

Ancient Rome: The Beginning and the End!

Grade Level or Special Area: 6th Grade History and Geography

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Length of Unit: Seven lessons, seven to eleven class periods (one class period = 65 minutes)

I. ABSTRACT

Ancient Rome existed centuries ago, but it still lives today in many aspects of our daily lives. The organization of their government, the beauty of their cities, the history, successes and defeats are all an integral part of our lives. Students will be able to understand how a civilization starts out and changes as time passes and identify how what they did in their time still affects our government and life.

II. OVERVIEW

A. Concept Objectives

1. Students will understand the political, social, cultural, religious, and economic influences of Ancient Rome and their impact on the world today.
2. Students will understand the causes and effects of conflicts within Roman society.
3. Students will understand key attributes of historical leaders.
4. Students will understand the impact of religion on the history of the world.

B. Content from the *Core Knowledge Sequence*

1. History and Geography: World History and Geography: Lasting Ideas from Ancient Civilizations: Ancient Rome, p. 139
 - a. The Roman Republic
 - i. Builds upon Greek and classical ideas
 - ii. Class and status: patricians and plebeians, slaves
 - iii. Roman government: consuls, tribunes, and senators
 - b. The Punic Wars: Rome vs. Carthage
 - c. Julius Caesar
 - d. Augustus Caesar
 - i. Pax Romana
 - ii. Roman law and the administration of a vast, diverse empire
 - iii. Virgil, *The Aeneid*: epic on the legendary origins of Rome
 - e. Christianity under the Roman Empire
 - i. Jesus's instruction to "Render unto Caesar the things which are Caesar's, and unto God the things that are God's" [Matthew 22:21]
 - ii. Roman persecution of Christians
 - iii. Constantine: first Christian Roman emperor
 - f. The "decline and fall" of the Roman Empire
 - i. Causes debated by historians for many hundreds of years (outer forces such as shrinking trade, attacks and invasions vs. inner forces such as disease, jobless masses, taxes, corruption and violence, rival religions and ethnic groups, weak emperors)
 - ii. Rome's "decline and fall" perceived as an "object lesson" for later generations and societies

C. Skill Objectives

1. Students know how various societies were affected by contacts and exchanges among diverse peoples. (History C.S.S. 3.1)

2. Students understand the history of social organization in various societies. (History C.S.S. 3.2)
3. Students know how various systems of government have developed and functioned throughout history. (History C.S.S. 5.2)
4. Students understand how political power has been acquired, maintained, used, and/or lost throughout history. (History C.S.S. 5.3)
5. Students understand the historical development of religions and philosophies. (History C.S.S. 6)
6. Students know and understand what government is and what purpose it serves. (Civics C.S.S. 1.1)

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Nardo, Don. *Ancient Rome*
 2. Nardo, Don. *The Punic Wars*
- B. For Students
 1. Third Grade History and Geography: World History and Geography: Ancient Rome

IV. RESOURCES

- A. *Pearson Learning Core Knowledge: History and Geography* (Lessons One and Five)
- B. *U.S. News and World Report: Untold Tales of the Great Conquerors* Collector's Edition 2005, by U.S. News and World Report Inc. (Lesson Four)

V. LESSONS

Lesson One: What Do I Know About Ancient Rome? (one class period of 65 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students will understand the political, social, cultural, religious, and economic influences of Ancient Rome and their impact on the world today.
 2. Lesson Content
 - a. Students' prior knowledge, not from the *Core Knowledge Sequence*
 3. Skill Objective(s)
 - a. Students understand how political power has been acquired, maintained, used, and/or lost throughout history.
- B. *Materials*
 1. One book for every student of *Pearson Learning Core Knowledge: History and Geography*
- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
 1. When students enter the class, direct them to take out a piece of paper and complete a KWL chart (or provide a KWL chart for them) based on the question on the board or overhead. *What do you know about Ancient Rome? Quickly list everything that you think you know. Write three questions about Ancient Rome that you would like answered by the end of this unit.*
 2. Give students no more than five minutes to complete this task.
 3. When time is up, compile the KWL chart on the overhead. Use an overhead transparency and save it to use at the end of the unit. This will make it possible to complete the chart without having to rewrite all of the information.

4. Discuss the KWL chart and compile the facts about Ancient Rome that the students know (be sure to only add facts that are correct to avoid confusion) in the K, Know, section of the chart. List the questions that students have about Rome in the W, Want to know, section of the chart. All students should add the information on the board to their own personal charts and save these charts in their notes for this unit.
 5. This discussion will serve the purpose of providing students that do not know much with some background information and give all students questions to think about as you cover this information.
 6. Time for review.
Use the information that students learned in earlier grades about Ancient Rome. Page 70 in your *Core Knowledge Sequence* 3rd Grade History. Review the main items, since much of this information will be taught in more detail in this unit.
- E. *Assessment/Evaluation*
1. Evaluate students based on their completion of the K and W sections in the KWL chart. This evaluation can be graded as a 3 or participation points.

Lesson Two: The Roman Republic (one – two class periods of 65 minutes each)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand the political, social, cultural, religious, and economic influences of Ancient Rome and their impact on the world today.
 - b. Students will understand the causes and effects of conflicts within Roman society.
 - c. Students will understand key attributes of historical leaders.
 2. Lesson Content
 - a. The Roman Republic
 - i. Builds upon Greek and classical ideas
 - ii. Class and status: patricians and plebeians, slaves
 - iii. Roman government: consuls, tribunes, and senators
 3. Skill Objective(s)
 - a. Students understand the history of social organization in various societies.
 - b. Students know how various systems of government have developed and functioned throughout history.
 - c. Students understand how political power has been acquired, maintained, used, and/or lost throughout history.
 - d. Students know and understand what government is and what purpose it serves.
- B. *Materials*
1. Notebook paper for each student for taking notes
- C. *Key Vocabulary*
1. A *plebian* is a member of the Roman lower class
 2. *Patricians* are members of the ruling class or aristocracy of Ancient Rome
 3. A *republic* is a government without a king; republics usually have some elected officials.
- D. *Procedures/Activities*
1. When students arrive, have the following on the board or overhead: Write 10 things that you know about the government.

2. After giving about five minutes for the students to answer, start a discussion about the government. Focus on facts dealing with the similarities between our government and the government of Ancient Rome. If it is not brought up, be sure that the students know that there are two senators for each state and that the number of representatives are based on the population of the state.
3. Have students take notes on the hierarchy of the Romans:
 - a. *Early Rome was ruled by kings: the last was very cruel and the citizens revolted, replacing the monarchy with a republic run by an aristocrat.*
 - b. *The king was replaced by two consuls, which were chosen each year by the Senate.*
 - c. *The Senate was an assembly of 300 Roman aristocrats. This group became very powerful and not only elected the consuls, but also advised them after their election.*
 - d. *The Romans wanted neither a monarchy nor a democracy; instead, they wanted a republican Rome. Rome was now ruled by men chosen from Rome's elite.*
 - e. *Romans were divided into two unequal groups.*
 - i. *Patricians: Noblemen that held almost all of the power, they had the best education, and only they could become members of the Senate.*
 - ii. *Plebeians: Common people that had few rights and almost no say in how they were governed. For a long time, there were laws that prevented them from marrying a patrician.*
 - f. *A struggle was taking place between the two groups. Plebeians wanted rights and the patricians wanted to keep their power.*
 - g. *The plebeians worked to obtain and secure their rights. They organized themselves and when they disagreed with the patricians, they would leave the city and refuse to listen. Eventually, the plebeians elected their own leaders, called tribunes. Soon the plebeians were able to force the patricians into treating them better and allowing them a voice.*
 - h. *Slaves and women still had very few rights and had no say in the government.*
4. At this point, discuss the notes that the students just wrote. Include questions about what parts of the Roman government sounds like the United States government.
5. Continue with notes:
 - a. The Roman army was mostly farmers who were forced to fight in the beginning.
 - b. Later the soldiers could bring home the things that they took of value from the people they conquered.
 - c. Soldiers were given land as rewards and began to see what they could get from being a soldier.
 - d. As people were conquered then they were put under the rule of magistrates that answered to Rome. Troops were stationed there to keep order and make sure that the laws that Rome passed were followed.
 - e. Unlike before, the newly conquered people could benefit from their position. They had to serve in the army, made part of the republic, and if they fought well they would be rewarded.
 - f. Rome also made many of these people citizens of Rome. This helped the Romans keep control of the new members of the empire. It was much

easier to control someone that was gaining something from being overthrown, than to force them to submit.

- g. When the population increased, so did the power of the Senate. Plebeians became more involved as well in governing.
 - h. The Senate had many duties:
 - i. passed laws
 - ii. decided what the army should do
 - iii. dealt with issues at home
 - iv. dealt with issues that came up in the new land
 - v. was the court of law
 - vi. sat in judgment in certain legal cases
 - i. As Rome grew so did the army. As they conquered, the soldiers became wealthier and more powerful. They would bring back the plunder from their victories and build great buildings and monuments to celebrate.
 - j. This desire to gain wealth and power made the army stronger, but also made it more likely that the army could challenge and overthrow the Senate.
6. Complete the note taking session by answering the following questions to evaluate what the students learned. This can be done orally or provide the questions for the students to answer as an assignment.
- a. Who had rights under the Roman Republic?
 - b. What were the four parts of the Roman government?
 - c. Explain how the Roman army grew.
 - d. Explain how the economy of Rome benefited from the returning soldiers that were successful in their battles.

E. *Assessment/Evaluation*

- 1. Complete the review questions orally or written as an assignment.

Lesson Three: The Punic Wars (one – two class periods of 65 minutes each)

A. *Daily Objectives*

- 1. Concept Objective(s)
 - a. Students will understand the political, social, cultural, religious, and economic influences of Ancient Rome and their impact on the world today.
 - b. Students will understand the causes and effects of conflicts within Roman society.
 - c. Students will understand key attributes of historical leaders.
- 2. Lesson Content
 - a. The Punic Wars: Rome vs. Carthage
- 3. Skill Objective(s)
 - a. Students know how various societies were affected by contacts and exchanges among diverse peoples.
 - b. Students understand the history of social organization in various societies.
 - c. Students understand how political power has been acquired, maintained, used, and/or lost throughout history.

B. *Materials*

- 1. One copy of Appendix A: The Punic Wars to every student
- 2. One copy of Appendix B: The Punic Wars: Questions to Ponder, to every student
- 3. Appendix C: The Punic Wars: Questions to Ponder KEY
- 4. Appendix C copied onto an overhead transparency

5. One copy of Appendix D: Hannibal's Journey to Italy (MAP)
 6. Appendix E: Hannibal's Journey to Italy (Map) KEY Teacher ONLY
 7. Overhead projector
- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
1. Pass out copies of Appendix A to every student. Students can: read the information about the three Punic Wars and participate in a class discussion, then answer the provided questions; read the handout as a class and then answer the questions with a discussion period after the questions have been completed; read the handout and then answer the questions.
 2. The teacher's classroom style will determine which method works best for them.
 3. Once the students receive Appendix A, ask them: How do countries add land and citizens to their country or empire? *(Answers should include that the countries or empires increase their size by people choosing to join them, but the most common is through the results of war. That when a group wins they will make the citizens of the defeated area part of their country/empire and gain control of the land that they inhabit as well.)*
 4. Instruct students to be thinking about the following questions, as they read: Why was the Roman army so successful even though they outnumbered many times? Is winning any war worth the great number of individuals that die in the battles? Why? What do they think might have happened if the Carthaginians had won the wars?
 5. When the students have finished reading and completed the questions, hand out the copies of Appendix D: Hannibal's Journey to Italy (MAP)
 6. Place the overhead transparency of Appendix D on the overhead projector.
 7. Ask students: Why was the path that Hannibal took so important to the Second Punic War? Why was what he did so different from other strategies used by the armies? If they don't know right away let them know that the activity they are going to do now will help them understand those questions.
 8. Tell students to listen closely as you read the details about the path that Hannibal took to get to Italy. (Taking notes that identify the path that Hannibal took can be done on the side of their maps.)
 - a. Hannibal felt that the best strategy was to surprise the Romans. They would expect an attack from the sea, but not one from land. Never before had anyone attacked from land, because the Italian Peninsula had a large mountain chain to the north called the Alps. These mountains would have to be crossed to reach the Romans, this was dangerous since the mountains are very high and snowy. Hannibal still felt that this was the best route.
Hannibal organized an army of forty thousand men and thirty-seven war elephants. They set out from Carthage and sailed to Spain to begin their journey. This was a great place to start, since Spain was part of Carthaginian territory. From there, he led his army over the Pyrenees Mountains into Gaul France. France was known as Gaul during this time period. After passing through Gaul France, Hannibal and his followers crossed the Rhone River in Gaul and headed into the Alps. Crossing the Alps was very difficult for Hannibal and the army, they were used to the climate of northern Africa, so the altitude and snowy conditions made travel slow and caused breathing difficulties. Many of the Carthaginians suffered from dehydration, overexertion and some

starved. When they reached the Italian Peninsula, only 26,000 men and 13 elephants remained. Hannibal pushed his army on, and the Romans were indeed surprised.

9. After reading this information, ask students to look at their map and identify where they think the journey began. Remind them that he sailed to Spain. Have students agree upon and identify a starting place for Hannibal's journey. Have them draw a line that represents the rest of the path taken by this army. The information may have to be reread and questions asked that lead the students to correctly identify the path.
 10. Students must create a simple key that identifies Hannibal's Path.
 11. Once finished with the map ask: Do you think Hannibal thought it was worth these losses in order to surprise Rome with an attack? Why or why not?
 12. Collect the completed questions and maps.
- E. *Assessment/Evaluation*
1. Completed questions and map will act as the assessment of this lesson.

Lesson Four: Julius Caesar (one class period of 65 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand the political, social, cultural, religious, and economic influences of Ancient Rome and their impact on the world today.
 - b. Students will understand the causes and effects of conflicts within Roman society.
 - c. Students will understand key attributes of historical leaders.
 2. Lesson Content
 - a. Julius Caesar
 3. Skill Objective(s)
 - a. Students know how various societies were affected by contacts and exchanges among diverse peoples.
 - b. Students understand the history of social organization in various societies.
 - c. Students understand how political power has been acquired, maintained, used, and/or lost throughout history.
 - d. Students understand the historical development of religions and philosophies.
- B. *Materials*
1. *U.S. News and World Report: Untold Tales of the Great Conquerors* Collector's Edition 2005, by U.S. News and World Report Inc. (Guidebooks and Special Issues 1(585)295-7740)
 2. One copy of Appendix F: T-chart Julius Caesar to each student
 3. Overhead projector
 4. Transparency of Appendix F
- C. *Key Vocabulary*
1. A *dictator* is an individual that is the absolute ruler of a city or country.
- D. *Procedures/Activities*
1. Provide copies of the article listed in the materials section to each students or pairs of students if a complete classroom set is not available. If you are unable to get copies of the article then have students use their *Pearson History and Geography* textbook pages 79-82.

2. This is an excellent article that has great detail about Julius Caesar and his accomplishments and his life.
 3. Have students read this article as a class so that a discussion can take place as it is being read. This is a little higher level, so some students may need more help than others.
 4. As they are reading, have a clean overhead transparency ready do that the class can take notes as they read. Notes should be taken on the most important facts only. Choose those items that fit the focus of your classroom. A t-chart has been provided as Appendix F. Change the main ideas if necessary. Have students fill in the t-chart as a note taking activity.
 5. Use the artwork provided with the article, ask how the artist depicts Julius Caesar. Is he shown as a small or weak individual? Do you think that these are realistic? Why or why not? When were these painted? Does the fact that they were painted in the 19th century and Caesar lived in the 1st century B.C. have anything to do with why the artist depicts Caesar the way he does? Do you think that the information that this artist had about Caesar was accurate? Why or Why not?
 6. All of the previous questions do not really have definitive answers; they are based on opinion and educated guesses. Accept answers that seem plausible and that have a decent amount of thought and effort put into the answer.
- E. *Assessment/Evaluation*
1. T-chart can be used as an assignment with a 3 given for a grade and class participation points can be awarded based on the oral questions that are asked

Lesson Five: Augustus Caesar (one – two class periods of 65 minutes each)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the political, social, cultural, religious, and economic influences of Ancient Rome and their impact on the world today.
 - b. Students will understand the causes and effects of conflicts within Roman society.
 - c. Students will understand key attributes of historical leaders.
2. Lesson Content
 - a. Augustus Caesar
 - i. Pax Romana
 - ii. Roman law and the administration of a vast, diverse empire
 - iii. Virgil, *The Aeneid*: epic on the legendary origins of Rome
3. Skill Objective(s)
 - a. Students know how various societies were affected by contacts and exchanges among diverse peoples.
 - b. Students understand the history of social organization in various societies.
 - c. Students know how various systems of government have developed and functioned throughout history.
 - d. Students understand how political power has been acquired, maintained, used, and/or lost throughout history.
 - e. Students know and understand what government is and what purpose it serves.

B. *Materials*

1. *Pearson History and Geography* textbook

2. One copy of Appendix G: Augustus Caesar and the Pax Romana for each student
 3. Appendix H: Augustus Caesar and the Pax Romana KEY
 4. Overhead projector
 5. Transparency for notes
- C. *Key Vocabulary*
1. The *Pax Romana* was a time period of peace and order throughout the Roman Empire that lasted for nearly 200 years and began with the first emperor, Caesar Augustus.
- D. *Procedures/Activities*
1. Assign pages 83 –85 for students to read in pairs.
 2. Reading in pairs helps students with comprehension and fluidity in their reading. The pair decides who will read first, then that first student reads the first paragraph and clarifies anything that the other student didn't understand. Then the readers switch and the second person reads the next paragraph, this continues until the entire reading assignment is completed.
 3. When the students are finished, have them discuss what they thought were the most important facts about Augustus Caesar and each make a list of those facts.
 4. After the students have completed their lists come together as a class and compile a class list. Make sure that the students add the facts to their lists that they do not have, also eliminate any that are not very pertinent to the main ideas.
 5. You can use a t-chart again if that seems to work best. Main ideas can be the headings that are in the text.
 6. Upon completion of the notes, provide each student with a copy of Appendix G: Augustus Caesar and the Pax Romana.
 7. This should be sent home as a homework assignment that students can return the next day. They may need their textbooks to complete this as well as their notes. This depends on how thorough the notes were that were completed in class.
- E. *Assessment/Evaluation*
1. Completed comprehension questions answered in complete detailed sentences.

Lesson Six: Christianity in Rome (one – two class periods of 65 minutes each)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand the political, social, cultural, religious, and economic influences of Ancient Rome and their impact on the world today.
 - b. Students will understand the causes and effects of conflicts within Roman society.
 - c. Students will understand key attributes of historical leaders.
 - d. Students will understand the impact of religion on the history of the world.
 2. Lesson Content
 - a. Christianity under the Roman Empire
 - i. Jesus's instruction to "Render unto Caesar the things which are Caesar's, and unto God the things that are God's" [Matthew 22:21]
 - ii. Roman persecution of Christians
 - iii. Constantine: first Christian Roman emperor
 3. Skill Objective(s)
 - a. Students know how various societies were affected by contacts and exchanges among diverse peoples.

- b. Students understand the history of social organization in various societies.
 - c. Students know how various systems of government have developed and functioned throughout history.
 - d. Students understand how political power has been acquired, maintained, used, and/or lost throughout history.
 - e. Students understand the historical development of religions and philosophies.
- B. *Materials*
- 1. One copy of Appendix I: Christianity and the Roman Empire to each student
- C. *Key Vocabulary*
- 1. A *martyr* is a person that has killed for his or her religion or other personal beliefs.
 - 2. A *coliseum* is a large theater or sports arena.
 - 3. *Persecution* is the harassment or oppression of others.
- D. *Procedures/Activities*
- 1. Ask students what they remember about Christianity from the lesson taught earlier in the year. Remind them that Christianity is religion based on the belief that Jesus Christ was the messiah and the son of God. Ask: What did the Romans believe in? (*The Romans were much like the Greeks in that they believed in many gods. These gods were responsible for certain things and usually represented by statues.*)
 - 2. Have students read pg. 86 – 88 in their textbook. When they have finished reading the assigned pages, have a brief classroom discussion about what they have read.
 - 3. Ask students to think about the fact that, for Christians to practice their religion they had to do it in secret. Students should now discuss with each other where these meeting might have taken place.
 - 4. Allow approximately five minutes for the discussion. Ask the students where they think that the meetings took place. (*Students will probably come up with a variety of answers and allow all that seem plausible. If no one comes up with the correct answer, tell them that actually their meeting took place in the catacombs.*) If they are not sure what the catacombs are, tell them that they are the burial chambers that were under Rome. They were much like tunnels in which the dead were laid out as a burial place. The meeting place was marked with the fish symbol that we often see on the back of a car. This symbol usually has Greek words letters inside the fish, these letters stand for “Jesus Christ, Son of God, Savior.”
 - 5. Upon completion of the discussion, give students a copy of Appendix I. This will be their homework and their assessment for this lesson.
- E. *Assessment/Evaluation*
- 1. Students will complete the writing assignment included in Appendix I.

Lesson Seven: Fall of the Roman Empire (one class period of 65 minutes)

- A. *Daily Objectives*
- 1. Concept Objective(s)
 - a. Students will understand the political, social, cultural, religious, and economic influences of Ancient Rome and their impact on the world today.
 - b. Students will understand the causes and effects of conflicts within Roman society.

- c. Students will understand key attributes of historical leaders.
 - 2. Lesson Content
 - a. The “decline and fall” of the Roman Empire
 - i. Causes debated by historians for many hundreds of years (outer forces such as shrinking trade, attacks and invasions vs. inner forces such as disease, jobless masses, taxes, corruption and violence, rival religions and ethnic groups, weak emperors)
 - ii. Rome’s “decline and fall” perceived as an “object lesson” for later generations and societies.
 - 3. Skill Objective(s)
 - a. Students understand the history of social organization in various societies.
 - b. Students know how various systems of government have developed and functioned throughout history.
 - c. Students understand how political power has been acquired, maintained, used, and/or lost throughout history.
 - d. Students know and understand what government is and what purpose it serves.
- B. *Materials*
 - 1. One copy of Appendix J: Fall of the Roman Empire to each student
 - 2. Appendix K: Fall of the Roman Empire (KEY) for teacher only
 - 3. One copy of Appendix L: Ancient Rome Final Assessment to each student
- C. *Key Vocabulary*
 - 1. A *famine* is a severe shortage of food resulting in widespread hunger.
 - 2. A *plague* is a disease that spreads very rapidly, infecting very large numbers of people and killing a great number of them, or an outbreak of such diseases.
- D. *Procedures/Activities*
 - 1. Briefly review how the Roman Empire came into being. What were the strong points that led to it being the super power that it became? Explain the social structure of Rome. Identify the strengths of Ancient Rome.
 - 2. Now ask the students if they see any weaknesses. Many will say no. Remind them that even if a system seems very strong, there is still going to be some type of problems that can arise. Do they see any potential problems arising?
 - 3. Have students read pages 89 – 92 in their textbook. Pair reading will probably work the best. This gives the students the opportunity to share their thoughts and difficulties that they may encounter as they read.
 - 4. Upon completing their reading, provide a copy of Appendix J: The Fall of the Roman Empire to each student.
 - 5. If time does not allow, because there is quite a bit of reading inform the students that this is a homework assignment that is due the next class period.
 - 6. Also, plan a day for review and the final assessment. Appendix L: Ancient Rome Final Assessment.
- E. *Assessment/Evaluation*
 - 1. Complete the questions found in Appendix J: Fall of the Roman Empire for a grade and as an assessment of the lesson.

VI. CULMINATING ACTIVITY

- A. Students will develop a performance, exhibit, or other item that identifies the main ways that the Ancient Romans still affect our lives. This project can take place throughout the unit or be a final item that must be turned in as part of the final assessment.

- B. A research project that provides deeper insight into a topic covered in this unit will help students gain a greater understanding of what they learned.
- C. Students will pick one specific topic from the Ancient Rome unit that they will research further and create a lesson plan complete with activities that they will then teach to the entire class to strengthen what they have already learned.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: The Punic Wars (Lesson Three)
- B. Appendix B: The Punic Wars: Questions to Ponder (Lesson Three)
- C. Appendix C: The Punic Wars: Questions to Ponder KEY (Lesson Three)
- D. Appendix D: Hannibal's Journey to Italy (MAP) (Lesson Three)
- E. Appendix E: Hannibal's Journey to Italy (Map) KEY Teacher ONLY (Lesson Three)
- F. Appendix F: T-chart Julius Caesar (Lesson Four)
- G. Appendix G: Augustus Caesar and the Pax Romana (Lesson Five)
- H. Appendix H: Augustus Caesar and the Pax Romana KEY (Lesson Five)
- I. Appendix I: Christianity and the Roman Empire (Lesson Six)
- J. Appendix J: Fall of the Roman Empire (Lesson Seven)
- K. Appendix K: Fall of the Roman Empire (KEY) (Lesson Seven)
- L. Appendix L: Ancient Rome Final Assessment
- M. Appendix M: Ancient Rome Final Assessment (Key)

VIII. BIBLIOGRAPHY

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The Punic Wars

In the third century, the greatest naval power was the city of Carthage. Carthage was located in Northern Africa near modern day Tunis. While the Romans were increasing their reach and controlled the Italian Peninsula the Carthaginians were in control of the North African coast from western Libya to the Strait of Gibraltar, most of southern Spain and the islands of Corsica and Sardinia in Europe as well. Commercial trade in the Mediterranean Sea was dominated by the Carthaginians, making them a formidable power. The city of Carthage also amassed tremendous wealth from gold and silver mines in Spain.

In the middle of the third century, Rome and Carthage came into contact. This happened when Rome's power reached the southern tip of Italy. Rome knew of the Carthaginians and their heritage, between them was the large island of Sicily. This island was very close to Italy, but Carthage controlled the western portion of the island. Messina, a Sicilian city, revolted against the Carthaginians, the Romans intervened, the first Punic War erupted.

The First Punic War

It was 264 BC when the war started. Taking place entirely on the island of Sicily, Rome laid siege on many of the Carthaginian cities on the island. Carthage tried laying siege to Roman strongholds with its navy, but the Romans destroyed them. This was the first time that the Carthaginians had ever experienced a loss of power on the sea. 241 BC saw the end of the war, the Carthaginians and Romans signed a treaty, Carthage gave up Sicily, and had to pay Rome to cover the cost of the war. Many of Carthage's mercenary troops became rebellious and angry over the treaty.

While Carthage was dealing with rebellion, Rome took advantage and seized the island of Corsica. The Romans were very afraid of the Carthaginians and wanted to create as much of a buffer zone between the two empires as possible. The next goal was the island of Sardinia. When the Carthaginians found out about this action, they were furious. Carthage started to increase their presence in Europe. General Hamilcar and his son-in-law Hasdrubal, were sent to Spain to build colonies and an army. Both men made allies that included native Iberians, and their armies. Carthaginian power and influence crept up the Iberian Peninsula growing more ominous as they made their way.

Appendix A, page 2

Second Punic War

The Romans were growing more and more anxious by 218 BC with the wealth and power that Carthage had built in Spain as they created a mighty empire. Rome imposed a treaty on Carthage that said their empire could not expand past the Ebro River in Spain. A small city, Saguntum, in Spain then approached Rome and asked to become friends and allies. The Romans were quite happy to oblige, since it gave them the ability to have an ally right in the heart of the Carthaginian Iberian Empire.

In 221 BC, a young man named Hannibal took over the Carthaginian command of Spain. At first Hannibal stayed away from the Saguntines, he did not wish to create conflict between the Carthaginian Empire and the Romans. Unfortunately, the Saguntines felt they were very safe having an alliance with Rome, and they started trying to play politics with other cities in Spain. Rome warned Hannibal that he was to leave the Saguntines alone, but he ignored the threats, and attacked and conquered Saguntum anyway. The Romans tried to solve the problem with diplomacy. Hannibal's dismissal was demanded and they were told to send him to Rome immediately. This of course meant that the Romans felt that they should have the right to deal with the individual that went against their threats. Carthage refused.

218 BC, the second Punic War began.

Over the years since the first Punic War, the Carthaginians had built a terrifyingly large and powerful army. Hannibal responded to the Roman demand by attacking them. Hannibal led his army, which included war elephants, through Spain, and southern France, followed by marching his men and elephants over snowy mountain passes through the Alps, and into Italy. As they passed through Spain and Italy, Hannibal and his army were attacked by the people they came into contact with.

Upon arrival in Italy, having only a handful of elephants and a much smaller and weaker army, Hannibal and his men were still able to smash the Roman armies that he came into contact with in northern Italy, he hoped that the Italians would revolt against Rome and join him. This of course was not to be the case. Within two months, Hannibal had conquered all of northern Italy except for two cities, and a horde of Gauls, about fifty thousand, came from the north to join him in his conquests. The Romans were afraid that Hannibal was truly a threat, so as he was attacking the northern Italian cities, the Romans started attacking Carthage's armies in Spain.

Hannibal was dependant on the help of Spain for future supplies and men and Rome decided to appoint a brilliant young man as consul over Spain, Scipio Africanus. He conquered Spain and divided it into two Roman provinces, then set his sights on Carthage.

Scipio crossed into Africa and took Carthage, the Carthaginians begged for peace with Rome. As part of the treaty, Hannibal was ordered to leave the Italian Peninsula. Hannibal, having won all of the battles, had lost the war. He returned to Carthage and in one last attempt the Carthaginians rose up against Rome. In 202BC, at Zama, in northern Africa, Hannibal and his army fought against Scipio and his army. This was to be Hannibal's first defeat. Rome turned Carthage into a dependant state and the Romans now controlled all of the western Mediterranean, including northern Africa.

Although the war was over, the Romans demanded that Hannibal be turned over to them. Hannibal refused and for the next few years, he was chased from place to place. In about 183 BC, Hannibal was cornered and unable to escape. Still refusing to give up, Hannibal poisoned himself and died.

Third Punic War

In the Second Punic War, Carthage had been soundly beaten, but the Romans still felt as if they were a threat, because the Carthaginians had caused the Romans so much trouble for so long. Cato, a Roman senator felt very strong about this subject and ended every speech he made with “Carthage must be destroyed!”

In 150 BC, Carthage defended itself against a small army from nearby, breaking the treaty with the Romans. This gave the Romans an excuse to send its army. Carthage did not want to fight, but the Roman said the only way they would not is for the Carthaginians to leave their homes and city and head far inland. Carthage’s economy was built on the trade that the Mediterranean provided, so they refused. The Romans attacked.

The battle for Carthage was long and bitter. The Romans stormed the town and went from house to house killing all of the inhabitants. Many consider this the greatest systematic execution before World War II. In the end, out of a population of 250,000 citizens only 50,000 were still alive at the end of the war. The Romans had won, the survivors were sold into slavery, the city of Carthage was demolished and the harbor destroyed. To make sure that this area was uninhabitable, the Romans tilled the soil where the city once stood and the surrounding area then poured salt on the entire area.

This was the end of the Carthaginian Empire, though it did take one hundred years and three wars to do it.

The Punic Wars: Questions to Ponder

Name: _____ Date: _____

Directions: Answer the following questions using the text from your handout, class discussion and the map activity. Be sure you write all answers in complete sentences and include examples from the text to support your answer.

- 1) Explain what caused the First Punic War between the Romans and the Carthaginians.

- 2) Why were the Romans worried about the Carthaginians being close to Italy? Explain how this fear might have made the war last longer and include more land than it did at first.

- 3) Describe the way that Hannibal surprised the Romans in the Second Punic War.

Appendix B, page 2

- 4) Do you think Hannibal thought it was worth the huge loss of men in order to surprise Rome with an attack? Why or why not?

- 5) The Romans felt that the only way to prevent Hannibal from plotting against them was to have the Carthaginians hand him over to Rome so they could kill him. Do you agree with their thoughts on this matter? Why or why not?

- 6) Imagine that you are in Carthage after the treaty had been signed, Carthage swore that it could never go to war with any country unless Rome gave its approval, but now there is a country Masinissa and their army is heading towards Carthage, ready to attack. Do you think your city should break the treaty with Rome to defend itself? Why or Why not? What other options are there?

- 7) Explain, why the Romans plowed the area where Carthage stood and then covered it with salt.

Appendix C
The Punic Wars: Questions to Ponder KEY

Name: _____ Date: _____

Directions: Answer the following questions using the text from your handout, class discussion and the map activity. Be sure you write all answers in complete sentences and include examples from the text to support your answer.

- 1) Explain what caused the First Punic War between the Romans and the Carthaginians.

The First Punic War was caused when the Romans wanted to take over the island of Sicily. The Romans started laying siege to the Carthaginians areas of the island, this made the Carthaginians angry and they fought back. The Carthaginians lost the First Punic War.

- 2) Why were the Romans worried about the Carthaginians being close to Italy? Explain how this fear might have made the war last longer and include more land than it did at first.

The Romans knew about the Carthaginians and were afraid of them. They wanted to put as great of a distance between the Carthaginians and themselves as they could. So once they gained control of Sicily they also wanted the islands of Corsica and Sardinia. Gaining those two islands would move the Carthaginians even farther away.

- 3) Describe the way that Hannibal surprised the Romans in the Second Punic War.

Hannibal knew that to be able to beat the Romans they must be surprised. The Romans would be expecting an attack from the sea, so he decided that he would instead attack from land. This had never happened before.

- 4) Do you think Hannibal thought it was worth the huge loss of men in order to surprise Rome with an attack? Why or why not?

This answer will be based on opinion, but must be supported with acceptable reasons.

- 5) The Romans felt that the only way to prevent Hannibal from plotting against them was to have the Carthaginians hand him over to Rome so they could kill him. Do you agree with their thoughts on this matter? Why or why not?

The Romans were very afraid of the Carthaginians and they felt that the only way to prevent Hannibal from trying to beat them again was to kill him. They were probably right thinking that, since he had already tried more than once to defeat them. With Hannibal's dedication and desire to defeat the Romans, death was the only way to get him to stop.

- 6) Imagine that you are in Carthage after the treaty had been signed, Carthage swore that it could never go to war with any country unless Rome gave its approval, but now there is a country Masinissa and their army is heading towards Carthage, ready to attack. Do you think your city should break the treaty with Rome to defend itself? Why or Why not? What other options are there?

If I had been in Carthage at this time and there was an army heading for us, I would want the people in charge to do everything that they could to protect us. Of course, we would all be in danger now from the Romans, but we could hope for mercy and understanding.

- 7) Explain, why the Romans plowed the area where Carthage stood and then covered it with salt.

The Romans felt that since they had defeated the Carthaginians, they had to make sure that they did not have the opportunity to come back to their home and rebuild their empire. After the Carthaginians defeat the Romans tore everything and put salt in the soil, because the salt make it so that nothing would grow in the ground.

Appendix D

Map of Hannibal's Journey

Appendix E

Map of Hannibal's Journey (KEY)

Appendix F

Julius Caesar T-Chart

Julius Caesar

* life

* accomplishments

* death

Appendix G

Augustus Caesar and the Pax Romana

Name: _____ Date: _____

Directions: Using your notes and textbook, answer the following questions in complete sentences including details from the text and your notes.

- 1) Describe what Octavian did to be able to eventually rule all of Rome by himself, and to be named Caesar Augustus by the Roman Senate.
- 2) Look at the picture on page 83, read the physical description of Caesar Augustus. Which do you think is more accurate? Why would the bust look different from what the individual really look like?
- 3) Caesar Augustus was not a soldier like Julius Caesar, but was a very good administrator. Explain what Caesar Augustus did to improve the way people felt about Rome and the lives of the people.
- 4) Explain what things Augustus Caesar accomplished that improved the government of Rome.
- 5) What was Pax Romana and how did Augustus help create it? Explain.
- 6) How large was the Roman Empire at its height? Approximately how much area was this? What two rulers are responsible for the empire being this large? Explain how they increased the size of the country.
- 7) Explain what the *Aeneid* is and why it was so important to Rome.
- 8) Why do you think that a story about conquest and duty to a country was so loved by the people in Rome?

Augustus Caesar and the Pax Romana KEY

Name: _____ Date: _____

Directions: Using your notes and textbook, answer the following questions in complete sentences including details from the text and your notes.

- 1) Describe what Octavian did to be able to eventually rule all of Rome by himself, and to be named Caesar Augustus by the Roman Senate.

To be named emperor of Rome Octavian had to make sure that anyone that was a threat to him and his reign had to be eliminated. He made sure that he defeated Brutus and Cassius, as well as Mark Anthony, who was allied with Cleopatra of Egypt.

- 2) Look at the picture on page 83, then re-read the physical description of Caesar Augustus. Which do you think is more accurate? Why would the bust look different from what the individual really look like?

Much of this answer will be opinion, but it should include information such as the written description is probably more accurate because the Romans would prefer to have a bust made of Augustus that was nice to look at. Beauty was very important to them and they would want to pass down an attractive bust.

- 3) Caesar Augustus was not a soldier like Julius Caesar, but was a very good administrator. Explain what Caesar Augustus did to improve the way people felt about Rome and the lives of the people.

Augustus Caesar began an ambitious building program. He brought in sculptures, architects, and artist to build beautiful buildings that celebrated events in Roman history, rebuilt temples, and copied the majesty of the Greek architecture. In rebuilding the temples, he reestablished the religion of the Romans so that they could believe in their gods and goddesses again. He worked hard to make sure that they felt like they were the part of something great.

- 4) Explain what things Augustus Caesar accomplished that improved the government of Rome.

Augustus knew how easy it would be for him to be assassinated so he made sure that the Senate was involved in the decisions that were made. Augustus made it clear that he knew that he had some powers, while the Senate had others. He changed the way the military was run by dividing it into two parts to be sure that no one senator had enough power to attack Rome, allowed regular citizens to become part of the army, and finally made it impossible for the generals to turn on Rome, because they relied on Rome for their supplies.

Appendix H, page 2

- 5) What was Pax Romana and how did Augustus help create it? Explain.

The Pax Romana was a time of peace throughout the Mediterranean world. Augustus helped create this by working to make the Roman government stronger and more lawful. This structure helped create the calm and peace of the Pax Romana.

- 6) How large was the Roman Empire at its height? Approximately how much area was this? What two rulers are responsible for the empire being this large? Explain how they increased the size of the country.

At its height, the Roman Empire was about 2 million square miles, which covered most of Europe, Eastern Europe, part of northern Africa, Egypt and part of the Middle East. If it had not been for the strong leadership of Julius Caesar and Augustus Caesar, the Roman Empire would not have gotten so large. They increased the size of the empire through conquering most of the areas that they came into contact with and those who tried to defeat the Romans.

- 7) Explain what the *Aeneid* is and why it was so important to Rome.

The *Aeneid* is an epic poem about a great warrior that survived defeat and founded Rome. Along the way, he overcame many temptations and followed his destiny to establish a great city in Italy. Even though it was never finished, it still provided a good feeling for the citizens of Rome and glorified all that Rome stood for.

- 8) Why do you think that a story about conquest and duty to a country was so loved by the people in Rome?

During the reign of Augustus the ideals of duty and country were encouraged, so he felt that an epic poem that built on the glory of Rome and glorified all that it represented was a great way to make the citizens love the Roman Empire.

Appendix I

Christianity and the Roman Empire

Directions: Take out two sheets of paper. On the first page, create a graphic organizer in which you organize the information. On the second page, you will take that information and write a brief essay in which you answer the prompt.

Make sure that you:

1. Answer all of the requirements of the prompt.
2. Include examples and details from your text to support your ideas.
3. Include a topic sentence, body and conclusion to your essay.

PROMPT

In Ancient Rome, the Emperors did not allow people to worship as they chose. The citizens had to worship the many gods that the Romans worshipped. Around 40 A.D., a new religion started spreading throughout the area and many people decided that the new religion in which a man named Jesus Christ, who spread his teachings, and reportedly died and raised from the dead, was a much better choice. These citizens now called Christians had to hide the practice of their beliefs. If they were found out, they were persecuted. Explain how you think the persecution affected the Christians.

Appendix J

Fall of the Roman Empire

Directions: On a separate sheet of paper, answer the following questions in complete sentences that include details from the text to support your answers.

- 1) Describe Roman accomplishments that made the empire great.
- 2) Many of the problems that the Romans started experiencing were economic. Explain what some of those problems were and how they were affecting the economy of Rome.
- 3) The army of Rome, which at one time had been its greatest asset, was having problems and was no longer effective. Describe at least three of the problems that the army of Rome was facing.
- 4) Emperors and church officials also contributed to the problems with in thee Roman Empire. Explain how these men helped speed the demise of the empire.
- 5) The Romans wanted to continually increase their empire, so they moved north into Europe. They did not expect to have the people in Europe react the way they did. Describe what the people from Europe did after the attempted takeover by the Romans.
- 6) The Byzantine Empire was the wealthiest part of the Roman Empire. This eastern part of the Roman Empire heard of a prophet called Muhammad. Explain what Muhammad brought to the empire that caused problems in the east.
- 7) Explain what happened to Rome in the end.

Appendix K, page 1
Fall of the Roman Empire (KEY)

Directions: On a separate sheet of paper, answer the following questions in complete sentences that include details from the text to support your answers.

- 1) Describe Roman accomplishments that made the empire great.
The Romans:
 - **built cities throughout their empire**
 - **improved the quality of food**
 - **created laws and government practices that worked**
 - **gave people the opportunity to seek justice for wrongs**
 - **brought prosperity that lasted for centuries**

- 2) Many of the problems that the Romans started experiencing were economic. Explain what some of those problems were and how they were affecting the economy of Rome.
Problems faced by the Romans economically:
 - **recession**
 - **inflation**
 - **joblessness**
 - **widening between the rich and the poor**
 - **fewer opportunities for people to improve their future**

- 3) The army of Rome, which at one time had been its greatest asset, was having problems and was no longer effective. Describe at least three of the problems that the army of Rome was facing.
The Roman army was having problems because:
 - **they were no longer conquering territories**
 - **unable to hold onto the lands that it had previously conquered**
 - **powerful generals and army legions were battling for power**
 - **generals were murdering generals**

- 4) Emperors and church officials also contributed to the problems with in thee Roman Empire. Explain how these men helped speed the demise of the empire.
Emperors were often good, but many created more problems than they fixed. The problems include:
 - **an emperor that was possibly insane and stabbed his mother to death and had wife executed**
 - **other emperors: drank heavily, poisoned their enemies, neglected the empire, and many lasted only one year.**

Appendix K, page 2

- 5) The Romans wanted to continually increase their empire, so they moved north into Europe. They did not expect to have the people in Europe react the way they did. Describe what the people from Europe did after the attempted takeover by the Romans. **The people of Europe were known as the Vandals and Visigoths. These groups refused to be conquered by the Romans. The Goths and the Vandals repeatedly attacked the Romans, but did little damage to the Romans. Soon, though these Germanic tribes began to be successful in their attacks. The western region was in chaos and the Romans lost their control of Europe.**
- 6) The Byzantine Empire was the wealthiest part of the Roman Empire. This eastern part of the Roman Empire heard of a prophet called Muhammad. Explain what Muhammad brought to the empire that caused problems in the east. **Muhammad and his visions started a new religion called Islam. This religion caught on with the Arabs, uniting them and providing a sense of purpose. Proving to be a very strong religion, the Arabs joined the Muslims and started attacking the Romans in the Byzantine Empire. The Muslims conquered all but Constantinople by the 700s. Finally, Constantinople fell to the Muslims in 1453.**
- 7) Explain what happened to Rome in the end. **Rome became a mostly Christian country, Charlemagne was named emperor of the Holy Roman Empire, later on European kings based their laws on Roman laws and the influence of Rome lives on, even today.**

Ancient Rome Final Assessment

Fill-in-the-Blank

Directions: Choose the name that best fits the blank for each sentence.

Julius Caesar

Augustus Caesar

Hannibal

Constantine

Virgil

- 1) The Pax Romana was a time of peace that started with the reign of _____
_____. Many of his actions helped make Rome strong.
- 2) After leading thousands of men and war elephants over the Alps _____
was able to defeat the Roman armies that he came into contact with.
- 3) _____ was a strong Roman emperor that was
murdered by Senate members.
- 4) Known as the first Christian Roman Emperor, _____
named the new capital of the Roman Empire after himself.
- 5) The Aeneid was and epic poem about the beginning of Rome, written by a poet named
_____.

Appendix L, page 2

Short Answer

Directions: Answer the following questions in complete sentences.

1) What was Rome's chief governing body and who could be a member?

2) Who did Rome fight against during the Punic Wars? Explain why they were fighting.

3) Explain why Caesar Augustus is one of Rome's greatest leaders.

4) What was the Pax Romana?

5) As the Roman Empire weakened and fell, what tribes came and attacked Rome? Explain why they attacked.

6) Explain what the two groups of people were that made up the Roman population and who fell into each of those categories.

Appendix L, page 3

Extended Response

Directions: On a lined sheet of paper, **choose three** of the following questions to answer. Answer each in complete sentences and provide details to support your answer.

- 1) Explain why the Roman army was so successful.

- 2) American law is copied from the Roman laws. Identify the key ideas that the Americans chose to copy.

- 3) Identify the group of people that were persecuted by the Romans and explain how they were treated by the Romans.

- 4) Explain the main reasons that the Roman Empire fell.

Ancient Rome Final Assessment (KEY)

Fill-in-the-Blank

Directions: Choose the name that best fits the blank for each sentence.

Julius Caesar

Augustus Caesar

Hannibal

Constantine

Virgil

- 1) The Pax Romana was a time of peace that started with the reign of ___**Augustus**
___**Caesar**_____. Many of his actions helped make Rome strong.
- 2) After leading thousands of men and war elephants over the Alps ___**Hannibal**___
was able to defeat the Roman armies that he came into contact with.
- 3) _____**Julius Caesar**_____ was a strong Roman emperor that was murdered by
Senate members.
- 4) Known as the first Christian Roman Emperor, ___**Constantine**_____ named the new capital of the Roman Empire after himself.
- 5) The Aeneid was an epic poem about the beginning of Rome, written by a poet named
_____**Virgil**_____.

Appendix M, page 2

Short Answer

Directions: Answer the following questions in complete sentences.

- 1) What was Rome's chief governing body and who could be a member?
The Senate was the chief governing body in Ancient Rome. Only Patricians were able to be a member. Those men who were citizens of Rome and owned land.

- 2) Who did Rome fight against during the Punic Wars? Explain why they were fighting.
Rome fought against Carthage in the Punic Wars. Rome was afraid of Carthage and wanted to put as much distance between them as they could. So, Rome conquered the Carthaginians on the island of Sicily and went after Corsica and Sardinia as well.

- 3) Explain why Caesar Augustus is one of Rome's greatest leaders.
Caesar Augustus was a great emperor, because he worked hard to improve Rome. He worked to have great buildings and temples built to honor gods, inspired great writings, and built a powerful army.

- 4) What was the Pax Romana?
The Pax Romana was a time of great peace in Rome that started with Caesar Augustus and last nearly 200 years.

- 5) As the Roman Empire weakened and fell, what tribes came and attacked Rome? Explain why they attacked.
The Vandals and the Visigoths attacked Rome near its end. They wanted the Romans out of Europe and once that was accomplished, they moved into Italy defeating the Romans there.

- 6) Explain what the two groups of people were that made up the Roman population and who fell into each of those categories.
Plebeians and patricians were the two groups that made up the population of Rome. The Plebeians were the merchants, and poorer people of the country and the patricians were the wealthy landowners that were citizens of Rome.

Appendix M, page 3

Extended Response

Directions: On a lined sheet of paper, **choose three** of the following questions to answer. Answer each in complete sentences and provide details to support your answer.

- 1) Explain why the Roman army was so successful.
The Roman army was powerful because when an area was conquered the soldiers were able to keep the spoils of war. This made most of the members of the army very wealthy and therefore they were dedicated to the cause they were sent to accomplish.

- 2) American law is copied from the Roman laws. Identify the key ideas that the Americans chose to copy.
Key ideas that were copied from the Roman laws were ideas such as including citizens in the governmental decision making process, participation in the Senate, the Senate, and government run by citizens.

- 3) Identify the group of people that were persecuted by the Romans and explain how they were treated by the Romans.
Christians were persecuted by the Romans for believing in something other than the Roman gods. If found out, the Christians were tortured, arrested and often put to death for their beliefs.

- 4) Explain the main reasons that the Roman Empire fell.
Even though the Roman Empire was very powerful there were several reasons that the empire fell. The fact that the empire had grown so much stretched the army and they were unable to protect all of the land under Rome's control, Rome ran into financial troubles and was unable to pay their soldiers and no longer let them keep the plunder making their armies disintegrate. Poor leadership from many of the emperors led to many problems that tore the country apart. (Other reasons are acceptable as long as they are supported with details and examples).