FOUNDATIONS:

A THIRD GRADE
CORE KNOWLEDGE UNIT
ON ANCIENT ROME

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FOUNDATIONS

(A Third Grade Unit on Ancient Rome)

Level/Length: This unit was written with third graders in mind, although it could be adapted for any grade level. The unit is comprised of fifteen lessons, with many extensions.

Concepts: There are three main concepts students should understand about the rise and fall of Ancient Rome.

First, it is important to understand the close relationship between the social and political systems. These systems in ancient Rome evolved over time and reflected one another. For example, during Rome's early years the people valued discipline, hard work, and respect for authority. The government that arose reflected those values. The Republic was based on a checks and balances system which ensured fairness to all. As the Romans became greedy, indulgent, and self serving, their political system simultaneously evolved into a dictatorship—a prize for the strongest contender.

The second important concept is to understand the reasons for continuity and change. Rome evolved from a small kingdom into a massive empire. Obviously, much change took place to complete this evolution. Nevertheless, much continuity is also evident in the "gifts" we continue to use from Roman society, such as their law system, language, architecture, etc. Many of these "gifts" were the foundations on which our society was founded.

Lastly, analyzing cause and effect is important when studying Rome. The fall of Rome was a result of many causes over a long period of time.

Unit Description: This unit follows the historical rise and fall of Rome, coupled with additional activities (chronologically relevant) to facilitate the students' understanding of the overall concepts listed above.

The activities are many and varied, such as classifying, abstracting, building models, map
work, interpreting literature, dramatizing, writing, reading Shakespeare and Virgil and creating class books.

Much attention was paid to developing deeper understandings about the subject and creating higher level thinking activities.

Assessment:  
Assessment is interwoven throughout the unit. Each unit ends with a journal entry. Most of the journal entries are higher level thinking questions which focus on the conceptual nature of the lesson. The entries are used to assess understanding as the unit is being taught.

In some instances, there are several journal questions to choose from. We suggest that students keep a journal throughout the unit, not only to answer journal questions but also to reflect on their growth.

Ongoing Projects:  
A great ongoing project is building a floor model of the city of Rome over the course of the unit. We have included a building plan, beginning with Day Three (building the Tiber River and Seven Hills). This building plan is correlated to daily lessons. Students will actually build what the Romans built during the time frame of that lesson. They could use paper, clay, etc. By the end of the unit you should have a complete model of Rome (with aqueducts, roads, temples, forum, Colosseum, etc.)
RESOURCES

Listed below are several books and activity books that would be especially useful to ensure the success of this unit. These books, as well as others that we used, are listed in the bibliography.

Student Readers:

Ancient Rome, Daniel Cohen
Growing Up in Ancient Rome, M. Corbeshley

Teacher Activity Books:

Ancient Civilizations - Rome, Jane Pofahl
Ancient Rome, John Artman (Good Apple)

Teacher Resource Books:

The Romans, Roy Burrell
What Your Third Grader Needs to Know, E.D. Hirsch
Background Information

It is crucial to this unit that the teacher have an understanding of the three basic stages of Rome’s political development: Rome as a kingdom, Rome as a republic, and Rome as an empire. This is an outline of those stages, but it is recommended that the teacher consult other resources to supplement this information. More detailed background information which is pertinent to specific activities is included in the daily lesson plans.

I. Rome As Kingdom (753 B.C.-509 B.C.)

A. Early Accounts of Origin
   1. The Aeneid—Virgil’s account of Rome’s royal lineage
   2. Romulus and Remus—establishes Romulus as first “king” because he was the descendent of kings Numitor and Amulius, and of Aeneas.

B. Location
   1. Italy—began as farming village in Latium
   2. Palatine hill—close to island in Tiber River
      a. easy to defend
      b. river used for transportation
      c. good farmland

C. Government
   1. Pater familias—family units were joined together under the oldest living male who was head of household.
   2. Kings—the early kings were similar to the pater
      a. same authority and respect
      b. family made up of all Roman people
      c. his word was law; had ultimate authority

II. Rome As Republic (509 B.C. - 44 B.C.)

A. Characteristics of the Government
   1. Separation of powers—no one person or group held absolute power:
      a. 2 consuls (executive powers)
      b. Senate (legislative/advisory powers for patricians)
      c. Assembly (legislative powers for the people)
      d. Praetors (served as judges)
2. Combination of the main types of governments
   a. monarchy (like the consuls)
   b. oligarchy (like the Senate)
   c. democracy (like the Assembly)

B. Conquests during the Republic
   1. Italy south of Po River -- 340-270 B.C.
   2. Punic Wars with Carthage -- 265-150 B.C.
   3. Greece and Macedonia

III. ROME AS EMPIRE (27 B.C. - 476 A.D.)

A. Expansion throughout Europe
   1. Harder and harder to govern because of its size
   2. Roads were built during this time

B. Pax Romana--200 years of peace begun by Caesar’s grand-nephew Octavian; later named Augustus. Rome flourishes and grows to its greatest extent during the Roman peace

C. Division of empire into east and west

D. Constantine moves capital city to Byzantium
   1. Later renamed Constantinople (beginning of Byzantine empire)
   2. Declared all religions free to exist in Rome
   3. Empire divided between his two sons after Constantine’s death

E. Western empire invaded by barbarians
   1. By A.D. 410 Rome invaded and overtaken by barbarians
   2. Roman empire to the west ends in A.D. 476

F. Eastern Byzantine empire flourishes for next 1,000 years

Adapted from: *The Ancient World*, Nagle.
DAY ONE: LOCATING A CITY

Concept Objective: Understand that early man chose sites upon which to settle that fulfilled their basic needs, and offered natural protection.

Skill Objective: Analyze map features to determine the best place to locate a city.

Materials:
This Is The Way by Suzanne Morrow
(or a similar account of early settlements of man--check 1st/2nd grade Core Knowledge books)
map of early Rome--included
Helping Your Child with Maps and Globes,
Frazee Journal

Background Information:
Early civilizations generally arose at sites near rivers that also had natural barriers to protect them from barbaric invasion. It would be pertinent (at the end of the lesson) to discuss how most early settlements (such as Babylonia on the Euphrates River) popped up along rivers. You might also look at the United States and note which citites are near major rivers. You could also discuss why the colonists settled along the Atlantic coast.

Procedure:
1. Read This Is The Way or a similar book which illustrates how early man evolved from hunters and gatherers into farmers. Brainstorm what these people probably looked for in selecting a site to establish a farming community (flat land, near a river, protection by natural barriers.)

2. Give students an unlabeled map of early Rome (included). In cooperative groups, have them analyze the following scenario: If you were farmers and you had to choose a site where your group will settle, which site would you choose: A, B, C, or D?

   a. Decide what your needs are as farmers.
   b. Decide if each site can fulfill those needs.
   c. Evaluate each site—what is good and bad about each.

Share group results with the whole class, listing reasons for and against each site. Students must be able to share why some choices are undesirable.

3. Tell students where on the map the early Romans actually settled (site B)

   A. List specific attributes about this site.
   B. Why do you think Romans chose this site?
4. Extension: There is an similar activity to #2 in the book *Helping Your Child with Maps and Globes* which would complement this lesson well.

**Assessment:**
Journal entry: If you had to choose between locating a city near a river with flat ground or near a mountain for protection from invasion, which would you choose? Justify your answer.
Where would you locate your city? A, B, C, or D

= river
\)= hills
\= mountains
DAY TWO: GEOGRAPHY

Concept Objective: Develop an awareness of place

Skill Objective: Locate and identify Italy and its physical features

Materials: Map of Italy
Map of the world
(wipe-off maps would work well if available)
Journal

Background Information:
Italy is a country made up of different landscapes. A mountain range running north and south, the Apennines, divides the country. The Alps are a mountain range to the north. There are a few harbors on the eastern side of Italy but there is little room between the mountains and the sea. There is a great deal of land suitable for farming on the western side.

The Tiber and the Arno rivers were very important in the history of early settlers of Italy. The plains around the rivers were good farming lands—wheat, vegetables, grapes, and olives were grown. There were many forests of larch, maple, pine, and beech. There was plenty of good stone for building. The land was suitable for raising cattle, sheep, goats, and horses.

Northern Italy shares its climate with central Europe, while the southern climate is typically Mediterranean.

Adapted from: Cultural Atlas for Young People, Cebikiey.

Procedure:
1. Teacher will review the following terms:
   sea
   ocean
   island
   continent

   Introduce definitions and examples of:
   peninsula
   strait

2. Based on this review of terms, introduce the map of Italy. Ask students to identify what could be a peninsula, strait, island, sea and ocean.

3. Discuss with class the word barrier. What are some examples of barriers? (doors, fences, etc.) What would you consider a natural barrier? (mountains, oceans, etc.) Do you see any natural barriers on this map of Italy?
4. Label Italy's "natural barriers" (Italian Alps, Adriatic Sea, Ligurian Sea, Tyrrhenian Sea, Gulf of Taranto, Ionian Sea, Mediterranean Sea, and the Tiber River.)

5. Look at a world map. Is Italy north or south of the equator? Follow Italy's position on the map westward to the United States. Italy is in line with what states? Based on your previous knowledge of these states, what kind of weather do you think Italy has?

Assessment:
1. Map work
2. Journal: How do you picture Italy? Draw a picture of yourself in Italy. Describe the weather and scenery under your picture.
DAY THREE: ROMULUS AND REMUS

Concept Objective: Understand how this legend reflects the beliefs/values of the early Roman society

Skill Objective: Compare and contrast different versions of Romulus and Remus

Materials: Two versions of Romulus and Remus
Venn diagram form
Journal

Background Information:
According to Roman legend, the gods ordered Prince Aeneas, a survivor of Troy, to find a beautiful land to the west. He arrived in Italy and married a Latin princess and became the king of the Latins. A descendant of Aeneas, a beautiful Latin princess named Rhea Silva, had two sons (Romulus and Remus) by the god Mars. Since she was a vestal virgin she was manacled and thrown into prison. The twins were raised by a she-wolf.

Romulus is supposed to have founded Rome in 753 B.C. He was the first king, one of seven who would rule the kingdom of Rome. The later kings were Etruscan, from the northern area of Etruria. They were more advanced than the people of Rome. The Romans came to resent them and around 510 B.C. drove out the last Etruscan king, Tarquin the Proud.

Procedure:
1. Teacher will read one version of Romulus and Remus. Discuss story.

2. Students will read the second version of Romulus and Remus with a partner.

3. Brainstorm what is the same about each legend and what is different (use Venn diagram).

4. Based on what is the same in each legend, interpret what Romans value the most about the story of their origins.

Assessment:
Illustrate a scene from the story. At the bottom of the illustration finish this sentence--"The story of Romulus and Remus was important to the Romans because..."
Romulus and Remus

Version #1

Version #2
DAY FOUR: GODS AND GODDESSES

Concept Objective: Understand values of the Roman society as reflected in what and how they worshipped.

Skill Objective: Classify the gods

Materials: One Minute Greek Myths by Shari Lewis
           World Myths and Legends by J. Suter
           4 sets of Roman Gods/Goddesses cards. Include picture/name/description-use at least 12 gods

Background Information:

The Romans worshipped a great many gods, goddesses, and spirits-about 30,000 in all. They believed the gods and spirits controlled everything they did. The spirits were invisible. They were called numina, and there was a numen for practically everything-the night, the day, hills, home, rivers, mountains, fields, almost everything. It was important to plead to the numina for help.

The Etruscans probably introduced the gods and goddesses of Greece to the Romans. The Romans took the ancient Greek gods and gave them new names. It was probably easier to worship a deity as a statue in a temple than as an invisible numen. The Romans also accepted into their religion gods and goddesses from other countries that they conquered. From Egypt there was Serapis; from Persia, Mithriasis; and from Britain, the sun-goddess, Sul.

The temple was the house for the gods or goddesses. This was where their statue was cared for by priests and priestesses. The Romans didn't have any regular church meetings with prayers. Instead, they made regular visits to the temples in an attempt to bribe the gods with food, wine, or sacrificial animals. Sheep, chickens, bulls, and pigs were the main sacrificial animals. The priests removed their innards to discover the god's intentions.

As well as these, there were personal and family gods--the Lares looked after the home and Penates looked after the cupboard. The father (pater) of every Roman family set up a shrine in the home to these household gods.

When an emperor died, the Romans believed he too became a god. This was important because they believed that only the gods had eternal life. All others went to live in the underworld.

Adapted from The Romans, Barrill

Procedures:

1. Discuss what gods and goddesses meant to the Romans. Share the background information with them. Read the myth "Mount Olympus" from Shari Lewis' book (for some myths you will need to change Greek names to Roman names) or another source. Begin a family tree based on this story with Jupiter and Juno at the top.
2. As an ongoing project, read a myth daily. After reading, add new gods or goddesses to the family tree. (The Romans created pantomime. They pantomimed their plays because the theater audiences were too noisy to hear the words. Have students pantomime the myths as you read them daily.)

3. The following is a classification activity. Use this after students have heard several myths and are familiar with the gods and goddesses. Divide the class into 4 groups. Each group will receive a set of the teacher-made Roman god cards (see example). Students will review the gods and their descriptions and group them. Some of the categories might be: gods and goddesses without children, children of Jupiter, gods whose names begin with the letter M, gods and goddesses who had temples built for them, etc. For each group, students must be able to explain the rules they used in forming the categories.

4. Gather together. Each group will present how they categorized their gods.

5. After reviewing all the presentations, conclude what all the gods and goddesses had in common. What do the gods and goddesses have that humans don’t have? Can you think of any cartoon heroes of today that remind you of the ancient gods?

Assessment:
Assess cooperative group work and reasoning.

Journal: Select your favorite god or goddess. Write a simile which captures the essence of this deity.
Vulcan was the god of fire, protector of smiths, patron god of builders and artisans.

Mercury was the messenger of the gods and the god of good trade.

Mars was the god of war. He was the spirit of the season of growth and harvest.

Diana was the huntress and the moon goddess.
DAY FIVE: EARLY ROMAN VALUES

Concept Objective: Explain how the early Roman's values regarding home and country are what gave the Roman Republic its moral strength.

Skill Objective: Identify early Roman values

Materials: "Brutus, a Boy of Early Rome"

Background Information:
Roman family life encouraged obedience to existing authority and subservience to the needs of the larger family unit. The qualities of loyalty, discipline, and subservience to authority were continually stressed. These same values, when transferred to the Roman state, produced loyal, obedient citizens who put their country's needs before their family's needs. They were willing to sacrifice themselves for the good of the state.

Procedure:
1. Read with students the story of Brutus. As or after you read, discuss examples of what seems to be important to the Roman family (what do they value?) Web these on the board as a whole group.

   Example:
   
   ![Roman Values Diagram]

2. With partners, students will create a poster showing what the early Romans valued and a symbol to represent each value. 

   ***This is an important activity to the success of the unit because it initiates the understanding of how the Roman value system changed throughout the course of the history of Rome.

3. Extension: Students make a fasces (the symbol of the pater familias/king). Use popicle sticks and yarn. Be sure students understand what each part stood for (as explained in story "Brutus: A Boy of Early Rome.")

Assessment:
Orally discuss posters with class. Evaluate student's ability to articulate Roman values and how the symbol he/she created represents that value.

Journal: What do you care a lot about? Why is it important to you?
BRUTUS: A BOY OF EARLY ROME

Let's learn about life in early Rome. We will learn about Brutus, an average boy of ten. Life is not easy for Brutus and his family. They spend most of their time at their farm. For them, farming is hard work. It takes great strength to handle the wooden plow. Brutus is not strong enough to plow, but he can hoe, dig, and trim the trees in the apple orchard.

When he is not working, he may go swimming in the Tiber River, even on cold days. Roman boys must learn to withstand hardships of all kinds. Sometimes Brutus and his friends fight with wooden swords. They know that a Roman must always be ready to drop his plow and grab his sword to defend his city.

Brutus has a sister named Claudia. She, too, works very hard. She helps her mother with the cooking, spinning, weaving, and grinding of flour. Making clothes and preparing food take up most of her time.

Brutus and Claudia know that the most important things to Romans are DISCIPLINE and AUTHORITY.

DISCIPLINE
Discipline means many things to Brutus. It means behaving well in front of other people. It means not complaining when there is not enough to eat. It means obeying his elders. Brutus wants to have discipline because Romans admire a person who has discipline. In Rome, it is hard to live and it takes great discipline to make a life for yourself.

AUTHORITY
When Brutus thinks of authority, he thinks of family. There are 12 people in his family, but his grandfather is the pater or the "father of the family." He has all the authority over the family. He owns everything, including the people. He can have sickly babies put in the fields to die and he can sell grown-ups into slavery.

Actually, Brutus' grandfather loves his family very much. He does his best to be a wise pater. He decides what is best for everyone. He must set a good example for all because being the pater is serious business.

GODS
Brutus' grandfather makes offerings to the gods for the entire family. He feels that if he is not respectful to the gods, the whole family might suffer. There are many gods that he gives offerings to; one god watches over the hearth fire, another the cooking utensils, and others watch over the weaving, sewing and planting.
KINGS

The early kings of Rome were very much like the pater of a large family. They had the same authority as a pater. Their family was the Roman people. They would make offerings to the gods of all of Rome. They directed the people's work and gave the orders. They were disciplined and had all the authority.

The fasces was the symbol of the Roman king. It was a bundle of rods tied with an axe in the center. The rods were a sign that the king could put them to death. When the king appeared in public, each one of his servants carried a fasces. This was to remind the people who had all the authority.

The wise kings were like the wise paters. The Romans respected these kings. However, some kings were cruel and selfish. The Romans hated these kings who were not at all like the wise family paters.

Adapted from Greek and Roman Civilization, Educational Research Council of America.
DAY SIX: THE REPUBLIC

Concept Objective: Understand the close relationship between social and political systems (i.e., how the two-class social system led to a separation of powers in government)

Skill Objective: Define 3 types of government:
monarchy, oligarchy, democracy
Define separation of power
Compare and contrast Roman Republic to U.S. government

Materials:
Excerpt from Cicero (included)
Ancient Rome, Cohen, p. 12-13
Pofahl activity book, p. 10
diagram sheet and copy of large paper
large sheet of butcher paper for flow chart

Background Information:
By the time of the sixth century, Romans were unhappy with the kings. They wanted more share in the decisions and a more significant role in the government. A one-man rule was, in their eyes, untrustworthy. Romans wanted rights for all citizens.

Tarquinius Superbus (Tarquin the Proud), the seventh Etruscan-born king of Rome, paid little heed to their concerns. When the patricians revolted, he was forced to flee and later sought help from the neighboring Etruscans. After 16 years of fighting, Tarquin was defeated. The Romans vowed to never be ruled by a king again, and the Roman Republic was born.

The Republic was a conscious effort to be what is called today a mixed government—a combination of the best qualities possessed by a democracy, oligarchy, and monarchy. They devised a system of three branches, comprised of two consuls, the Senate, and the Assembly.

The consuls, who functioned as an executive branch, were elected to one year terms. For any matter to be approved, the consent of both consuls was required. The Senate, comprised of the wealthier patricians, were a group who discussed issues and advised the people (oligarchic rule). The Republic also included an Assembly where the people could express their opinions. Finally, judges (called praetors) who knew the law were elected annually by the people.

This mixed government and separation of powers, which characterized the Republic of Rome, was the foundation of the checks and balances system we use in the U.S. today. Many historians believe the long-lived success of the Republic was due to this unique form of rule.

Adapted from: Greek and Roman Civilization, Educational Research Council of America
Procedures:

1. Explain to students (using background information and/or What Your 3rd Grader Needs to Know, p. 94-95) how and why the kingdom came to an end: the Roman citizens wanted a voice in government and didn’t want any one man to have too much control. Also explain social distinction between plebeians and patricians.

2. List and define on board the options that existed for the new Roman government. Use a graphic organizer to clarify what’s what.

- monarchy-rule by one government
- oligarchy-rule by a few people
- democracy-rule by the people

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3. Read what Roman statesman Cicero had to say about the three types of government. Invite student discussion on what they think would work best for Rome. Chart their responses. Define tyranny.

4. Tell class what Romans decided using background information, or read from Cohen’s Ancient Rome, p. 12-13. Another good summary of the Republic is in Pofahl’s, p. 10. Put information in graphic organizer as you teach (included).

5. Extend: Dramatize/create a Roman Republic. Divide class into halves between patricians and plebeians (let them draw from slips of paper). Then from the patrician group, elect two consuls, a Senate, two praetors and an Assembly of Centuries. Maybe this group could be in charge of decision-making for that day. To help students visualize chain of command, make a flow chart of government during the Republic.

6. Compare and contrast with our government. Read from 3rd grade social studies text and discuss U.S. government and its separation of powers into executive, legislative and judicial branches. Explain that our government system has its roots in the Roman Republic. Add this to original graphic organizer. Ask them to determine what in our system mirrors the Roman system (i.e., consuls=President, praetors=Supreme Court, etc.)
Assessment:
Journal--
1. What is a mixed government, and how does it help a free society stay strong? Use examples from Rome and the U.S.

2. How do you think our government came to be set up like the Roman Republic some 1,500 years later?

3. How did the government of the Republic reflect what the Romans valued?
WHAT CICERO SAID ABOUT GOVERNMENT

When there is a king, only the king has many rights. The people have only a small share in deciding. In an oligarchy, the power does not belong to all the people. In a democracy, it is hard for men to rise as leaders.

King Cyrus of Persia believed in one-man rule. He was a just and wise man. But one-man rule can easily become tyranny. The government of Massilia is an oligarchy. It is run by a few leading men. But for the common people, this government means something like slavery. Look at the Athenians and their democracy. They did not allow one man to rise above the others. So they did not have strong leaders. Their state became weak.

Kings can appeal to us by being kind and fatherly. Oligarchies can be efficient, fair, and intelligent. Democracies can promise freedom. So it is hard to make a choice. I do not approve of any of these alone. I would like a government that combines all three.

Taken from Greek and Roman Civilization, Educational Research Council of America
DAY SEVEN: ROMAN LAW

Concept Objective: Explain how Roman law was a political outcome of the social structure and upheaval during the time of the Republic

Skill Objective: Define law, rule
Create 12 laws that would be fair to all Romans

Materials: 12 shoe boxes covered in white paper
copy of the Twelve Tables (if you can find it!)
Journal

Background Information:
As the government of the Republic emerged, all the power lay in the hands of the upper class patricians in the form of consuls, Senate and Assembly of Centuries. The lower class plebeians were dissatisfied with this arrangement, and conflicts were common until a second assembly was formed. The Tribune, as it was called, was comprised of men elected by the plebeians to represent them in the Senate.

The plebeians also contributed to the Republic by publishing Rome's first law code, the Twelve Tables. Considered by Romans to be the source of all law, the bronze tablets on which the laws were carved were set in the Forum in 450 B.C. What is important about the Twelve Tables is not the laws themselves (many in fact unfavorable to the plebeians), but that the law had been made public and applied to all members of society. The distinction was made between secular law (ius--meaning that which is due in human relations); and sacred law, (fas--which was considered divine and above human interference.) To this day, the concepts of Roman law (as found in the Twelve Tables and the later codes of the Theodocius and Justinian) dominate the world over with the exception of England.

Adapted from: The Ancient World, Nagle

Procedure:
1. FOCUS -- Tell students you are going to play a game. The person who can collect the most red objects in 2 minutes will win. Call on several students (one at a time) to attempt this. As they do so, state rules they must follow (ex: nothing smaller than a pencil; you must walk; etc.). Change the rules, omit them or add new ones as each student collects. (IDEA: THIS IS NOT FAIR UNLESS RULES ARE STATED AT THE OUTSET AND REMAIN CONSTANT!)

2. Discuss the game--was it fun? Was it fair? Why/why not?

3. Define law and rule on the board:
   law:
   rule:
Discuss if it would be fair if the teacher didn’t tell students the class rules but punished them for not following them.

4. Tell students that this type of thing was a problem in the Republic. The law was not written down, and it was not applied equally in all situations. Invite class discussion on how they would solve this problem.

5. Using background information, tell students how and why the Plebeians published the Twelve Tables. Tell them that the laws focused on the following aspects of their lives:

- marriage
- inheritance
- theft
- family duties
- definition of crimes
- property

6. CREATIVE THINKING ACTIVITY: TWELVE TABLES
What do you think the laws said? In pairs, write one law that would be fair for all Romans. Use the above categories if they have trouble with ideas. Write your law on a shoe box and display it with the rest of the class’ laws. Vote on those which you think are fair. (You need 12 groups so there are 12 laws; or assign 2 to some groups).

**This activity is from Jane Pofahl’s Ancient Civilization—Rome, p.11.

7. Find a copy of the actual laws and share with students.

Extension: Carve a law or rule on clay with a toothpick and let it bake in the sun. Discuss the saying "set in stone."

Assessment:
Journal—
*Choose a school rule you think is unfair/fair. Write a persuasive paragraph to your principal and justify your opinion.
*Choose one of the "laws" written by your classmates. Tell whether you think it would be fair for all Romans.
*Would you prefer to have laws written down or passed around by word of mouth? Justify your answer.
DAY EIGHT: EXPANSION

Concept Objective: Explain causes of Rome’s expansion

Skill Objective: Create a map key to depict expansion of Rome
Write a how-to composition
Use Texas maps to give directions

Materials: Map of Europe
Photographs of Roman roads, aqueducts, arches
Texas road map
[clay, playdough, small stones or peas, large pieces of paper]
Journal

Background Information:
In the beginning, Roman expansion was a matter of defense. In 390 B.C., the Romans fought in Italy against its neighbors in various wars and gained control of the peninsula by approximately 270 B.C.. Its defense now secure, Rome developed a new attitude towards expansion which was more missionary in character. They wanted to spread their culture, government and laws to bring peace and harmony wherever they went. It can also be argued that the wealthy class in Rome was eager for more power and wealth that could be brought by expansion.

The time of expansion necessitated the construction of roads, aqueducts, and city walls, tasks at which the Romans excelled. Every new city that was conquered had a road built from it to Rome...hence the saying "all roads lead to Rome." This network has been compared to the nervous system with Rome as the brain. Many of the roads created during this time are still used today.

The roads were constructed with multi-layered foundations:

first layer   rubble
second layer slabs of concrete
third layer  concrete and stone
top layer    hard stones or blocks of lava pieced together
sides        gutters and curb stones.
Procedure:

1. Give students a copy of a state road map. Ask them to share how they would get from one major city to another. Tell them you use roads to get to places! Discuss what it would be like without roads.

2. Transfer: Today we’ll be learning how the Romans used roads in the expansion of their empire.

3. Read from any of several sources on Roman roads:
   
   - *The Romans*, Burrell, p. 96-97
   - *Ancient Rome*, Cohen, p. 32
   - *Ancient Rome*, Eyewitness Books, p. 26

   Create a visual organizer after you read using facts on roads:

4. Remap the Republic. Compare small city of Rome to Rome at 270 B.C.

5. Activity: Build a Roman road. Construct a cross section of a Roman road on a classroom wall or hallway. Use paper, or students can build models using clay and small stones.

6. Students write a how-to composition on how to build a Roman road.

Assessment:
Evaluate the how-to essay on content and format.

Journal: What do you think inspired the Romans to keep "collecting" land and people? What do you think enabled them to expand their empire so rapidly? (Lead them to answer roads!)
DAY NINE: THE PUNIC WARS

Concept Objective: Understand causes and effects of the Punic Wars; Understand how the geography of the Mediterranean area affected the political developments of Rome and Carthage

Skill Objective: Define island
Locate islands in the Mediterranean Sea on maps
Read for comprehension

Materials: European map
What Your Third Grader Needs to Know, pp. 99-100
rope for tug-of-war
masking tape
Venn diagram
Fortunately, R. Charlip
Journal

Background Information:
Carthage was another powerful city-state across the Mediterranean in North Africa. Carthage dominated the sea with its powerful navy and was a wealthy, mercantile trading center. It controlled the western half of Sicily, which the Romans felt was a threat and so decided in 264 B.C. to drive the Carthaginians out. This was the First Punic War. The Romans won this war by depending on the strength of their foot soldiers who fought on board the ships. In 241 B.C., Carthage gave up Sicily.

Carthage regrouped and counterattacked in what was the Second Punic War. Their general, Hannibal, was an exceptional leader who planned a land attack on Rome from the North, complete with elephants to destroy enemy lines. He battled with Rome for 15 years, but lost the war when the Romans attacked Carthage and Hannibal was forced to rush home to defend it.

Rome and Carthage were at peace for the next 50 years, but when Carthage started gaining power once again, Rome squelched them once and for all. The Third Punic War was over in 3 years: Carthage was completely destroyed and salt was sown in the soil so that nothing would grow there again.

Adapted from: Greek and Roman Civilization, Educational Research Council of America. What Your Third Grader Needs to Know, Hirsch

Procedure:
1. Go back to a world or European map and review the following:

   Italy
   Rome
   Africa
   Mediterranean Sea
2. Using background information, introduce students to Sicily and the other islands in the sea (Corsica, Sardinia, Crete, Cyprus). Define island. Then introduce them to the city-state of Carthage. Be sure to include that it had a strong navy, it was wealthy, it did a lot of trading, it was very powerful, it was in Africa.

3. As a class, compare and contrast the cities of Rome and Carthage using a Venn diagram. Example:

![Venn diagram](image)

4. With masking tape, make two circles on opposite sides of your classroom. They should be big enough so that half of your class can fit inside each one. Have half of the class go to each circle and make one of them Rome and one Carthage. Explain that this worked for a while: each had their own space and neither got in the other's way. Then tell students that the people in these places started to get greedy. They wanted to get more territory (introduce word expand) so they moved outward. Have students take one step out (toward each other). Continue this until the students in the circles begin to run into each other. This is when war broke out: when both cities met in an area that they both wanted for themselves--Sicily.

**Teach about the Punic Wars**

5. First war--To demonstrate the cause of the first war, put the students back in their original circles and let them have a tug-of-war over "Sicily." Tell them that Rome won that war and got control of the island.

6. Second war--Carthage wants revenge
Have students read from What Your Third Grader Needs to Know, p. 99-100, "War with Africa." If desired, leave the ending off and have students brainstorm what they would do if Hannibal was coming and about to kill them. Remember that the Romans have never seen elephants before. Then finish and tell them what did happen.

7. Have students plot on the map Hannibal's journey from Carthage to Spain through Gaul across the Alps and into Italy.

8. Third war--Rome ended the dispute with a bang. Discuss why the Romans put salt on the Carthaginians' fields: why did they do that, and what do you think of it?
Extension: Roman Military
Have the class read about the Roman soldiers and military practices--this information is available in almost every book about Rome.
*draw soldiers and label their military outfit
*design a shield and march around school in a tortoise formation (shields are held over head by those in the middle and in front of those on each side. This was the Roman’s attack formation.)

Assessment:
*Sequence events of wars with Africa. Have each student choose one event to illustrate and write about and make a class book.
*Write a class book based on "Fortunately, Unfortunately" model.
*Journal: "I’m glad I didn’t live in Carthage back then because..."
*Journal: "I saw an amazing creature today..." (Write a descriptive paragraph from a Roman’s point of view describing the elephants.)
Expansion of Rome 133 B.C. to A.D. 117

KEY

THE ROMAN EMPIRE BY A.D. 117

133 B.C. TO A.D. 117

ANCESTRAL LANDS IN 133 B.C.

EXPANSION OF ROMAN

SEA

ARMENIA

YERUSALEM

NORTH

SOUTH

EAST

WEST
Punic Wars

Rome

Carthage
DAY TEN: JULIUS CAESAR

Concept Objective: Understand how the Roman Republic evolved into a dictatorship

Skill Objective: Dramatize a literary selection from Shakespeare
Create an original version of Shakespeare

Materials: Julius Caesar, Shakespeare
Ancient Rome, Cohen
What Your Third Grader Needs to Know, Hirsch
Journal

Background Information:
One of the greatest rulers of Rome was Julius Caesar. He was born around 100 B.C. to a family of the patrician class. He began his career in the army, serving in the eastern empire. He held various political offices. Finally in 60 B.C., he was elected to the highest position in government: consul.

Caesar had many successful military campaigns and was very popular with the people. In 49 B.C. the Senate became afraid of Caesar's power and popularity and ordered him home without his army. Civil war broke out. Caesar seized control of the government and declared himself "Dictator of Rome.

Many senators felt Caesar was disrespectful to them and that he was wrong to take the title of dictator. On March 15, 44 B.C., Julius Caesar was stabbed to death on the steps of the Senate by his friend Brutus and 20 other Senators. His last words were "Et tu, Brute?" (You too, Brutus?).

Procedure:
1. Read to students an excerpt on Julius Caesar from Ancient Rome, Cohen, or from What Your Third Grader Needs to Know.

2. Discuss meaning of dictator. Distinguish between a dictator and a king. Discuss: How does a dictator fit into the ideals of the original Republic?

3. Expose students to Shakespeare's Julius Caesar. Read the passages on Calpurnia's dream and/or the assassination on the Senate steps to them from the original version. Discuss the language and dramatize these passages.

4. With a partner, students will rewrite the original version in their own words. Illustrate their favorite part. Students may want to act these out.

Extension: Make a bust of Caesar.
Assessment:
Evaluate student versions of *Julius Caesar* for accuracy of content and creativity of presentation.

Journal: How do you think the American people would react if our President declared himself "dictator?" What might happen?
DAY ELEVEN: THE EMPIRE

Concept Objective: Evaluate how the government and values of the Roman Republic were transformed through Rome's expansionist policies.

Skill Objective: Compare and contrast early Roman values to the values of the Roman Empire

Materials: Assorted Roman reference books
The Important Book, Brown Journal

Background Information:
After Julius Caesar's death in 44 B.C., many men vied for control of Rome. Caesar's grand-nephew, Octavian, and Mark Antony were victorious in several battles throughout the empire and soon emerged as consuls. They then divided the empire between them. Antony ruled from his base in Egypt (where he could be with his love Cleopatra) and Octavian ruled from Rome.

Neither Octavian nor the Senate, in Rome, would allow Rome to remain split. War was declared against Cleopatra and Mark Antony. Octavian won in 29 B.C. Octavian was now the sole leader of Rome. He refused the title of king and preferred to be called emperor. He restored peace and stability to the land. He stopped the civil war amongst the soldiers by giving them money and land. He made many reforms such as concentrating on building roads, aqueducts and reconstructing the buildings in the Forum. To keep the people amused, he built huge amphitheaters, such as the Colosseum.

Trade had suffered greatly during the civil wars. Once Octavian took over he provided the provinces with better administration, a uniform code of justice and protection from invasion. With peace and stability, people had more time for art, literature, architecture, drama and music. Christianity was introduced during this period but was initially outlawed by the Roman leadership. However, the movement continued to grow.

Octavian was loved by the people, who later gave him the title of Augustus which means "a person to be respected." For 200 years Rome enjoyed peace--called Pax Romana. Thus this period, referred to as the "Golden Age," is that for which Rome is most remembered.

During the reign of Augustus, the patricians were satisfied living under the illusion that Rome was still a republic. In all actuality, they had traded their freedom for peace and order which Augustus reestablished. It was not until later that the true nature of the emperors emerged: the Romans had sold out their freedom by placing themselves under the rule of one man whose powers could override individual rights.

Rome had many emperors after Augustus--some good, some bad. Eventually, though, the checks and balances of the senate/consul
system vanished and the emperors emerged as dictators. The empire began to crumble due to a plethora of problems (barbarian attacks, weak government, plague, civil wars).

Procedures:
1. The Roman empire has grown very large. Students will remap the height of the empire (A.D. 117) on map of Europe-(included).

2. As a result of Pax Romana (Roman Peace), the Roman people's lifestyle has drastically changed. Research (using Roman reference books) what the Roman day was like now. Assign students the topics below. Students will research and write (individually or in pairs) three to five facts about their topic. Use The Important Book pattern to create a class book.

Colosseum  |  Baths
Circus Maximus  |  Mosaics
Villas  |  Aqueducts
Forum  |  Feasts
Temples  |  Gladiators
Patrician Family  |  Theater
Plebeian Family  |  Death and Burial
Soldiers  |  Clothing

EXAMPLE: The important thing about the aqueducts is that they carried water to the Romans from far away. They were big. They were built with arches. One of them is called the Pont du Gard. You can still see them today. But, the important thing about the aqueducts is that they carried water to the Romans from far away.

3. After the class book is finished, share and discuss how their lives have changed since Brutus' story (use value posters you made from this story.) Chart student responses under 'then' and 'now'.

<table>
<thead>
<tr>
<th>DAILY LIFE IN ROME</th>
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<tbody>
<tr>
<td>THEN</td>
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<tr>
<td>-------</td>
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</tbody>
</table>
4. Based on Then/Now chart and value posters, discuss what values the new Roman lifestyles reflect. (i.e. materialism, luxury, entertainment, etc.). Make a list of facts about the Roman people and their lifestyle.

EX. The Romans went to the Colosseum.  
The Romans watched many people get killed there.  
From this list, what conclusions can you draw (generalizations) about the Romans? Record in journals and share.

Extension: Make mosaics.

Assessment:  
Research project/Class book/Generalizations

Journal:  
Select a value you feel represents the Romans now during the Empire period. What would be a good symbol to illustrate this value? List your value, illustrate your symbol and explain your reasoning.
DAY TWELVE: THE AENEID

Concept Objective: Understand how the Romans perceived themselves, their origins and their common bonds; and how the Aeneid reflected those perceptions.

Skill Objective: Read for comprehension
Sequence events

Materials: The Wooden Horse—Fall of Troy
or
World Myths and Legends: Greek and Roman,
or
another copy of the story of the Trojan War

The Aeneid, Virgil

Background Information:
The Aeneid, written by the poet Virgil during the time of the Roman empire (around 30-19 B.C.), is a literary epic which tells the story of the founding of Rome. In writing the poem, Virgil used the old legends and the Greek Iliad and Odyssey to develop his version of what happened after the Trojan War until the founding of Rome.

The Aeneid begins as the Trojan War ends—the Trojan prince Aeneas has escaped and been commanded by Jupiter to find a new land and begin a new race of people. After many adventures along the way, he makes it to Italy and meets the king of the Latins and wants to marry his daughter, Lavinia. A war begins when Lavinia’s significant other, Turnus, challenges Aeneas. After many battles, Turnus is killed by Aeneas, who then marries Lavinia. This union is the beginning of the Roman race.

Historians agree that the Aeneid is probably just a legend. What was important about the Aeneid is not its historical accuracy, but its successful attempt to give the Romans a sense of national identity and pride. Virgil wanted to prove, as Rome expanded throughout Europe, that Rome was destined for greatness by the gods. It also established a royal lineage—the prince Aeneas was later said to be the ancestor of Romulus and Remus, and also of the emperor Augustus.

Above and beyond this, the Aeneid is a great story and an excellent example of literature to which children should be exposed. We have included this lesson here because it was written during the Empire, but it would work equally well at the beginning of the unit when you are teaching the story of Romulus and Remus.

Procedure:
1. Review with students the story of Romulus and Remus. Tell students that the twins’ great-great-great-great ancestor had been a famous hero of war named Aeneas.
2. Read the story of the Trojan Horse (this is perhaps the most well-known portion of the Aeneid, which students will love to read!) Use The Wooden Horse--the Fall of Troy, the excerpt from World Myths and Legends; or your own source.

3. SO WHAT?? Make sure students come to know that this story was to let everyone in Rome know that Rome was great, Romans are great, and their history is a royal one!

4. Reenact the scene by sneaking up on another class and surprising them.

Extension: Illustrate your favorite part of the story. Write a paragraph describing your picture.

Assessment:
Journal--
1. "Virgil wrote the Aeneid so that everyone would know..."

2. Do you have any stories about your ancestors which have been passed down which illustrate your family's history (famous or infamous)? Share. Do you think these stories might have been embellished to create more exciting ancestors? Why?
DAY THIRTEEN: THE FALL OF ROME

Concept Objective: Understand that throughout Rome’s history, the social and political systems were closely intertwined and each reflected the other.

Skill Objective: Organize events leading to fall of Rome
Recognize causes and effects

Materials: What Your Third Grader Needs to Know That’s Good. That’s Bad posters, books, and projects created throughout the unit

Background Information:
By AD 200, Rome was showing signs of great weakness. It became harder and harder to govern because of its size and its inability to hold off barbarians. The citizens complained of high taxes. Their populations had decreased by war and disease. The towns had grown smaller. There was less trade and thus less money to pay the armies, so the armies grew smaller.

In the eastern provinces things were not quite so bad. Trade had not stopped completely. But, throughout the empire the Roman people were discouraged. They had lost their faith in Rome.

In AD 286, the emperor Diocletian made some important changes. He appointed two emperors instead of one—one for the western part of the empire and one for the eastern part. Secondly, each emperor would have an assistant. (He thought this might discourage assassination.) Constantine was selected as one of these four rulers. By AD 311, the four rulers were fighting amongst themselves for control of the empire. Constantine emerged victorious.

Constantine changed the empire in two main ways. He sent out an edict that all religions were free to exist in Rome. Christians, in particular, were not to be persecuted. Secondly, he moved the capital of the empire from Rome to Byzantium. This city was eventually renamed Constantinople. By the time of Constantine’s death, the city was expanding rapidly, as was Christianity. The empire was divided between his two sons. One son ruled the east and the other the west.

Over time the eastern Byzantine empire gained strength while the western (Roman) empire faded away. The Romans could no longer hold back the barbarians. The provinces to the west were lost to the barbarians. By AD 410 the city of Rome was invaded and overtaken by barbarians. The Roman empire in the west came to an end in AD 476. The eastern Byzantine empire, however, continued for the next 1,000 years.
Procedure:

1. Read from *What Your Third Grader Needs to Know*, beginning with "The Bad Emperors" through "The Fall of Rome." This can be done in whole group, pairs, or individually. Chart problems Rome was having as cited in the text, or have students make their own list. Discuss these problems associated with the empire now as a result of its size.

2. At this point, you are ready to recap the rise and fall of Rome. Draw students' attention back to Rome's origins and build a sequence chart as you walk forward through Rome's history. Suggested events to remember:
   - early civilizations
   - Romulus and Remus
   - the life of Roman child Brutus
   - the Republic
   - Roman laws developed
   - expansion
   - Punic Wars
   - Julius Caesar
   - the Pax Romana
   - lifestyle changes as empire grew
   - the Fall of Rome

3. Use the pattern book, *That's Good, That's Bad* to create a class book based on the history of Rome. Assign to each student appropriate topics to illustrate the fall of Rome through cause and effect.

**EXAMPLES--**

1. Romulus and Remus were the twin sons of a king. That's good!
   No, that's bad. Their evil uncle threw them in a river so they wouldn't take over.

2. Julius Caesar was elected as a consul in 60 B.C. That's good!
   No, that's bad. He declared himself "dictator of the people" and was assassinated.

**Extension: Abstracting**

Identify the basic pattern of the history of Rome. Recreate together.

1. Rome started out as a kingdom.
2. It grew and expanded.
3. The kingdom became a Republic with laws etc...

Next, rewrite the pattern in a more abstract form.
1. A place started out small.
2. It grew much bigger.
3. It became very organized with rules.
Finally, have the students identify and describe another story/event they have experienced that has the same pattern. Have them write about this event.

**Assessment:**
Evaluate student pages in class book—does it show cause and effect as it relates to the fall of the empire?

**Journal:**
If the Roman empire had kept growing and we were actually part of the empire, what do you think would be different about our lives?
DAY FOURTEEN: GIFTS FROM ROME

Concept Objective: Recognize Rome as the source of much of what we use today (continuity & change).

Skill Objective: Evaluate Roman influence and consider our possible contributions to forthcoming societies.

Materials: posterboard
          art supplies
          magazines, books on Rome

Background Information:
   Even today, over 1,500 years after the decline of the empire, Rome still has an enormous influence over our lives.

   The Romans invented the Latin language and spread it wherever they went. We speak Latin words everyday because the English language came from Latin. Many of the languages of Europe such as Italian, Spanish and French are based on Latin. Long after the end of the empire, Latin was used by scholars throughout Europe. It was the closest thing to a universal language that the Western world has ever known.

   Our legal and political systems can be traced to Roman times. Law school students still study the Twelve Tables and Code of Justinian. When our Founding Fathers were drawing up the Constitution, they looked to the Roman Republic. Our legislative branch, with the Senate and House of Representatives, is based on the Senate and Assemblies of the Republic.

   In addition, we use Roman numerals, the calendar, the names of the planets, and months of the year (July for Julius Caesar, August for Augustus). We still study the great literature of Virgil and Cicero, as well as read literature about Romans such as Julius Caesar. Lastly, much of our architecture and art reflects the Roman period.

Procedure:
1. Brainstorm things we still use today that originated with the Romans:

   language art
   architecture aqueducts
   literature planet names
   Roman numerals arches
   roads calendar
   government

2. Think about our society--how has it changed over the years? What has changed? What has stayed the same? What do we have that our parents didn’t have? (***This would be a great time to review colonial America if you have already studied it.)
Brainstorm what you think will endure through the years from our society. What will people in the future take from us? Be specific:

- literature
- government
- music
- architecture
- art
- technology
- religion
- games

Final Assessment:

As a final independent project, create a collage to illustrate "Gifts From the Romans" and "Gifts From Us." Students should use pictures, illustrations, and other media for this project and present it to the class. To incorporate language arts, they may attach a paragraph choosing the one most important thing the Romans left us, and explaining what ensured its survival. Hypothesize in this paragraph about the most important gift we might pass on. Explain your reasoning.
DAY FIFTEEN: A ROMAN CELEBRATION

This day is just for fun! Here are some ideas:

1. Have a Roman feast. Wear tunics and togas, eat Roman food and recline on the floor!

2. Groups present to the class a Roman myth of their choice. One student narrates and the others pantomime.

3. Invite parents for the sharing of the final project collages. Videotape their presentations. Display all the work students have done throughout the unit.

4. Watch a filmstrip or movie on Rome.

5. Have groups act out their versions of *Julius Caesar* for parents or another class.

6. Share floor model of Rome that the class has built throughout the unit.
BUILDING PLAN

Day Three:  753 B.C. - Tiber River, Seven Hills, Small Huts

Day Four:   600 B.C. - Forum
            560 B.C. - Temple of Diana built

Day Seven:  431 B.C. - Temple of Apollo
            378 B.C. - First wall built
            312 B.C. - First road and aqueduct built

Day Nine:   200 B.C. - Circular temple in Forum built
            100 B.C. - Circus Maximum completed
            55 B.C. - Theater of Pompey

Day Ten:    17 B.C. - Theater of Marcellus

Day Eleven: A.D. 79 - Colosseum dedicated
             A.D. 128 - Pantheon built
             A.D. 216 - Baths at Caracalla
Expansion of Rome 133 B.C. to A.D. 117

KEY

**X**
Roman lands in 133 B.C.

**L**
Lands added to Rome by A.D. 117

The Roman Empire by A.D. 117

North Sea

Jerusalem

Armenia
BIBLIOGRAPHY


