOWARD OLD AGE

The Romans had a different view of old age and retirement compared to today. It is hard to say when old age began in Roman society; only the army distinguished between younger and older for active military service. *Seniores,* men over the age of forty-six, were only called up to active duty in extreme cases. Except for this situation, reaching a certain age did not require a person to step down from a job.

Fifty percent of Roman children didn't live past their third year. Many adults did not live to fifty. But those of the upper class who did live past fifty had some good things to look forward to. That was not the case for the lower-class people. Most of them died young or, by the time they reached old age, were worn out and crippled from years of hard work. The upper classes —the senatorial and equestrian classes—had the money and privilege that allowed them an easier lifestyle. If they reached fifty, they enjoyed a life of leisure.

There were no maximum age limits for magistrates. They had to be forty or over to hold positions of authority. Senators (in earlier times), had to be forty as well, although in the last century of the republic they could have been as young as thirty. Maturity was a necessary requirement for appointment to high government offices. The Romans did not view old age as a handicap, and older people had a vital role to play in society. They were viewed as citizens who had gained wisdom through experience.

Roman society treated elders with respect. People would make way for them in public, stand up when they entered a room, provide escorts for them on trips, and accompany them when they went to their homes. They would always turn to them for advice. Women often commanded respect. The Vestal Virgins were vitally important in Roman religion, and the independent wealth of Roman matrons figured importantly in the finances of the Christian church.

The Romans also held admiration for the men who were healthy and strong and who showed self-control and practiced a physical exercise regimen. Romans who did live to old age tended to be lean and in good physical shape. Romans who became fat and flabby were considered to be in ill health that resulted from a soft and lazy life. As one historian puts it, "The obese died young and discredited."

The view of retirement in ancient Rome, at least for the upper class, was in some ways similar to that of senior citizens today. Elderly citizens of Rome generally preferred the private life to the public one, with all of its stresses and hard work. They wanted to take it easy and relax. They would leave their sons to continue on in the Senate or in private business. Most would move to one of their country villas and enjoy watching the animals . "He put away his toga and donned broad tunics, comfortable cloaks and hats to ward off sun and rain," says one historian.

EXCERPTS FROM CICERO, *ON OLD AGE*

I can point out to you Roman farmers in the Sabine country, friends and neighbors of mine, who are scarcely ever absent from the field while the more important operations of husbandry, as sowing, reaping, and storing the crops, are going on. Although this interest of theirs is less remarkable in the case of annual crops, for no one is so old as to think that he cannot live one more year, yet these same men labor at things which they know will not profit them in the least. "He plants the trees to serve another age," as [the poet] Caecilius says.

What you say is true, Cato; but perhaps someone may reply that old age seems more tolerable to you because of your resources, means, and social positions, and that these are advantages which cannot fall to the lot of many.

A pleasure, rather than a bore, say I. For just as wise men, when they are old, take delight in the society of youths endowed with sprightly wit, and the burdens of age are rendered lighter to those who are courted and highly esteemed by the young, so young men find pleasure in their elders, by whose precepts they are led into virtue's paths; nor indeed do I feel that I am any less of a pleasure to you than you are to me. But you see how old age, so far from being feeble and inactive, is even busy and is always doing and effecting something—that is to say, something of the same nature in each case as were the pursuits of earlier years. And what of those who even go on adding to their store of knowledge? Such was the case with Solon, whom we see boasting in his verses that he grows old learning something every day. And I have done the same, for in my old age I have learned Greek, which I seized upon as eagerly as if I had been desirous of satisfying a long-continued thirst, with the result that I have acquired firsthand the information which you see me using in this discussion by way of illustration. And when I read what Socrates had done in the case of the lyre, an instrument much cultivated by the ancients, I should have liked to do that too, if I could; but in literature I have certainly laboured hard.

Source: Marcus Tullius Cicero. *De Senectute, De Amicitus, De Divinatione* Translated by William Armistead Falconer. (London: W. Heinemann, 1923), 17, 33, 35.

GRAPHIC ORGANIZER: TWO VIEWS OF OLD AGE

List two or three things that the modern view of old age has that the Roman view does not. Then write a short paragraph giving your opinion on why the modern view is different from that of the Romans. Comment on whether you feel the differences are positive or negative.

The Roman View
The Modern View
The Same

BUILDING TRAJAN'S CITY

LESSON III OVERVIEW

COMPLETION TIME: This lesson will take approximately five days (class periods).

OBJECTIVES

- Compare and contrast the design of a Roman house to that of a modern-day home.
- Evaluate the design and artistic qualities of Roman mosaics.
- Learn the importance of Roman roads and how they were built.
- Understand how the Romans planned their public spaces.

ACTIVITIES

- **Activity 1: Comparing Roman and Modern Houses**

  Students will compare the design of a typical Roman house to that of the modern house or apartment that they live in. (This will take approximately one class period.)

- **Activity 2: Analyzing a Roman Floor Mosaic through Pictures and Model Construction**

  Students will look at pictures of Roman floor mosaics and learn about their artistic qualities. Students will then design a mosaic like the ones used in Roman homes. (This will take approximately two class periods.)

- **Activity 3: Analyzing Roman Roads by Designing a Model Road**

  Students will identify and explore the importance of Roman roads. Students will then create a model of a Roman road to see how they were built. (This will take approximately one class period.)

- **Activity 4: Exploring the Architecture of Ancient Rome**

  Students will study Roman architecture by analyzing the design and construction of Trajan's Forum and Market. Students will then create designs for public spaces in their own school using what they have learned about Roman architecture. This activity includes optional homework. (This will take approximately one class period.)

KEY WORDS

aqueduct	cubiculum	mortar	women's
atrium	forum	peristyle	quarters
concrete	lararium	triclinium	

ACTIVITY 1: COMPARING ROMAN AND MODERN HOUSES

Teacher Materials	Student Handouts
	1-A: How Are Modern and Roman Houses Similar? 1-B: Diagram of a Typical Roman House 1-C: A Roman Villa (cutaway) 1-D: Primary Sources on Roman Houses

HISTORICAL BACKGROUND INFORMATION FOR TEACHERS ON ROMAN HOUSES

The Romans believed that to be truly civilized one needed to live in a permanent place. A Roman was rooted by his house to his city and country. Through this house he was linked to his lineage and family history.

Roman houses were four sided, often in a rectangular shape, and were built around open spaces. They were two stories tall and had no cellar underneath. Most of the houses were constructed of brick and mortar and had concrete foundations. Many were decorated with brightly painted walls and elaborate mosaics on the floors in the entryways and in formal eating places.

Most people in Roman times lived in humble cottages in the country or in crowded apartments in the city. Only the rich could afford to live in houses in the city. The house was designed to be very private and had no ground floor windows in the outside walls facing the streets. This made the residents safe from burglars. The back of the house was a walled garden with vines, trees, and a fountain.

In comparing the typical home that is built in the United States, it is evident that the plan of the house has changed. Most homes today are placed in the middle of a lot away from the street with lawns surrounding the house in front and back. Today's families also live differently in their homes. Instead of spending time outside in the garden, they dwell more inside. People today also spend more time in their individual bedrooms as compared to the Romans, who spent very little time in their bedrooms.

ACTIVITY INSTRUCTIONS

Have the students think about what they have learned regarding Roman daily life and then pass out the floor plan of a typical Roman house (**Student Handout 1-B**). Have students compare the rooms to those of the home that they live in today. Use the comparison chart (**Student Handout 1-A**) for the recording of the students' findings. Have them answer the questions on the bottom of the worksheet.

Pass out **Student Handout 1-C** and ask students to consider the following questions:

What kind of family do you think lived in this villa (house)?

What might you see on the floors? On the walls?

Where do you think most of the activity by women took place in the house? By men?

Where were visitors received? What were private areas?

If you were a Roman who lived in this house, where would you spend most of your time?

Would you want to live in a house like this? Why or why not?

Next, pass out **Student Handout 1-D** and have students read the description of a Roman house. Discuss the following questions. Then have the students draw in the floor plan of the house or apartment in which they live. Have them label each room and describe what it is used for. Follow the example of the diagram of the Roman house.

Questions about Student Handout 1-D (with possible answers):

According to Vitruvius, what should the house of a merchant or common person have in it?

It should have stalls for animals, storage for goods to sell.

Why was it not important for common people to decorate their houses elaborately?

They paid their respects by visiting others. No one visited them, so they didn't need elaborately decorated homes.

What did the Romans feel was necessary for the home of a high-ranking official? Why?

Princely vestibules, lofty halls, and spacious gardens. Their homes should be as great as any public building because deliberations and private judgments took place there.

What kinds of jobs or responsibilities would a high-ranking person have?

To serve the state by holding office.

Do you think that people today design houses in the same way, to project power and wealth, or are all homes designed the same? Give examples.

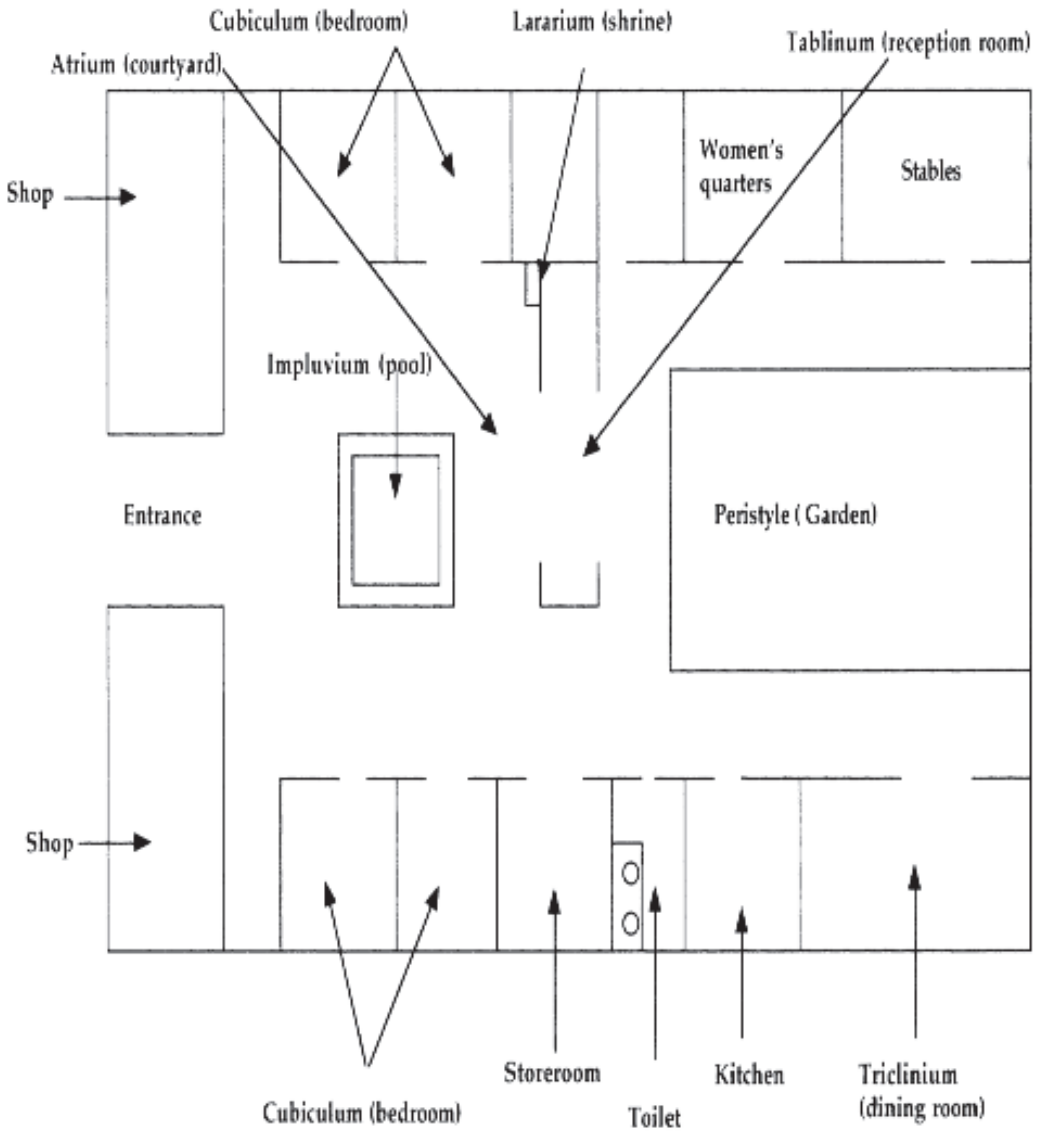
Working-class houses do not usually include a store as well as the home. Government officials' homes and those of other wealthy Americans are usually decorated and designed differently from most middle-class homes.

HOW ARE MODERN AND ROMAN HOUSES SIMILAR?

List as many things as you can about a Roman house and a modern house in the boxes below. Look for the names of the rooms and what they are used for. Then think about your own home and all of the rooms in it. List some of those rooms and think of what they are used for. Are there any similarities between the Roman house and yours?

Roman House	A Modern House
List some of the rooms in a Roman house.	List some of the rooms in a modern house.
Which rooms are still used today?	
How many of the rooms in the modern house have remained the same except for their names?	
Do modern homes maintain the tradition of placing a garden in the middle of the house like the Romans? Where are gardens and/or plants placed today?	

DIAGRAM OF A ROMAN HOUSE



A ROMAN VILLA

Like a living room today, the *atrium* was the place where Roman families entertained their guests. But the Roman living room had a hole in its roof. Rainwater poured into a pool where it was stored for drinking and washing.

The father of the family sits here, where he can see all the action.

Can you eat lying down? Romans held dinner parties in a room called the *triclinium*, which means "three-couch place." The room had three couches, and dinner guests ate while lying on their sides.

PRIMARY SOURCES ON ROMAN HOUSES

The architect Vitruvius classified houses according to their atrium; that is, according to the social standing of their owner.

> "Magnificent vestibules and alcoves and halls are not necessary for the common people, because they pay their respects by visiting others, and are not visited by others.
>
> But those who depend on country produce must have stalls for cattle, and shops in the forecourt, and, within the main building, there must be cellars, barns, stores, and other apartments designed for the storage of produce rather than for the elegant effect."

Vitruvius described the atrium of one of the great men in the Republic:

> "For persons of high rank who hold office and magistracies, and whose duty it is to serve the state, we must provide princely vestibules, lofty halls and spacious peristyles, plantations and broad avenues finished in a majestic manner. Further, these must be libraries and basilicas of similar grace and as magnificent as the equivalent public structures, because, in such palaces, public deliberations as well as private trials and judgements are often performed."
>
> —Vitruvius, *On Architecture*

Source: Florence DuPont, *Vie Quotidienne du Citoyen Romain sous la République* [Daily Life in Ancient Rome], Translated by Christopher Woodal (London: Blackwell, 1989), 97.

ACTIVITY 2: ANALYZING A ROMAN FLOOR MOSAIC THROUGH PICTURES AND MODEL CONSTRUCTION

Teacher Materials	Student Handouts
Large sheet of construction paper Strips of colored construction paper Glue sticks or white glue Pencils, hole punch,scissors	2-A: Graphic Organizer: Looking at Roman Mosaics 2-B: Roman Ship Mosaic 2-C: Women Athletes Battle of the Gladiators (from Lesson VI, Visual 2-A)

HISTORICAL BACKGROUND INFORMATION FOR TEACHERS ON MOSAICS

Many middle- and upper-class Romans decorated the floors of their houses with mosaics. These pictures made of thousands of pieces of stone or glass often showed subjects from Greek or Roman mythology or scenes from everyday life. Many of these Roman mosaics were created by Greek master craftsmen, who also developed themes for which they became known.

The artists who created these mosaics were highly skilled. Sometimes they created the elaborate scenes in a workshop and glued them to cloth. The mosaic was set on the floor and the cloth removed. Other times the tiny stones were set into wet cement, the craftsman working quickly and carefully.

Pebble and glass mosaics originally added some protection to a floor. They had the advantage of being easier to clean than an earthen floor or rug. The patterns simulated woven rugs or sometimes imitated wall paintings. There are great differences in mosaic styles throughout the empire. Romans of Trajan's day favored elaborate black-and-white scenes or dazzling geometric patterns.

Mosaics were also made in pre-Columbian cultures, in the form of elaborate and beautiful inlaid objects, as well as the Islamic world.

About the mosaics:

The ship mosaic comes from Rome. Mosaics created using black-and-white tiles often decorated the homes of wealthy Romans. The scene showing gladiators comes from what might have been the home of a well-to-do Roman. The artist has used different colored stones to give a realistic picture of gladiators. The mosaic of women athletes comes from an emperor's country palace on the island of Sicily.

ACTIVITY INSTRUCTIONS

Pass out **Student Handouts 2-A** through **2-C** and **Visual 2-B** from Lesson VI (page124). Have the students use the graphic organizer **Looking at Roman Mosaics** to analyze the three mosaics.

After gaining an appreciation of the subject matter and techniques of Roman mosaic artists, have students create their own mosaic tiles like the ones designed by the Romans for their houses. Have the students design a tile that shows a scene from everyday life. This could include pets, flowers, nature scenes, people, sports, etc. After finishing their mosaic, students should display their work and discuss the challenges they encountered.

Pass out sheets of construction paper. Using the teacher materials, follow these steps to guide the students through the project:

1. Have students draw a design on the construction paper.

2. Students will need to cut, rip, or use a hole punch to make small pieces of paper that will be used in covering their design. The smaller the pieces of paper, the better.

3. Starting from the center of the square and working out, the students then start to place the pieces of colored paper on their design.

4. Use a little glue on each piece, being careful not to use too much (otherwise the paper will bubble and dry with bumps).

5. After they have covered all of their design, the students will need to cover the remaining area with tiles of one color to fill in the rest of the square.

Upon completion, let the mosaics dry for a few hours.

LOOKING AT ROMAN MOSAICS

Use this chart to help you record the differences between the mosaics. Look closely at each one and try to notice the detail that went into making it, especially the small tiles (tesserae) used to make the designs, the colors chosen for each, and the way in which the subject is portrayed in the picture.

What do the three mosaics have in common?
How are they different?
What do the mosaics reveal about their owners? Ship: Athletes: Gladiators:
Are the subjects realistic? Why or why not?
Do any of these look like artworks you have seen? Where?

ROMAN SHIP MOSAIC

WOMEN ATHLETES

ACTIVITY 3: ANALYZING ROMAN ROADS BY DESIGNING A MODEL ROAD

Teacher Materials	Student Handouts
Shoebox (one per student or group) Modeling sand, aquarium pebbles,and flat stones Two rulers per student or group Small paint roller	3-A: Roman Engineer 3-B: Diagram and Instructions for the Roman Road Project

HISTORICAL BACKGROUND INFORMATION FOR TEACHERS ON ROMAN ROADS

Roman roads made Greek roads look like footpaths. Constructed with great skill, the Roman roads were strong enough to support metal-wheeled wagons weighing over half a ton. Many of the roads were wide enough to accommodate two chariots riding side by side.

Although built by Roman soldiers, along with plenty of muscle provided by slaves, the Roman roads depended on the indispensable surveying skills of Roman engineers. Once the surveyors had marked out the road with stakes, a ditch would be dug on each side into which a row of curbstones was set. A deeper ditch between the curbstones was then filled with layers of stones. The top layer formed the pavement of the road and was higher in the center. This allowed for water to run off during rainstorms and flow into the ditches on either side of the road. Flat stones would be used for the top layer of stone. They would be fitted together, with any gaps in between being filled in with small stones. Milestones, made of huge stone pillars, lined every Roman road, marking off each mile for the benefit of the army, travelers, and maintenance crews.

The Romans built about 50,000 miles of paved roads throughout their empire, in comparison to the United States which has built about 52,000 miles of interstate highways. Although the Romans constructed their roads for military purposes, once they were in place they were used by civilians for trade. The United States built its interstate system for similar reasons with similar results.

ACTIVITY INSTRUCTIONS

Pass out copies of **Student Handout 3-A**. Give students a few minutes to read the call-outs on the "Moment in Time" of the Roman engineer. Then lead a discussion of Roman surveying, engineering, and road-building skills. Ask students how they think road-building techniques have improved in the twenty centuries since this Roman engineer was at work outside Pisa. Remind them that Roman roads were used for centuries and that only in modern times has the technology of road construction improved over that of the Romans.

Questions for discussion:

How can you tell that Roman engineers were very skilled?

What kind of training do you think the Roman engineer needed?

Based on what you know about Roman society, do you think the engineer was a patrician? An equestrian? A freedman? A slave? Why?

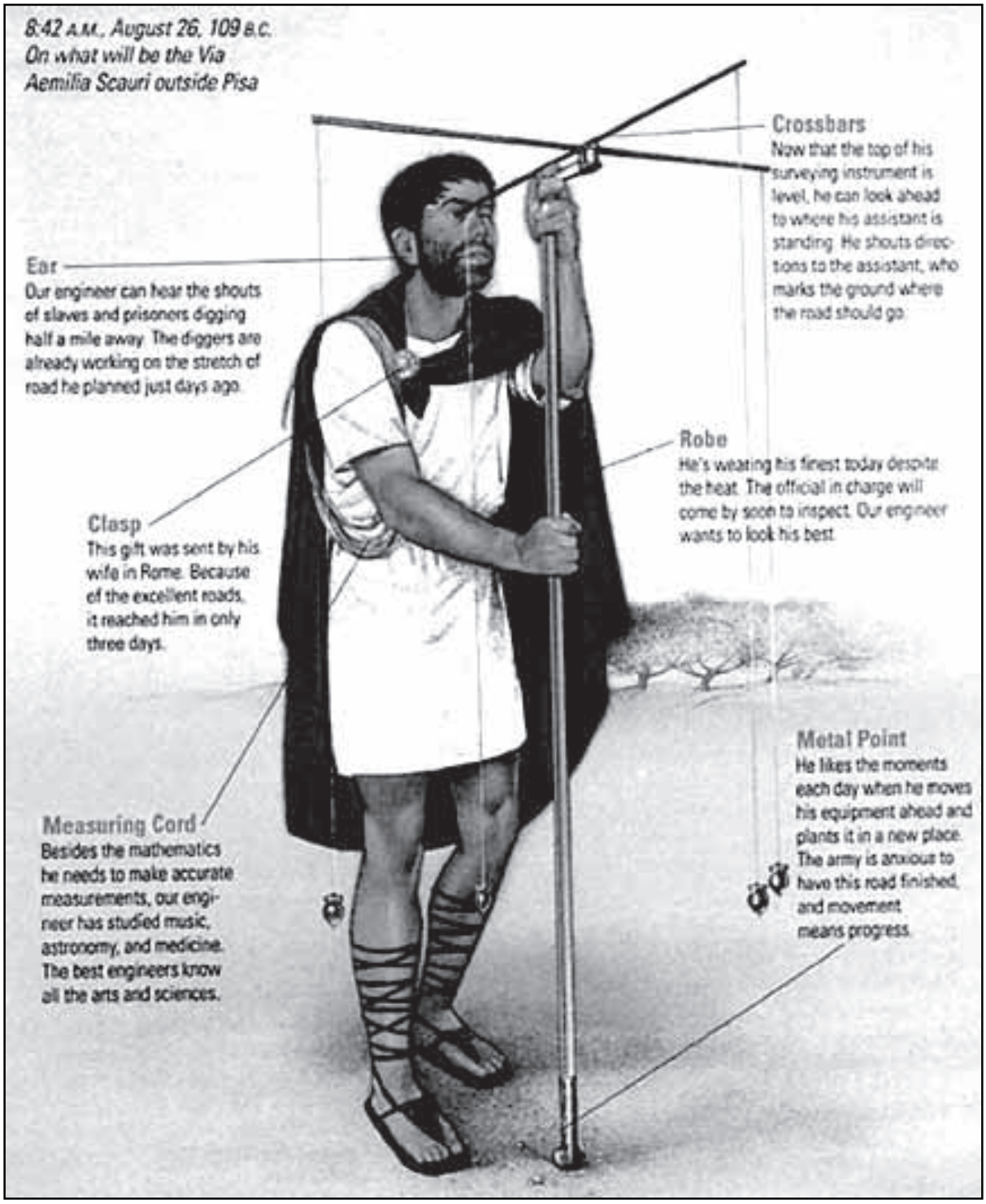
Is anyone in your family an engineer? Does he or she construct roads?

What other things do engineers build today? Do you think modern engineers have anything in common with Roman engineers?

Imagine a modern engineer and a Roman engineer having a conversation. What about today's roads would surprise a Roman engineer? What about Roman roads would surprise a modern engineer? Why?

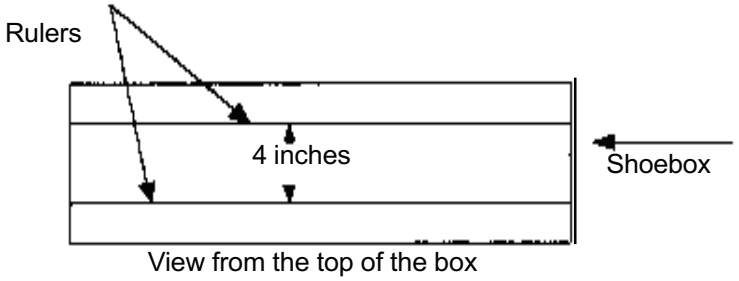
Now tell students that they will build a small piece of a Roman road in order to appreciate the forethought and skills involved in creating 50,000 miles of road in the empire. Pass out **Student Handout 3-B**; either have the students build an individual project or work in groups. Use **Visual 3-A** as a transparency or as a duplicated handout for students to guide them in their road construction project.

ROMAN ENGINEER

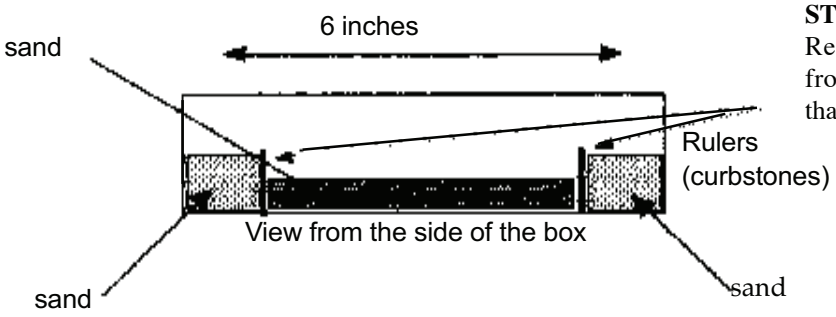


ROMAN ROAD PROJECT DIAGRAM

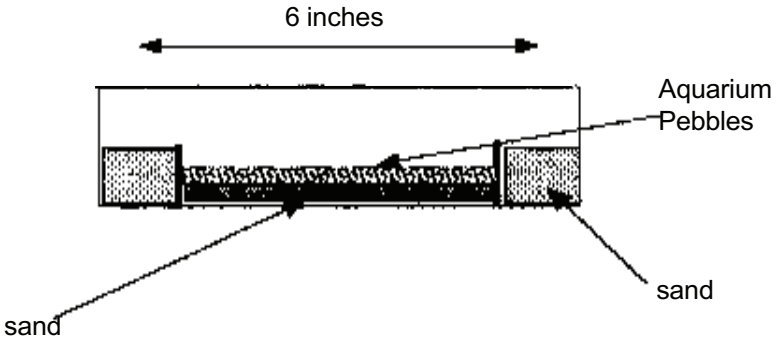
Cut the sides of a shoebox so that about two inches of the sides remain. Then, pour sand into it so it covers the bottom of the box to a height of about one inch.



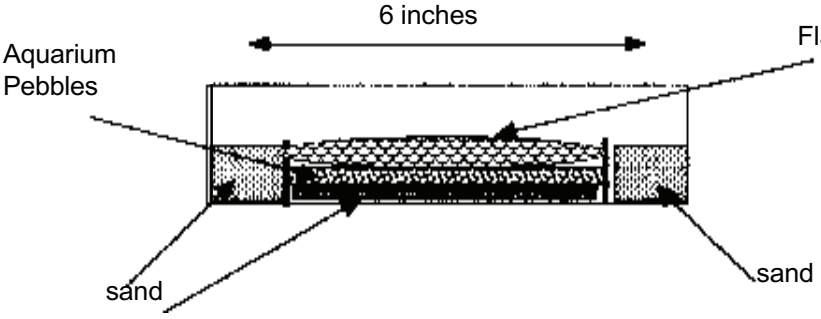
STEP ONE
Use two rulers as curbstones. Place the rulers upright about one inch from the side of the box.



STEP TWO:
Remove some of the sand from between the rulers so that only a little remains.



STEP THREE:
Place pebbles between the rulers. Make sure the pebbles in the center are higher than the stones on either side. Leave enough room for the larger stones, about a quarter inch from the top of the rulers.



STEP FOUR:
Use the larger flat stones to make the pavement. Try to fit them together so that there isn't much space in between. A small paint roller may help to flatten them.

ACTIVITY 4: EXPLORING THE ARCHITECTURE OF ANCIENT ROME

Teacher Materials	Student Handouts
Visual 4-A: Trajan's Market Visual 4-B: Plan of Trajan's Forum Optional videotape: *City: A Story of Roman Planning and Construction* (Macaulay)	

HISTORICAL BACKGROUND INFORMATION FOR TEACHERS ON ROMAN ARCHITECTURE

Roman architecture was influenced by Etruscan Greeks, but the Romans did make innovations in the designs they borrowed. Civil engineering became the trademark of the Roman Empire. The skills developed then in constructing roads, buildings, and aqueducts have made a lasting impression to this day.

An important contribution to the West was the concept that a building can be consciously shaped to affect the emotions of the people within. The gigantic enclosures of the Colosseum helped to heighten the physical drama of the events that took place inside. The Pantheon, with its huge dome, gave a sense of awe to all who entered it. The Roman villa was designed to provide an atmosphere of calm and relaxation with its courtyards and fountains.

Roman architecture is very impressive, from the creative use of the arch in public buildings to the inclusion of magnificent gardens in residential villas. Many of these techniques and patterns have found their way into Western buildings and homes. Two thousand years after they were constructed, the buildings of ancient Rome still command respect and admiration for their innovative design and aesthetic grace and for the muscle it took to accomplish such tasks in an era when physical power generated only by humans and draft animals.

Trajan was among the greatest Roman builders. He knew well the words of Augustus, an earlier emperor, "I found Rome built of sun-dried bricks. I leave her covered in marble." Trajan commissioned the building of Trajan's Market, a huge block of multiuse offices and shops arranged in a graceful semicircle. Featuring arched entrances to the shops on two levels, the market tempted customers with everything from spices to jewelry to fabrics. Trajan also launched a gigantic renovation of the crumbling Circus Maximus (see **Lesson VI**) and erected an elaborately carved column (see **Lesson I**) to make sure that everyone would remember his glorious victories over the Dacians.

The Forum of Trajan was not a single building but a complex of public spaces and buildings commissioned by the emperor. Construction began in A.D. 106 or 107; most was completed by the time of his death in A.D. 117. It consisted of a huge public square; a basilica, which was a kind of law court or city hall; Trajan's Column; and a library. Hadrian, who succeeded Trajan as emperor, built a temple within the Forum dedicated to his predecessor, who was considered a god after his death.

As Rome became more and more crowded, the great open spaces of Trajan's Forum became an important place for business and government. It was the last and largest of the forums built by Rome's emperors and was a tourist attraction in its own time, just as it is today. Unfortunately after centuries of earthquakes and use of the site as a quarry for building materials by the citizens of Rome, most of the Forum is in ruins or buried under other buildings.

ACTIVITY INSTRUCTIONS

In this activity students will look at how Roman architects and builders planned public spaces and will use these strategies to plan a public space in their school. They will see how architectural design both in ancient Rome and today reflects public needs, social hierarchy, economic factors, and other elements. They will also explore how negotiation and compromise are factors in the design of public spaces. If time permits, show David Macaulay's *City: A Story of Roman Planning and Construction* (video tape).

Review with students the background information on Roman architecture. Note particularly that the Romans were aware of the psychological effects that architecture and public spaces can have. Most Romans lived in cramped apartment houses, and streets were narrow. Ask students to imagine what it must have been like to have walked from city streets into the enormous open spaces of the Forum.

Show **Visuals 4-A** and **4-B** of Trajan's Forum and Market. Discuss the kinds of activities that took place in Trajan's Forum and Market. Does the design and plan of these buildings facilitate these activities? Why or why not? Then ask students to name some of the public spaces in their schools used by all the students. Answers could include hallways, cafeteria, auditorium, library, and so on. Then ask the students what happens in those places, both formal (planned events) and informal (socializing, studying, practicing). What kinds of images do they see in these places? Do banners promoting athletic events seem similar to pictures on Trajan's Column, for example? What do these say about the values of the students? About the school's staff? About the community?

Select one public space at the school. Divide students into five groups. The groups will list at least five activities that go on in the space, both formal and informal. Ask them to think about the architectural design of these places and whether the design encourages or limits these activities. Ask them to come up with five architectural features that would improve these places. For example, to improve informal study groups in a school courtyard, benches could be added, mud puddles could be filled in, and separate areas could be designated for students who want to study and others who want to socialize. Ask them to make a rough drawing of a floor plan of the space (**Student Handout 1-B, from Activity 1** shows a floor plan of a Roman house.)

Questions for discussion:

1. Do doors and hallways help move people quickly and safely where they need to go?
2. Are there enough furnishings, such as benches or tables, to make activities pleasant?

3. Are facilities designed to make unwanted activities less inviting?
4. Can the space be used for several kinds of activities? At the same time? At different times?
5. Is weather a factor that needs to be considered? What about noise?
6. Is the area big enough for the number of people who use it? Is it too big?

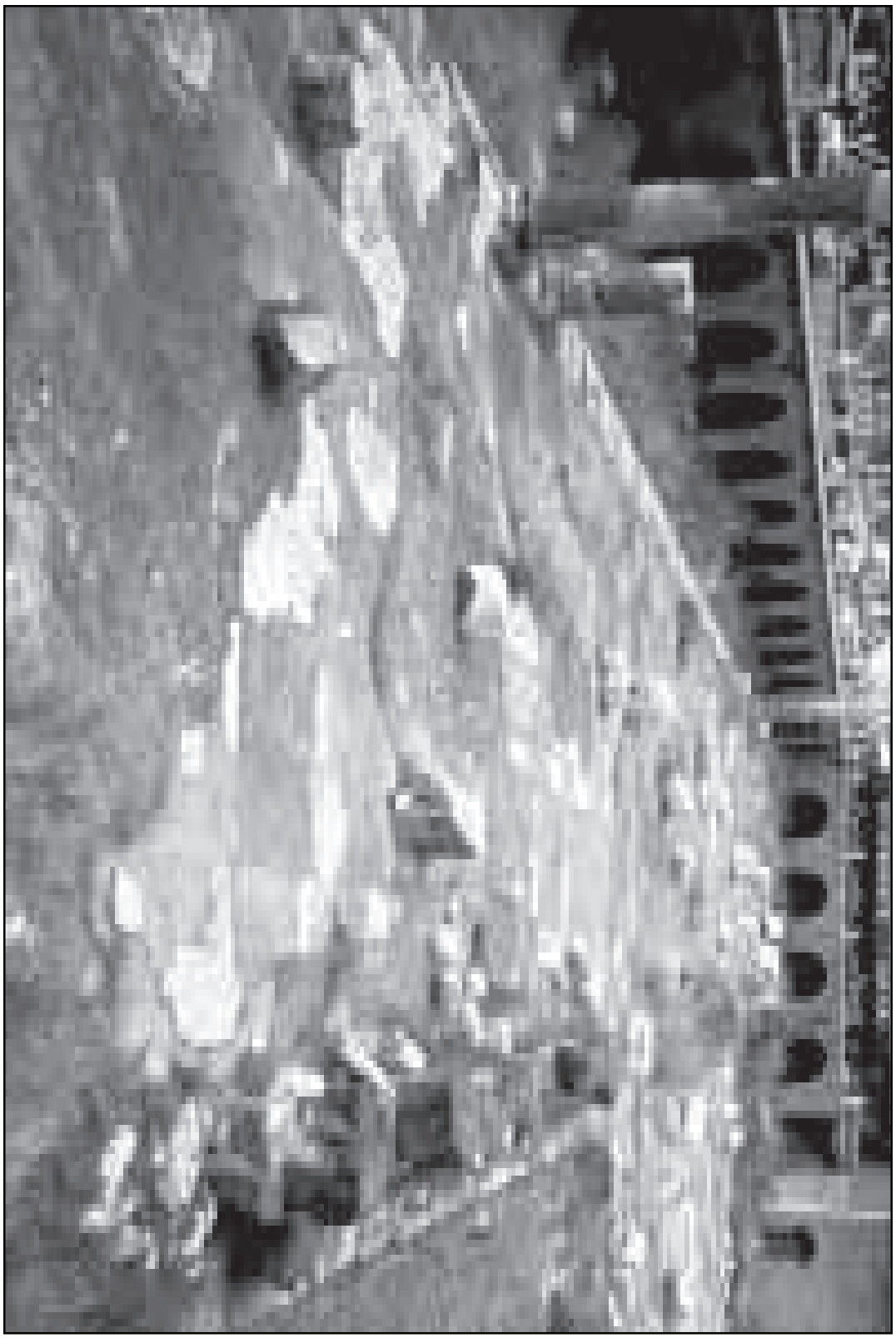
Bring the students together and ask them to make presentations to the class about their findings. Have students comment on the other groups' ideas and then work together, compromising as necessary, to create one plan for the space. As an extension, ask students to consider what an ideal school building would be for the activities that go on there and how it could be designed.

Optional Homework:

Have students find examples in their own community of the influences of Roman arches and other architectural features. Ask them to sketch or photograph the buildings they find and display the sketches or photographs on a wall with the title "Roman Architectural Influences in Our Town."

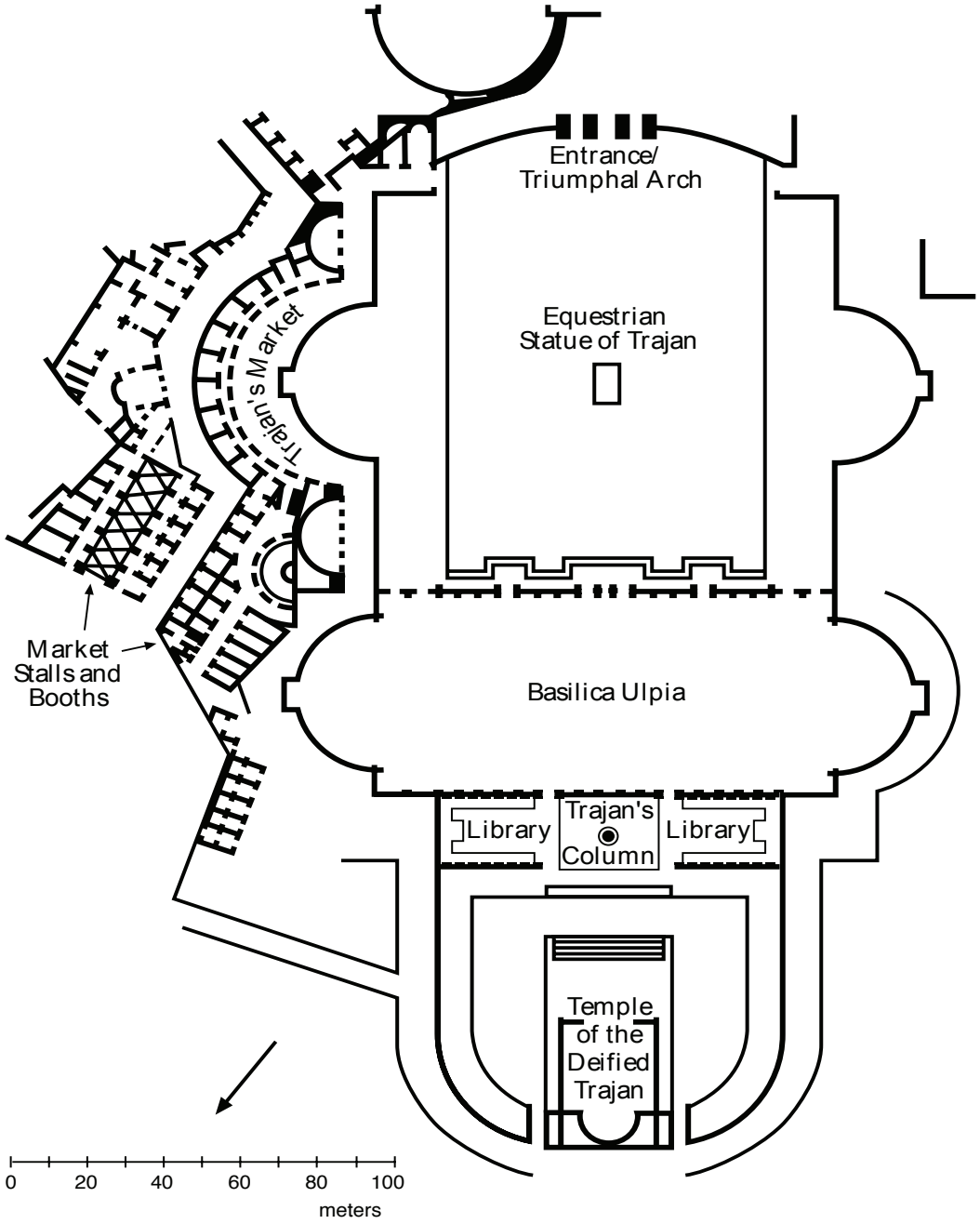
The Crane

Romans used cranes like the one on the left of this image to construct buildings. Slaves walking within the large wheel at the bottom powered the crane.



TRAJAN'S MARKET

PLAN OF TRAJAN'S FORUM



Trajan's City and Empire

Lesson IV Overview

Completion Time: This lesson will take approximately three days (class periods).

Objectives

- Learn about the multiple functions of the Roman army, including engineering, extending the empire, and Romanizing subjugated lands and peoples.
- Use sculptures, friezes, and written sources to explore Rome's imperial policy and ideology and the problems it encountered in ruling subjugated peoples.
- Learn how Roman justice functioned in daily life.

Activities

- **Activity 1: Using Visuals to Understand the Roman Army**

  Students will work in collaborative groups to understand the various roles of the army—to defeat enemies, construct fortresses, Romanize subjugated peoples, and signify the emperor's power. (This will take approximately one class period.)

- **Activity 2: Using Written Primary Sources to Explore Relations between Conquering Romans and Subjugated Peoples**

  Students will read primary source selections to learn about the Roman ideology of empire and the resistance of subjugated peoples, as exemplified in the Jewish War of A.D. 66–70. (This will take approximately one class period.)

- **Activity 3: Analyzing Roman Civil Court Cases**

  Students will work in collaborative groups reading and analyzing Roman civil court cases. The goal is to use readings and group interaction to reach commonsense judgments about liability. Students will use evidence to defend their group's position on liability. (This will take approximately one class period.)

Key Words

auxiliaries	consul	liability	terrestrial
barbarian	deify	marine	vanquish
bequest	Jus Civile	procurator	
Capitoline Hill	Lex Aquila	subjugate	

ACTIVITY 1: USING VISUALS TO UNDERSTAND THE ROMAN ARMY

Teacher Materials	Student Handouts
Overhead Projector	1-A: Roman Legionaries Constructing a Fort 1-B: Dacian Warriors Paying Tribute to Trajan 1-C: Battle Scene: Legionaries vs. Barbarians Visual 2-A: Dacian Scenes from Trajan's Column (from Lesson I, Activity 2) Visual 3-D: Detail from Trajan's Column (from Lesson I, Activity 3)

HISTORICAL BACKGROUND INFORMATION FOR TEACHERS ON THE ROMAN ARMY

Service in the Roman army began as a requirement of citizenship. Fighting occurred primarily during the summer. Spring was the time of the wheat harvest; the harvesting of grapes and olives took place in the fall. Winter was too cold and wet for campaigning. This left just the summer months for war. However, as Rome expanded, its security needs required more and more time on the part of its citizen-soldiers. By the end of the republic (30 B.C.) it was finally forced to give up its dependence on the draft and the militia and to turn to a fully paid, professional army. This shift contributed to the transition of Rome from a free state to a military dictatorship.

The army of the republic and empire consisted of the legions and the *auxilia* (contingents supplied by Rome's allies). The heavily armed infantry legions made up the core of the army. They were its shock troops, whose job it was to win and hold ground. The auxilia provided arms that the Romans did not specialize in, such as cavalry, light infantry, and archers.

The Roman army was the world's first genuine engineering army. It was through its ability to build fortified camps connected by all-weather roads that the city was able to project its power efficiently against more numerous, sometimes better-armed enemies.

The Roman army was also a school of Romanization. Non-Roman auxiliary soldiers who had completed their terms of service received Roman citizenship. It is estimated that in this way about nine thousand new citizens were added to the population of Rome every year. The presence of the army's camps, fortifications, bridges, roads, and aqueducts was a form of advertisement for the quality of the Roman way of life, especially in the backward parts of the empire. Of great importance was the fact that the well-paid soldiers had to spend their salaries someplace. Local economies benefited by these expenditures, and cities grew up around Roman camps.

Legionaries were often stationed in or retired to the farthest reaches of the empire. They not only held the areas along its vast frontiers, but also became agents of spreading Roman culture, whether the indigenous people wanted it or not. The soldiers found inspiration in passages from

such works as Virgil's *Aeneid* (19 B.C.): "Remember Roman, that it is for you to rule the nations. This shall be your task: to impose the ways of peace, to spare the vanquished, and to tame the proud by war."

Throughout the Primary Sources the term *barbarian* is used. In the historical usage of this word within the Roman Empire, its definition simply meant "someone who does not speak my language." It was no more a judgmental term than to call someone an "outsider" or "foreigner."

ACTIVITY INSTRUCTIONS

Students will work in five groups to understand the multiple roles of the army—to defeat barbarian enemies, construct fortresses, Romanize subjugated peoples, and signify the emperor's power.

Stress to the students that the number of legions present in any particular location reflected the possible danger of invasion or rebellion. Along with the obvious force of Roman arms that would be present, the legions also brought with them what it was to be Roman and a member of that culture and society, including baths, law, language, coinage, architecture, and literature.

Next, distribute the five images, one to each group (**Student Handouts 1-A** through **1-C, Visual 2-A**, and **Student Handout 3-D**). Allow students approximately ten minutes to observe their visual and discuss it in their group. Allow approximately ten minutes for the students to respond collaboratively to the questions.

After the twenty-minute thinking and writing time periods, have the five groups share information from their observations, creating a master list on the chalkboard or overhead. Poll each group as to the information and insights gained from their resources. The class should then create a master list of their conclusions about the multiple roles of the Roman army and the life of a Roman soldier.

Questions for discussion:

Student Handout 1-A

Who do you think is shown in this illustration? Why do you think so?

What are they doing? Why are they doing it?

Do you think these men have special skills? If so, what are they?

How did the artist show that these men were working hard?

Student Handout 1-B

Who do you think is shown in this illustration?

How did the artist show who was more important? Who do you think is the loser?

Who are the men in the background? How do you know?

Imagine what the men at the bottom of the picture are saying. Do you think they are happy or upset?

Compare **Student Handout 1-A** with **Student Handout 1-B**. How is the action different? What does this say about the people being shown?

Student Handout 1-C

Compare **Student Handout 1-C** with **1-A** and **1-B**. How is the action different?

Do you see some of the same people in this picture? What are they doing? Why do you think so?

Do you see some of the same things in all three pictures? Compare and contrast the weapons, armor, and clothing in all three.

Visual 2-A

How many different scenes do you see here? Is there a way to connect the scenes as one story?

How many different weapons can you see? How many tools? How many kinds of clothing are there? Can these help you identify some of the characters?

Student Handout 3-D

Is this image similar to any of the others?

Does this image come from the same place as the other five? How do you know?

Which is the main figure? Who is he? Why do you think so?

What do you think is happening here?

ROMAN LEGIONARIES CONSTRUCTING A FORT

DACIAN WARRIORS PAYING TRIBUTE TO TRAJAN

BATTLE SCENE: LEGIONARIES VS. BARBARIANS

ACTIVITY 2: USING WRITTEN PRIMARY SOURCES TO EXPLORE RELATIONS BETWEEN CONQUERING ROMANS AND SUBJUGATED PEOPLE

Teacher Materials	Student Handouts
Overhead Projector	2-A: Primary Source Selections

ACTIVITY INSTRUCTIONS

Explain to students that this activity involves a class discussion of the way the Roman army became periodically involved in suppressing revolts of subjugated peoples. By considering primary sources relating to Roman imperial ideology and the Jewish War of A.D. 66–70 students can obtain insights into a problem that has confronted every empire in human history.

Create four student groups. Distribute the primary source selections (**Student Handout 2-A**) and assign each group one of the source selections to read and evaluate.

Explain that the first selection, from Aristides, fairly represents the imperial ideology of Rome in Trajan's era. You may want to note that such an ideology of superiority mixed with paternalism toward the subjugated has been a theme in history down to the twentieth century.

Explain that the second selection is from Tacitus, a famous Roman historian of Trajan's period, who in this selection is representing the view of the British queen Boudicca—a view probably held by others who wanted to resist Roman rule.

Explain that the third and fourth selections relate to the Jewish War of A.D. 66–70. Both are taken from Josephus, a Jewish historian who witnessed the war and cautioned his coreligionists that a revolt was ill-advised. The third selection describes the tyrannnical behavior of Pontius Pilate, the Roman tax procurator (tax collector) in Judea, several decades before the insurrection broke out. Incidents of this kind continued and finally led to the Jewish revolt.

Refresh students' memory that the Romans had conquered Judea in 63 B.C. and that Pilate had ordered Roman soldiers to crucify Jesus in A.D. 33 for treason against Rome. Remind them that Jews refused to follow Roman customs that violated their religious beliefs and were especially opposed to temples to Roman gods or images of deified Roman emperors such as Julius Caesar or Augustus. Even before the death of Jesus they lived restively under Roman rule, as the third selection describes, yearning for the day when Judea would be independent again. With religious leaders agitating for breaking the Roman bonds, a revolt broke out in A.D. 66 in Jerusa-

lem. Titus, the Roman emperor, marched to Rome with 60,000 soldiers. Josephus, in the fourth selection, urges the Jews not to revolt. They did, nonetheless, and it took five months for the Romans to overcome the 25,000 Jewish troops that fortified themselves inside the walls of Jerusalem. When the city fell in A.D. 70 to the Roman legionaries, they burned the temple and destroyed the city, leaving only the western wall of the temple celebrated today as the "Wailing Wall."

Allow students twenty minutes to read and discuss their source selection. Then conduct a class discussion on whether the Jews had valid grounds for resisting Roman rule and the wisdom of the Jewish strategy for shaking off Roman rule. Ask each group to argue the viewpoint expressed in the selection they read but then, in closing comments, express their own opinions about the Jewish resistance. To help them frame their arguments, pose questions such as:

1. What were some of the benefits of being in the empire?

2. What were some of the disadvantages?

3. Why did it seem unlikely that the Jews would win if they went to war against the Romans?

4. Why would they have gone to war even though it seemed that the odds were heavily against them?

Trajan and Roman Legionaries

PRIMARY SOURCE SELECTIONS

1. There is nothing like it [Roman citizenship] in the records of all mankind. . . . Neither sea nor intervening continent are bars to citizenship, nor are Asia and Europe divided in their treatment here [in Rome]. No one worthy of rule or trust remains an alien. . . . Taking good care of the Hellenes [Greeks] as of your foster parents, you constantly hold your hand over them, and when they are prostrate, you raise them up. You release free and autonomous those of them who were the noblest and the leaders of yore, and you guide the others moderately with much consideration and forethought. The barbarians you educate, rather mildly or sternly according to the nature that each has because it is right that those who are rulers of men be not inferior to those who are trainers of horses, and that they have tested their natures and guide them accordingly.

   —Aelius Aristides, first century A.D.

2. "All we get by submitting," the Brions said, "is that they demand still more from us. While one king used to rule us, now we have two: a general to control our lives and a tax collector to control our property. . . . We can fight for our homeland, our wives, and our parents, while the Romans fight only for greed and luxury. If we just can muster up our courage like our fathers, they will flee as once Julius Caesar retreated to Rome."

   —Tacitus (c. A.D. 56– c. A.D. 120)

3. Pilate . . . introduced into Jerusalem, by night and under cover, the effigies of Caesar which are called standards. This . . . aroused immense excitement [anxiety] among the Jews; those on the spot were in consternation, considering their laws to have been trampled under foot, as those laws permit no image to be erected in the city; while the indignation of the townspeople stirred the country-folk, who flocked together in crowds. . . . The Jews implored him to remove the standards from Jerusalem and to uphold the laws of their ancestors. When Pilate refused, they fell prostrate around his house and for five whole days and nights remained motionless in that position. On the ensuing day Pilate took his seat on his tribunal in the great stadium, and summoning the multitude, with the apparent intention of answering them, gave the arranged signal to his armed soldiers to surround the Jews. Finding themselves in a ring of troops, three deep, the Jews were struck dumb at this unexpected sight. Pilate, after threatening to cut them down, if they refused to admit Caesar's images, signaled to the soldiers to draw their swords. Thereupon the Jews, as by concerted action, flung themselves in a body on the ground, extended their necks, and exclaimed that they were ready rather to die than to transgress the law.

   — Josephus (A.D. 37–95), The Jewish War

4. Your ancestors . . . , the Athenians . . . , the Spartans . . . , the Macedonians—nations by the thousands, who had greater passion for liberty than you, have yielded. Will you alone refuse to serve the masters of the entire world? What troops, what weapons do you rely on? Where is your fleet to sweep the Roman seas? Where are the financial resources for your revolt? You must think you are going to war with Egyptians or Arabs! Are you blind to the magnitude and extent of Roman power? Why do you refuse to weigh your own weakness? Our forces have often been defeated even by our neighbors, while theirs are undefeated throughout the world! . . . Face up to it! . . . "It is cruel to be enslaved," someone will say. How much more so for the Greeks, who are the most talented of peoples and occupy such a vast territory.… When almost every nation under the sun prostrates themselves before the arms of Rome, will you alone make war against them? . . . What allies do you hope for in the coming war? You must expect them from the uninhabited wilds, for the inhabited world is all Roman.

— Josephus (A.D. 37–95), The Jewish War

Sources:

Selection 1: James H. Oliver, "The Ruling Power," *Transactions and Proceedings of the American Philological Association*, 43 (1954).

Selection 2: Translation by Ronald Mellor.

Selection 3: *The Jewish War*, translated by H. St. J. Thackery (Cambridge, Mass.: Harvard University Press, 1926), II, 358.

Selection 4: D. Brendan Nagle and Stanley M. Burstein. *The Ancient World: Readings in Social and Cultural History* (Englewood Cliffs, N.J.: Prentice-Hall, 1995), 247–49.

ACTIVITY 3: ANALYZING ROMAN CIVIL COURT CASES

Teacher Materials	Student Handouts
Overhead Projector	3-A: Court Cases 3-B: Jus Civile: Legal Opinion Chart 3-C: Actual Judgments on the Court Cases

HISTORICAL BACKGROUND INFORMATION FOR TEACHERS ON ROMAN LAW

About five hundred years before Trajan's rule, the common people of Rome, according to legend, demanded that the laws be written down for everyone to see. A group of judges, previously dispensing justice without written laws but according to custom, ordered the laws to be posted on twelve tablets in Rome's main forum. The tablets included penalties imposed on lawbreakers.

The excellence of Roman law—*jus civile* (civil law)—becomes apparent when considering the huge population it served and how it was used as a model for centuries after the empire itself expired. This legal system represented diverse peoples, religious groups, and cultures, many of which were conquered and subjugated. Yet even for the vanquished, to become a citizen and be protected by Roman law was regarded by many as a blessing.

As Rome expanded beyond Italy, loyalty to Rome itself became more important than being a true Italian Roman, thus opening up citizenship to provincials and even non-Italians. Soldiers who had served their full enlistment in auxiliary regiments became citizens upon retirement from the army. Even slaves were given citizenship if formally freed. Falling revenues and a dwindling tax base inspired Emperor Caracalla in A.D. 212 to make all free men who lived in the empire Roman citizens, thus making them equal under the law.

With this idea of equality, according to the law, came the sentiment that all citizens could gain equal access to the Roman power structure. One of the privileges of being a Roman citizen was the right to appeal the verdict of a judge to the emperor in Rome. Saint Paul, for example, born a Roman citizen, went to Rome to appeal to Caesar, although he was a Jew from Asia. Beginning in the second century A.D., non-Italian Romans began to become senators, consuls, generals, and even emperors.

One crucial difference between Roman law as it has been passed down to many European legal systems, and England's common law, which formed the basis for the American system of justice, is trial by jury. In most countries following Roman law, the dispensing of justice is in the hands of trained judges. The right of every citizen to be tried for an offense by a jury of peers

was practiced generally in the Hellenic world. In England, it became part of the common law and was enshrined in the Magna Carta in 1215.

ACTIVITY INSTRUCTIONS

Divide the class into collaborative groups of approximately five to six students each. Pass out the court cases (**Student Handout 3-A**) and the legal opinion charts (**Student Handout 3-B**). Direct the groups to read the court cases one at a time, discuss each case, reach a consensus, and record their judgment on the legal opinion charts. Encourage in-depth reading and higher-level thinking and analyzing skills throughout the process. Use the questions below to reach judgments about the extenuating circumstances involved in each case.

Keep a tally of the class's legal opinions as to liability either on the chalkboard or overhead transparency. After completing the tally process for each court case, have each group create an official statement summarizing its legal opinion. One of the members should be assigned the role of the scribe.

Encourage each group to read their opinion. Have the class decide which statement is the clearest and best considered. Once group opinions have been shared, hand out the actual judgments on the cases. Students can then share their views of the Roman judgments.

Questions to guide analysis of court cases:

1. Who was the negligent party?

2. Were there any extenuating circumstances?

3. Who had the most to gain or lose from the suit?

COURT CASES

Case #1: The Barber

"While several persons are playing ball, the ball having been struck too violently it should hit the hand of barber who is shaving a slave at the time, in such a way that the throat of the latter is cut by the razor, the party responsible for negligence is liable under the *Lex Aquila*."

> Is the barber responsible for injury to someone he is shaving in a location where it is customary to play ball or is it the responsibility of the customer to place himself in a safe position?

Case #2: Mules and Wagons

"Mules were hauling two loaded wagons up the Capitoline Hill, and the drivers were pushing the first wagon, which was inclined to one side, in order that the mules might haul it more easily. In the meantime the upper wagon began to go back, and as the drivers were caught between the two wagons they jumped out of the way and the last wagon was struck by the first. The second wagon then moved back, crushing a slave boy who belonged to someone."

> Are the men responsible to the owner of the slave for dangerous action and driving of wagons or is the owner of the mules responsible for owning and using unstable and fractious mules?

Case #3: Hogs and Wolves

"Wolves carried away some hogs from my shepherds; the tenant of an adjoining farm, having pursued the wolves with strong and powerful dogs, which he kept for the protection of his flocks, took the hogs away from the wolves. . . . [The] shepherd claimed the hogs."

> Are the hogs the legal property of the shepherd who saved them or are they still the rightful property of their original owners?

Case #4: Jewels—the Will, and the Heir

"I gave pearls and gold to Antonia Tertylla. She afterwards took possession of the jewels and then died without the valuables being listed in her will. Her heir converted the pearls and gold into a necklace for her own use. I asked if these valuables, since they were not in their original form, had been added to, were not listed in the will, and did not belong to the heir should be returned to me."

> Do the jewels belong to the gift giver because they were not listed in the will or are all properties owned by Antonia now possessions of her heir?

Source: These cases and the judgments on pages 103–04 are from D. Brendan Nagle and Stanley M. Burstein, *The Ancient World: Readings in Social and Cultural History* (Englewood Cliffs, N.J.: Prentice-Hall, 1995), 289-91. Case #4 is adapted for classroom use.

JUS CIVILE: LEGAL OPINION CHART

Case #1
Case #2
Case #3
Case #4

ACTUAL JUDGMENTS ON THE COURT CASES

Case #1: The Barber

Proculus judged: That the barber was to blame, and indeed, if he had the habit of shaving persons in a place where it is customary to play ball, or where there was much activity, he is in a certain degree responsible, although it may not improperly be held that where anyone seats himself in a barber's chair in a dangerous place, he has only himself to blame.

Case #2: Mules and Wagons

Proculus judged: That it depended on circumstances, for if the drivers who had hold of the first wagon voluntarily got out of the way, and the result was that the mules could not hold the wagon and were pulled back by its weight, then no action would lie against the owner of the mules, but an action under the *Lex Aquila* could be brought against the men who held the wagon; for if a party, while he was supporting something, by voluntarily releasing his hold enabled it to strike someone, he nevertheless committed damage, as for instance, where anyone was driving an ass and did not restrain it, or where anyone were to discharge a weapon or throw some other object out of his hand.

But if the mules gave way because they were frightened, and the drivers, actuated by fear of being crushed, released their hold on the wagon, then no action can be brought against the men, but one could be brought against the owner of the mules. And if neither the mules nor the men were the cause of the accident, but the mules could not hold the load, or while striving to do so slipped and fell and this caused the wagon to go back, and the men were unable to support the weight when the wagon was inclined to one side, then no action could be brought against the owner of the mules or the men. This, however, is certain, that no matter what the circumstances were, no action would lie against the owner of the mules that were in the rear, as they did not go back voluntarily, but because they were struck.

Case #3: Hogs and Wolves

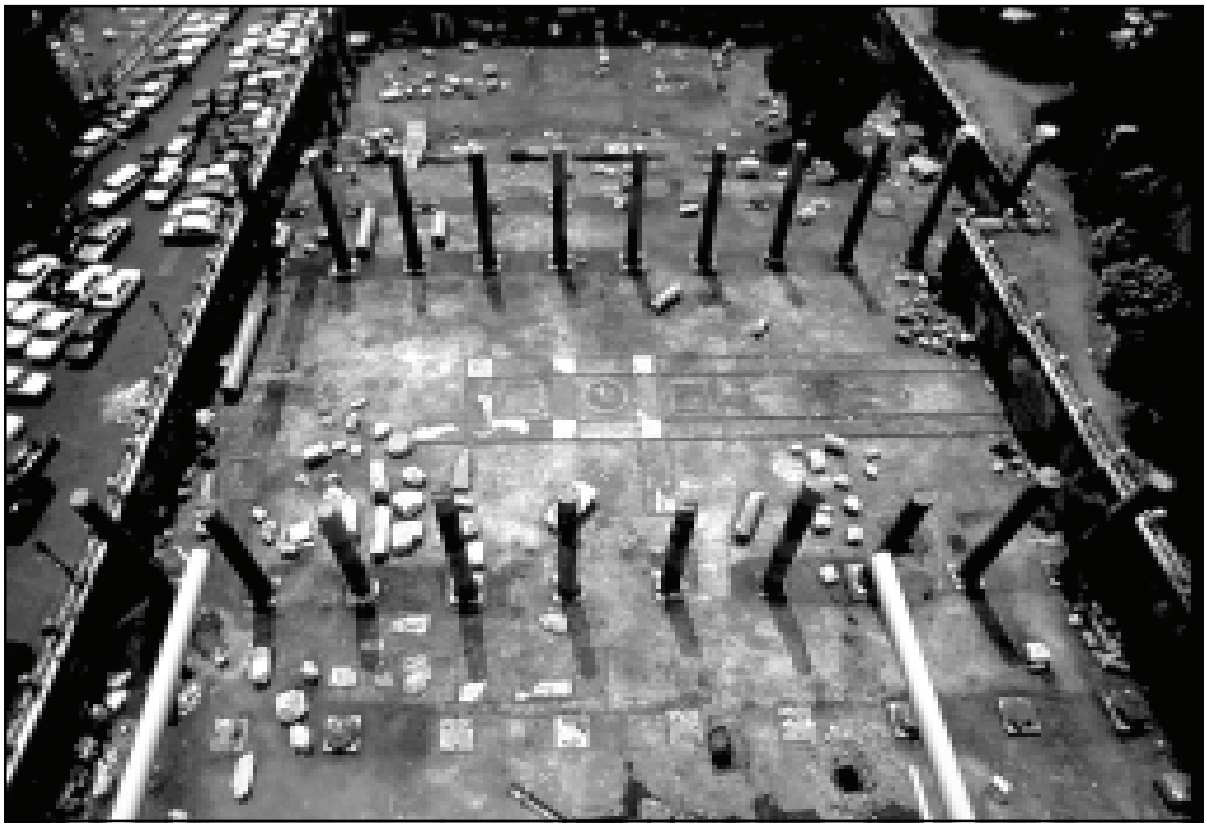
Promponius judged: That as where the animals were captured on sea or land and regained their natural freedom, they ceased to belong to those who took them, so, where marine or terrestrial animals deprive us of property, it ceases to be ours when the said animals have escaped beyond our pursuit. . . . Property continues to be ours as long as it can be recovered. . . . Anything which is taken away by a wolf will continue to be ours as long as it can be recovered. . . . [The man] did not restore the hogs to [the]

shepherd when he demanded them; he is held to have suppressed and concealed them, and therefore I think that he will be liable to an action on the ground of theft, as well as to produce the property in court.

Case #4: Jewels—the Will and the Heir

Marcellus judged: That the demand [for the jewels (pearls and gold)] cannot be made. For how can a legacy or a trust be held to exist when what is given by a will does not retain its original character? For the bequest is, as it were, extinguished, so that in the meantime it is lost sight of, and hence by this dismemberment and change the intention of the bequestor also appears to have been altered.

Ruins of the Basilica Ulpia



The excavated Basilica Ulpia with rows of remaining columns. The Forum ruins stand in the middle of modern Rome. Court cases were often heard in the Basilica Ulpia.

PROVISIONING IMPERIAL ROME

LESSON V OVERVIEW

COMPLETION TIME: This lesson will take approximately three days (class periods).

OBJECTIVES

- Interpret written and visual sources in order to understand what Romans ate and how the diet varied according to social class.
- Learn where the Romans obtained food and understand that goods were not traded but demanded from the provinces.
- Understand that the accessibility of these foods made civil order and growth in the city of Rome possible.
- Use primary documents, both written and visual, to explore the challenges in supplying water for Trajan's Rome.

ACTIVITIES

- **Activity 1: Analyzing Written Sources and Visual Art Relating to Diet**

  Students will use primary written sources, art, and architecture to understand what the Romans ate, how diet varied among classes, and the importance of certain foods such as bread and grains. (This will take approximately one class period.)

- **Activity 2: Using Maps to Examine Roman and Contemporary Food Sources**

  Using information gathered from the written documents and recipes, the students will explore the sources of the Roman Empire's foodstuffs. (This will take approximately one class period.)

- **Activity 3: Analyzing Pictures of Roman Aqueducts and Written Documents about Water Usage**

  Through teacher-led discussion, the class will examine several examples of aqueducts and explore their size, how much water they transported, where water was stored, how it was used, and why a city of one million needed so much water. (This will take approximately one class period.)

KEY WORDS:

aqueduct	garum	reservoir
dole	liquamen	
dormice	provisioning	

ACTIVITY 1: ANALYZING WRITTEN SOURCES AND VISUAL ART RELATING TO DIET

Teacher Materials	Student Handouts
Visual 1-A: Bas-relief of Grain Dole Visual 1-B: Baker's Tomb Wall map of the world	1-A: Primary Sources on Roman Diet

HISTORICAL BACKGROUND INFORMATION FOR TEACHERS ON PROVISIONING IMPERIAL ROME

Rome was a city that could not sustain itself. Therefore, importation of goods was essential. The provinces didn't trade for foodstuffs with Rome; rather this was a command economy with Rome compelling the conquered provinces to supply the city with provisions. The main ports of entry were Ostia and Porto. These were built, respectively, by Claudius in A.D. 42 and Trajan in A.D. 103. Grain was one of the most important imported foodstuffs; great, well-ventilated, double-floored warehouses located along the Tiber River were used to store this most needed staple.

The average Roman laborer led a difficult life with low pay and high prices. There was not a great dietary variety. The working classes ate meals consisting mainly of breads and legumes. There were no potatoes, tomatoes, pasta, or refined sugar. The eating of meat was rare for the average citizen. A grain dole was established, which insured citizens of Rome a certain quantity of free grain. The variety and availability of foodstuffs, spices, oil, and wine grew as the empire expanded.

As Rome expanded and the population grew, the natural water sources surrounding the city proved to be inadequate. Being skilled engineers, the Romans built aqueducts leading into the city using a series of channels, lined with cement and slabs of stone, which led the water to a reservoir. They even tunneled through hills. To cross ravines or rivers, the Romans built aqueducts that were supported by great arches sometimes three levels high. These were made of available materials such as stone, brick, and concrete. The flow was controlled by adding curves to the channel's path. The aqueducts dropped about six inches in each one hundred feet of flow. Siphons were used to transport the water from one mountaintop to another. The Romans also filtered their water through sand and charcoal in large holding tanks. The first aqueduct dates to 312 B.C.; by the time of Trajan there were eight.

At the end of the imperial age, fourteen such aqueducts transported 260 million gallons of water a day to the one million inhabitants of Rome. The greatest usage of water was for the public and

private baths. The common people collected water at fountains or paid to have someone collect and deliver it to them. Wealthy people had water piped into their homes. Romans also realized the importance of getting rid of water. The main sewer (Cloaca Maxima), which still can be seen today, flows into the Tiber River.

"Bread and circuses" is a phrase that has come to stand for the support and entertainment of people by government—often as a way of keeping them happy and from protesting about poor living and working conditions. Juvenal, the satirist, described the Roman people as "limiting its anxious longing to two things only—bread, and the games of the circus!" It was only a matter of time before the people of Rome expected this charity—if the ships carrying grain arrived late from Egypt and the other provinces, the poor often rioted.

The grain dole also comes from a tradition of philanthropy within Roman life. The wealthy were encouraged by the example of virtuous men to give to the poor; they were also patrons to the freedmen in their service. This tradition of charity carried over into public life with support of the poor by the emperor and government. Trajan was remembered as a good ruler long after his death because he established farm loans that helped feed poor children and orphans.

ACTIVITY INSTRUCTIONS

Explain that this activity will address the issue of what Romans ate and how the city was provisioned. Students will examine dinner invitations, recipes, and art that reflects aspects of Rome's food supply system. Explain that students will explore the sources of Roman foodstuffs and make the connection with the dependence Rome had on its expanded empire as discussed in **Activity 2**.

Divide the class into collaborative groups of about five students each. Pass out **Student Handout 1-A**. Read these documents either as a whole class or in groups. Use the questions below to assist in class discussion.

Questions for Student Handout 1-A *(with possible answers)* :

A Peasant's Dinner

What lets you know that this dinner was probably not served in the city of Rome?

> *Most Romans lived in tenements that allowed little or no space to grow crops or to smoke meat. The variety of foods served would be difficult to buy for a lower-class person living in Rome.*

A Modest Dinner

What do you see in this dinner invitation that would let you know that it was considered better than the peasant's dinner?

The menu includes fish, lettuce, bacon, and imported pears and chestnuts. The tableware includes a black dish, not just earthenware. A course would be served after dessert if desired.

Fancy Dinners

What foods are to be found at the two fancy dinners?

Lettuce, leek plants, pickled tuna, eggs, cheese, olives, snails, cakes, honeyed wine (chilled by snow), beets, cucumbers, and onions.

What did Pliny think his friend really wanted to eat?

Oysters, sow's womb, and sea urchins.

What suggests to you that Pliny and his friend are wealthy?

They could afford snow to chill wine, a large variety of foods to eat, and hired entertainment. His friend could go elsewhere and have "gourmet" selections.

What did Pliny also see as an advantage of eating together?

Conversation and the exchange of ideas.

After students have completed the questions relating to **Student Handout 1-A**, have them look at **Visual 1-A**, an artwork that shows how the Romans provided grain to the poor. Explain the conditions of the average laborer in the city. Note that meat, fresh fruit, and vegetables were rare and that without the bread dole as many as 300,000 Romans would have starved. Lead a discussion of the Roman bread dole and its relevance today.

Questions for Visuals 1-A and 1-B (*with possible answers*):

Bas-relief of Grain Dole

1. What do you see in this picture?

Women handing out loaves of bread. No money seems to be exchanged. There are live monkeys and perhaps rabbits; dead chickens or ducks are hanging.

2. Why would there be a carving of such an everyday scene?

   Perhaps this was found on the tomb of a baker, was a memorial to a philanthropist who gave money so the poor could eat, or was a mythological scene of some kind.

3. Do you know of any similar philanthropy or public relief measures? Do you think it is a good idea? Why or why not?

   Mention food banks, missions, and government programs. Give pro and con arguments regarding welfare, food stamps, and Medicare.

Baker's Tomb

This is a photograph of a baker's tomb located outside of Rome: the round holes are like those leading into an ancient Roman oven.

1. Do you think bakers were important people in ancient Rome? Why or why not? Are they important now?
   Yes, because they made the staple food of Rome. Yes, because bread remains an important part of the human diet.

2. Compare this tomb with Trajan's Column (**Lesson 1, Activity 2, Visuals 2-A** through **2-C**). What is the same? What is different? What would the baker want us to remember about him?
   Both are memorials. Both Trajan and the baker wanted to be remembered by future people as important.

Optional Homework

Have students write an invitation to dinner using the readings. Have the invitation give the time, place, occasion, and menu. By using the map of the empire (**Activity 2, Student Handout 2-A**), references should be made as to the sources of some of the food. The invitation should be decorated in keeping with a Roman theme.

BAS-RELIEF OF GRAIN DOLE

BAKER'S TOMB

PRIMARY SOURCES ON ROMAN DIET

A Peasant's Dinner

Baucis stripped off the outer leaves of a cabbage which her husband had picked from their well-watered garden. Philemon reached up with a forked stick and retrieved a side of smoky pork hanging from a sooty beam. He cut off a small piece of the meat, which they had been preserving for so long, and put it in boiling water … Baucis put on the table both green and black olives, and cornel-berries picked in autumn and preserved in dregs of wine, and endive and radishes, and cheese, and eggs cooked gently over a low flame. Everything was served in earthenware bowls. . . . For dessert there were nuts, figs, and wrinkled dates, and plums, and sweet-smelling apples in a wide basket, and fresh-picked purple grapes. In the center of the table was a shiny honeycomb. And beside the table beamed the kindly faces of the old couple who were wealthy and generous with their good will.

—Ovid, *Metamorphoses*

A Modest Dinner

If you are accustomed to an appetizer, you won't be disappointed; there will be cheap Cappadocian lettuce and strong leeks and tuna fish garnished with sliced eggs. Then a fresh, green cabbage which has just left the cool garden will be served in a black dish (you must pick it up with scorched fingers). We will also have a small sausage served on a bed of white grits, and pale beans with red bacon. If you want the delights of dessert, you will be offered shriveled grapes and Syrian pears and Neapolitan chestnuts roasted in a slow heat. The wine you will make good by drinking. After dinner, if further drinking should perhaps stir your appetite, as it frequently does, you will be nourished by tasty olives which Picene [district in central Italy] branches recently produced and hot chickpeas and warm lupines. This is a humble little dinner—who can deny it?—but you will neither say nor hear a dishonest word and you will recline relaxed and at ease.

—Martial, *Epigrams*

A Fancy Dinner #1

The first course will be lettuce (a useful digestive aid), and tender shoots cut from leek plants, and then a pickled young tuna which is larger than a small lizard fish and will be garnished with eggs and rue leaves. And there will be more eggs, these cooked over a low flame, and cheese from Velabrum Street, and olives which have felt the Picene cold. That's enough for the appetizers. You want to know what else we are having? I'll lie, so that you will be sure to come. Fish, oysters, sow's udder, stuffed wild fowl and barnyard hens which even Stella [person unknown] does not usually serve except at rare and special dinners. And I promise you more.

—Martial, *Epigrams*

A Fancy Dinner #2

So! You promise to come to dinner, and then you don't come! You will be tried and fined the full cost of the dinner, and not a penny less. My kitchen staff had prepared one head of lettuce for each of us, three snails and two eggs each, barley soup along with mead [wine mixed with honey] and snow (you'll pay for the snow first, although it melted right in the dish), olives, beets, cucumbers, onions, and a thousand other items no less sumptuous. You would have heard comic actors or a reader or a lute player or, such is my generosity, all of them. But you preferred the oysters, sow's wombs, sea urchins, and dancers from Gades [modern Cadiz in Spain] at someone else's house. You'll pay for this, though I haven't decided how.

—Pliny the Younger, *Letters,* 1:15

Source: Jo-Ann Shelton, *As the Romans Did: A Sourcebook in Roman Social History* (New York: Oxford University Press, 1988), 82–85.

RECIPES FROM MARCUS APICIUS'S RECIPE BOOK

First century A.D.

Stuffed Dormice

Stuff dormice with minced pork and also whole minced dormice which have been pounded with pepper, pinekernels, asafoetida and liquamen. Sew up the dormice and put them on a tile in the oven.

Cabbages with Leeks

Put the boiled cabbages into a shallow saucepan and season with liquamen, oil, ordinary wine, and cumin. Sprinkle with pepper, leeks, caraway seeds, and fresh coriander.

Homemade Desserts

Stuffed dates: Stone the dates and stuff with nuts, pine kernels or ground pepper. Roll them in salt and fry in warmed honey, then serve.

Honeyed bread: Remove crust from a whole wheat loaf and break into largish pieces. Soak them in milk, fry in oil, then pour honey over and serve.

Sweets: Take the best wheat flour and cook in boiling water or milk until it becomes a stiff paste. Spread it onto a plate and when cold cut it up for sweets and fry in the best oil. Remove from the oil and pour honey over them, sprinkle with pepper and serve.

Source: Mike Corbishley, *The Roman World* (New York: Warwick Press, 1986), 75.

ACTIVITY 2: USING MAPS TO EXAMINE ROMAN FOOD SOURCES AND CONTEMPORARY FOOD SOURCES

Teacher Materials	Student Handouts
Wall map of the world	Visual 1-A: Map of Trajan's Empire (from Lesson I, Activity 1)

ACTIVITY INSTRUCTIONS

As seen in **Activity 1**, much of the Romans' foodstuffs came from their provinces. Make clear the concept of a "command economy," one that took and didn't trade. Guide a discussion about how important it was for the Romans to maintain an expanded empire and to keep peace. With a million people in Rome, what would happen if the provinces refused to supply grain to the city? Read the following selection to the class to give texture to the business of harbors supplying Rome (Aelius Aristides, A.D. 100):

> So many merchant ships arrived in Rome with cargoes from everywhere, at all times of the year, and after each harvest, that the city seems like the world's warehouse. The arrival and departure of ships never stops—it is amazing that the sea, not to mention the harbor, is big enough for these merchant ships.

Have students bring in from home examples of foods that were grown or processed outside the U.S. Using a large wall map of the world, have students place markers showing the sources of their food products. After many examples have been found, have the class discuss what specifically came from these areas and how they might have gotten to U.S. markets. Discuss the concept of staples and what American staple foods are. Emphasize that the U.S. trades for what it gets. Explore what is traded and how trade agreements are reached. Ask students to compare how the Romans commanded foodstuffs from their provinces with how the United States stocks its grocery stores.

Also explain that the U.S. gets locally out-of-season crops from Latin America and other parts of the globe. This was not possible before refrigeration or jet planes. The less-perishable crops come by freighters and are then trucked to local markets. Reflect upon the interdependence the U.S. has globally. What might be exported to other countries in exchange for imports?

Have the students use the map of Trajan's Empire (**Visual 1-A**, page 21, copied as a Student Handout) and the readings in **Activity 1** to make a double-column list of the foods eaten and the provinces they came from. To receive bonus points, students should note what modern-day countries exist where these provinces were.

ACTIVITY 3: ANALYZING PICTURES OF ROMAN AQUEDUCTS AND WRITTEN DOCUMENTS ABOUT WATER USAGE

Teacher Materials	Student Handouts
Visual 3-A: Aqueducts in Rome and Segovia, Spain	3-A: Primary Sources on Roman Aqueducts

ACTIVITY INSTRUCTIONS

Give students an overview of challenges in providing water for a city of one million people. Explain that water was essential to the life of the city and that just as food could not be supplied locally for such a metropolis, neither could water. Discuss how much water was transported—260 million gallons a day; where it came from—the hills outside Rome, sometimes from distances of thirty miles or so; how it was stored—in filter tanks and reservoirs; how it was used—for public baths, fountains, cooking, mixing concrete, and washing; and how wastewater was disposed of—through the seven underground sewers of Rome that emptied into the Tiber River.

Also explain that water coursing its way toward Rome flowed along stone-lined channels or through stone pipes about four feet wide that were lined with hard cement. The pipes sometimes ran underground but more often than not were raised high above ground and crossed over considerable ravines.

Have students look carefully at **Visual 3-A** and have them read the selections from Frontinus, the Commissioner of Water, on Rome's water system (**Student Handout 3-A**). Conduct a classroom discussion based on the following questions.

1. What is your first impression of the pictures of the aqueducts in **Visuals 3-A**?

2. Why did aqueduct architects use tiers of arches rather than building solid structures to carry the water across ravines?

3. Apart from their function in carrying water, what do you like about the aqueducts?

4. What does the report from Frontinus, the commissioner of water, reveal about the feelings Romans had toward their aqueducts?

5. What are some of Frontinus's concerns about Rome's water system?

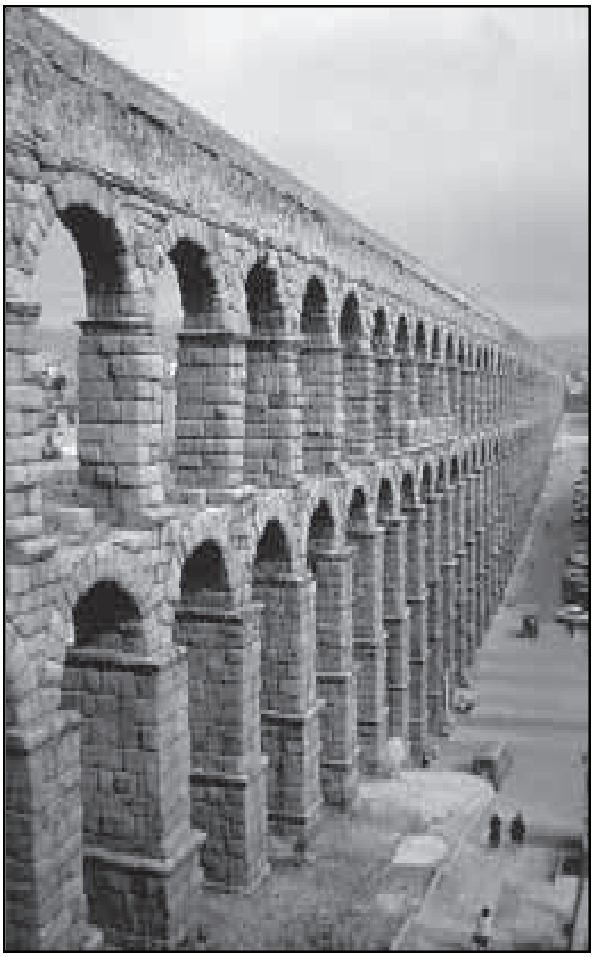
6. Why were aqueducts usually raised about fifty feet above ground?

7. How does the water system in your community differ from Rome's?

8. Can you think of public works today, such as powers stations, dams, or bridges, that have an aesthetic function as well as a practical one?

AQUEDUCT IN ROME

AQUEDUCT IN SEGOVIA, SPAIN



PRIMARY SOURCE ON ROMAN AQUEDUCTS

All the aqueducts reach the city at different levels. So some serve the higher districts and some cannot reach loftier ground. For the hills of Rome have gradually increased in height because of the rubble from frequent fires. There are five aqueducts high enough at entrance to reach the whole city, but they supply water at different pressures.

Anyone who wants to tap water for private consumption must send in an application and take it, duly signed by the Emperor to the Commissioner. The latter must take immediate action. . . . When grants lapse, notice is given and record made in the ledgers, which are consulted so that future applicants can be given vacant supplies.

I will give some examples of the ways in which men have broken these very sound arrangements. . . . In some reservoirs I have found larger valves in position than had been granted, and some have not even had the official stamp on them.

Another of the watermen's intolerable practices is to make a new outlet from the cistern when a water-grant is transferred to a new owner, leaving the old one for them to get water for sale.

There are long separate stretches all over the city through which the pipes pass hidden under the pavement. I found that these pipes were being tapped everywhere by the "puncturers," from which water was supplied by private pipe to all the business premises in the area, with the result that only a meager amount reached the public utilities.

I ask you! Just compare with the vast monuments of this vital aqueduct network those useless Pyramids, or the good-for-nothing tourist attractions of the Greeks!

—Frontinus (Commissioner of Water), *De Aquae Ductu*

Source: B. K. Workman, *They Saw it Happen in Classical Times: An Anthology of Eyewitnesses' Accounts of Events in the Histories of Greece and Rome, 1400 B.C.–A.D. 500* (Oxford: Blackwell, 1964), 179–81.

Entertainment in Imperial Rome

Lesson VI Overview

Completion Time: This lesson will take approximately three days (class periods).

Objectives

- Identify Roman buildings of entertainment and discuss how the architecture was functional, decorative, and reflective of Roman social structure.
- Examine what Roman art, artifacts, and written sources reveal about different forms of entertainment: gladiator fights, chariot races, baths, and theater.
- Understand the multiple purposes of entertainment in ancient Rome.

Activities

- **Activity 1: Analyzing the Architectural Structure of Roman Entertainment Sites**

  Using pictures of sites for recreation, students will explore possible reasons for the designs and recognize various forms of architecture. (This will take approximately one class period.)

- **Activity 2: Exploring Roman Gladiatorial Games and Chariot Racing**

  Students will analyze art, artifacts, and written documents about Roman gladiatorial games and chariot racing. (This will take approximately one class period.)

- **Activity 3**: **Exploring Roman Forms of Entertainment: Baths and the Theater**

  Students will examine pictures of baths and bath artifacts and read quotes from contemporary sources. They will discuss what these sources reveal about the place of baths in Roman entertainment and relaxation. Students will also perform an adapted portion of a Roman play, followed by class discussion. (This will take approximately one class period.)

Key Words:

caldarium	gladiator	tepidarium
frigidarium	strigil	

ACTIVITY 1: ANALYZING ARCHITECTURAL STRUCTURE OF ROMAN ENTERTAINMENT SITES

Teacher Materials	Student Handouts
Overhead Projector Visual 1-A:Cutaway View of the Colosseum and Photograph of the Colosseum Visual 1-B: Site of the Circus Maximus and Theatre of Marcellus	1-A: Graphic Organizer: Building Designs

HISTORICAL BACKGROUND INFORMATION FOR TEACHERS ON ROMAN ARCHITECTURE

In the Imperial period Romans spent much time in entertainment activities. These began as festivals to the many gods. As time went on, the calendar became more than half-filled with days of celebration. The favorite forms of entertainment were wild beast hunts, gladiatorial contests, chariot races, the theater, and the baths. Because many Romans were idle due to high levels of underemployment, the festivals became a way for the government to keep people occupied. The events were also a way for the emperor to show respect for the people and win their support. Despite the fact that the emperor had enormous power, the Roman people still exercised their traditional right of voicing opinions about their ruler and his policies. Caligula and Claudius were unpopular with the upper classes but very popular with the masses because they attended the games and paid close attention to what went on. Tiberius, on the other hand, was very unpopular because he hated the games and refused to attend them.

Colosseum: The Colosseum in Rome was built in A.D. 80. It was a large building holding up to 50,000 spectators. Its outer structure had many arches that originally had statues in the niches. The building had poles around the outside to support shade awnings. Below the main arena floor, which was 207 yards long, were rooms used to hold and separate beasts and gladiators. Huge mechanisms raised and lowered these rooms to the arena level. The building was made of great stone blocks held together by iron joints. It offered good visibility for all, quick entry and exit, and a pit to separate the dangerous arena activities from spectators. The first performance was a mock sea battle. The wooden floor planks were removed and the center of the stadium flooded for this event. Three thousand people took part. The family of the Emperor Trajan entered through a special gate.

Circus Maximus: The Circus Maximus was the most famous Roman building of this kind. It was oval and gigantic, holding up to 250,000 spectators. It consisted of a dirt track and tiered seating with an area in the center of the track for lap counting, award giving, and other tasks related to chariot racing, the one event held there. Although the site is exists, the structure is no longer there.

Theater of Marcellus: This type of building, designed for the performance of plays, was smaller in size (although holding as many as 12,000 spectators). It, too, had tiered seats, in semicircle form, with the focal point being the area where the dramas were staged. The shell form offered wonderful acoustical features.

ACTIVITY INSTRUCTIONS

Using transparencies of **Visuals 1-A** through **1-C**, work with the whole class to structurally analyze the Colosseum, Circus Maximus, and Theater of Marcellus. After discussing the questions below, have students record their observations in the appropriate sections of the graphic organizer (**Student Handout 1-A**).

Have students look carefully at the Colosseum cutaway (**Student Handout 1-B**). Point out the importance of the arch in the construction of all three buildings.

Questions on the Colosseum, Circus Maximus, and Theater of Marcellus (*with possible answers*):

1. Why did Roman builders use so many arches?
   The many entrances allowed thousands of spectators to find seats in ten minutes—or empty out of the stadium just as quickly. The multiple arches also gave the huge structures a pleasing lightness and allowed greater distances to be spanned than in post-and-lintel architecture.

2. Why did Roman architects use an oval or circular form for the Colosseum, Circus Maximus, and Theater of Marcellus?
   This maximized equal viewing from all points in the entertainment sites for the kinds of contests held there—gladiatorial games, etc. The circular form also provided visual relief from surrounding buildings.

3. Which sections of the buildings were designated for the elite for ordinary citizens, and for slaves?
   Slaves sat in the uppermost seating section; ordinary citizens sat in the second and third tiers; aristocratic Romans sat in the courtside rows of seats.

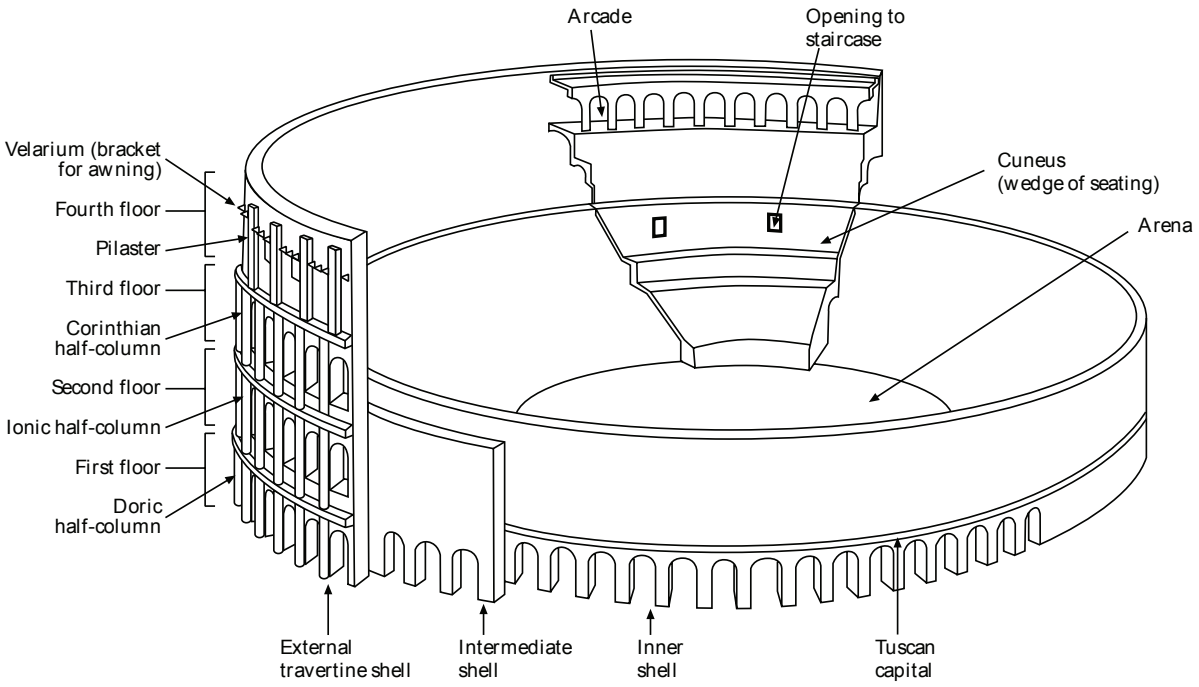
4. What were the advantages of this seating arrangement for the elite?
   The upper class had the easiest access to their seats and the best viewing.

5. How do the columns separating the arches differ on each floor of the Colosseum and why?
   Doric columns are used on the first floor; Ionic on the second; and Corinthian on the third. This variety gave a pleasing effect and illustrates the Roman admiration for this element of Greek architecture.

GRAPHIC ORGANIZER: BUILDING DESIGNS

What form of entertainment took place in each site?
What characteristics do the three structures share?
How is the seating arranged? Why?
How are the exits arranged? Why?
What modern day buildings can you think of that follow these models? (By looking in the front of a telephone book, you can find seating plans for famous buildings in your area that are modeled after Roman buildings.)

CUTAWAY VIEW OF THE COLOSSEUM



PHOTOGRAPH OF THE COLOSSEUM

SITE OF THE CIRCUS MAXIMUS

THEATER OF MARCELLUS

ACTIVITY 2: EXPLORING ROMAN GLADIATORIAL GAMES AND CHARIOT RACING

Teacher Materials	Student Handouts
Visual 2-A: The Battle of the Gladiators Visual 2-B: The Battle of the Beasts	2-A: Primary Sources about Gladiators and Chariot Racing

HISTORICAL BACKGROUND INFORMATION FOR TEACHERS ON GLADIATORS AND CHARIOT RACING

Roman spectacles, especially the wild beast hunts and gladiatorial fights, were always full of carnage. The slaughter of animals was immense. Emperor Trajan once staged gladiatorial games for 123 consecutive days where some 5,000 combatants and 11,000 animals were killed.

Some upper-class Romans were appalled at the brutality of the games but justified them as a means of directing popular anger away from the elite. A much larger group defended the gladiatorial games as useful lessons in bravery and courage in the face of death. The wild beast hunts were justified on the grounds that the animals slain were themselves vicious and cruel. Their death was seen as demonstrating the power of Rome to control the natural environment, which in ancient times was much more threatening than it is now. Symbolically the hunts represented Roman order over the chaos of disorderly nature. The gladiatorial games were sometimes seen in a similar way. The gladiators were outcasts; their bravery sometimes won them freedom and reentry into a society they had rejected as criminals or lost. The festivals, then, were ritual reaffirmations of the social, political, and natural orders.

Vast sums of money were needed to erect the circuses, theaters, and amphitheaters where the games took place. Only the emperor could afford to pay the costs of training gladiators and transporting of animals from countries as far away as India and Africa. Hence the games were a means of displaying the wealth and power of the emperor and through him the power of the Roman people themselves. Word of the festivals spread throughout the empire; local elites tried to imitate the generosity of the emperor by building arenas and theaters in their cities. Two hundred and seventy-three amphitheaters alone are known to have been constructed throughout the empire. Some of these ancient structures still exist, including the largest of them, all the Colosseum in Rome, now scheduled for restoration.

The chariot races began with a parade of rulers, musicians, priests, priestesses, gods, and goddesses through the city of Rome. Races were held in the Circus Maximus, which could hold up to 250,000 people. The teams were usually made up of slaves, identified by the colors red,

green, blue, and white. If a charioteer was successful for a long period of time, he might be able to buy his freedom. The chariot was usually pulled by four horses. The race was seven laps (approximately four miles) long. As the teams rounded the turns, horrible accidents often spilled horses and people alike.

ACTIVITY INSTRUCTIONS

Using transparencies of **Visuals 2-A** through **2-D**, hold a class discussion, using the following questions.

Questions for Visuals 2-A through 2-D (*with possible answers*):

The Battle of the Gladiators (mosaic)

1. How can you tell who the visitors are?
   Raised arms, fallen opponents.

2. Can you identify the armor and weapons used in this mosaic?
   Short swords, daggers, spears, harpoon tridents, helmets, body armor and shields.

3. How has the artist show the strength of these men?
   Light and dark show muscles. By the type of poses.

The Battle of the Beasts (mosaic)

1. What do you think the artist is trying to show?
   The strength of both men and animals as they engage in combat.

2. What other things can you learn about Romans from this work of art?
   The Romans considered strength and power to be important and probably enjoyed public art, such as this piece, that reminded them of this power.

Culminating Activities:

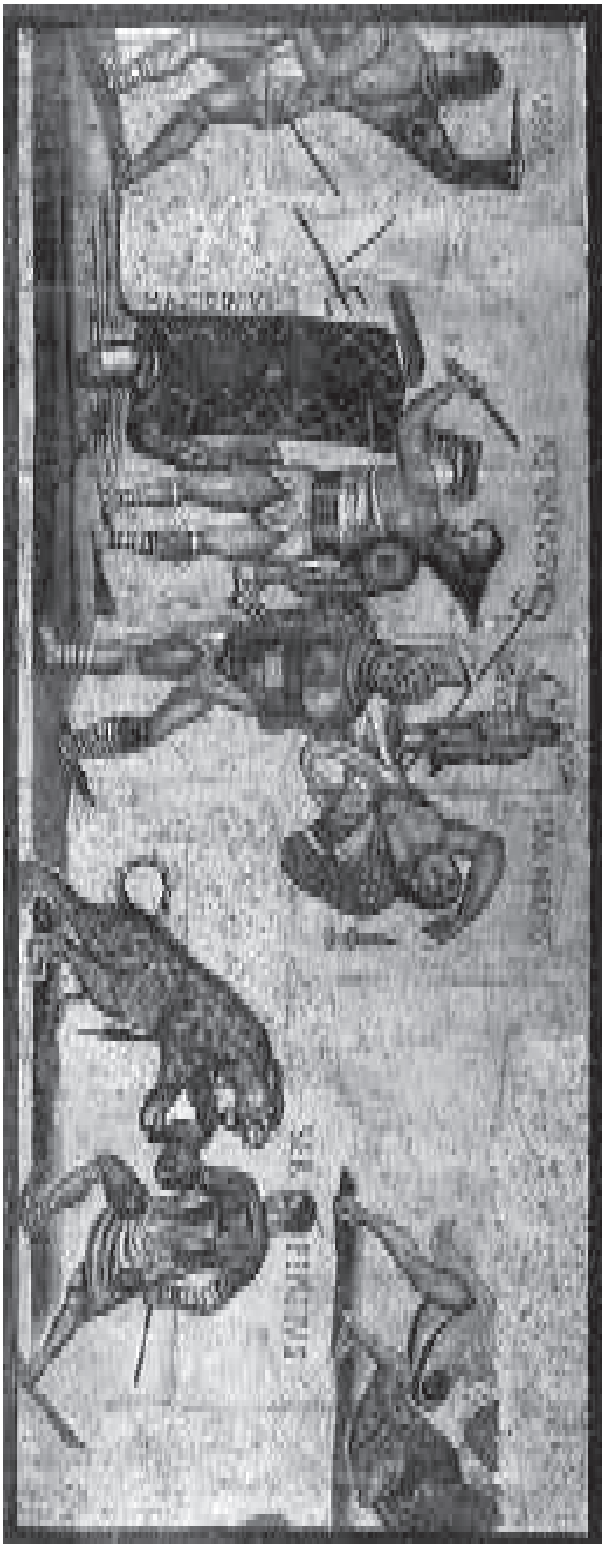
After finishing the analysis of the visual sources, have students read the primary sources about gladiators and chariot racing (**Student Handout 2-A**). Have each student write either an article for the sports section of the *Roman Times* reporting on an event discussed in the primary sources or an essay on the following two questions.

1. What is significant about the fact that Romans recorded these events in such a permanent art form?

2. Why did the Romans have these scenes on the floors and walls of their homes and public buildings? Where is the appreciation and love of entertainment and sport displayed today?

Amphitheater of Pompeii

THE BATTLE OF THE GLADIATORS



THE BATTLE OF THE BEASTS

PRIMARY WRITTEN SOURCE DOCUMENTS ABOUT GLADIATORS AND CHARIOT RACING

Gladiators

1. I happened to call in at a midday show in the amphitheater, expecting some sport, fun, and relaxation. It was just the opposite. By comparison, the fights that had already taken place were merciful. Now they really get down to business—it's sheer murder. In the morning men are thrown to the lions or bears—at noon they are thrown to the spectators.

—Seneca

2. Recently, for example, a German who was slated to be one of the wild animal fighters in the arena was getting ready for the morning show. He withdrew to relieve himself—the only thing he was allowed to do on his own without a guard being present. In the toilet there was a stick with a sponge on the end of it used for wiping away the feces. He rammed the whole thing down his throat, and choked to death. . . . Not a very elegant way to go, it's true, but what is more foolish than to be overly fastidious about our departure? What a brave man!

—Seneca

3. The wild animal hunts, two every day for five days, are magnificent—I wouldn't deny it. But what pleasure can it give a person of taste when either a feeble human being is torn to pieces by an incredibly strong wild animal or a handsome beast is transfixed by a spear?

—Cicero

4. There was a serious riot between the people of Pompeii and Nuceria, a nearby town. It all started with a small incident at a gladiatorial show. Insults were hurled, then stones, and finally swords were drawn. The locals from Pompeii came out of it best—a number of Nucerians were taken off wounded or dead.

—Tacitus

Chariot Racing

1. The races do not interest me at all. If you've seen one race, you've seen them all. I cannot understand why so many thousands of people want to see horses racing and men driving chariots—why don't they grow up?

—Pliny

2. I wouldn't mind if the spectators went to see the speed of the horses or the skill of the charioteers. But all they support is the color of the driver's tunic. If they swapped colors in mid-race, I swear they'd follow the colors and change their support too.

—Pliny

3. Gaius Appuleius Diocles, charioteer of the Red Stable, a Spaniard by birth, aged 42 years 7 months 23 days. He drove chariots for 24 years, ran 4,257 starts and won 1,462 victories. He made 9 horses 100–time winners, and one a 200–time winner. The champion of all charioteers. He excelled the charioteers of all the stables who ever participated in the races of the circus games.

—Stone monument to Diocles in Rome, A.D. 146

Sources:

Selections 1, 3–4 (Gladiators) and 1–2 (Chariot Racing) are from Mike Corbishley, *The Roman World* (New York: Warwick Press, 1986), 55–57.

Selection 2 (Gladiators) is from D. Brendan Nagle and Stanley M. Burstein, *The Ancient World Readings in Social and Cultural History* (Englewood Cliffs, N. J.: Prentice-Hall, 1995), 287.

ACTIVITY 3: EXPLORING ROMAN AND MODERN FORMS OF ENTERTAINMENT: BATHS AND THE THEATER

Teacher Materials	Student Handouts
Overhead Projector Chalkboard	3-A: Roman Baths 3-B: Selected Quotes on Roman Baths 3-C: Reader's Theater

HISTORICAL BACKGROUND INFORMATION FOR TEACHERS ON ROMAN BATHS AND THE THEATER

A bathhouse was considered an essential part of Roman towns and cities. Bathing was cheap and easily accessible to both rich and poor. Children got in free. Men and women bathed at different places or times during the day. It was not just a place to cleanse oneself. People exercised, played games, chatted, and relaxed. People bathed in the nude, going from very hot rooms to cooler and cooler ones. Soap was not used; the body was rubbed with olive oil and scraped with a *strigil*.

The baths were enormously expensive to build. Their construction was supposed to show the care the emperor and the upper class had for the well-being of the masses. Huge aqueducts had to be constructed to supply the baths with water, and the cost of heating and maintaining them was also considerable. A century after Trajan's death in A.D. 117, Rome's ultimate gym, the Baths of Caracalla, offered swimming pools and playing fields mixed with gardens and shops. The remains of the imperial baths in Rome today and elsewhere in the former empire are still very impressive.

Theater also played an important role in Roman life. The Romans copied many plays from the Greeks. As with most forms of entertainment, plays were originally performed as part of religious festivals. Admission was free, but it was hard to find an empty seat. Romans preferred stories about people and their human foibles to Greek tragedies. The plays usually had a happy ending. The greatest Roman writer of comedy was Plautus who wrote around 224 B.C. He was the first to add music to plays. The movie *A Funny Thing Happened on the Way to the Forum* has many jokes of the same sort that would have been found in plays by Plautus. The Romans were the first to use mime and pantomime. Costume colors told the audience whom the players represented: white for old men, purple for young men, and yellow for women (although women's parts were played by men. Wig colors were red for slaves, black for young men, and white for old men. The actors were not highly regarded by the public in general. In fact, women were discouraged from sitting in the front seats for fear of being wrongly influenced.

ACTIVITY INSTRUCTIONS

Roman Baths: Make overhead transparencies or distribute photocopies (**Student Handout 3-A**) of a typical bath house. Discuss different rooms in the bathhouse. Point out the names of the rooms—cold room (frigidarium), warm room (tepidarium), and hot room (caldarium).

Select a student to read the primary sources (**Student Handout 3-B**) on baths to the class. Have students listen for descriptions of activities that took place there and make a list of those activities. Record their observations on the board. Ask the students what else took place in the baths. Record their answers on the board.

Possible answers:

Cleaning the body, talking, exercising, playing games, selling food and goods, bragging, massages.

The Theater:

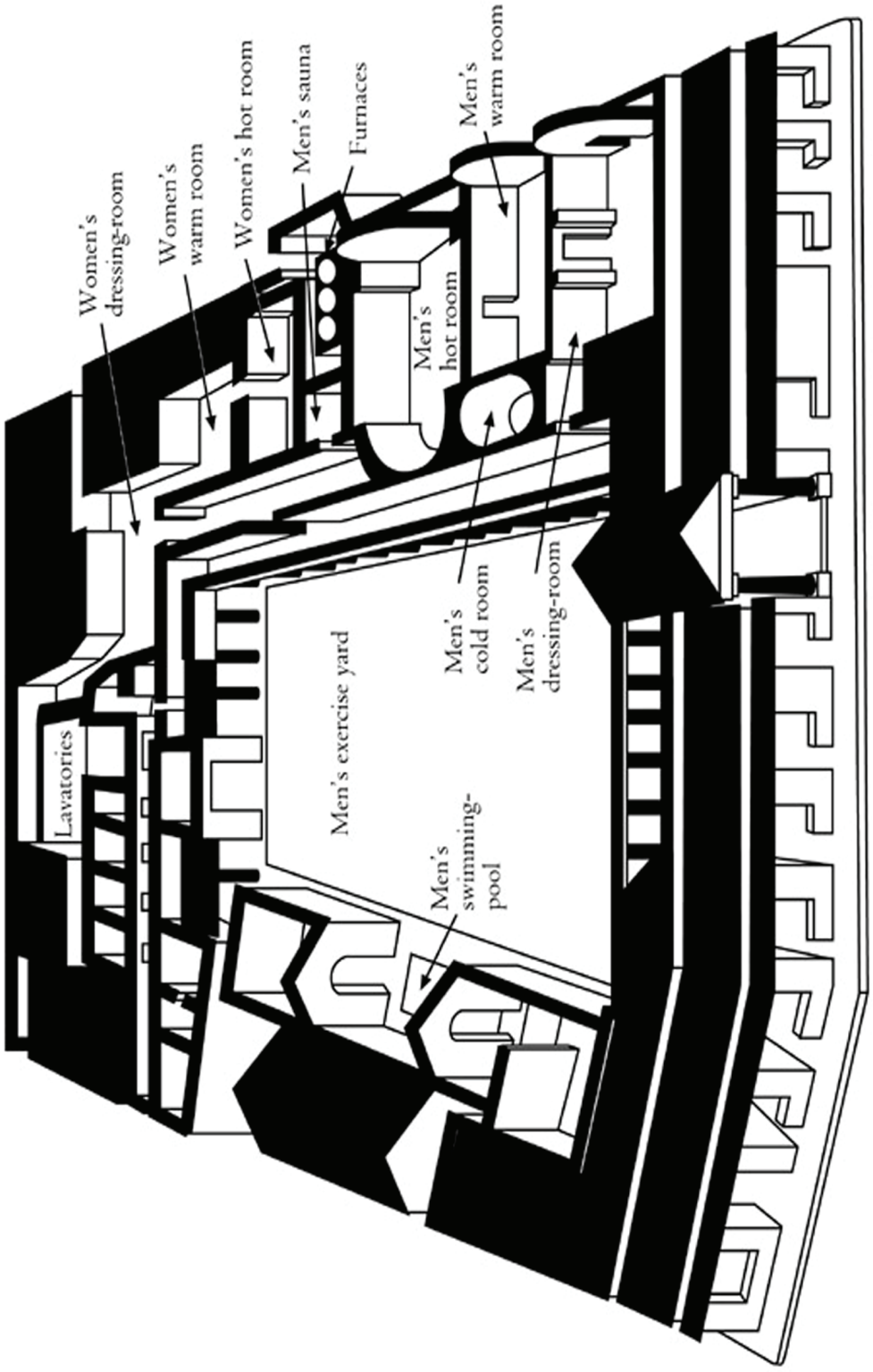
Select two students who are willing to "ham it up" to read the Readers' Theater (**Student Handout 3-C**). After the reading, lead the students in a discussion about ways in which Plautus made the slave look superior to the owner. Why do people, through the ages, seem to like situations where those in control are made to feel foolish by those with less power? Elicit from the students any modern plays or movies where one of the main characters was such a braggart and was made fun of by someone less powerful. (Disney's *Beauty and the Beast* has a song in which Gaston tells about how magnificent he is.)

After students have performed and discussed the Reader's Theater, read the following quote to the class. Briefly discuss why they think Lucian had such positive things to say about the theater, whereas he thought the baths not so pleasant. Pliny and Seneca, both intellectuals as well, disliked gladiatorial events and chariot races. Why might this have been?

> It sharpens the wits, it exercises the body, it delights the spectator, it instructs him in the history of bygone days . . . while eye and ear are held beneath the spell of flute and cymbal and of graceful dance. . . . I say nothing of the excellent moral influence of public opinion. . . . you will find the evildoer greeted with curses and his victim with sympathetic tears.
>
> —Lucian

Source: Mike Corbishley, *The Roman World* (New York: Warwick Press, 1986).

ROMAN BATHS


Women's dressing-room
Women's warm room
Women's hot room
Men's sauna
Furnaces
Men's warm room
Men's hot room
Men's cold room
Men's dressing-room
Men's exercise yard
Men's swimming-pool
Lavatories

SELECTED PRIMARY SOURCES ON ROMAN BATHS

I live over a bathing establishment. Picture to yourself now the assortment of voices, the sound of which is enough to sicken one. . . . When the stronger fellows are exercising and swinging heavy leaden weights in their hands, when they are working hard or pretending to be working hard, I hear their groans; and whenever they release their pent-up breath, I hear their hissing and jarring breathing. When I have to do with a lazy fellow who is content with a cheap rubdown, I hear the slap of the hand pummeling his shoulders, changing its sound according as the hand is laid flat or curved. If now a professional ball player comes along and begins to keep score, I am done for. Add to this the arrest of a brawler or a thief, and the fellow who always likes to hear his own voices in the bath, and those who jump into the pool with a mighty plash as they strike the water. In addition to those whose voices are, if nothing else, natural, imagine the hair plucker keeping up a constant chatter in this thin and strident voice, to attract more attention, and never silent except when he is plucking armpits and making the customer yell instead of yelling himself. It disgust me to enumerate the varied cries of the sausage dealer and confectioner and of all the peddlers of the cook shops, hawking their wares, each with his own peculiar intonation.

—Lucius Seneca, c. A.D. 63

When you enter the baths you are received into a large hall with plenty of rooms for servants and bath attendants. . . . next are the locker rooms to undress in. . . . you come into another room slightly warmed instead of meeting you with a fierce blast of heat. Next is the hot room and in the room beyond three hot tubs. When you have bathed, you need not go back through these rooms. . . . you can go straight into the cold room.

—Lucian, **Satires,** c. second century A.D.

Source:
Perry M. Rogers, ed. *Aspects of Western Civilization*, *Problems and Sources in History*, vol. 1 (Upper Saddle River, NJ: Prentice Hall, 1997), 186.

READERS' THEATER

Plautus
"The Braggard Soldier"

"The Braggard Soldier" was one of Plautus's most famous plays. It is the story of a soldier who is overly proud and a slave who makes fun of him to show the soldier's foolishness to those around him. It is a long and complicated story dealing with the stealing of a girlfriend and returning of her back to her original love. It begins with a farcical opening, showing the weaknesses of the main character and the cleverness of the slave. Their names are very complicated, adding to the farcical nature of the play.

The prologue to the play:

Narrator:
The play opens with a character study of the Braggard Soldier, Pyrgopolynices and his parasite, Artotrogus. (*A parasite is someone who would follow you around and compliment you and say that you are wonderful in exchange for food*.) This scene takes place on a street in Ephesus.

Pyrgopolynices (*strutting around bragging*):
Everyone look at my beautiful shield. There is none like it. It surpasses the shine and beauty of the sun! I have too long let it be without battle. It is anxious and ready to chop up a foe! (*Speaking normally*) Where is that menace Artotrogus?

Artotrogus (*quickly tiptoeing in*):
He's here!! You most wonderful, handsome, intelligent, brave man! Mars, the god of war, would be foolish to compare himself to the likes of you.

Pyrgopolynices (*preening*):
Tell me where is that famous warrior that I spared in our last great battle? Where the chief of staff was nothing but a bumblin' fool?

Artotrogus:
Oh, I remember, yes. The man with the fabulous golden armor. You blew away his troops with a single breath. Much as a wind can blow the leaves from a tree or the tiles from a roof.

Pyrgopolynices (*in a bragging tone*):
Oh, it was nothing really. It was easy as snapping my fingers. [*snaps fingers*]

Artotrogus:
It was nothing?! (*overly astonished)* How can you say anything as … (*look toward the audience and whisper*) as false as this. (*Holding a shield in front of his face, he says:*) Does anyone know a man so full of bull, who thinks himself so special … but I must say his meals are terrific!

Pyrgopolynices:
Hey, where are you hiding?

Artotrogus (*coming from behind his shield and continuing to falsely compliment Pyrogopoynices*): Do you remember that enormous elephant that you wounded in India?

Pyrgopolynices:
Wounded? I barely touched him!!

Artotrogus:
Oh, but your barely touching him is more than most men. Why, you cut right through his rough hide and broke his leg bones! Of course there is no point in us talking about all of the fabulously brave deeds you have done. . . . I know them all. (*whispering to the audience)* It is only for my stomach that I listen to all of his lies. While my ears may be hurting, my teeth are munching as I say, yes and yes again to his many bragging stories.

Pyrgopolynices:
Get your stylus and let's make a list of all of the wonderful deeds of bravery and daring that I have done. Let's see, stop listing them, count them. . . .

Artotrogus:
There must be over 7,000. They were so memorable, I don't even have to write them down.

Pyrgopolynices:
My goodness what a memory.

Astrotrogus:
(*An aside*) My stomach counts on it. (*Looking at Pyrgopolynices*) Why should we repeat what everyone knows? You are the strongest and most handsome man there is. All the women love you. Why just yesterday a group of women grabbed me and begged me to confess that you must truly be Achilles. But I told them that you were just his brother!! They would do anything to get to know you. . . .

Pyrgopolynices:
They really said all of this about me? *(Sighing)* How difficult it is to be so handsome and brave.

Artotrogus:

Ah, yes, it must be a terrible fate.

From there the play unfolds . . .

Source:
Titus Maccius Plautus, *Plautus: Three Comedies The Braggard Soldier, The Brothers Menaechmus, The Haunted House,* trans. Erich Segal (New York: Harper & Row, 1963), 13-17; adapted by Claudia Flanders.

GLOSSARY

amphitheater: an oval arena completely surrounded by gradually rising rows of seats

apodyterium: locker room at the baths

aqueduct: a bridgelike structure built to carry water from a distant source

assassinate: to murder someone, especially for political reasons

atrium: the largest interior space in a Roman house, completely covered by a roof except for the central section, which was left open to the sky

auxiliaries: military contingents that were raised from provinces outside of Italy

barbarian: a foreigner

bequest: property left to another in a will

caldarium: hot room

chorobate: a long wooden surveying instrument used for general siting as well as determining the profiles

citizen: to be a member of a country, enjoying all of its rights and privileges

cloaca: a large underground sewer in the form of a tunnel

colonnade: a row of columns supporting a horizontal beam or a roof

compluvium: the opening in the roof of an atrium

concrete: an extremely strong building material made by combining stones of varying sizes with mortar

consul: either of the two chief elected officials in ancient Rome

cubiculum: a bedroom; generally windowless and close to the atrium, it was very small, just big enough for a metal or wooden bed, a bedside table, and perhaps a cupboard and a small chair

deify: to make a god of

dole: a giving or distribution of food, money, or clothing to the needy

dormice: squirrel-like Old World rodents sometimes eaten by the Romans as a delicacy.

edict: a proclamation or announcement given by an authority and having the force of law

egalitarian: a person who believes in the equality of all people

elite: in ancient Rome, the upper class

equestrians: knights who fulfilled the needed tasks of bankers and economic leaders

extol: to praise

forge: a workshop in which metal is heated in a furnace and hammered into shapes for tools and instruments

forum: the government and religious center of a Roman city, consisting of an open meeting area surrounded by buildings and colonnades

freeborn: a Roman who was not born as a slave and therefore has citizenship from birth

frigidarium: cold room

garum: a strong-tasting sauce made primarily of salt and fish cooked down to a very strong syrupy mixture

gladiator: highly skilled male slaves caught in war who usually fought to the death in Roman games

infamy: having an evil reputation

insula: a Roman city block, usually square or rectangular in shape

Jus Civile: civil law

laconicum: very dry, hot room

lararium: the household shrine; shaped like a miniature temple, this is where the head of the household offered prayers and gifts to the gods each day

legion: the principle unit of the Roman army comprising 3000 to 6000 foot soldiers with cavalry

Lex Aquila: a law in the Roman Empire that introduced civil liability for willfully negligently killing or injuring another man's beast or slave

liability: having legal responsibility

liquamen: similar to garum

marine: of or relating to the sea

manumission: releasing a slave from his/her servitude

mortar: a mixture of sand, lime, and water used to cement stones and bricks together

palaestra: exercise courtyard

patricians: the privileged class of Roman citizens who controlled the Senate and high offices of government

peristyle: the garden; surrounded by walls and lined with stone columns, was planned with shrubs and flowers and decorated with fountains and vies, offering a cool and secluded place where the family could eat in the summer

plebian: in ancient Rome, a member of the large class of ordinary citizens

pillagers: those who take money or goods by violence as in war; those who plunder

praetor: in ancient Rome, one of a number of elected magistrates charged chiefly with the administration of civil justice

procurator: in ancient Rome, an official of the empire with fiscal or administrative powers

provisioning: supplying of needed materials

reservoir: a place where something is kept in store

rhetoric: the art of effective writing and public speaking

ritual: a ceremony or rite; the prescribed form or order for a religious or solemn ceremony

samnite: one who was heavily armed with a shield, an ax, and a complete body armor

senator: a member of the ruling political class in Rome

slave: manual and domestic servant; although there were various categories of slaves, all slaves were the property of someone

strigil: curved instrument for scraping dirt off of an oiled body

subjugate: to bring under complete control; conquer

tepidarium: warm room at the baths

terrestrial: belonging to earth or land

thermae: Roman public baths

tribune: a Roman official with the function of protecting the plebeian citizen from arbitrary action by the patrician magistrates

triclinium: an indoor dining room that usually looked out over the garden and was furnished with three, long, draped couches where people reclined and ate from tables spread with food and drink that had been prepared by slaves in the kitchen

truss: a wooden frame used to bridge a space too wide to be bridged by a single beam

valarium: a canvas roof drawn over a theater or amphitheater to protect spectators from the sun

vanquish: to defeat or conquer by a superior force as in a battle

women's quarters: private rooms where women could sew, sleep, wash, put on makeup and jewelry, and look after their children

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