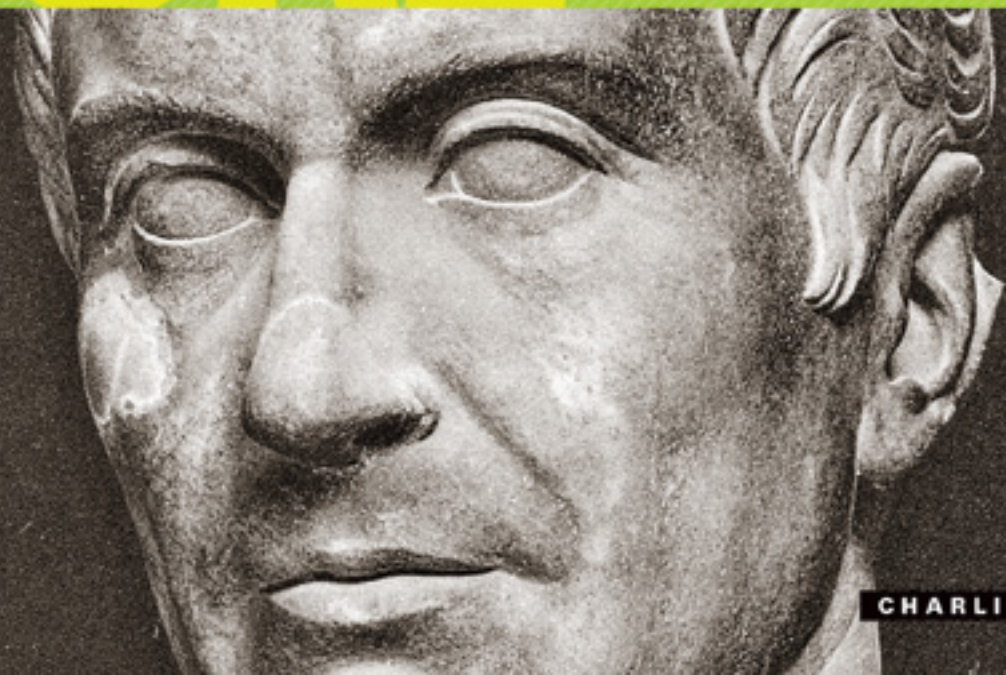


# ANCIENT ROME

WORLD HISTORY

# APPLYING COMMON CORE

ACTIVITIES TO MEET ANCHOR STANDARDS



CHARLIE BOONE



**WORLD HISTORY**

# **ANCIENT ROME**

**CHARLIE BOONE**



**SOCIAL STUDIES SCHOOL SERVICE**  
CULVER CITY, CALIFORNIA



## **SOCIAL STUDIES SCHOOL SERVICE**

Editorial Director: Dawn P. Dawson  
Copy Editor: Emily Rose Oachs  
Editorial Assistant: Melissa R. R. Gutierrez  
Book Layout: Linda Deverich  
Cartography: Grant Hubert  
Cover Design: Mark Gutierrez

© 2016 Social Studies School Service  
All rights reserved.

Printed in the United States of America

Social Studies School Service  
10200 Jefferson Boulevard, P.O. Box 802  
Culver City, CA 90232-0802  
United States of America

(310) 839-2436  
(800) 421-4246

[www.socialstudies.com](http://www.socialstudies.com)  
[access@socialstudies.com](mailto:access@socialstudies.com)

Only those pages intended for student use as handouts may be reproduced by the teacher who has purchased this volume. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means—electronic, mechanical, photocopying, recording—without prior written permission from the publisher.

Links to online sources are provided in the teacher pages and text. Please note that these links were valid at the time of production, but the websites may have since been discontinued.

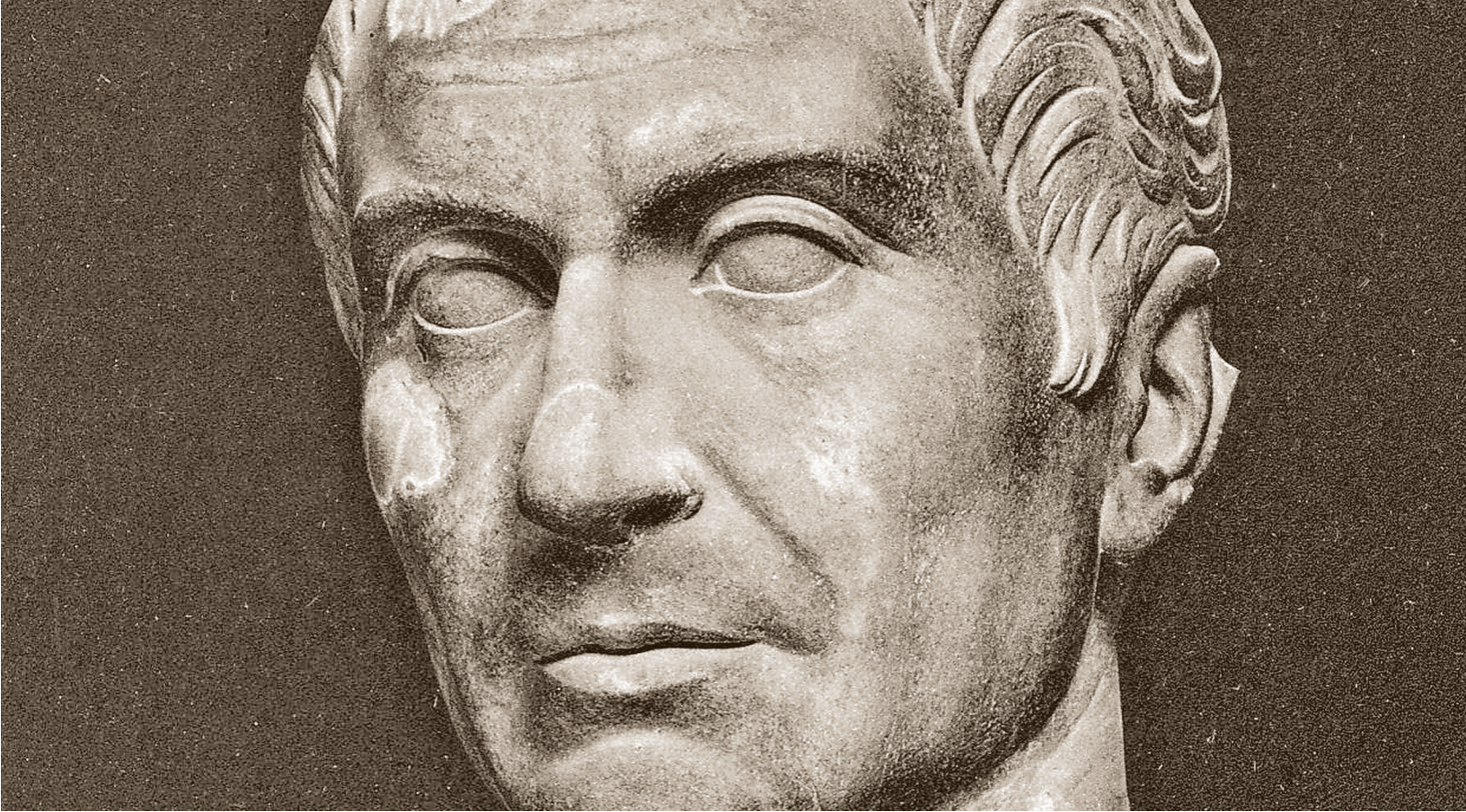
ISBN: 978-1-56004-900-5  
E-book ISBN: 978-1-56004-927-2  
Product Code: Z354 v1.01

# Contents

1	Introduction
2	Common Core Standards
3	Tracking Common Core Standards
5	<b>CHAPTER 1: KEY IDEAS AND DETAILS</b>
6	ACTIVITY 1: The Roman Games
13	ACTIVITY 2: Spartacus
21	<b>CHAPTER 2: CRAFT AND STRUCTURE</b>
22	ACTIVITY 3: The Tale of Two Caesars
31	ACTIVITY 4: Barbarians
39	<b>CHAPTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</b>
40	ACTIVITY 5: Roman Legionaries' Gear
48	ACTIVITY 6: Did Nero Start the Fire?
57	<b>CHAPTER 4: WRITING STANDARDS</b>
58	ARGUMENTATIVE WRITING: Why Did Rome Fall?
65	INFORMATIVE WRITING: Women in Rome
71	NARRATIVE WRITING: The Assassination of Julius Caesar through Brutus's Eyes
81	Selected Answers
87	Bibliography







## Introduction

### Goals

The main goal of this book is to help students develop skills outlined in the Common Core Standards by clarifying what the standards are asking for and by giving teachers specific activities they can use to address the standards.

### Organization

The book is mostly organized by the categories into which Common Core places its standards. The first three chapters are “Key Ideas and Details,” “Craft and Structure,” and “Integration of Knowledge and Ideas.” Because “Range of Reading and Level of Text Complexity” is addressed every time students read, it does not have its own chapter. Also, because it is common for many writing categories to overlap on a paper, the fourth chapter covers all the writing standards and is divided into the three main paper types: argumentative, informative, and narrative.

Activities open with an introductory page that includes every standard covered by the activities, directions, estimated lesson length, and additional teaching ideas. At the back of the book are selected answers for the reading activities.

### Tracking Common Core Standards

On page 3, there is a chart that can help you track which Common Core Standards you have addressed and with which activities.

### Narrative Writing

Narrative writing is not required for social studies teachers, which is why there is no WHST.6-8.3. However, this form of writing was included in this book (W.6.3–W.8.3) because numerous social studies teachers also teach language arts, for the many educators who find creative writing a valuable way to explore history, and because other required writing standards can be covered with narrative writing.

### Common Core Standards

If a teacher covers the six reading activities and three papers outlined in this book, he or she will have addressed every 6–8 History/Social Studies Common Core Standard at least once. Although it is not expected that teachers cover every standard in each unit of study, this gives teachers a great way to see examples of every standard and have numerous assignments to choose from.



# Common Core Standards

## READING

### Key Ideas and Details

#### **RH.6-8.1**

Cite specific textual evidence to support analysis of primary and secondary sources.

#### **RH.6-8.2**

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

» *Summarize primary or secondary sources.*

#### **RH.6-8.3**

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

» *Summarize the steps of a process or historical event.*

### Craft and Structure

#### **RH.6-8.4**

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

» *Use context to decipher the meanings of difficult words.*

#### **RH.6-8.5**

Describe how a text presents information (e.g., sequentially, comparatively, causally).

» *Determine how the author has ordered the information.*

#### **RH.6-8.6**

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

### Integration of Knowledge and Ideas

#### **RH.6-8.7**

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

» *Interpret a reading with a visual.*

#### **RH.6-8.8**

Distinguish among fact, opinion, and reasoned judgment in a text.

#### **RH.6-8.9**

Analyze the relationship between a primary and secondary source on the same topic.

### Range of Reading and Level of Text Complexity

#### **RH.6-8.10**

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

## SPEAKING AND LISTENING

### Comprehension and Collaboration

#### **SL.6.1–SL.8.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6–8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

## WRITING

### Text Types and Purposes

#### **WHST.6-8.1**

Write arguments focused on discipline-specific content.

» *Argumentative writing.*

#### **WHST.6-8.2**

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

» *Informative writing.*

#### **W.6.3–W.8.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

» *Creative writing. (This is not required for social studies teachers.)*

### Production and Distribution of Writing

#### **WHST.6-8.4**

Produce clear and coherent writing in which the development, organization,

and style are appropriate to task, purpose, and audience.

» *Write for a specific audience.*

#### **WHST.6-8.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

» *Use writing process.*

#### **WHST.6-8.6**

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

» *Publish writing for an audience.*

### Research to Build and Present Knowledge

#### **WHST.6-8.7**

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

» *Research to answer a question.*

#### **WHST.6-8.8**

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

» *Use multiple credible sources when researching and summarize findings in own words.*

#### **WHST.6-8.9**

Draw evidence from informational texts to support analysis, reflection, and research.

» *Support essays with information or quotes from texts.*

### Range of Writing

#### **WHST.6-8.10**

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

# Tracking Common Core Standards

CCSS.ELA-LITERACY	Assignment	Assignment	Assignment	Assignment
<u><b>RH.6-8.1</b></u>				
<u><b>RH.6-8.2</b></u>				
<u><b>RH.6-8.3</b></u>				
<u><b>RH.6-8.4</b></u>				
<u><b>RH.6-8.5</b></u>				
<u><b>RH.6-8.6</b></u>				
<u><b>RH.6-8.7</b></u>				
<u><b>RH.6-8.8</b></u>				
<u><b>RH.6-8.9</b></u>				
<u><b>RH.6-8.10</b></u>				
<u><b>SL.6.1–SL.8.1*</b></u>				
<u><b>WHST.6-8.1</b></u>				
<u><b>WHST.6-8.2</b></u>				
<u><b>W.6.3–W.8.3*</b></u>				
<u><b>WHST.6-8.4</b></u>				
<u><b>WHST.6-8.5</b></u>				
<u><b>WHST.6-8.6</b></u>				
<u><b>WHST.6-8.7</b></u>				
<u><b>WHST.6-8.8</b></u>				
<u><b>WHST.6-8.9</b></u>				
<u><b>WHST.6-8.10</b></u>				

\*Not required for social studies teachers.



# Key Ideas and Details

**ACTIVITY 1**

The Roman Games

**RH.6-8.1**

**RH.6-8.2**

**ACTIVITY 2**

Spartacus

**RH.6-8.2**

**RH.6-8.3**



# ACTIVITY 1

**CHAPTER**  
Key Ideas and Details

**DURATION**  
1 class period

## The Roman Games

### COMMON CORE STANDARDS

#### **RH.6-8.1**

Cite specific textual evidence to support analysis of primary and secondary sources.

#### **RH.6-8.2**

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

#### **RH.6-8.5**

Describe how a text presents information (e.g., sequentially, comparatively, causally).

#### **RH.6-8.6**

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

#### **RH.6-8.8**

Distinguish among fact, opinion, and reasoned judgment in a text.

#### **RH.6-8.10**

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

### DIRECTIONS

- Students answer the following question in their journal: "What do you already know about the Roman games?" Students share what they wrote with a neighbor, then the class.
- Students read "Seneca" independently, filling in the first column with information about the games that is new to them as they go. Students share what they wrote with a neighbor, then the class. The class discusses what they think was Seneca's purpose in writing the text and students record this in the second column. Students reread "Seneca," filling in the third column. Students share what they wrote with a neighbor, then the class.
- Students repeat the previous step with Cicero.
- Students read "Pliny the Elder" and "Augustus" independently, completing the "Roman Games Chart" as they go. Students share what they wrote with a neighbor, then the class.
- Students independently complete "Roman Games Questions."

### IMPORTANT/DIFFICULT VOCABULARY

There are many ways to review vocabulary. Below are some words from which you may choose to create a review activity.

- |             |               |             |
|-------------|---------------|-------------|
| ▪ Alleged   | ▪ Dregs       | ▪ Multitude |
| ▪ Biremes   | ▪ Flog        | ▪ Parried   |
| ▪ Butchery  | ▪ Gaetulians  | ▪ Secular   |
| ▪ Consuls   | ▪ Hordes      | ▪ Trifles   |
| ▪ Corrupted | ▪ Magistrates | ▪ Triremes  |

# THE ROMAN GAMES <sup>1/3</sup>

## Seneca

Seneca (ca. 4 BCE–65 CE) was a Roman writer, philosopher, and statesman. He tutored Nero as a child, and became his adviser when Nero became emperor. After Seneca retired, there was a failed conspiracy to kill Nero and he was accused of being part of the plot. It is not known if Seneca played any role in the plan, but he was forced to commit suicide in 65 CE because of his alleged involvement. Below is a letter he wrote to a friend in 50 CE after watching the Roman games.

There is nothing so ruinous to good character as to idle away one's time at some spectacle. Vices have a way of creeping in because of the feeling of pleasure that it brings. Why do you think that I say that I personally return from shows greedier, more ambitious and more given to luxury, and I might add, with thoughts of greater cruelty and less humanity, simply because I have been among humans?

The other day, I chanced to drop in at the midday games, expecting sport and wit and some relaxation to rest men's eyes from the sight of human blood. Just the opposite was the case. Any fighting before that was as nothing; all trifles were now put aside—it was plain butchery.

The men had nothing with which to protect themselves, for their whole bodies were open to the thrust, and every thrust told. The common people prefer this to matches on level terms or request performances. Of course they do. The blade is not parried by helmet or shield, and what use is skill or defense? All these merely postpone death.

In the morning men are thrown to bears or lions, at midday to those who were previously watching them. The crowd cries for the killers to be paired with those who will kill them, and reserves the victor for yet another death. This is the only release the gladiators have. The whole business needs fire and steel to urge men on to fight. There was no escape for them. The slayer was kept fighting until he could be slain.

“Kill him! Flog him! Burn him alive!” [The spectators roared] “Why is he such a coward? Why won't he rush on the steel? Why does he fall so meekly? Why won't he die willingly?”

Unhappy as I am, how have I deserved that I must look on such a scene as this? Do not, my Lucilius, attend the games, I pray you. Either you will be corrupted by the multitude, or, if you show disgust, be hated by them. So stay away.



Gladiators

Sources:  
Davis, William Sterns. *Rome and the West*. Vol. 2 of *Readings in Ancient History*. Boston: Allyn and Bacon, 1913.  
Wiedman, Thomas. *Emperors and Gladiators*. London: Routledge, 1995.

Image source: Gladiators. Jean-Léon Gérôme, *Pollice Verso*, 1872, Phoenix Art Museum, Phoenix

## Cicero

Cicero was an important politician who is considered by many to be the greatest orator in the history of Rome. Cicero's demise came during the chaos after Caesar's assassination. He spoke up against Mark Antony and in favor of a return to being ruled by a republic. Roman soldiers executed Cicero in 43 BCE. In the below excerpt from his *Tusculanae Disputationes*, he discusses gladiators.

What wounds will the gladiators bear, who are either barbarians, or the very dregs of mankind! How do they, who are trained to it, prefer being wounded to basely avoiding it! How often do they prove that they consider nothing but the giving satisfaction to their masters or to the people! for when covered with wounds, they send to their masters to learn their pleasure: if it is their will, they are ready to lie down and die. What gladiator, of even moderate reputation, ever gave a sigh? who ever turned pale? who ever disgraced himself either in the actual combat, or even when about to die? who that had been defeated ever drew in his neck to avoid the stroke of death?

Source: Cicero, Marcus Tullius. *Tusculan Disputations: Also, Treatises on The Nature of the Gods and on The Commonwealth*. Translated by C. D. Yonge. New York: Harper & Brothers, 1877.

## Pliny the Elder

Pliny the Elder (23 CE–79 CE) was an author and scholar who wrote about a variety of subjects including grammar, history, and science. He died during the Mount Vesuvius explosion in 79 CE. Below is an excerpt from his most famous book, *Historia Naturalis* (*Natural History*), which became a model for how to write encyclopedias.

Also in Pompey's second consulship at the dedication of the Temple of Venus Victrix, twenty, or, as some record, seventeen, fought in the Circus, their opponents being Gaetulians armed with javelins, one of the animals putting up a marvelous fight—its feet being disabled by wounds it crawled against the hordes of the enemy on its knees, snatching their shields from them and throwing them into the air, and these as they fell delighted the spectators by the curves they described, as if they were being thrown by a skilled juggler and not by an infuriated wild animal. There was also a marvelous occurrence in the case of another, which was killed by a single blow, as the javelin striking it under the eye had reached the vital parts of the head.

Source: Pliny the Elder. *Natural History: Books 8-11*. Vol. 3 of *Natural History*. Translated by H. Rackham. Cambridge: Harvard University Press, 1938.

## Augustus

Augustus lived from 63 BCE to 14 CE. Following the civil war after Caesar's assassination, Augustus rose to become the leader of Rome. Under Augustus the empire almost doubled in size. Upon his death, *Res Gestae Divi Augusti* ("The Deeds of the Divine Augustus") was inscribed on two bronze pillars near his grave, mostly written from his perspective. Historians have questioned its accuracy, but still consider it an important historical document. Below are two of the listed accomplishments.

22. Three times I gave shows of gladiators under my name and five times under the name of my sons and grandsons; in these shows about 10,000 men fought. Twice I furnished under my



name spectacles of athletes gathered from everywhere, and three times under my grandson's name. I celebrated games under my name four times, and furthermore in the place of other magistrates twenty-three times. As master of the college I celebrated the secular games for the college of the Fifteen, with my colleague Marcus Agrippa, when Gaius Furnius and Gaius Silanus were consuls. Consul for the thirteenth time, I celebrated the first games of Mas, which after that time thereafter in following years, by a senate decree and a law, the consuls were to celebrate. Twenty-six times, under my name or that of my sons and grandsons, I gave the people hunts of African beasts in the circus, in the open, or in the amphitheater; in them about 3,500 beasts were killed.

**23.** I gave the people a spectacle of a naval battle, in the place across the Tiber where the grove of the Caesars is now, with the ground excavated in length 1,800 feet, in width 1,200, in which thirty beaked ships, biremes or triremes, but many smaller, fought among themselves; in these ships about 3,000 men fought in addition to the rowers.

---



Byzantine mosaic of venatores, 5th century

Source: Augustus. "The Deeds of the Divine Augustus." Translated by Thomas Bushnell. The Internet Classics Archive, 1998.  
<http://classics.mit.edu/Augustus/deeds.html>

Image source: Byzantine mosaic. By unknown artist, the Museum of Great Palace Mosaics, Istanbul

ROMAN GAMES CHART

	New Information	Author’s Purpose (Why did the author write it?)	Words, Lines, or Phrases That Show the Purpose
Seneca			
Cicero			
Pliny the Elder			
Augustus			

1. Cite an example of a fact. Explain what makes it a fact.
2. Cite an example of an opinion. Explain what makes it an opinion.
3. Cite an example of loaded language, where an author uses emotionally loaded adjectives to swing readers' opinions on a topic. Why might the author have used that adjective?
4. Cite a line or phrase you agree with. Explain.
5. Cite a line or phrase you did not agree with. Explain.



6. In *Cicero and the Fall of the Roman Republic*, Cicero is quoted as saying, "Men do enjoy the games, you may take my word for it, and not only those who frankly acknowledge their interest, but those who pretend not to care." Do you agree with him? Why or why not?
7. What is something each of the quoted Romans is known for?
8. Below, circle the response that best explains how the introduction to each excerpt was organized.
- a. What the author is known for, how he died, where the excerpt is from.
  - b. Where the excerpt is from, how the author died, what he is known for.
  - c. How the author died, what he is known for, where the excerpt is from.
  - d. What the author is known for, where the excerpt is from, how he died.
9. Do you think it was a good idea for the introductions to include how the person died? Explain.
10. In what ways is watching a gladiator match like watching boxing or mixed martial arts? In what ways is it different?
11. People today gather in venues, called theatres, to watch violent movies. Why do you think people are drawn to watching violence?

## ACTIVITY 2

**CHAPTER**  
Key Ideas and Details

**DURATION**  
1 class period

# Spartacus

### COMMON CORE STANDARDS

**RH.6-8.2**

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

**RH.6-8.3**

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

**RH.6-8.5**

Describe how a text presents information (e.g., sequentially, comparatively, causally).

**RH.6-8.7**

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

**RH.6-8.10**

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

### DIRECTIONS

- The class reads the first three paragraphs together, highlighting parts they can connect to, have a question about, or are surprised by. Students should draw a line from the highlighted part to the margins and explain their connection, ask their question, or describe why they were surprised.
- Students read the remaining paragraphs independently, annotating as they did in the previous step. Students share what they highlighted with a neighbor, then the class.
- Students independently answer the questions.
- The teacher shows the class the "I am Spartacus" clip from Stanley Kubrick's *Spartacus* (1960). The class discusses what they think made it so famous.
- The teacher may want to assign question 14 as homework.

### EXTENSIONS

- Show students more scenes from *Spartacus* (1960).
- Give students selections about the Third Servile War to read that were written by Roman historians Appian and Plutarch.
- Have students learn the basics of Nat Turner's Rebellion and have them compare and contrast the two slave revolts.

# SPARTACUS 1/3



Death of Spartacus

At the end of the 1960 award-winning film *Spartacus*, Roman after Roman stands up and declares, “I am Spartacus.” This famous moment in cinema history was based on a fascinating historical episode in the first century BCE, when a Roman slave named Spartacus came to lead a slave army of around 100,000 troops in a fight for freedom against the Roman military.

The roots of the event derive from how the Roman countryside had changed as Rome fought more wars. Peasants were increasingly asked to be soldiers. While gone, their farms frequently fell on hard times and returning soldiers often had to sell their plots and move to the city. Rich landowners bought many of these. Soon, large estates replaced what had been mostly small farms. The countryside’s populace also changed because of Rome’s success in these wars. Many of the conquered people became slaves, and owners of the large estates began using slave labor to run their farms. Slaves were cheaper than paid labor, particularly so when factoring in that the landowners owned their slaves’ children. Also, slaves would not be sent to war. Slaves filled the countryside.

Spartacus was not working in the fields. He was at a gladiator training school close to today’s Naples. In 73 BCE he and about seventy other slaves used stolen kitchen items, such as cleavers and spits, to fight their way out of the school. Fortunately for them, soon after scaling the school’s walls, they were able to seize a wagon that contained gladiator weapons.

They hid out near Mount Vesuvius and elected Spartacus, Crixus, and Oenomaus as joint leaders. Runaway slaves, who often were only armed with farming equipment and kitchen utensils, joined them. Many shepherds came too, whose knowledge of the area proved particularly helpful. The growing group looted nearby towns for supplies and better weapons.

This rebellion came to be called the “Third Servile War.” It was not the first slave insurrection; the island of Sicily had already withstood two. But much of the action of the Third Servile War occurred close to Rome. Moreover, most of the trained Roman troops were involved in foreign wars. A concerned Rome hastily put together 3,000 troops and sent them out to suppress the burgeoning rebellion. The Roman troops were almost successful, cornering the slave army on Mount Vesuvius. But one night, the runaway slaves made ladders from vines and used them to climb behind the Roman troops. The Roman soldiers fled and the slave army took all of their remaining weapons and armor. Rome sent another army, which was easily defeated. Even more runaway slaves and shepherds began to join Spartacus and company, swelling their numbers to around 70,000 according to some sources. It appeared their plan was to march north, cross the Alps, and then allow slaves to return to their homes (most slaves were spoils from wars fought outside Rome).

Although there may have been no plans to attack Rome, Roman citizens were growing increasingly afraid. The Roman Senate approved sending two legions (a legion has between 3,000 to 6,000 soldiers) to attack the renegade slaves. In 72 BCE, troops led by Crixus were attacked by Roman troops. It is estimated that around two-thirds of Crixus’s troops were killed, Crixus among them. Oenomaus had been killed earlier, making Spartacus the lone gladiator leader left. His troops were marching north in the Apennine Mountains when the Roman legions caught up to them. Surprisingly, Spartacus and his men defeated them. As revenge for the Roman killing of Crixus, around 300 of the legionaries were killed and/or forced to fight each other as gladiators.

Roman citizens grew even more alarmed. Crassus, one of the richest men in Rome (and among the richest people ever), agreed to pay for and lead eight legions against Spartacus’s army. In 71 BCE, Spartacus’s troops reached the Alps and made a curious decision. Instead of crossing the mountains and returning to their original countries, they turned back south. It has been theorized that Spartacus’s men convinced him to return to the countryside for more looting or that they were considering an attack on Rome. Whatever the case, Spartacus’s men went past Rome to, what is sometimes described as, the toe of today’s Italy’s boot. There, Spartacus paid pirates for a promised ride to Sicily. Possibly, Spartacus believed that if he got to Sicily, home of the previous two slave rebellions, more men would join him.

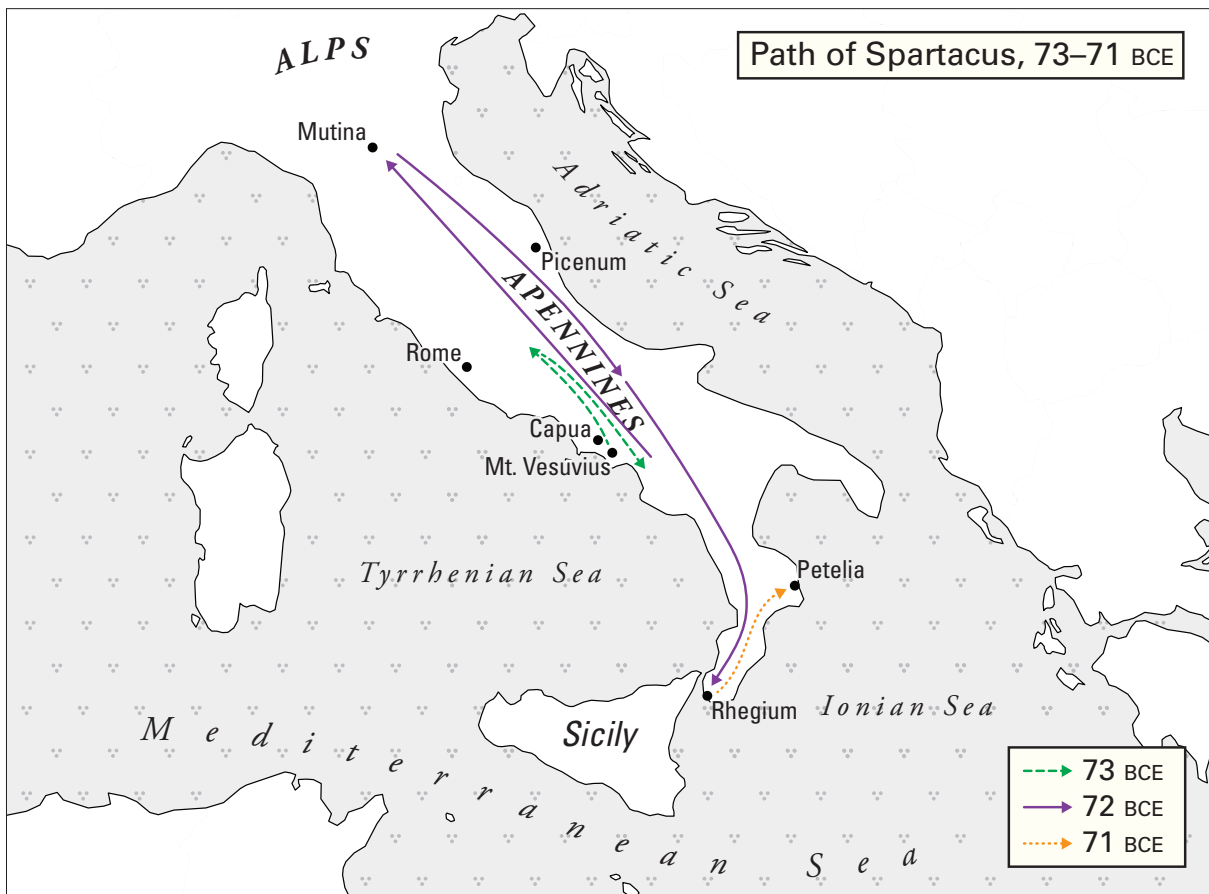
Instead, the pirates never followed through with their side of the bargain, stranding Spartacus and his men. At the same time, Crassus and his troops caught up to Spartacus. They built a ditch and wall from the Tyrrhenian Sea to the Ionian Sea, trapping Spartacus’s army. But Spartacus had one more trick up his sleeve. At night during a snowstorm, Spartacus and part of his army built a dirt-and-branch bridge, which they used to climb over the ditch and wall. However, the end was near for this rebellion. The Roman commanders Lucullus and Pompey had been called in from abroad to aid in suppressing the slaves. Between the armies of Crassus, Pompey, and Lucullus, Spartacus’s weakened slave army stood no chance. Spartacus



died in battle and after his army was defeated, around 6,000 runaway slaves were crucified to send a message to other slaves never to rebel again. For Crassus, the victory was the start of a political path that led to him and Pompey joining with Caesar to form the triumvirate that began ruling Rome in 60 BCE.

Spartacus's rebellions have left him with an interesting legacy. In Rome, he was labeled a criminal, a slave lawbreaker who had threatened the safety of law-abiding Romans. But in the nineteenth century, some started to see his revolt as that of an oppressed individual taking a stand against an unfair system. Socialists were particularly enamored, seeing his rebellion as an early example of class warfare. In a letter to Friedrich Engels, renowned socialist Karl Marx wrote, "Spartacus is revealed as the most splendid fellow in the whole of ancient history." A 1919 uprising in Germany consisting of disgruntled workers was even called the "Spartacist Uprising."

Spartacus's fame has continued into modern times. Movies, books, plays, songs, and video games have been based on his story. Spartacus also has multiple sports teams and a peak named after him. We'll probably never know for sure what Spartacus's motivation or goal was, but it is clear that his many military victories against enormous odds struck a chord that still reverberates today.



1. Was this reading organized sequentially, comparatively, or causally? Explain.
2. What is a legion?
3. How did the gladiators escape from the training school?
4. What was Spartacus's slave rebellion called? What do you think the slave rebellions in Sicily were called?
5. How did the slave army manage a victory when they were cornered on Mount Vesuvius?
6. Why might so many slaves have run away to join Spartacus and the others?



7. Why was it surprising that Spartacus turned his troops south after reaching the Alps?
8. How did Spartacus and his troops get stuck in the south of today's Italy?
9. Where in today's Italy are the Apennine Mountains? Where in Italy are today's Alps?
10. What information does the map provide that is also discussed in the reading?
11. How did Rome's fighting in so many wars make it more likely for a slave revolt to happen?

12. What are the main six to eight events that occurred during the Third Servile War?
13. Why do you think Spartacus's legacy has lasted so long?
14. Choose one of the following as a way to creatively summarize an event(s) from the reading:
- Choose a scene from the story and draw it. Color is required and do not use stick figures.
  - Choose a scene from the story and write about it from the perspective of one of the characters in the scene. It needs to be in first person (use "I").
  - Write a song about Spartacus. Have at least three four-line verses with a rhyming pattern and a chorus. The chorus does not need to rhyme.



# Craft and Structure

**ACTIVITY 3**

The Tale of Two Caesars

**RH.6-8.4**

**RH.6-8.5**

**ACTIVITY 4**

Barbarians

**RH.6-8.6**

## ACTIVITY 3

**CHAPTER**  
Craft and Structure

**DURATION**  
1 class period

# The Tale of Two Caesars

### COMMON CORE STANDARDS

#### **RH.6-8.2**

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

#### **RH.6-8.4**

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

#### **RH.6-8.5**

Describe how a text presents information (e.g., sequentially, comparatively, causally).

#### **RH.6-8.10**

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

### DIRECTIONS

- Students read the time line independently, highlighting lines or phrases they'd like to learn more about. Students should draw a line from the highlighted line or phrase to the margin and either write what they want to find out or why they want to learn more about it. Students share what they highlighted with a neighbor, then the class.
- With a neighbor, students label the "Main Characters." Students share how they labeled the characters with the class.
- The class reads the first two paragraphs of "The Tale of Two Caesars" together, highlighting lines or phrases they have a question about or are surprised by. Students should draw a line from the highlighted line or phrase to the margin and either write their question or why they were surprised.
- Students read the rest of "The Tale of Two Caesars" independently, annotating as they did the previous step. Students share what they highlighted with a neighbor, then the class.
- With a partner, students complete the "Julius and Augustus Venn Diagram." Students share what they wrote with the class.
- Students independently complete "The Tale of Two Caesars Questions."

### EXTENSIONS

- Have students research the topic they said they wanted to learn more about in question 12.
- Use this as an opportunity to teach the class about different types of government (for example, republic, dictatorship, monarchy, democracy, and aristocracy).
- Assign students to write an argumentative paper about who was the most important Roman leader in Roman history.

## TIME LINE OF EVENTS RELEVANT TO JULIUS AND AUGUSTUS CAESAR <sup>1/2</sup>

**July 12, 100 BCE:** Julius Caesar is born in Rome. Although his family is considered part of the upper class, they are not rich.

**88–86 BCE:** There is much conflict in Rome between two men who were at one time consuls, Sulla and Gaius Marius. Tensions will continue after Marius dies in 86 BCE, and opponents of Sulla in the Senate declare him an enemy of Rome while he is abroad.

**84 BCE:** Julius Caesar marries Cornelia, daughter of an associate of Marius.

**83–82 BCE:** Sulla returns with his army and occupies Rome. The Senate declares him dictator. Sulla demands that Julius Caesar divorce Cornelia, disliking that she was related to an opponent. Although denying this request could have resulted in losing his land, or even his life, Julius Caesar refuses. He loses neither, but leaves Rome to serve in the military.

**82–79 BCE:** Sulla carries out various reforms, like increasing the number of courts and giving more power to the Senate by requiring popular assemblies to run laws past the Senate before being enacted.

**79 BCE:** Sulla retires, which returns Rome to a Republic. This surprises some senators who expected him to keep power until it was taken away from him. Sulla passes away the next year from a fever.

**78 BCE:** Julius Caesar returns to Rome and enters the government as a lawyer.

**76 BCE:** On the way to Rhodes to study oratory, pirates take Julius Caesar hostage. He raises the ransom and then organizes a navy, seizes the pirates, and has them killed.

**ca. 69 BCE:** After being elected to be quaestor (a low-level political position), Julius Caesar begins to work under an important politician, Pompey.

**63 BCE:** The man who will later be called “Augustus” is born. His birth name is Gaius Octavius. His father was a senator, and his mother’s uncle was Julius Caesar.

**61 BCE:** Julius Caesar is appointed governor of Spain.

**60–53 BCE:** Rome is ruled by the First Triumvirate, an unofficial partnership of three powerful leaders: Julius Caesar, Pompey, and Crassus. Crassus dies in a battle in 53 BCE.

**59 BC:** Julius Caesar is elected to be consul in Rome.

**58–50 BCE:** Julius Caesar becomes governor of Gaul and conquers the rest of it. He gains a reputation for being skilled at military tactics.

**49 BCE:** Pompey and Julius Caesar go to war against each other.

**48 BCE:** Although Pompey’s army has more soldiers, Julius Caesar uses superior strategy to defeat Pompey in battle. Pompey escapes to Egypt, but Ptolemy (who was vying for power with Cleopatra), not wanting to offend Caesar, has Pompey assassinated (by beheading). Even



though Pompey was his enemy, this act offends Caesar, and it may have influenced his decision to support Cleopatra and help her regain control of Egypt. They also are believed to have had a romantic relationship, and in 47 BCE she bears a child she names Caesarion.

**47 BCE:** Octavius (later Augustus) goes to help Julius Caesar, who is fighting in today's Spain. Octavius is shipwrecked and successfully makes his way through enemy territory to get to Julius Caesar. This so impresses Julius Caesar that he names Octavius his heir (but does not tell him).

**45–44 BCE:** Julius Caesar is named dictator for life and accomplishes much in his one year of rule, including increasing the size of the Senate, relieving debt, granting citizenship to many non-Romans, and rebuilding Carthage and Corinth. Many of his reforms make him very popular with middle and lower class Romans. Possibly jealous of his popularity and/or fearing Julius Caesar would rule as a king, Julius Caesar is assassinated in a plot by Roman senators. The two main leaders of the plot are Brutus and Cassius. Octavius (later Augustus) discovers after Caesar's death that he has been made his heir.

**43 BCE:** Octavian (previously Octavius, later Augustus) is made consul. Octavian, Marcus Aemilius Lepidus, and Mark Antony unite to rule Rome. This is referred to as the Second Triumvirate. Antony marries Octavian's sister, Octavia.

**42 BCE:** The Senate declares Julius Caesar a god. Later that year, the joint forces of Antony and Octavian (later Augustus) defeat Brutus and Cassius, who then commit suicide.

**36 BCE:** Lepidus, angry that Anthony and Octavian (later Augustus) were taking power away from him, attempts to lead a revolt against Octavian. This fails and Octavian forces him to retire.

**32 BCE:** Antony divorces Octavia to be with Cleopatra, who he had already developed a relationship with. Octavian (later Augustus) declares war on Antony.

**31 BCE:** Antony and Cleopatra are defeated in the Battle of Actium. They escape to Egypt.

**30 BCE:** Octavian (later Augustus) attacks Egypt, eventually taking it over. Antony and Cleopatra commit suicide. Augustus has Cleopatra's son, Caesarion, killed. Octavian is now the undisputed leader of Rome.

**27 BCE:** The Senate declares that Octavian be called "Augustus Caesar."

**25 BCE:** Today's central Turkey is annexed by Rome.

**16–15 BCE:** Augustus sends his stepsons to fight Germanic tribes. Today's Switzerland, Austria, and parts of Germany are taken over by Rome.

**6 CE:** Judea is annexed by Rome.

**14 CE:** Augustus dies. The next month the Roman Senate declares him a god. During his forty-year rule, Augustus kept a Rome that previously had been riven with civil war peaceful, while almost doubling the size of the empire. Augustus made numerous reforms at home and abroad that helped Rome to run much more efficiently. Many historians consider him an administrative genius.

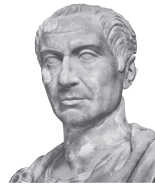
## MAIN CHARACTERS

Use the list of names below to complete the following:

- Place an "A" next to anyone who was assassinated.
- Place a "P" next to anyone who was part of Caesar's assassination plot.
- Place an "R" next to anyone who single-handedly ruled Rome.
- Place an "S" next to anyone who committed suicide.
- Place a "T1" next to the three members of the First Triumvirate.
- Place a "T2" next to the three members of the Second Triumvirate.
- Draw a line to connect anyone who had a romantic relationship with each other.



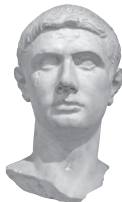
**Cassius**



**Julius Caesar**



**Augustus Caesar**



**Brutus**



**Sulla**



**Caesarion**



**Pompey**



**Cleopatra**



**Crassus**



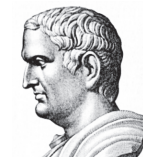
**Octavia**



**Cornelia**



**Lepidus**



**Mark Antony**

## THE TALE OF TWO CAESARS <sup>1/2</sup>

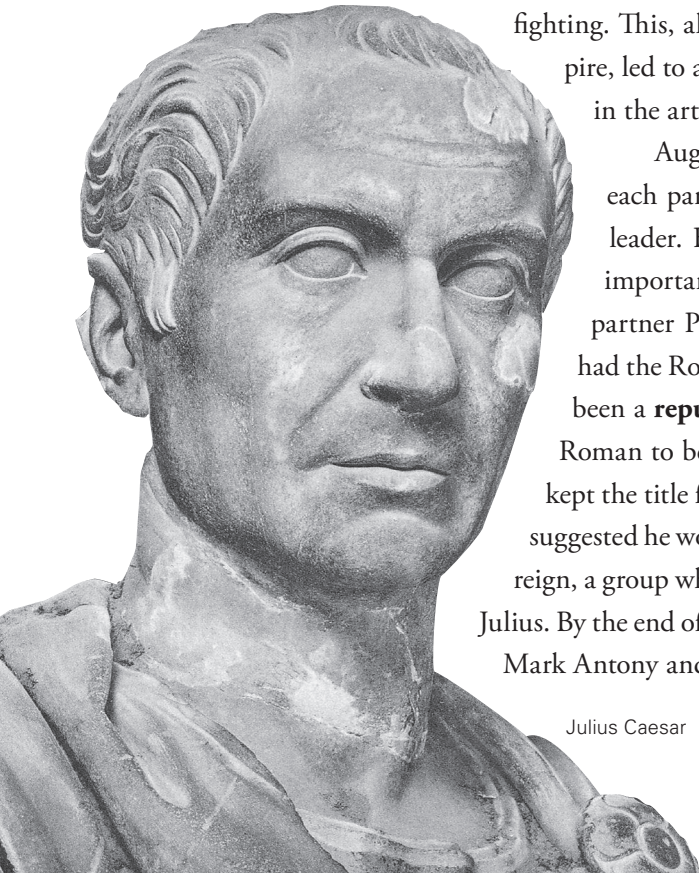
Augustus and Julius had many names. Augustus was born Gaius Octavius in 63 BCE. He was called “Octavian” after his adoption by Julius Caesar was announced in 44 BCE. The Roman Senate gave him the name Caesar Augustus in 27 BCE. Julius Caesar’s full name was Gaius Julius Caesar, but he was usually called Julius Caesar or Caesar. For the purposes of clarity, in this reading they will be referred to as Julius and Augustus.

Augustus and Julius share much more than having their own summer months named after them: Both ran Rome, each is known for expanding Rome’s borders, and they were both declared gods by the Senate. They were also related, in two ways; Julius was both Augustus’s great-uncle and, when Julius decided Augustus should be his heir, his adopted father. Despite the many connections between these two men, there were significant differences between their accomplishments, styles of ruling, treatment of political enemies, and personalities.

Both men achieved much during their reigns, but the nature and types of their accomplishments were quite different. Julius gained notoriety for his overseas military victories before becoming dictator. In particular, he is known for conquering all of Gaul. Julius had a successful one-year of rule, in which he focused on domestic issues, adding more people to the Senate, relieving many people’s debt, and reforming the calendar. But these achievements cannot compare to those of Augustus’s forty-year reign. Under Augustus, the Roman Empire almost doubled, while numerous building projects were finished at home, including constructing a new forum, restoring many temples, and adding police and fire departments. He was behind many administrative decisions, big and small, such as organizing various censuses and expanding the tax system. Augustus also is credited with starting the **Pax Romana** or “Roman peace.” This refers to an almost 200-year period in which Augustus and succeeding

emperors managed to maintain or increase the empire’s borders with very little fighting. This, along with a major expansion of roads throughout the empire, led to a major increase in trade, as well as many notable advances in the arts.

Augustus and Julius’s paths to power were quite similar, with each participating in a **triumvirate** before becoming Rome’s sole leader. But how they each handled being a ruler was subtly, but importantly, different. After Julius defeated his ex-**triumvirate** partner Pompey (the third member, Crassus, had died earlier), he had the Roman Senate appoint him as dictator in 45 BCE. Rome had been a **republic** for hundreds of years. Although he was not the first Roman to be named dictator, previously they either had less power or kept the title for a short time. Nothing about Julius’s zealous personality suggested he would be stepping down any time soon. Just one year into his reign, a group who wanted Rome to return to being a **republic** assassinated Julius. By the end of 31 BCE, Augustus had defeated his **triumvirate** partners, Mark Antony and Marcus Aemilius Lepidus, but Augustus did not declare



Julius Caesar

Image source: Bust of Julius Caesar. By unknown artist, in Alfred von Domaszewski, *History of the Roman Emperor*, Leipzig: Quelle and Meyer, 1922

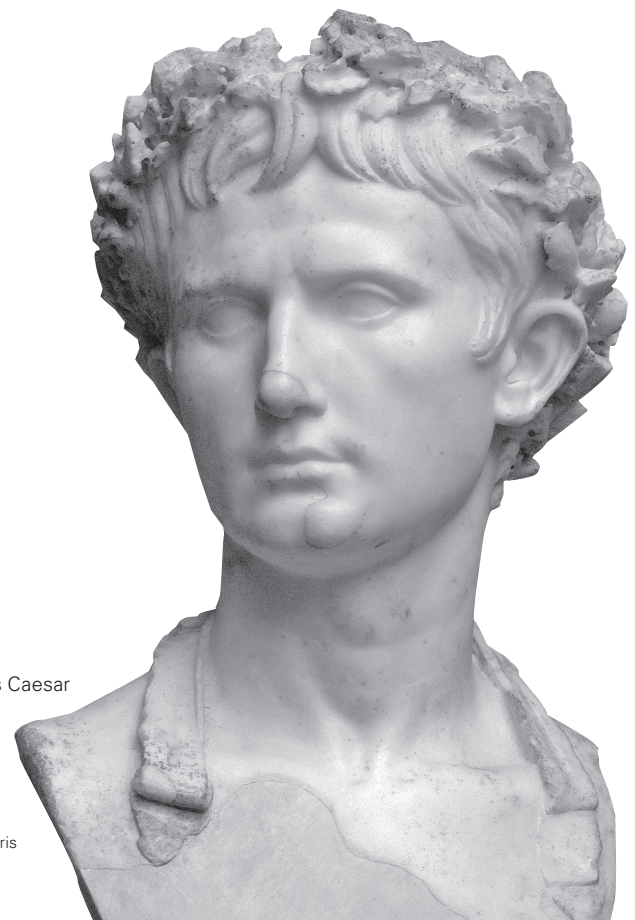
himself dictator or king. Instead, he publicly proclaimed that Rome was still a **republic**; he would just claim the title of *princeps* or “first citizen.” Then, he proceeded to run the Roman Empire as an emperor in everything but name.

An important difference between the two Caesars was Julius’s willingness to allow past enemies to have positions in the government. This proved fatal for Julius when Cassius and Brutus planned and participated in his assassination. Both had supported Pompey in the civil war between he and Julius. On the other hand, Augustus was unwilling to take such a risk, and he, with the other two members of the Second **Triumvirate**, had most of his political rivals killed. Augustus even had his men murder Caesar’s fourteen-year old son by Cleopatra, Caesarion.

The Caesars had very distinct personalities, which were reflected in each man’s strengths and styles of governing. Julius was more energetic and charismatic, and these traits proved useful to him, especially when leading his troops. Augustus’s personality was more restrained and calm. This was a good match for a leader who was not above keeping track of the sometimes-mundane details of running a growing empire. This milder personality may have also made the Senate less likely to feel threatened, enabling him to rule Rome as, more or less, a king.

Most would agree that Julius is the more famous Caesar. At one level, this is surprising. Augustus accomplished much more in his life. Then again, it is no coincidence that Augustus and the seventy or so emperors that followed him took on the name “Caesar.” Julius attempted to end Rome’s republican government, and even though this action ended him, it paved the road for rulers like Augustus to run Rome. There likely would have been no Augustus without Julius. But the Roman Empire probably never would have reached its heights without Augustus.

---



Augustus Caesar

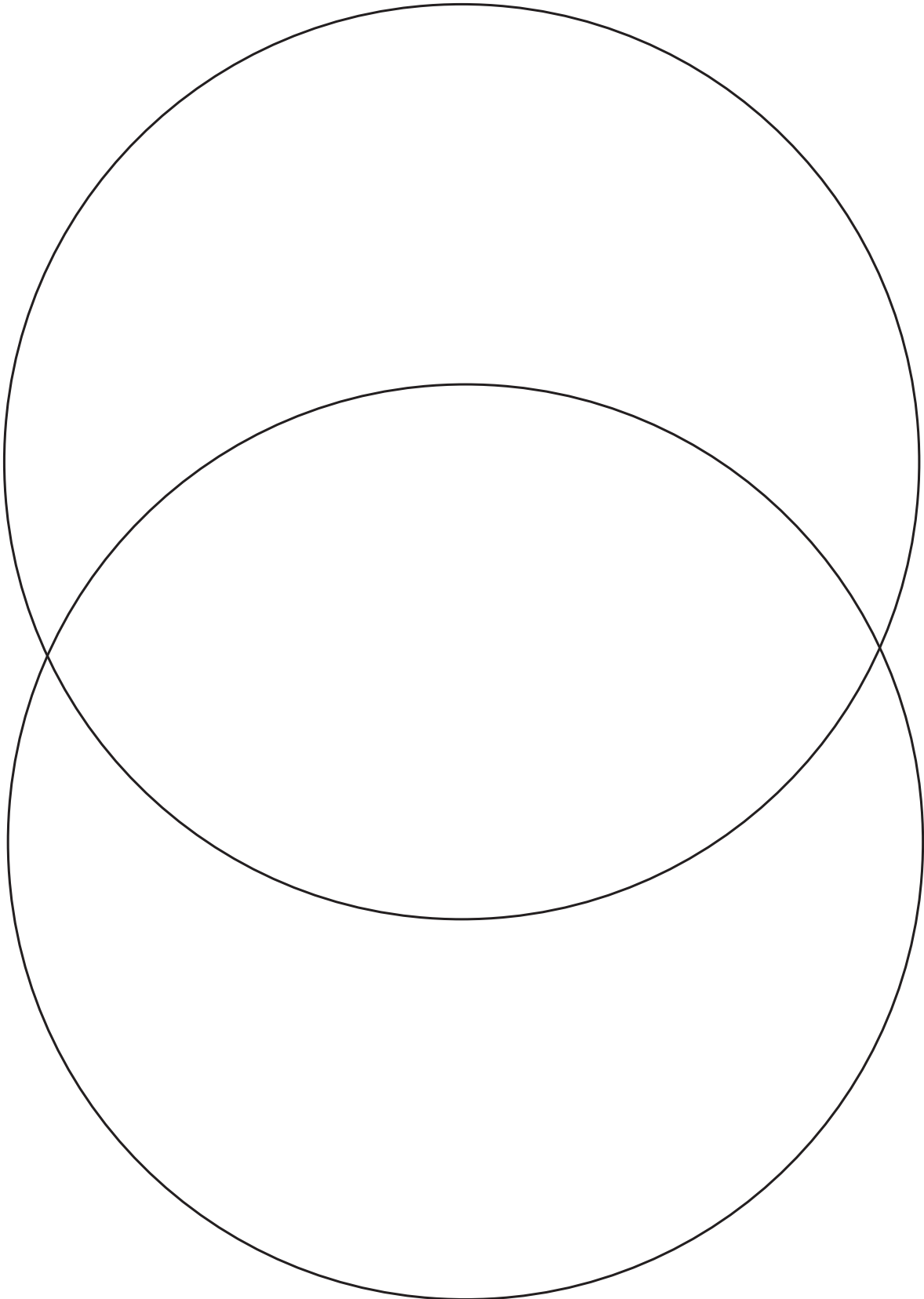
NAME \_\_\_\_\_ DATE \_\_\_\_\_

28

■ ACTIVITY 3 Craft and Structure

## JULIUS AND AUGUSTUS VENN DIAGRAM

Label one circle "Augustus" and the other "Julius." Place five to seven facts in each section.





## THE TALE OF TWO CAESARS QUESTIONS <sup>1/2</sup>

29

### ACTIVITY 3 Craft and Structure

1. Do you think this reading was organized sequentially, comparatively, or causally? Explain.
2. Which did you find more informative, this reading or the time line?
3. Which did you find more interesting, this reading or the time line?
4. Use context to define the following boldfaced words from the reading: republic, triumvirate, Pax Romana.
5. Where do the names for the months July and August come from?
6. How were Julius and Augustus related?

7. Why was Julius Caesar assassinated?
8. Why did Augustus have Caesarion killed?
9. Name three things Julius accomplished in his life.
10. Name three things Augustus accomplished as emperor.
11. Why could Augustus calling himself “first citizen” be considered “subtle”?
12. What would you like to learn more about?

# ACTIVITY 4

**CHAPTER**  
Craft and Structure

**DURATION**  
2 class periods

## Barbarians

### COMMON CORE STANDARDS

#### **RH.6-8.1**

Cite specific textual evidence to support analysis of primary and secondary sources.

#### **RH.6-8.2**

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

#### **RH.6-8.6**

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

#### **RH.6-8.10**

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

#### **WHST.6-8.1**

Write arguments focused on discipline-specific content.

#### **WHST.6-8.9**

Draw evidence from informational texts to support analysis, reflection, and research.

#### **WHST.6-8.10**

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### DIRECTIONS

- The class reads the “Origins of ‘Barbarians’” and “Ovid” sections together, circling loaded language and summarizing each paragraph in the margins.
- Students read the last two sections independently, circling loaded language and summarizing each paragraph in the margins. Students share what they circled and wrote with a neighbor, then the class.
- Students answer “Barbarian Questions” with a neighbor. Students share their answers with the class.
- Students work with a neighbor to answer question 1 on “Who Were the Real Barbarians?” Students share what they wrote with the class, writing down any other examples their peers or teacher mention that they did not think of.
- Students independently complete question 2 on “Who Were the Real Barbarians?”

### IMPORTANT/DIFFICULT VOCABULARY

There are many ways to review vocabulary. Below are some words from which you may choose to create a review activity.

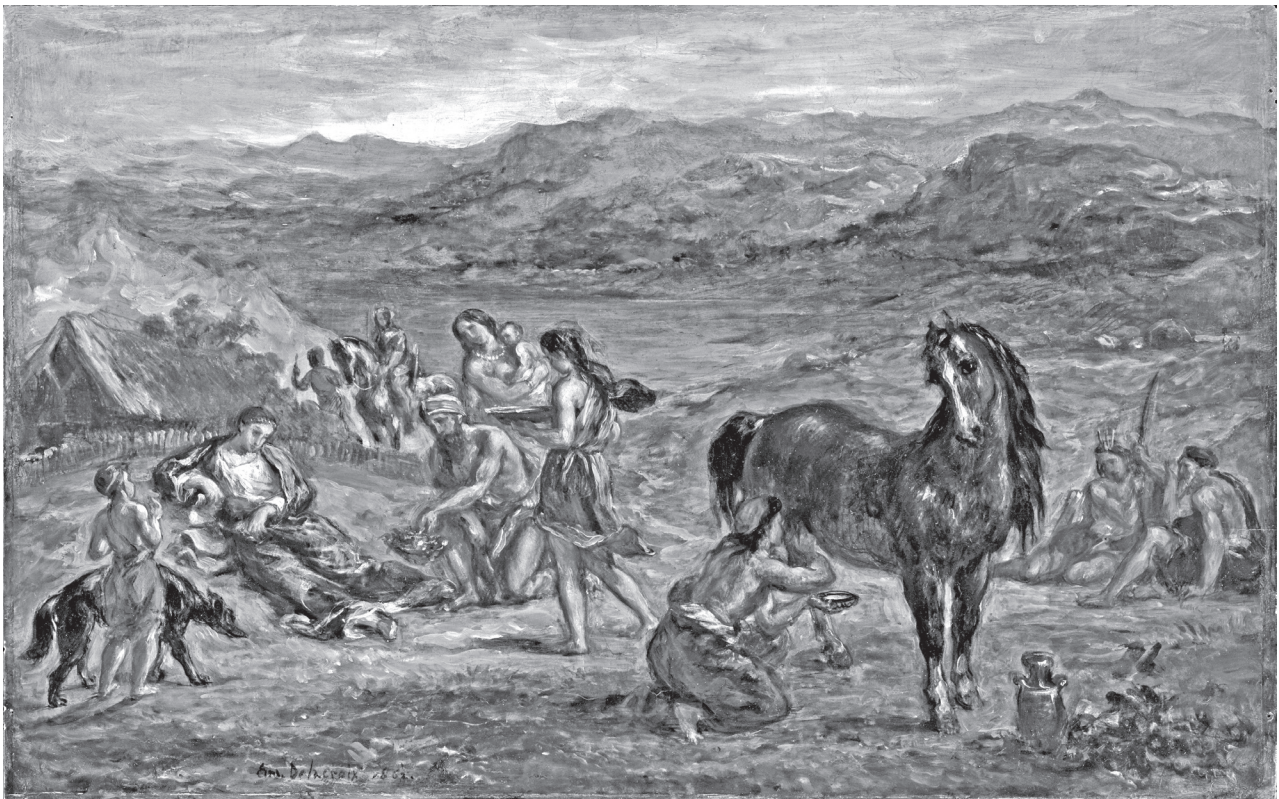
- |            |             |                |
|------------|-------------|----------------|
| ▪ Bard     | ▪ Forage    | ▪ Inure        |
| ▪ Breeches | ▪ Hovels    | ▪ Nomadic      |
| ▪ Canopies | ▪ Impious   | ▪ Ploughshares |
| ▪ Fallow   | ▪ Insolence | ▪ Ruddy        |

## BARBARIANS <sup>1/4</sup>

### Origins of “Barbarians”

According to the Merriam-Webster dictionary, one of the definitions for the word *barbarian* is “lacking refinement, learning, or artistic or literary culture.” The word comes from the Greeks’ description of how their neighbors’ language sounded to them (like someone saying “ba ba ba”). The term was often used negatively, particularly when the Greeks described their enemies, such as the Persians. For the Romans “barbarian” was the name they used for the many neighbors that they thought were less cultured than them. This meant a wide range of cultures all bore this title, including the Celts, Goths, Getans, Huns, and Bedouins.

Unfortunately for the “barbarians,” few of the tribes had a written language until after the Roman Empire fell. This means that most written documents about them are by the Romans, who were often their enemy. When reading sources from this time about the “barbarians” it is important to look for Roman biases, loaded language, and opinions.



*Ovid among the Scythians*, Eugène Delacroix, 1862

### Ovid

Ovid (43 BCE–17 CE) was a Roman poet, most famous for his book *Metamorphoses*. In 8 CE he was exiled from Rome, the reasons for which remain a mystery. Augustus claimed it was punishment for an edgy book, but that book had come out seven years before. It also appears Ovid may have known something or even seen something about a plot against Augustus. Regardless, Ovid was sent to Tomis, a city on the Black Sea, which had been Greek before the Roman Empire took over the area. Ovid was not happy there, disliking the cold, the fact that few people knew Latin, and feeling anxious because of

the fighting by “barbarian” tribes nearby, like the Getans and Sarmatians. He continued to write in exile and below are excerpts from his book *Tristia*, written between 9 and 12 CE while he was in Tomis.

---

Would you like to know just how things are  
In Tomis town and how we live?  
Though Greek and Getan mingle on this coast  
It owes more to the Getan than the Greek.  
Great hordes of them and their Sarmatian  
Cousins canter to and fro along the rough roads,  
Everyone with bow and quiverful of  
Arrows, yellow-nibbed and vile with venom.  
Villainy of voice and face betray their thoughts;  
Hairiness of head and beard tell us they  
Have never seen a barber. Right hands itch  
To pull the universal knife. Such is, alas,  
The company your Bard must keep.

When bitter Boreas cements both stream and sea,  
When Danube by the north wind has been frozen flat:  
Then comes the enemy, riding to attack,  
Savaging the surroundings far and wide.  
Some flee, abandoning to plunder what little  
The country and the wretched peasant has. . . .  
The barbarian will break all things he cannot take,  
His hungry flame devouring harmless home.  
Even when peace returns the land is paralysed.  
Fallow and fruitless the fields. Frightful the  
Foe, in prospect as in presence.

The town's defences scarce defend; and even within  
The walls, a tribal riff-raff mingles with the Greek.  
What safety when unbarbered barbarians  
In skins inhabit over half the houses?  
Even descendants of the Grecian mother-city  
Instead of patriotic dress wear Persian breeches.  
What conversation! They in local lingo, I in gestures.  
Here *I* am the barbarian, understood by none.  
At Latin words the Getans simply gape and giggle.

---

Source: Williams, Derek. *Romans and Barbarians*. New York: St. Martin's Press, 1998. Page 46, 53–54, 56.



## Tacitus

Tacitus lived from 56 to 120 CE and is one of the most famous Roman historians. Among his many books are the *Annals*, *Historiae*, and *Germania*. The below excerpts are from *Germania* (98 CE).

### Gauls and Germans

Hence, too, the same physical peculiarities throughout so vast a population. All have fierce blue eyes, red hair, huge frames, fit only for a sudden exertion. They are less able to bear laborious work. Heat and thirst they cannot in the least endure; to cold and hunger their climate and their soil inure them.

No shame is associated with banditry, providing it happens outside a tribe's own territory. Indeed they look on it as training for war, which keeps the young men active and alert. When a chieftain decides to lead a raid, those who volunteer to go with him are cheered by all.



*Battle of the Teutoburg Forest*  
(Germanic wars),  
Otto Albert Koch, 1909

#### On the Finns

Living in astonishing barbarism and disgusting misery, eating wild plants, wearing skins and sleeping on the ground. Nor have their infants protection against wild beasts or weather, save a few crossed branches.

#### On the Germans

Whenever they are not fighting, they pass much of their time in the chase, and still more in idleness, giving themselves up to sleep and to feasting, the bravest and the most warlike doing nothing, and surrendering the management of the household, of the home, and of the land, to the women, the old men, and all the weakest members of the family. They themselves lie buried in sloth, a strange combination in their nature that the same men should be so fond of idleness, so averse to peace.

No nation indulges more profusely in entertainments and hospitality. To exclude any human being from their roof is thought impious; every German, according to his means, receives his guest with a well-furnished table. When his supplies are exhausted, he who was but now the host becomes the guide and companion to further hospitality, and without invitation they go to the next house. It matters not; they are entertained with like cordiality. No one distinguishes between an acquaintance and a stranger, as regards the rights of hospitality. It is usual to give the departing guest whatever he may ask for, and a present in return is asked with as little hesitation. They are greatly charmed with gifts, but they expect no return for what they give, nor feel any obligation for what they receive.

Sources:  
Tacitus, Cornelius. *The Agricola and Germania*. Translated by A. J. Church and W. J. Brodribb. London: Macmillan, 1877.  
<http://legacy.fordham.edu/halsall/source/tacitus1.html>.

Williams, Derek. *Romans and Barbarians*. New York: St. Martin's Press, 1998. Pages 80–81, 86.

Image source: *Battle of the Teutoburg Forest*. Swiss National Museum, Zürich

## Ammianus Marcellinus

Ammianus was a soldier who, after settling down in Rome, wrote *Rerum Gestarum Libri* ("The Chronicles of Events"). These thirty-one books cover Roman history from 96 to 378 CE. Only the last eighteen books have been saved, and these focused on the years 353 to 378 CE, an era he lived through. Below are excerpts from those books.

Nearly all the Gauls are of a lofty stature, fair and ruddy complexion; terrible from the sternness of their eyes, very quarrelsome, and of great pride and insolence. A whole troop of foreigners would not be able to withstand a single Gaul if he called his wife to his assistance who is usually very strong and with blue eyes.

Midway along the Black Sea's northern coast are numerous Sarmatian tribes whose lands have no known limit. They roam over vast solitudes: places ignorant of plough or seeds and knowing only disuse and frost. Here they forage like animals. Their families, homes and chattels they load onto bark-roofed wagons; and when the mood is on them they move off, without a second thought, rolling on toward the place which takes their fancy next.

Indeed they are without even hovels and cannot be bothered with ploughshares, living on meat and milk, dwelling in wagons roofed with founded canopies of bark and driving them over the wide solitudes. When they come to good grazing they arrange their carts in a circle, then gorge like beasts. And when foraging is finished they loads their cities so to speak, and off they go.

### On the Huns

And though they do just bear the likeness of men (of a very ugly pattern), they are so little advanced in civilization that they make no use of fire, nor any kind of relish, in the preparation of their food, but feed upon the roots which they find in the fields, and the half-raw flesh of any sort of animal.

When attacked, they will sometimes engage in regular battle. Then, going into the fight in order of columns, they fill the air with varied and discordant cries. More often, however, they fight in no regular order of battle, but by being extremely swift and sudden in their movements, they disperse, and then rapidly come together again in loose array, spread havoc over vast plains, and flying over the rampart, they pillage the camp of their enemy almost before he has become aware of their approach.

When in close combat with swords, they fight without regard to their own safety, and while their enemy is intent upon parrying the thrust of the swords, they throw a net over him and so entangle his limbs that he loses all power of walking or riding.

Sources:  
Hodgkin, Thomas. *The Hunnish Invasion. Vol. 2 of Italy and Her Invaders*. Oxford: Oxford University Press, 1892.  
<https://play.google.com/store/books/details?id=v8IWAAAAMAAJ&rdid=book-v8IWAAAAMAAJ&rdot=1>.

Marcellinus, Ammianus. *The Roman History of Ammianus Marcellinus: During the Reigns of the Emperors Constantius, Julian, Jovianus, Valentinian, and Valens*. Vol. 1. Translated by C. D. Yonge. London: H. G. Bohn, 1862.  
<https://books.google.no/books?id=c6oZAQAAMAAJ&hl=no>.

\_\_\_\_\_

1. Cite three examples of loaded language.
2. Cite two lines or phrases that show a “barbarian” tribe acting in a way you would consider uncivilized. Explain.
3. Cite two lines or phrases that show the writer considering a “barbarian’s” action uncivilized, but you disagree with the author’s opinion and think the author may just be negatively judging a different cultural tradition. Explain.
4. Cite three lines or phrases that show the writer’s opinion.



\_\_\_\_\_

- Applying Common Core: Ancient Rome Permission granted to reproduce for classroom use only © 2016 Social Studies School Service



# Integration of Knowledge and Ideas

**ACTIVITY 5**

Roman Legionaries' Gear

**RH.6-8.7**

**ACTIVITY 6**

Did Nero Start the Fire?

**RH.6-8.8**

**RH.6-8.9**

## ACTIVITY 5

**CHAPTER**  
Integration of Knowledge and Ideas

**DURATION**  
1 class period

# Roman Legionaries' Gear

### COMMON CORE STANDARDS

#### **RH.6-8.2**

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

#### **RH.6-8.7**

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

#### **RH.6-8.10**

By the end of grade 8, read and comprehend history/ social studies texts in the grades 6–8 text complexity band independently and proficiently.

#### **SL.7.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### DIRECTIONS

- The teacher discusses with students background information about the legionaries (for example, how successful the Roman army was, how a legion contains 3,000 to 6,000 men, how they were known for their discipline, and a general time frame).
- Each student is assigned to read one of the three handouts (either A, B, or C). Students read the information independently, filling in the appropriate rows on "Roman Legionaries' Gear Chart" as they go.
- In groups of three (where each group member has a different handout), students share what they wrote. Group members fill in the empty sections on the chart as their peers share.
- Students independently answer "Roman Legionaries' Gear Questions."

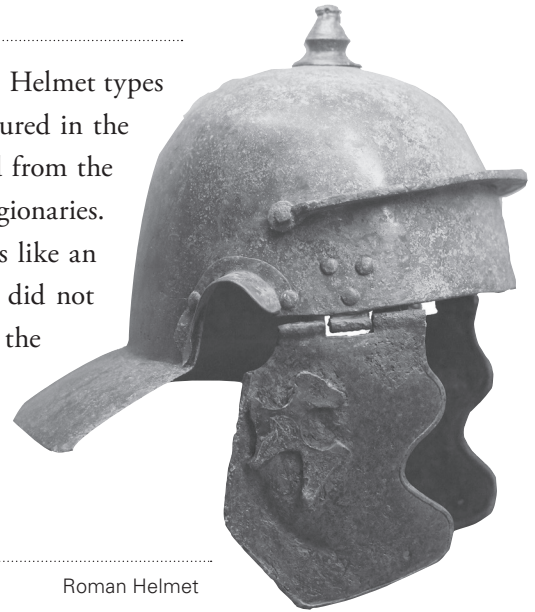
### EXTENSIONS

- Assign students to write a narrative paper from the perspective of a soldier.
- Have the class explore soldiers throughout the world at that time. Examine the role of geography in what clothing they wore and gear they used.
- Have the class examine how modern weapons have affected today's uniforms and gear.

## ROMAN LEGIONARIES' GEAR A

### Helmets

Helmets, or galea, were used to blunt attacks to the head. Helmet types varied depending on the era and troop. The helmets featured in the images above are called "Imperial Gallic," and were used from the first century BCE to the second century CE by many legionaries. These helmets had padding inside and protective features like an eyebrow ridge and face covering. To make sure helmets did not fall off during battle, straps were often strung across the throat, pulled through rings near the ears, and then tied together below the chin. Higher-ranking soldiers often had crests. The crests showed their rank and made them easier to spot during a battle.



Roman Helmet

### Shields

Roman shields were a major part of fighting. The Romans appear to have mostly used two different types of shields. One was fairly tall and curved. A second type was lighter, flat, and often oval. Historians differ on which soldiers used each and when the different types were popular, but it is assumed that their primary use was to defend soldiers from an enemy's weapon. The legionaries also used their shields for some creative formations. In one, the *testuda* (Latin for "tortoise"), not only did the men in front overlap their shields to protect themselves, but also men throughout the formation held their shields over their heads so falling missiles would be repelled.



Roman turtle formation on Trajan's Column

## ROMAN LEGIONARIES' GEAR B

### Boots

Roman sandals, or caligae, were not particularly protective, but were light and well ventilated. The straps were made of leather and could be adjusted to best fit an individual's foot. On the bottoms they often had iron nails inserted into them; this helped with traction (like cleats) and kept sandals from falling apart during the long marches that were a major part of many a soldier's days. Caligae were rarely worn with socks, unless the weather required it.



Roman soldier's caliga (military boots)



Replica of Roman armor

### Armor

The Roman armor *lorica segmentata* was invented in the first century CE and was made with metal strips tied together by leather straps. Its advantages were that it was very strong, while still being flexible. One downside was that it was heavier than what soldiers had worn before. Roman legionaries during this time also wore a belt, with hanging leather strips weighted down by pendants attached to it. Many thought the jangling noise the strips made when they ran into battle scared enemies. It also provided extra protection to a sensitive area, serving as, basically, the Roman cup.

Image sources:

Caliga. 1st circa 1st century CE, Mainz State Museum, Mainz

Replica of Roman armor. By unknown artist, Worcester City Art Gallery and Museum, England



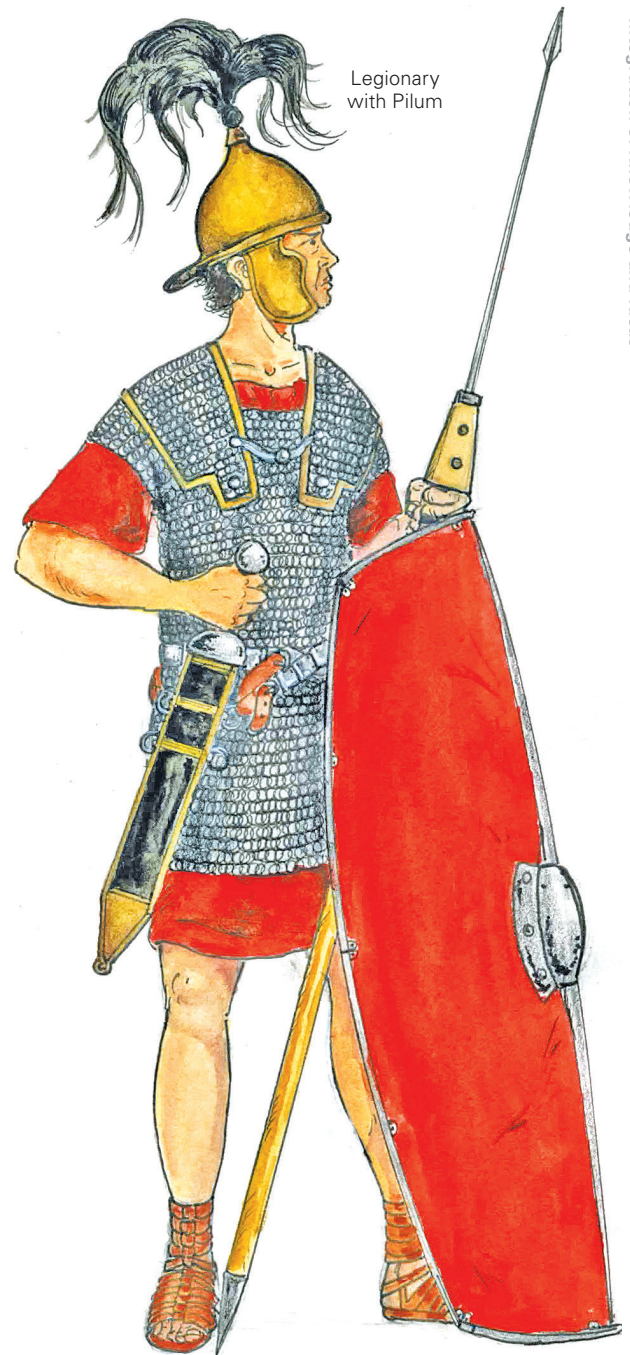
## ROMAN LEGIONARIES' GEAR C

### Weapons

Roman legionaries originally used a spear, which has a bigger head than the one shown. They later changed to the pilum, whose narrow point could slip through armor. Roman soldiers were also often equipped with a short iron sword (gladius) and dagger (pugio). A common tactic was for a legionary to begin an attack by throwing a spear, then use the sword or dagger once the soldier got close to the enemy. Julius Caesar's assassins used pugiones (daggers).

### Packs

Originally, legionaries had a baggage train (mules with carts) to carry their items. In the second century BCE, General Marius made many reforms to the army, including having soldiers carry their own equipment and food. Between their toolkits, rations, dishes, pans, and other gear this could weigh up to around 90 pounds. Still, freed from the mules, troops became much more mobile. This earned soldiers with heavy packs the nickname "Marius' Mules." Connected to the pack would often be a leather water bottle and cloak, for when it got colder.





44

■

ACTIVITY 5

Integration of Knowledge and Ideas

ROMAN LEGIONARIES' GEAR CHART <sup>1/2</sup>

	Two Interesting Facts	How Is It Similar to an Item from Today?	A Question You Have and a Possible Answer
Helmets			
Shields			
Boots			

Armor			
Weapons			
Packs			

$\frac{1}{2}$ 

- Analyzing Common Core: Ancient Rome Permission granted to reproduce for classroom use only © 2016 Social Studies School Service



## ACTIVITY 6

**CHAPTER**  
Integration of Knowledge and Ideas

**DURATION**  
1 class period

# Did Nero Start the Fire?

## COMMON CORE STANDARDS

### **RH.6-8.1**

Cite specific textual evidence to support analysis of primary and secondary sources.

### **RH.6-8.2**

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

### **RH.6-8.8**

Distinguish among fact, opinion, and reasoned judgment in a text.

### **RH.6-8.9**

Analyze the relationship between a primary and secondary source on the same topic.

### **RH.6-8.10**

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

## DIRECTIONS

- Students read the “Nero and the Fire” section independently, highlighting lines or phrases they are surprised by and underlining lines or phrases they have a question about. With a neighbor, students trade off sharing what they highlighted/underlined and why.
- The class fills out the “Nero and the Fire” section of the first table of “Nero and the Fire Charts.”
- The class reads “Cassius Dio” together, filling out the rest of the first table as they go.
- Students read “Suetonius” and “Tacitus” independently, filling out the second table as they go. Students share what they wrote with a neighbor, then the class.
- Students independently answer “Nero and the Fire Questions.”

## IMPORTANT/DIFFICULT VOCABULARY

There are many ways to review vocabulary. Below are some words from which you may choose to create a review activity.

- |                 |             |            |
|-----------------|-------------|------------|
| ▪ Antiquity     | ▪ Fugitive  | ▪ Lamented |
| ▪ Chamberlains  | ▪ Granaries | ▪ Lyre     |
| ▪ The Circus    | ▪ Invalids  | ▪ Rejoined |
| ▪ Conflagration | ▪ Kindled   | ▪ Sesterce |

## DID NERO START THE FIRE? <sup>1/4</sup>

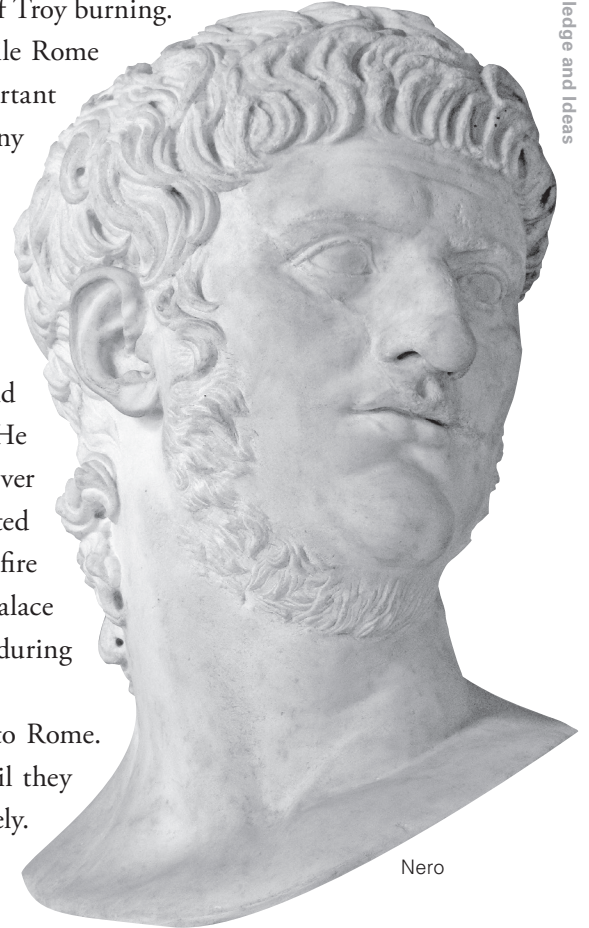
### Nero and the Fire

On July 19, 64 CE a fire broke out in Rome that would not be put out for another six days. By that point ten of Rome's fourteen districts were severely damaged. The emperor at the time was Nero, and many believe he was out of town, raced back, and helped lead the effort to put out the fire. Others say he did nothing to stop the blaze or might have even been playing a lyre on his palace rooftop while singing a song about the city of Troy burning. This accusation has even earned itself an idiom "fiddling while Rome burned," which is leveled at politicians who focus on unimportant matters instead of the crisis at hand. Could there possibly be any merit to these accusations?

Nero was definitely a controversial figure with a checkered past. Even his path to the emperorship was filled with intrigue, as it is believed his mother gained it for him by serving poisoned mushrooms to her husband, then-emperor Claudius. Some claim that Nero, taking after his mother, had his mother and first wife killed, and later murdered his second wife himself. He also had many disputes with the Roman senators, including over his desire to rebuild many parts of Rome. Could he have started the fire to force that process to happen? It is true that after the fire he pursued various building projects. On the other hand, his palace was damaged during the fire and fires were quite common during Roman summers.

Nero blamed the fire on the Christians, who were new to Rome. Nero had many Christian suspects gathered up, tortured until they said they had a role in the fire, and killed, often gruesomely. Nero's rule would end shortly after the fire. In 68 CE, having lost the support of the army, he fled Rome and, at only thirty, committed suicide.

Modern historians doubt that Nero would have gone to such lengths to clear out land for new buildings or be publicly singing during the fire, but primary sources are lacking on the incident. The closest sources that went into depth on the subject are from Cassius Dio, Suetonius, and Tacitus. Read what they wrote and you can be the judge.



Nero

### Cassius Dio

Cassius Dio was a Roman historian born around 150 CE.

After this Nero set his heart on accomplishing what had doubtless always been his desire, namely to make an end of the whole city and realm during his lifetime. At all events, he, like



others before him, used to call Priam wonderfully fortunate in that he had seen his country and his throne destroyed together. Accordingly he secretly sent out men who pretended to be drunk or engaged in other kinds of mischief, and caused them at first to set fire to one or two or even several buildings in different parts of the city, so that people were at their wits' end, not being able to find any beginning of the trouble nor to put an end to it, though they constantly were aware of many strange sights and sounds. For there was naught to be seen but many fires, as in a camp, and naught to be heard from the talk of the people except such exclamations as "This or that is afire," "Where?" "How did it happen?" "Who kindled it?" "Help?" Extraordinary excitement laid hold on all the citizens in all parts of the city, and they ran about, some in one direction and some in another, as if distracted. Here men while assisting their neighbours would learn that their own premises were afire; there others, before 20 reached them that their own houses had caught fire, would be told that they were destroyed. Those who were inside their houses would run out into the narrow streets thinking that they could save them from the outside, while people in the streets would rush into the dwellings in the hope of accomplishing something inside. There was shouting and wailing without end, of children, women, men, and the aged all together, so that no one could see [a] thing or understand what was said by reason of the smoke and the shouting; and for this reason some might be seen standing speechless, as if they were dumb. Meanwhile many who were carrying out their goods and many, too, who were stealing the property of others, kept running into one another and falling over their burdens. It was not possible to go forward nor yet to stand still, but people pushed and were pushed in turn, upset others and were themselves upset. Many were suffocated, many were trampled underfoot; in a word, no evil that can possibly happen to people in such a crisis failed to befall to them. They could not even escape anywhere easily; and if anybody did save himself from the immediate danger, he would fall into another and perish.

Now this did not all take place on a single day, but it lasted for several days and nights alike. Many houses were destroyed for want of anyone to help save them, and many others were set on fire by the same men who came to lend assistance; for the soldiers, including the night watch, having an eye to plunder, instead of putting out fires, kindled new ones. While such scenes were occurring at various points, a wind caught up the flames and carried them indiscriminately against all the buildings that were left. Consequently no one concerned himself any longer about goods or houses, but all the survivors, standing where they thought they were safe, gazed upon what appeared to be a number of scattered islands on fire or many cities all burning at the same time. There was no longer any grieving over personal losses, but they lamented the public calamity, recalling how once before most of the city had been thus laid waste by the Gauls. While the whole population was in this state of mind and many, crazed by the disaster, were leaping into the very flames, Nero ascended to the roof of the palace, from which there was the best general view of the greater part of the conflagration, and assuming the lyre-player's garb, he sang the "Capture of Troy," as he styled the song himself, though to the enemies of the spectators it was the Capture of Rome.

## Suetonius

Suetonius was a Roman author born in 69 CE, the year after Nero died.

But he showed no greater mercy to the people or the walls of his capital. When someone in a general conversation said: "When I am dead, be earth consumed by fire," he rejoined "Nay, rather while I live," and his action was wholly in accord. For under cover of displeasure at the ugliness of the old buildings and the narrow, crooked streets, he set fire to the city so openly that several ex-consuls did not venture to lay hands on his chamberlains although they caught them on their estates with tow and fire-brands, while some granaries near the Golden House, whose room he particularly desired, were demolished by engines of war and then set on fire, because their walls were of stone. For six days and seven nights destruction raged, while the people were driven for shelter to monuments and tombs. At that time, besides an immense number of dwellings, the houses of leaders of old were burned, still adorned with trophies of victory, and the temples of the gods vowed and dedicated by the kings and later in the Punic and Gallic wars, and whatever else interesting and noteworthy had survived from antiquity. Viewing the conflagration from the tower of Maecenas and exulting, as he said, in "the beauty of the flames," he sang the whole of the "Sack of Ilium," in his regular stage costume. Furthermore, to gain from this calamity too all the spoil and booty possible, while promising the removal of the debris and dead bodies free of cost he allowed no one to approach the ruins of his own property; and from the contributions which he not only received, but even demanded, he nearly bankrupted the provinces and exhausted the resources of individuals.

Source: Suetonius Tranquillus, C. "The Life of Nero." in *The Lives of the Twelve Caesars*. Loeb Classical Library ed. 1914. [http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Suetonius/12Caesars/Nero\\*.html](http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Suetonius/12Caesars/Nero*.html).

## Tacitus

Tacitus lived in Rome when the fire occurred, but he was a child. (He was born around 56 CE.)

Now started the most terrible and destructive fire which Rome had ever experienced. It began in the Circus, where it adjoins the Palatine and Caelian hills. Breaking out in shops selling inflammable goods, and fanned by the wind, the conflagration instantly grew and swept the whole length of the Circus. There were no walled mansions or temples, or any other obstructions, which could arrest it. First, the fire swept violently over the level spaces. Then it climbed the hills—but returned to ravage the lower ground again. It outstripped every counter-measure. The ancient city's narrow winding streets and irregular blocks encouraged its progress.

Terrified, shrieking women, helpless old and young, people intent on their own safety, people unselfishly supporting invalids or waiting for them, fugitives and lingerers alike—all heightened the confusion. When people looked back, menacing flames sprang up before them or outflanked them. When they escaped to a neighboring quarter, the fire followed—even districts believed remote proved to be involved. Finally, with no idea where or what to flee, they crowded on to the country roads, or lay in the fields. Some who had lost everything—even their food for the day—could have escaped, but preferred to die. So did others, who

had failed to rescue their loved ones. Nobody dared fight the flames. Attempts to do so were prevented by menacing gangs. Torches, too, were openly thrown in, by men crying that they acted under orders. Perhaps they had received orders. Or they may just have wanted to plunder unhampered.

Nero was at Antium. He returned to the city only when the fire was approaching the mansion he had built to link the Gardens of Maecenas to the Palatine. The flames could not be prevented from overwhelming the whole of the Palatine, including his palace. Nevertheless, for the relief of the homeless, fugitive masses he threw open the Field of Mars, including Agrippa's public buildings, and even his own Gardens. Nero also constructed emergency accommodation for the destitute multitude. Food was brought from Ostia and neighboring towns, and the price of corn was cut to less than  $\frac{1}{4}$  sesterce a pound. Yet these measures, for all their popular character, earned no gratitude. For a rumor had spread that, while the city was burning, Nero had gone on his private stage and, comparing modern calamities with ancient, had sung of the destruction of Troy.

By the sixth day enormous demolitions had confronted the raging flames with bare ground and open sky, and the fire was finally stamped out at the foot of the Esquiline Hill. But before panic had subsided, or hope revived, flames broke out again in the more open regions of the city. Here there were fewer casualties; but the destruction of temples and pleasure arcades was even worse. This new conflagration caused additional ill-feeling because it started on Tigellinus' estate in the Aemilian district. For people believed that Nero was ambitious to found a new city to be called after himself.

Of Rome's fourteen districts only four remained intact. Three were leveled to the ground. The other seven were reduced to a few scorched and mangled ruins.

Source: Tacitus, Cornelius. *The Annals of Imperial Rome*. Translated by Michael Grant. Cambridge: Cambridge University Press, 1989.



*The Fire of Rome*, Hubert Robert, 1785

Image source: *The Fire of Rome*. The Museum of modern art André Malraux-MuMa, Le Havre

NERO AND THE FIRE CHARTS

	Statements about the fire (summarize in your own words)	Opinions about the fire or Nero (cite from a text)
Nero and the Fire		
Cassius Dio		

	Statements that support what Cassius Dio wrote (summarize in your own words)	Statements that go against what Cassius Dio wrote or he did not mention (summarize in your own words)	Opinions about the fire or Nero (cite from a text)
Suetonius			
Tacitus			

## NERO AND THE FIRE QUESTIONS <sup>1/2</sup>

---

1. What reasons or evidence is given that Nero was responsible for the fire?
2. What reasons or evidence is given that Nero was not responsible for the fire?
3. Why are all of these accounts considered secondary sources?
4. Why could Tacitus's account be considered a primary source?
5. How are these accounts more like primary sources than a summary from a textbook would be?
6. Why might these sources be biased against Nero?

7. Which source did you trust the most? Why?

8. Which source did you trust the least? Why?

9. What does it mean when a politician is accused of “fiddling while Rome burned”? How does this connect to Nero?

10. Do you think Nero was playing the lyre while the fire raged? Why?

11. Do you think Nero started the fire? Why?





# Writing Standards

**ARGUMENTATIVE WRITING**

Why Did Rome Fall?

**WHST.6-8.1**  
**WHST.6-8.5**  
**WHST.6-8.7**  
**WHST.6-8.8**  
**WHST.6-8.9**  
**WHST.6-8.10**

**INFORMATIVE WRITING**

Women in Rome

**WHST.6-8.2**  
**WHST.6-8.4**  
**WHST.6-8.5**  
**WHST.6-8.6**  
**WHST.6-8.7**  
**WHST.6-8.8**  
**WHST.6-8.9**  
**WHST.6-8.10**

**NARRATIVE WRITING**

The Assassination of Julius Caesar  
through Brutus's Eyes

**W.6.3–W.8.3**  
**WHST.6-8.5**  
**WHST.6-8.9**  
**WHST.6-8.10**

## Why Did Rome Fall?

### COMMON CORE STANDARDS

#### **WHST.6-8.1**

Write arguments focused on discipline-specific content.

#### **WHST.6-8.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

#### **WHST.6-8.7**

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

#### **WHST.6-8.8**

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

#### **WHST.6-8.9**

Draw evidence from informational texts to support analysis, reflection, and research.

#### **WHST.6-8.10**

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### DIRECTIONS

- Students research all of the given theories on Rome's demise, recording information in the "Basics" column on "Theories on the Fall of Rome Chart." Students should make sure to keep track of their sources. If students decide to research a new theory for the "Other" section, this can replace one of the provided possible explanations. Students share what they found out with the class.
- Students independently complete the final column. They share their rating and reasoning with a neighbor.
- Students decide which two theories they think were likely the biggest factors in the fall of Rome and which they believe had the least effect. They research these three possible explanations, recording information on "In-Depth Research Chart" and keeping track of additional sources.
- Students complete "Hooks and Conclusions," working with a neighbor to complete the questions that require a partner.
- Students use research and "Hooks and Conclusions" to write their paper.
- As a class, students use their papers to debate which theories were likely the biggest factors in Rome's demise and which had the least effect.

# WHY DID ROME FALL?

## Overall

In 330 CE the Roman Empire split into eastern and western halves, with the eastern side lasting for over a thousand more years. But the western half, with its capital in Rome, fell before the end of the fifth century. Although there was no one reason, historians since have debated which were the most pivotal factors in causing the former power center of this formidable empire to fall. Your job is to evaluate how likely certain theories were by selecting the two that you believe had the greatest impact and the one with the least impact. The paper should be one to two pages long and include a Works Cited page.

## Paragraphs

- An introduction that hooks the reader and introduces the subject.
- The theory you think was the biggest factor in causing the Roman Empire to fall.
- The theory you think was the second-biggest factor in causing the Roman Empire to fall.
- A theory you think had very little to do with the fall of the Roman Empire.
- A conclusion that discusses what lessons America could learn from how the Roman Empire fell or how a possible factor behind Rome's fall does not apply to America.

## Rubric

	Exceeding	Proficient	Developing	Beginning
<b>Introduction and Conclusion</b>	Introduction successfully hooks reader and presents subject. <i>and</i> Conclusion convincingly explains what could be learned or not learned from Rome's fall.	Introduction contains a hook and presents the subject. <i>and</i> Conclusion gives a reasonable explanation about what could be learned or not learned from Rome's fall.	Introduction contains a hook and presents the subject. <i>or</i> Conclusion gives a reasonable explanation about what could be learned or not learned from Rome's fall.	Introduction is missing a hook or does not present the subject. <i>and</i> Conclusion does not give a reasonable explanation about what could be learned or not learned from Rome's fall.
<b>Argument</b>	Uses logical reasoning and solid support for all three arguments.	Uses logical reasoning and solid support for two arguments.	At times uses logical reasoning and solid support for two arguments.	Arguments are weak due to issues with reasoning and support.

## THEORIES ON THE FALL OF ROME <sup>1/2</sup>

Research the basics for each theory. The “Other” category is optional, but can replace a different reason.

Theories	Basics	On a scale of 1 to 10 (1 = not at all likely), rate each theory’s likelihood
<b>Natural Disasters</b> (plagues, famines, earthquakes)		
<b>Foreign Invasions by “Barbarians”</b> (Goths, Huns, Vandals)		
<b>Government Corruption and Political Instability</b> (lavish spending, incompetent officials, the Praetorian Guard)		
<b>Economic Issues</b> (unemployment, dependency on slave labor, high inflation)		

<b>Overexpansion</b> (too much military spending, high taxes to pay for a huge empire, too many borders to defend)		
<b>The Splitting of the Empire</b> (did not work together to stop enemies, invading tribes picked on the weaker western empire)		
<b>Rise of Christianity</b> (Rome fell soon after Constantine’s edict favoring Christians, may have led to valuing life more)		
<b>Too Many Non-Roman Legionaries</b> (not as loyal, brought Roman tactics back to their tribes)		
<b>Other:</b> <hr/>		



# IN-DEPTH RESEARCH CHART

Research the three theories in more in depth, adding more facts, examples, details, quotations, explanations, and/or other support below.

<div>Theory You Think Was the Biggest Factor:</div> <div>_____</div>	<div>Theory You Think Was the Second-Biggest Factor:</div> <div>_____</div>	<div>Theory You Do Not Think Was a Factor:</div> <div>_____</div>

## HOOKS AND CONCLUSIONS <sup>1/2</sup>

---

### Hook

1. Write a hook for your paper that uses a fact, description, quotation, question, or other (make up your own type).
2. Write a different hook for your paper that uses a fact, description, quote, question, or other (make up your own type).
3. Which hook (#1 or #2) does your partner think is better? What reasons did he or she give?
4. Circle the hook you think is better. (You can also circle both if you plan to combine them.)

## Conclusion

1. The Roman Empire had one of the world's biggest economies and, possibly, the world's strongest military. Today the United States has the world's biggest GDP and, by most indicators, the most powerful military. What could Americans or America's government learn from the fall of Roman Empire?
2. Despite the similarities between the Roman Empire and the United States, much time has passed and the situations are quite different. What is a potential factor that caused Rome to fall that does not apply to Americans or America's government?
3. Which conclusion (#1 or #2) did your neighbor prefer? What reasons did he or she give?
4. Circle the conclusion you think is better.

## Women in Rome

### COMMON CORE STANDARDS

#### **WHST.6-8.2**

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

#### **WHST.6-8.4**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### **WHST.6-8.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

#### **WHST.6-8.6**

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

#### **WHST.6-8.7**

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

#### **WHST.6-8.8**

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

#### **WHST.6-8.9**

Draw evidence from informational texts to support analysis, reflection, and research.

#### **WHST.6-8.10**

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### DIRECTIONS

- Students choose three topics they would like to learn more about from the list of possible topics. As students research, they fill in “Women in Rome Research Page” and keep track of their sources. Students should feel free to switch topics the first day.
- Students discuss with a neighbor the differences between American and Roman women. Students share what they discussed with the class.
- Students use their research to complete their outline.
- Students use their outline to write their paper.
- Students trade papers with a peer, read it, and complete “Peer Share #1.” Students trade papers with another peer and repeat with “Peer Share #2.”

## WOMEN IN ROME

### Overall

Although women played a key role in Roman society, most of the history written about Rome does not mention women. For this paper, you will choose three different topics concerning the women of Rome to research and write about. Your paper should be one to two pages and include a Works Cited page.

### Possible Topics

- Role in family
- Role in politics
- Fashion
- Weaving
- Daily life
- Marriage laws
- Vestal Virgins
- Jobs outside the home
- Female gladiators
- Education
- Baths
- Property and legal rights
- Differences by social class
- Famous Roman women (choose one): Livia, Claudia Quinta, Helena, Porcia Catonis, Agrippina the Younger, Lucilla, Cornelia Africana, Hortensia, Fulvia, or one you find.

### Paragraphs

- An introduction that introduces the main topic and previews the topics to be covered.
- Three body paragraphs that share information about three different topics.
- A conclusion that looks at differences between American women today and the women of ancient Rome.

### Rubric

	Exceeding	Proficient	Developing	Beginning
<b>Informative</b>	Comprehensively informs about three topics concerning women in Rome.	Sufficiently informs about three topics concerning women in Rome.	Sufficiently informs about two topics concerning women in Rome.	Does not sufficiently inform about two topics concerning women in Rome.
<b>Analysis</b>	Extensively describes differences between American and Roman women that are accurate, in-depth, and/or unobvious.	Sufficiently describes accurate differences between American and Roman women.	Describes accurate differences between American and Roman women, but either needs to go into more depth or includes too many inaccurate examples.	Describes few to no accurate differences between American and Roman women.

# WOMEN IN ROME RESEARCH PAGE

Write three paragraph topics in the header below. Record information you learn from your research underneath.

Paragraph Topic #1: _____	Paragraph Topic #2: _____	Paragraph Topic #3: _____



WOMEN IN ROME OUTLINE <sup>1/2</sup>

<div>Introduction (Main Topic + a Preview of Other Topics)</div>	
<div>Transition/Topic Sentence</div>	
<div>Body Paragraph 1</div>	

Transition/Topic Sentence	
Body Paragraph 2	
Transition/Topic Sentence	
Body Paragraph 3	
Conclusion (Differences between American women and Roman women)	

# WOMEN IN ROME PEER SHARES

## Peer Share #1

Topic of each body paragraph	Surprising facts	Connections you can make (to your life, America today, your paper)

## Peer Share #2

Topic of each body paragraph	Surprising facts	Connections you can make (to your life, America today, your paper)

## The Assassination of Julius Caesar through Brutus's Eyes

### COMMON CORE STANDARDS

#### W.7.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

#### WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

#### WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

#### WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### DIRECTIONS

- Students discuss with a neighbor what scenes they think they might use in their narrative.
- Students read "Accounts of Julius Caesar's Assassination" independently, highlighting any facts or quotes they may use in their paper. Students share what they highlighted with a neighbor, then the class.
- The class reads "Description of Brutus from Mark Antony, Shakespeare's *Julius Caesar*." The class discusses this work of fiction's take on Brutus.
- Students read "Facts about Brutus, and Julius Caesar's Assassination" independently, highlighting any facts they plan to use.
- Students complete the "Assassination of Julius Caesar Brainstorm," bouncing ideas off a neighbor as they work on it. Students do not have to complete the questions in order.
- Students use "Assassination of Julius Caesar Brainstorm" to complete a rough draft.
- Students trade papers with a partner and complete "Assassination of Julius Caesar Peer Edit." Before students trade back, they give each other verbal feedback on how the paper can be improved.
- Students use feedback from the peer edit to write a final draft.

## THE ASSASSINATION OF JULIUS CAESAR THROUGH BRUTUS'S EYES

### Overall

On March 15, 44 BCE, Julius Caesar was stabbed to death. Having recently been made dictator of Rome, one could argue at that moment he was the most powerful person in the world. Brutus, who had become close to Caesar before the murder, has become one of the most famous assassins in history. For this paper, you will write about the assassination from Brutus's perspective. Make sure to use first person (use "I") and include a Works Cited page. The paper should be one to two pages long.

### Possible Scenes from Brutus's Life (choose more than one)

- Brutus's ancestor kicking out the Etruscan king and establishing the Republic in the sixth century BCE
- Caesar forgiving Brutus and letting him live after the civil war
- Cassius convincing Brutus to be part of the plot
- Brutus discussing the plot with his wife
- The senators assassinating Caesar
- Brutus and Cassius deciding to flee Rome
- Brutus fighting in the Battle of Philippi
- Brutus committing suicide
- A different scene of your choice

### Rubric

	Exceeding	Proficient	Developing	Beginning
<b>Writing</b>	Writes an extremely engaging story by using vivid word choice, sensory details, and a strong voice.	Writes an engaging story that includes solid word choice, a believable voice, and sufficient sensory details.	Story is at times engaging, but has issues with ordinary word choice, a weak voice, and/or a lack of sensory details.	Story is not engaging due to significant issues with word choice, voice, and/or sensory details.
<b>Information</b>	Fluidly integrates many accurate facts about Brutus and the assassination of Caesar.	Includes a sufficient number of accurate facts about Brutus and the assassination of Caesar.	Includes accurate facts about Brutus and the assassination of Caesar, but either needs more or many were inaccurate.	Contains few accurate facts about Brutus or the assassination of Caesar.

## ACCOUNTS OF JULIUS CAESAR'S ASSASSINATION <sup>1/2</sup>

### Nicolaus of Damascus

The following account is from Nicolaus of Damascus. He did not witness the assassination, but heard about it from people who were present.

The conspirators never met openly, but they assembled a few at a time in each others' homes. There were many discussions and proposals, as might be expected, while they investigated how and where to execute their design. Some suggested that they should make the attempt as he was going along the Sacred Way, which was one of his favorite walks. Another idea was for it to be done at the elections during which he had to cross a bridge to appoint the magistrates in the Campus Martius; they should draw lots for some to push him from the bridge and for others to run up and kill him. A third plan was to wait for a coming gladiatorial show. The advantage of that would be that, because of the show, no suspicion would be aroused if arms were seen prepared for the attempt. But the majority opinion favored killing him while he sat in the Senate, where he would be by himself since non-Senators would not be admitted, and where the many conspirators could hide their daggers beneath their togas. This plan won the day. . . .



*Death of Julius Caesar*

His friends were alarmed at certain rumors and tried to stop him going to the Senate-house, as did his doctors, for he was suffering from one of his occasional dizzy spells. His wife, Calpurnia, especially, who was frightened by some visions in her dreams, clung to him and said that she would not let him go out that day. But Brutus, one of the conspirators who was then thought of as a firm friend, came up and said, "What is this, Caesar? Are you a man to pay attention to a woman's dreams and the idle gossip of stupid men, and to insult the Senate by not going out, although it has honored you and has been specially summoned by you? But listen to me, cast aside the forebodings of all these people, and come. The Senate has been in session waiting for you since early this morning." This swayed Caesar and he left. . . .

Before he entered the chamber, the priests brought up the victims for him to make what was to be his last sacrifice. The omens were clearly unfavorable. After this unsuccessful sacrifice, the priests made repeated other ones, to see if anything more propitious might appear than what had already been revealed to them. In the end they said that they could not clearly see the divine intent, for there was some transparent, malignant spirit hidden in the victims. Caesar was annoyed and abandoned divination till sunset, though the priests continued all the more with their efforts.

Those of the murderers present were delighted at all this, though Caesar's friends asked him to put off the meeting of the Senate for that day because of what the priests had said, and



he agreed to do this. But some attendants came up, calling him and saying that the Senate was full. He glanced at his friends, but Brutus approached him again and said, "Come, good sir, pay no attention to the babblings of these men, and do not postpone what Caesar and his mighty power has seen fit to arrange. Make your own courage your favorable omen." He convinced Caesar with these words, took him by the right hand, and led him to the Senate which was quite near. Caesar followed in silence. . . .

The Senate rose in respect for his position when they saw him entering. Those who were to have part in the plot stood near him. Right next to him went Tillius Cimber, whose brother had been exiled by Caesar. Under pretext of a humble request on behalf of this brother, Cimber approached and grasped the mantle of his toga, seeming to want to make a more positive move with his hands upon Caesar. Caesar wanted to get up and use his hands, but was prevented by Cimber and became exceedingly annoyed.

That was the moment for the men to set to work. All quickly unsheathed their daggers and rushed at him. First Servilius Casca struck him with the point of the blade on the left shoulder a little above the collarbone. He had been aiming for that, but in the excitement he missed. Caesar rose to defend himself, and in the uproar Casca shouted out in Greek to his brother. The latter heard him and drove his sword into the ribs. After a moment, Cassius made a slash at his face, and Decimus Brutus pierced him in the side. While Cassius Longinus was trying to give him another blow he missed and struck Marcus Brutus on the hand. Minucius also hit out at Caesar and hit Rubrius in the thigh. They were just like men doing battle against him.

Under the mass of wounds, he fell at the foot of Pompey's statue. Everyone wanted to seem to have had some part in the murder, and there was not one of them who failed to strike his body as it lay there, until, wounded thirty-five times, he breathed his last.

Source: Nicolaus of Damascus. *They Saw It Happen in Classical Times*. Edited by B. K. Workman. Oxford: Basil Blackwell, 1964.

## Description of Brutus from Mark Antony, Shakespeare's *Julius Caesar*

### ACT 5, SCENE 5, LINES 68–75

This was the noblest Roman of them all:  
 All the conspirators save only he,  
 Did that they did in envy of great Caesar;  
 He only, in a general honest thought  
 And common good to all, made one of them.  
 His life was gentle, and the elements  
 So mix'd in him, that Nature might stand up  
 And say to all the world, "This was a man!"

Source: Shakespeare, William. *The New Hudson Shakespeare: Julius Caesar*. Edited by Ebenezer Charlton Black. Boston: Ginn and Company, 1908.

## FACTS ABOUT BRUTUS, AND JULIUS CAESAR'S ASSASSINATION <sup>1/2</sup>

### Background on Brutus

- Brutus was a descendant of Lucius Junius Brutus, famous for leading a revolt that removed the last king of Rome from power in the sixth century BCE. This established Rome as a republic. At one point, Lucius Junius Brutus put down a revolt to reestablish a king. His two sons had participated in the revolt, and he had them both executed. Brutus was born in approximately 85 BCE in today's northwestern Greece.
- His father was Marcus Junius Brutus, who was killed by Pompey in 77 BCE.
- His mother was Servilia, who would have an affair with Julius Caesar.
- Brutus's uncle was Cato the Younger, a prominent politician. Cato helped raise Brutus after Brutus's father died.
- In the 50s BCE, Pompey, Julius Caesar, and Crassus ruled Rome in the First Triumvirate. Soon after Crassus died, Pompey and Caesar went to war against each other. Brutus, who had originally been opposed to Pompey, reconciled with him and went to war against Caesar.
- Caesar defeated Pompey in 48 BCE and captured Brutus. Instead of having Brutus executed, Caesar pardoned Brutus. Many people believe Caesar did this as a favor to Brutus's mother.
- Caesar placed Brutus in charge of Gaul from 47 to 45 BCE.
- Caesar selected Brutus to be a high-ranking official (joint praetor with Cassius) for Rome in 44 BCE.
- In 44 BCE Caesar had himself declared dictator for life. This may have horrified Brutus, who is said to have felt strongly about Rome remaining a republic because of his relation to Lucius Junius Brutus.

### Assassination Plot

- The reason most often given by scholars for the plot was that many senators believed that Caesar was power hungry, and acting increasingly like a king, with some believing he might crown himself king; killing him would allow Rome to remain a republic. Other historians also believe that jealousy towards Caesar's increasing popularity with the Roman people played a role.
- Historians think that the plot against Caesar was Cassius's idea and that Cassius convinced his brother-in-law Brutus and other senators to assassinate Caesar. Around sixty senators are believed to have been involved in the plot.
- It is believed that the only woman who knew about the plot was Brutus's wife, Porcia.

## Assassination

- The assassination occurred on March 15, which the Romans called the “Ides of March.”
- Caesar was attacked and killed on the Senate floor.
- Some say Brutus yelled, “Sic semper tyrannis,” which translates to, “Thus always to tyrants.” (John Wilkes Booth will later say this after shooting Abraham Lincoln.)
- In Shakespeare’s play *Julius Caesar*, Caesar says “Et tu Brute?” when stabbed by Brutus, which is Latin for “You too, Brutus?” The historian Suetonius reports that he heard that Caesar said, “You too, my child” in Greek.
- According to the historian Plutarch, after killing Caesar, Brutus and the other assassins ran through Rome shouting, “People of Rome, we are once again free!”

## Aftermath

- Julius Caesar was very popular with the Roman people, and much of the city was outraged by the assassination.
- Brutus and Cassius fled Rome and eventually took over the eastern section of the Roman Empire.
- Mark Antony thought he’d be named Caesar’s successor, but in fact Octavius (who will later be known as Octavian then Augustus) was. After initial disagreements, they decided to work together to defeat Brutus and Cassius. They formed the Second Triumvirate with Lepidus.
- The armies of Mark Antony and Octavian (who will later be known as Augustus) met the legions of Brutus and Cassius in the two battles of Philippi. In the first battle Antony’s forces defeated Cassius (who then committed suicide), while Brutus’s men beat Octavian’s army. In the second battle, the combined forces of Antony and Octavian overpowered Brutus’s legions. After the defeat, Brutus committed suicide, running into a sword that was held by two of his soldiers.
- Octavian and Antony would eventually fight each other, with Octavian winning and becoming Rome’s emperor for more than forty years as Augustus Caesar.

## ASSASSINATION OF JULIUS CAESAR BRAINSTORM <sup>1/2</sup>

77

## NARRATIVE WRITING Writing Standards

You do not need to answer these questions in order.

1. Why do you think Brutus participated in the assassination of Caesar?
2. What will Brutus's personality be like in your story?
3. It is not known how hard it was to convince Brutus to be part of the plot. In your story, will it be hard to convince him, somewhat difficult, or easy?
4. Dialogue should play a significant role in your story. Write some sample lines of dialogue.

5. How will you hook the reader? Some options include dialogue, onomatopoeia (spelling a sound), an in-depth description, or an action.
6. How will your story end? Cliffhanger? Full circle (connect it to beginning)? Punch line (a short statement that leaves the reader thinking)? Foreshadowing?
7. Below use bullet points to plan out each scene. Make sure to include where the scene takes place and which characters will be in each scene.

ASSASSINATION OF JULIUS CAESAR PEER EDIT

Writing and Information

Cite two examples of vivid word choice from your partner’s paper.

Cite two examples of strong voice.

Cite an example of dialogue you feel is unbelievable or could be improved upon. Write what it could be changed to.

What part of your partner’s story should more details be added to?

What are two facts that could be added?

Rubric

Assess the paper on the rubric. Explain why below it.

	Exceeding	Proficient	Developing	Beginning
Writing	Writes an extremely engaging story by using vivid word choice, sensory details, and a strong voice.	Writes an engaging story that includes solid word choice, a believable voice, and sufficient sensory details.	Story is at times engaging, but has issues with ordinary word choice, a weak voice, and/or a lack of sensory details.	Story is not engaging due to significant issues with word choice, voice, and/or sensory details.
Information	Fluidly integrates many accurate facts about Brutus and the assassination of Caesar.	Includes a sufficient number of accurate facts about Brutus and the assassination of Caesar.	Includes accurate facts about Brutus and the assassination of Caesar, but either needs more or many were inaccurate.	Contains few accurate facts about Brutus or the assassination of Caesar.





# Selected Answers

## ACTIVITY 1

### Roman Games Chart

Answers will vary, but the following are some possible answers:

	<b>New Information</b>	<b>Author's Purpose</b> (why did the author write it)	<b>Words, Lines or Phrases That Show the Purpose</b>
<b>Seneca</b>	People fought with no helmets or shields. Even after winning a match, gladiators sometimes had to fight more. People battled lions and bears.	To convince Lucilius not to go to the games.	"There is nothing so ruinous to good character" "Greater cruelty and less humanity" "So stay away."
<b>Cicero</b>	The gladiators were criminals or from another country. Gladiators send messages to their masters during the match.	To express how amazing many gladiators were.	"Consider the blows they endure!" "Even when they are covered with wounds" "And which of them, even when he does succumb, ever contacts his neck when ordered to receive the blow?"
<b>Pliny the Elder</b>	There were a people called Gaetulians. When fighting wild animals men had javelins and shields. Where they fought was called the "Circus."	To describe how enjoyable the Roman games were.	"Marvelous occurrence" "Delighted the spectators" "Thrown by a skilled juggler"
<b>Augustus</b>	Around 10,000 men could fight in one show. The animals in the games sometimes came from Africa. Augustus recreated a sea battle during one show.	For people to know that Augustus put on spectacular games.	"Twice I furnished under my name spectacles of athletes gathered from everywhere." "About 3,500 beasts were killed." "I gave the people a spectacle."

### Roman Games Questions

1. Answers will vary, but the following is a possible answer: Augustus: "Three times I gave shows of gladiators under my name and five times under the name of my sons and grandsons; in these shows about 10,000 men fought." Unless Augustus has made a mistake, these appear to be facts. He has given specific numbers that, if accurate, cannot be disputed.
2. Answers will vary, but the following is a possible answer: Seneca: "Vices have a way of creeping in because of the feeling of pleasure that it brings." This is a theory that Seneca has, but not necessarily true.
3. Answers will vary, but the following is a possible answer: Cicero described the gladiators as "debased men." He may have added in the word "debased" to make them sound like crazed people and not worthy of pity for being subjected to these games.

4. Answers will vary.
5. Answers will vary.
6. Answers will vary, but the following is a possible answer: I don't agree with Cicero. I think there are people who genuinely do not like the games. It definitely sounds like Seneca the Younger was not into the games.
7. Answers will vary, but the following are some possible answers:  
**Seneca:** tutored Nero  
**Cicero:** was a great orator  
**Pliny the Elder:** wrote *The Historia Naturalis*  
**Augustus:** was emperor of the Roman Empire
8. A
9. Answers will vary, but the following is a possible answer: I do not think it was a good idea to mention how each died. It distracted me from the actual purpose—their opinion on the gladiator match.
10. Answers will vary, but the following is a possible answer: The gladiator matches are similar to boxing and mixed martial arts because people are gathered to watch people hurt each other with one person being crowned winner. They are different because in gladiator matches the contestants are actually killed. They are also different because gladiators are slaves, whereas fighters today choose to participate and can make lots of money.
11. Answers will vary.

## ACTIVITY 2

### Spartacus Questions

1. I think the reading was organized sequentially. Although the first paragraph mentions a movie from the twentieth century, the rest of the text proceeds in chronological order.
2. A unit of 3,000 to 6,000 soldiers
3. The gladiators escaped by stealing kitchen utensils, using them to hold off the people in charge of them, and then climbing over the training school wall.
4. Spartacus's revolt was named the Third Servile War. The other two slave revolts likely were called the First Servile War and the Second Servile War.
5. The slaves escaped by making ladders out of vines and climbing over the army who had surrounded them.
6. To escape back to his or her home country, because they did not want to be owned by another person, to get richer by looting, and so forth.
7. It was surprising that Spartacus turned his troops around because they were about to successfully escape Rome and return to their home countries.
8. They were trapped because the pirates did not ferry them to Sicily as they had promised and Crassus's legions built a barrier to the north of them.
9. The Apennine Mountains run mostly north/south and run down the center of today's Italy. The Alps run east/west and cross through the north of today's Italy.
10. They first set up camp near Mount Vesuvius; they got to the Alps, then turned back south; they reached the toe of today's Italy; and so forth.
11. By fighting so many wars, men were not able to tend their land and were forced to sell it, leading to large estates. Also, defeated people from wars became slaves and were bought by the people who owned the large estates. Soon, the countryside was filled with slaves.

12. Answers will vary, but the following is one possible answer:
- Gladiators escaped from a training school.
  - The gladiators were joined by other slaves and shepherds.
  - The slave army defeated the armies Rome sent after them.
  - The slaves reached the Alps, but turned back around and went south.
  - The pirates did not ferry the slaves over as they promised.
  - Spartacus's army was defeated.
13. Answers will vary.
14. Answers will vary.

### ACTIVITY 3

#### Main Characters

Julius Caesar: A, R, T1

Augustus Caesar: R, T2

Sulla: R

Pompey: A, T1

Crassus: T1

Mark Antony: S, T2

Lepidus: T2

Cornelia: Cornelia to Caesar

Octavia: Octavia to Antony

Cleopatra: S, Cleopatra to Antony and Cleopatra to Caesar

Caesarion: A

Brutus: P, S

Cassius: P, S

#### The Tale of Two Caesars Questions

1. This reading is organized comparatively because it's all about similarities and differences between Augustus and Julius.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary, but they should be similar to the following:  
**Republic** = a style of governing in which the people are the ruler, not a king  
**Triumvirate** = a style of governing in which three people are in power  
**Pax Romana** = a period during which there was little fighting in the Roman Empire
5. July = Julius. August = Augustus.
6. Julius was Augustus's great-uncle and Augustus's adopted father.
7. Julius Caesar was assassinated because he ended the republic.
8. Augustus had Caesarion killed because he was probably Caesar's son and one day might try to claim his right to rule Rome.
9. Conquered Gaul, declared dictator of Rome, reformed the calendar, and so on.
10. The Pax Romana, building projects, almost doubled the empire's land, and so on.
11. Answers will vary, but the following is a possible answer: It is subtler because "first citizen" implies Augustus is not a ruler, but just one of the many citizens.
12. Answers will vary.

## ACTIVITY 4

### Barbarians Questions

1. Answers will vary, but the following are some possible answers: "villainy of voice" (Ovid), "Arrows, yellow-nibbed and vile with venom" (Ovid), "no shame is associated with banditry" (Tacitus), and "gorge like beasts" (Ammianus Marcellinus).
2. Answers will vary, but the following are some possible answers: "His hungry flame devouring harmless home" (Ovid) and "Nor have their infants protection against wild beasts or weather" (Tacitus). Burning down homes is a savage and brutal act. Not giving kids proper clothes and shelter is shameful.
3. Answers will vary, but the following are some possible answers: "Hairiness of head and beard" (Ovid). Having long hair and a beard can be just a fashion choice. "Eating wild plants" (Tacitus). Eating plants is normal behavior; the author just probably considered them wild because they are different from the ones he eats. "They roam over vast solitudes: places ignorant of plough or seeds and knowing only disuse and frost. Here they forage like animals" (Ammianus Marcellinus). Hunting and gathering does not make someone an animal; it's just a different way of collecting food from farming.
4. Answers will vary, but the following are some possible answers: "They are so little advanced in civilization" (Ammianus Marcellinus), "without a second thought" (Ammianus Marcellinus), and "they fight without regard to their own safety" (Ammianus Marcellinus).
5. Answers will vary, but the following are some possible answers: "Nearly all the Gauls are of a lofty stature" (Ammianus Marcellinus). "It is accounted a sin to turn any man away from your door" (Tacitus). "But by being extremely swift" (Ammianus Marcellinus). It can be seen as a compliment to call a group of people tall, good hosts, and quick in battle.
6. The word "barbarian" is used to call people uncivilized. Quotation marks are put around the word to show that these people were considered uncivilized by the Romans, but not necessarily by people today.
7. Ovid's excerpts are written in verse.
8. Answers will vary.
9. Answers will vary.

## ACTIVITY 5

### Roman Legionaries' Gear Questions

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary, but the following are possible answers: I think their weapons and shields gave them major advantages. They could attack from far away (javelins) and up close (daggers and swords), but their shields protected them from the same types of attacks.
5. Answers will vary, but the following are possible answers: Much modern warfare consists of attacks from above. If everyone were squished together they would make an easy target. And their shields and armor would be no match for bullets and bombs.
6. Answers will vary, but the following are possible answers: You can see that the Romans must have fought in warm weather because their sandals were not fully enclosed.
7. Answers will vary, but the following are possible answers: If the Huns were from a cold area they probably had thicker armor and shoes. Also, they may have fought a lot on horses because it would have been easy to ride them across flat land.
8. Answers will vary, but the following are possible answers: Before metallurgy, Roman shields, armor, helmets, and the studs in their shoes would have to be made from a different material. I bet they used more leather and wood in their gear before metallurgy.

## ACTIVITY 6

### Nero and the Fire Chart

Answers will vary, but the following are possible answers.

	<b>Statements about the fire</b> (summarize in your own words)	<b>Opinions about the fire or Nero</b> (cite from a text)
<b>Nero and the Fire</b>	<p>Fires were common in Rome.</p> <p>Nero had many Christians tortured into admitting they caused the fire.</p> <p>Nero had his mother and first wife killed.</p> <p>Nero committed suicide in 68 CE.</p> <p>It took six days to put out the fire.</p>	<p>"Nero was definitely a controversial figure."</p> <p>"Even his path to the emperorship was filled with intrigue."</p>
<b>Cassius Dio</b>	<p>Nero sent out men pretending to be drunk to set fire to the city.</p> <p>People were carrying personal items out of their houses.</p> <p>Some people used this as a chance to rob others.</p> <p>People were trampled to death.</p> <p>Nero sang "Capture of Troy" while Rome burned.</p>	<p>"What had doubtless always been his desire."</p> <p>"There was no longer any grieving over personal losses."</p>

	<b>Statements that support what Cassius Dio wrote</b> (summarize in your own words)	<b>Statements that go against what Cassius Dio wrote or he did not mention</b> (summarize in your own words)	<b>Opinions about the fire or Nero</b> (cite from a text)
<b>Suetonius</b>	<p>Nero started the fire to clear out space for building projects.</p> <p>He sang a song from the rooftop.</p> <p>He wore a special outfit while singing.</p> <p>People had to flee from their houses.</p>	<p>Nero caused economic problems in the provinces by making them pay to repair the fire's damages.</p> <p>The fire damaged Nero's palace.</p>	<p>"But he showed no great mercy to the people."</p> <p>"For under cover of displeasure at the ugliness of the old buildings and the narrow, crooked streets, he set fire to the city."</p>
<b>Tacitus</b>	<p>People were panicking.</p> <p>Men had been ordered to add torches to the fire.</p> <p>The fire damaged much of Rome.</p> <p>The fire lasted many days.</p>	<p>The fire damaged Nero's palace.</p> <p>Nero was out of town when the fire started.</p> <p>Nero helped by bringing in food, lowering prices, and finding a place for homeless people to stay.</p> <p>Tacitus says the claim that Nero sang from a rooftop was a rumor.</p>	<p>"People unselfishly supporting invalids"</p> <p>"Some who had lost everything... could have escaped, but preferred to die."</p>

## Nero and the Fire Questions

1. People claimed he paid people to add to the fire, people say that he sang from a rooftop during the fire, a fire would have allowed him to rebuild Rome, and so on.
2. Rome often had fires during the summer, he came back and helped the displaced Romans, it seems unlikely that he would sing a song from a roof during the fire, and so on.
3. All would be secondary sources because no one wrote about this when it happened.
4. Tacitus' account could be considered a primary source because he was alive when the fire happened. Perhaps he is writing from his memories.
5. Even though these sources were written after the event occurred, they still were written much closer to the time it happened than a modern textbook. The writers would have been able to talk to people who had lived through it or people who knew others who experienced the fire.
6. Answers will vary, but the following is one possible answer: Nero was a very controversial emperor, who argued with the Senate, might have had family members killed, and tortured Christians. If the sources were Christian, related to senators, or just found these actions despicable, they might be biased against him.
7. Answers will vary, but the following is a possible answer: I trusted Tacitus the most. He was born closest to the fire. Also, he is clear that some of the supposed facts are rumors.
8. Answers will vary, but the following is a possible answer: I trusted Cassius Dio the least. He was born long after the fire, but he wrote like he knew exactly what happened. He also included the most opinions.
9. When a politician is accused of "fiddling while Rome burned" it means they are not focusing their energies on important matters. The idiom comes from the rumor that Nero did not do anything to stop the fire and simply played music during the catastrophe.
10. Answers will vary.
11. Answers will vary.

# Bibliography

- A & E Television Networks. "Augustus." History.com. <http://www.history.com/topics/ancient-history/emperor-augustus>.
- . "Julius Caesar." Bio. <http://www.biography.com/people/julius-caesar-9192504#assassination>.
- Augustus. "The Deeds of the Divine Augustus." Translated by Thomas Bushnell. The Internet Classics Archive, 1998. <http://classics.mit.edu/Augustus/deeds.html>.
- Badian, E. "Marcus Junius Brutus." *Encyclopædia Britannica*. <http://www.britannica.com/EBchecked/topic/82449/Marcus-Junius-Brutus>.
- Cicero, Marcus Tullius. *Tusculan Disputations: Also, Treatises on The Nature of the Gods and on The Commonwealth*. Translated by C. D. Yonge. New York: Harper & Brothers, 1877.
- Czech, Kenneth P. "Ancient History: Spartacus and the Slave Rebellion." *Military History*, April 1994.
- Davis, Williams Sterns. *Rome and the West*. Vol. 2 of *Readings in Ancient History*. Boston: Allyn and Bacon, 1913.
- Dio, Cassius. *Roman History*. Vol. 8. Translated by Earnest Cary. Loeb Classical Library ed. 1925.
- Encyclopædia Britannica Online*. s.v. "Ammianus Marcellinus." Accessed September 25, 2015. <http://www.britannica.com/EBchecked/topic/20916/Ammianus-Marcellinus>.
- "Gladiators, 50 AD." EyeWitness to History. 2005. <http://www.eyewitnesstohistory.com/gladiators.htm>.
- Hodgkin, Thomas. *The Hunnish Invasion*. Vol. 2 of *Italy and Her Invaders*. Oxford: Oxford University Press, 1892.
- James, Simon. *Eyewitness: Ancient Rome*. New York: DK Publishing, 2015.
- Lendering, Jona. "Spartacus." Livius.org. Last modified December 30, 2008. <http://www.livius.org/so-st/spartacus/spartacus.html>.
- Marcellinus, Ammianus. *The Roman History of Ammianus Marcellinus: During the Reigns of the Emperors Constantius, Julian, Jovianus, Valentinian, and Valens*. Vol. 1. Translated by C. D. Yonge. London: H. G. Bohn, 1862.
- Marx, Karl. Letter from Karl Marx to Friedrich Engels, February 27, 1861. Marxists.org. [https://www.marxists.org/archive/marx/works/1861/letters/61\\_02\\_27-abs.htm](https://www.marxists.org/archive/marx/works/1861/letters/61_02_27-abs.htm).
- McDonald, Alexander Hugh. "Tacitus: Roman Historian." *Encyclopædia Britannica*. <http://www.britannica.com/EBchecked/topic/579997/Tacitus>.
- Nicolaus of Damascus. *They Saw It Happen in Classical Times*. Edited by B. K. Workman. Oxford: Basil Blackwell, 1964.
- PBS. "The Great Fire of Rome: Background." *Secrets of the Dead*. <http://www.pbs.org/wnet/secrets/great-fire-rome-background/1446/>.
- . "Pliny the Elder." The Roman Empire: In the First Century. [http://www.pbs.org/empires/romans/empire/pliny\\_elder.html](http://www.pbs.org/empires/romans/empire/pliny_elder.html).
- Pliny the Elder. *Natural History: Books 8-11*. Vol. 3 of *Natural History*. Translated by H. Rackham. Cambridge: Harvard University Press, 1938.



Shakespeare, William. *The Life and Death of Julius Caesar*. Quoted in "The Complete Works of William Shakespeare." Edited by The Tech. Massachusetts Institute of Technology. [http://shakespeare.mit.edu/julius\\_caesar/full.html](http://shakespeare.mit.edu/julius_caesar/full.html).

Suetonius Tranquillus, C. "The Life of Nero." In *The Lives of the Twelve Caesars*. Loeb Classical Library ed. 1914.

Tacitus, Cornelius. *The Agricola and Germania*. Translated by A. J. Church and W. J. Brodribb. London: Macmillan, 1877.

———. *The Annals of Imperial Rome*. Translated by Michael Grant. Cambridge: Cambridge University Press, 1989.

Wiedman, Thomas. *Emperors and Gladiators*. London: Routledge, 1995.

Williams, Derek. *Romans and Barbarians*. New York: St. Martin's Press, 1998.