I. ABSTRACT
Third Grade students will learn the geography of the Mediterranean region. They will learn the legend surrounding the founding of Ancient Rome and study the gods and goddesses the people of Rome created to explain the happenings in their world. Students will then embark on a journey through twelve centuries as they study the Kingdom, the Republic, and the Empire of Rome. They will watch it unfold from beginning to end, from good to bad and back again. Kings, Caesars, and emperors are gone, yet the legacy lives on. The history of Rome will enrich their lives forever.

II. OVERVIEW
A. Concept Objectives
1. Students will develop an awareness of how to use and construct maps, globes and other geographic tools to locate and derive information about people, places, and environments. (Colorado Model Content Standards for Geography, Standard 1)
2. Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. (Colorado Model Content Standards for Geography, Standard 4)
3. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (Colorado Model Content Standards for History, Standard 1)
4. Students will develop the ability to use the processes and resources of historical inquiry. (Colorado Model Content Standards for History, Standard 2)
5. Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history. (Colorado Model Content Standards for History, Standard 4)
6. Students will understand political institutions and theories that have developed and changed over time. (Colorado Model Content Standards for History, Standard 5)
7. Students develop an awareness of how religious and philosophical ideas have been powerful forces throughout history. (Colorado Model Content Standards for History, Standard 6)

B. Content from the Core Knowledge Sequence
1. World History and Geography: Ancient Rome (p. 70)
a. Geography of the Mediterranean Region
   i. Mediterranean Sea, Aegean Sea, Adriatic Sea
   ii. Greece, Italy (peninsula), France, Spain
   iii. Strait of Gibraltar, Atlantic Ocean
   iv. North Africa, Asia Minor (peninsula), Turkey
   v. Bosporus (strait), Black Sea, Istanbul (Constantinople)
   vi. Red Sea, Persian Gulf
b. Background
   i. Define B.C. /A.D. and B.C.E. /C.E.
   ii. The legend of Romulus and Remus
   iii. Latin as the language of Rome
   iv. Worship of gods and goddesses, largely based on Greek religion
v. The Republic: Senate, Patricians, Plebeians
vi. Punic Wars: Carthage, Hannibal
c. The Empire
i. Julius Caesar
   a) Defeats Pompey in civil war, becomes dictator
   b) “Veni, vidi, vici” (“I came, I saw, I conquered”)
   c) Cleopatra of Egypt
   d) Caesar assassinated in the Senate, Brutus
ii. Augustus Caesar
iii. Life in the Roman Empire
   a) The Forum: temples, marketplaces, etc.
   b) The Colosseum: circuses, gladiator combat, chariot races
   c) Roads, bridges, and aqueducts
iv. Eruption of Mt. Vesuvius, destruction of Pompeii
v. Persecution of Christians
d. The “Decline and Fall” of Rome
i. Weak and corrupt emperors, legend of Nero fiddling as Rome burns
ii. Civil wars
iii. City of Rome sacked
e. The Eastern Roman Empire: Byzantine Civilization
i. The rise of the Eastern Roman Empire, known as the Byzantine Empire
ii. Constantine, first Christian emperor
iii. Constantinople (now called Istanbul) merges diverse influences and cultures.
iv. Justinian, Justinian’s Code

C. Skill Objectives
1. Student will explain topographical features such as strait and peninsula. (adapted from Colorado Suggested Grade Level Standards for Geography, Standard 1, First and Third Grade, p. 3)
2. Student will demonstrate expanded knowledge on the geography of the Classical Ancient World to include the Mediterranean, Aegean, Adriatic, Red and Black seas, including the straits of Gibraltar, the Bosporus, Greece, Italy, France, Spain, North Africa, Asia Minor; and major cities of historical significance. (adapted from Colorado Suggested Grade Level Expectations for Geography, Standard 1, Third Grade, p. 3)
3. Students will explain that all human conflicts are based on competition for land and its resources and can give examples from the content of their history lessons. (adapted from Colorado Suggested Grade Level Expectations for Geography, Standard 4, Third Grade, p. 15)
4. Students will document the general chronological order of significant people, groups and events in the history of the Classical Ancient World and will sequence events by years. (adapted from Colorado Suggested Grade Level Expectations for History, Standard 1, Third Grade, p. 2)
5. Students will group events by broadly defined eras in the history of the Classical Ancient World. (adapted from Colorado Suggested Grade Level Expectations for History, Standard 1, Third Grade, p. 2)
6. Students will present examples of connections between past events and present day situations. (adapted from Colorado Suggested Grade Level Expectations for History, Standard 2, Third Grade, p. 6)
7. Students will describe the impact of various technological developments on the historical community such as irrigation and transportation. (adapted from Colorado Suggested Grade Level Expectations for History, Standard 4, Third Grade, p. 13)

8. Students will describe how political leadership is acquired in the historical community. (adapted from Colorado Suggested Grade Level Expectation for History, Standard 5, Third Grade, p. 16)

9. Students will explain the fundamental ideals and principles that form the foundation of our republican form of government including inalienable rights, the rule of law, justice, and equality under the law. (adapted from Colorado Suggested Grade Level Expectations for History, Standard 5, Third Grade, p. 16)

10. Students will give examples of forms of expression that depict the history, daily life and beliefs of historic communities such as art, architecture, literature and celebrations. (adapted from Colorado Suggested Grade Level Expectations for History, Standard 6, Third Grade, p. 21)

III. BACKGROUND KNOWLEDGE

A. For Teachers
   1. Chandler, Fiona, Taplin, Sam, and Bingham Jane. The Usborne Internet-Linked Encyclopedia of the Roman World
   2. Mantin, Peter and Pulley, Richard. The Roman World: From Republic to Empire
   3. Pearson Learning Group. Pearson Learning Core Knowledge History and Geography: Level Three (pp. 40-87) (a free sample copy of this book can be obtained by contacting your local Pearson Learning representative; see www.coreknowledge.com and follow the link to the Pearson Learning website)

B. For Students
   1. Know the term peninsula from Grade 1 (Core Knowledge Sequence, Core Knowledge Foundation, p. 27)
   2. Know the term strait from Grade 3 (Core Knowledge Sequence, Core Knowledge Foundation, p. 69)
   3. Understand that maps have keys or legends with symbols and their uses from Grade 3 (Core Knowledge Sequence, Core Knowledge Foundation, p. 69)
   4. Identify major oceans and the seven continents from Grade 3 (Core Knowledge Sequence, Core Knowledge Foundation, p. 69)
   5. Knowledge of Ancient Greece and Greek mythology from Grade 2 (Core Knowledge Sequence, Core Knowledge Foundation, pp. 48, 45-46)
   6. Knowledge of the literary term myth from Grade 2 (Core Knowledge Sequence, Core Knowledge Foundation, p. 46)

IV. RESOURCES

A. Five to six different versions of the story of Romulus and Remus from books of your choosing (Lesson Two)
B. Pearson Learning Core Knowledge History and Geography: Level Three, by Pearson Learning Group (Lesson Two – Six)
C. Pearson Learning Core Knowledge History and Geography Teacher Guide: Level Three, by Pearson Learning Group (Lesson Two – Six)
D. Kids Discover: Roman Empire, by Linda Scher (Lesson Three)
E. The Usborne Internet-Linked Encyclopedia of the Roman World, by Fiona Chandler, Sam Taplin, and Jane Bingham (Lesson Three, Five, Six (optional))
F. Julius Caesar, by Robert Green (Lesson Four)
G. Growing up in Ancient Rome, by Mike Corbishley (Lesson Five)
H. *The Roman World: Teacher’s resource book*, by Peter Mantine and Richard Pulley (Lesson Five)
I. *Ancient Rome*, by John H. Artman (Lesson Five – optional)
J. *Thematic Unit: Ancient Rome*, by Mike Shepherd (Lesson Five – optional)
K. *Pompeii…Buried Alive!*, by Edith Kunhardt (Lesson Five)

V. LESSONS

Lesson One: Where in the World is Rome? – Geography of the Mediterranean Region (45-60 minutes)

A. Daily Objectives

1. Concept Objective(s)
   a. Students will develop an awareness of how to use and construct maps, globes and other geographic tools to locate and derive information about people, places, and environments.

2. Lesson Content
   a. Ancient Rome
      i. Geography of the Mediterranean Region
         a) Mediterranean Sea, Aegean Sea, Adriatic Sea
         b) Greece, Italy (peninsula), France, Spain
         c) Strait of Gibraltar, Atlantic Ocean
         d) North Africa, Asia Minor (peninsula), Turkey
         e) Bosporus (strait), Black Sea, Istanbul (Constantinople)
         f) Red Sea, Persian Gulf

3. Skill Objective(s)
   a. Student will explain topographical features such as strait and peninsula.
   b. Student will demonstrate expanded knowledge on the geography of the Classical Ancient World to include the Mediterranean, Aegean, Adriatic, Red and Black seas, including the straits of Gibraltar, the Bosporus, Greece, Italy, France, Spain, North Africa, Asia Minor; and major cities of historical significance.

B. Materials

1. Composition book or history folder with paper in it for each student
2. Wall map of the world
3. Appendix A – Map of Roman Empire – one copy for each student
4. Transparency of Appendix A – Map of Roman Empire
5. Overhead projector (for all lessons)
6. Overhead markers (for all lessons)
7. Whiteboard or chalkboard (for all lessons)
8. Markers or chalk (for all lessons)
9. Pencil for each student (for all lessons)
10. Colored pencils for each student
11. Glue stick for each student
12. Appendix A-1 – Map of Italy – one copy for each student
13. Transparency of Appendix A-1 – Map of Italy
14. Appendix A-2 – Checklist for Roman Maps – one copy for each student

C. Key Vocabulary

1. Peninsula – a piece of land sticking out into a body of water
2. Strait – narrow channel of water connecting two larger bodies of water
3. Empire – all the land a country owns under the rule of an emperor
D. Procedures/Activities

1. Your students will be preparing a “History Book” for this unit on Rome. Prior to this lesson, be sure that each student has a composition notebook or a folder with an ample supply of paper in the brads to make their book. This will be called a copy book for the remainder of the unit.

2. Introduce this unit on Ancient Rome by pulling down the wall map of the world. Have a student point out Europe on the map. Then have the student point out Asia and Africa. Ask the class how they would know where they were in Europe, if they were traveling there. How would they know if they were in Spain or France? Have the student point to Spain. Then have the student point to France. Ask how he/she knew which country was which? (There are lines on the map to divide the countries.) Explain to students that these lines have not always been there. Tell students that these are called political boundaries and that they have been set up to determine whose land is whose and to designate the borders between the countries.

3. Hand out student copies of Appendix A – Map of Roman Empire. Ask students if they see these same boundaries on the map that you have given them (no). What boundaries do they see? (Boundaries for land and water.) Tell students that in the time period that they will now be studying, there were no political boundaries between countries. Explain to them that long ago, there were some strong rulers in this area. They wanted to get as much land as they could because this would make them even more powerful. They sent their armies to take what they wanted and these lands were called an empire. Explain that in this unit, they will learn about one of the biggest and most important empires in the world, the Roman Empire.

4. Explain to students that although there were not any political boundaries at the time of the Roman Empire, it is helpful for us when we study the Roman Empire to put some boundaries in where present day countries are, so we can see where things were really taking place. Have students put their copy books aside, and place their map on their desk in front of them. Help them to orient it so that it is right side up, with Africa at the bottom. Using your overhead transparency, instruct students to follow your direction as you label the following places on the map together. You can point these areas out on the wall map as you go along.

5. Have students label the following: Africa, Europe, Asia, Atlantic Ocean, Mediterranean Sea, Aegean Sea, Adriatic Sea, Strait of Gibraltar, Strait of Bosphorus, Black Sea, Red Sea, Persian Gulf, Caspian Sea, Asia Minor (Turkey), Istanbul (Constantinople), Greece, Athens, Italy, Rome, Gaul (France), Spain, Carthage, Britannia (Great Britain), and the North Sea.

6. Have students write small and label their map very neatly. When they are finished, they should color all the water areas light blue and leave the land areas white at this time.

7. Next, explain to students that the majority of the Roman Empire was situated in one area. Rome was the major city in the Empire. It was located on the Tiber River. Ask students why they think it was important for Rome to be located on a river? (fresh water supply; transportation) Ask if they can think of any other settlements they have learned about that were built on a river? (Jamestown, Egypt, Mesopotamia) Reinforce that rivers provide fresh water for drinking and washing. They also provide irrigation for crops and transportation.

8. Tell students that not only was Rome built on a river, but it was built on seven hills. Ask students why this might be a benefit for the people who lived there?
From the top of a hill, you can see your enemies before they attack you. The hills can be used as a barrier for protection.

9. Hand out student copies of Appendix A-1 – Map of Italy. Using your transparency, explain to students that this is a map of the country of Italy. Ask students what shape it is (like a boot). Point to Italy on the world map so that students are able to see it in perspective. Label the following places on the map with your students: LATIUM (Italy), Rome. Have students draw the Tiber River on their map with a blue colored pencil and label it. Review again that Rome was built on this river. Using green colored pencil, have students draw the seven hills around Rome, making reference to the key at the bottom of the map. Show students the “bump” symbol they should use for a hill on their map.

10. Next, have students draw the Alps on the top left hand corner of their map using a brown colored pencil and the upside-down “V” symbol as shown on their key. Have them label the Alps. Next have them draw the Apennines going down the western coast of Italy. Point out to students that Rome was very well protected on all sides by mountains, hills, or water. It was the perfect location for the city.

11. Finish labeling the following areas on the map with your students: Adriatic Sea, Ionian Sea, Tyrrhenian Sea, Mediterranean Sea, Ligurian Sea, Sicily, Sardinia, and Corsica. Also have them label Mt. Vesuvius and Pompeii at this time and tell them they will study about them later in this unit.

12. When students are finished labeling, they should color their maps. The water areas should be colored light blue and the land areas light green.

13. When students have completed their coloring and labeling of both maps, instruct them to turn to the first page of their copy book and neatly title it “Ancient Rome”. Then have them turn the page and glue their Map of the Roman Empire on the back of their title page and the Map of Italy on the right-hand page beside it.

14. Hand out student copies of Appendix A-2 – Checklist for Roman Maps. Instruct students to self check their maps using this checklist. They should check for labeling and spelling as they work. When they have completed their self checking, instruct them to turn their checklists in to be scored. In the next lesson, students will be learning the legend behind the founding of the city of Rome. Tell students to take their maps home to study for the upcoming map quiz in Lesson Three.

E. Assessment/Evaluation
1. Student Map of the Roman Empire and Map of Italy will be scored based on a checklist (Appendix A-2).

Lesson Two: A Time, a Legend, a Language, and Some Gods (two-four days – 45 minutes each day)
A. Daily Objectives
1. Concept Objective(s)
   a. Students will develop the ability to use the processes and resources of historical inquiry.
   b. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
   c. Students develop an awareness of how religious and philosophical ideas have been powerful forces throughout history.

2. Lesson Content
   a. Ancient Rome
i. **Background**
   a) Define B.C. / A.D. and B.C.E. / C.E.
   b) The legend of Romulus and Remus
   c) Latin as the language of Rome
   d) Worship of gods and goddesses, largely based on Greek religion

3. **Skill Objective(s)**
   a. Students will document the general chronological order of significant people, groups and events in the history of the Classical Ancient World and will sequence events by years.
   b. Students will group events by broadly defined eras in the history of the Classical Ancient World.
   c. Students will present examples of connections between past events and present day situations.
   d. Students will give examples of forms of expression that depict the history, daily life and beliefs of historic communities such as art, architecture, literature and celebrations.

B. **Materials**
1. Five to six different versions of the story of Romulus and Remus
2. *Pearson Learning Core Knowledge History and Geography: Level Three*, by Pearson Learning Group
3. Prepared timeline papers (see below) for each student
4. Ruler for each student
5. Colored pencils for each student
6. Overhead transparency or other pictures of the statue of Romulus, Remus and the She-wolf
7. ½ sheet of 9”X12” construction paper for each student (optional – see step 10 below)
8. Tape (optional – see step 10)
9. Felt Board (flannel graph board) – large enough for students to use that can be seen by all
10. Felt – various colors to make a wolf, people, etc.
11. Scissors for each student
12. Marker for each student
13. Ziploc bag for each student
14. Appendix B – Storyboard – one copy for each student
15. Overhead transparency of Appendix B-1 – The Legend of Romulus and Remus
16. Mythology books of your choice – with several myths chosen to read aloud (see Day Two: Step 18)
17. Overhead transparency of Appendix B-2 – Roman Gods and Goddesses
18. Appendix B-3 – Rubrics for Flannel-graph and Copy books – one copy for each student

C. **Key Vocabulary**
1. Legend – an old, well-known story, usually more entertaining than truthful
2. Myth – a fable; an invented story to explain the unexplainable in life

D. **Procedures/Activities**
1. **PRIOR TO THIS LESSON** cut one 12”X18” piece of white construction paper in half, lengthwise, making two 6”X18” pieces. Tape these two pieces together, end to end, to make a 6”X36” piece of paper for each student. These will be used for a timeline. Make enough of these so that each student may have one.
2. **Day One** – (possibly two to three days – depending upon felt projects) Introduce today’s lesson by telling students that they will be learning today about the founding of the city of Rome. Explain that there are two commonly believed ways that the city of Rome might have begun. One version says that a tribe, called the Latins, established a city called Alba Longa, which years later became Rome. Explain to students that the language that we call Latin today came from these early people. The other version says that twin brothers were the founders. Explain that today, you will be learning about the twin brothers who supposedly began the city of Rome.

3. Hand out the various versions of the story of Romulus and Remus. Have students read the versions in groups of 4-5 students. Then call on the groups to narrate back the basic story line of what happened. Students will quickly see that their versions vary in many ways. Ask students to tell you who wrote this story. They will not be able to find the authors name…although they might be able to tell you what the book is that it is in. Explain that we do not know who wrote this story because this is a piece of folklore, or mythology, that has been passed on from generation to generation. Explain to students that this story is considered a myth, or a legend, and is probably not true, but it is an interesting take on how the Romans thought their city was founded. They did not have an explanation for the founding of Rome, so they made up a story that made sense. Having their city founded by the son of a god made them feel important or special.

4. Read *Pearson Learning Core Knowledge History and Geography: Level Three*, by Pearson Learning Group, pp. 42-43 to (or with) students. After reading this, explain that the legend certainly is more exciting than what the “true” story might have been. Remind students that many cultures told legends to explain the unexplainable things that happened around them. Ask students if they can remember any legends they have read in the past that did this? (Native American creation legends, legends of the Greeks, etc.)

5. Refer students back to their maps of Italy at this time. Have them point to the city of Rome and locate the Tiber River. Point out that this river is mentioned in the legend as well as the hills surrounding Rome.

6. Hand out prepared timeline papers to students. Using their rulers, have students draw a line down the very middle of the entire strip of paper, from end to end. Then instruct them to section the line by marking it off in one-inch segments. Have them make a small key in the bottom left hand corner stating that 1 inch = 50 years.

7. Tell students that they have just created a time line and that they will be using this timeline throughout their study of Ancient Rome to help them get a better perspective on when things happened in relation to today. In the very center of their timeline, have students use a red colored pencil to make an elongated vertical line. Have them mark this line “0”. Explain to students that our time, or our years, is based on one significant event in history that actually took place during the time of the Ancient Roman Empire. Ask if students know what significant event took place 2003 or so years ago? (the birth of Christ). Have students label above the “0” in red “Birth of Jesus Christ”. They can illustrate this with a small “manger bed” to help them remember this event. Ask if anyone knows the year that Jesus died (approximately 33 A.D.). See if they can figure out where to put that date on their timeline (about 1/3 of the way between “0” and the first line to it’s right). Again, have them draw a vertical red line and label it “Christ’s death” and illustrate it with a “cross”. Ask students if they
know what A.D. stands for (anno domini; in the year of our Lord; some say “after death”). Explain how we use this designation to mean the time that has passed after Christ’s birth. Ask what the reading said that B.C. means? (“before Christ”) Have students explain which part of their timeline would be B.C. (the left). (See Pearson Learning Core Knowledge History and Geography Teacher Guide: Level Three, by Pearson Learning Group, p. 5 for a deeper explanation of A.D./B.C. and B.C.E./C.E. if you would like to give your students an explanation of this in more detail.)

8. Using red colored pencil, have student label the left end of their timeline with a large “BC” and the right end with a large “AD”. Tell them that they will be talking a lot about these two measures of time now as they study Rome.

9. Going back to the story, discuss when the legend of Romulus and Remus supposedly took place; when was Rome founded? (753 B.C.) Teach students how to mark 753 B.C. on their timeline. They will begin at “0” and count the lines going to the left by “50’s”. After 700, have them draw a vertical line with a blue colored pencil and mark it 753 B.C. – Romulus founded Rome. They can draw a small picture of the wolf with the twins to remind them of that event. Show several pictures of this famous statue at this time. Remind students that their text stated that this event was over 2,750 years ago. Ask them where today’s date would be located on their timeline (way off the right end…it is not long enough)! This will give students a good perspective of how far back in history this event occurred.

10. Refer students back now to the last paragraph on page 43 in the text. Ask students what the Romans did to their king in 509 B.C. (drove him out). Ask them why they did this (he was too greedy for power). Tell students that the type of government that replaced the kingdom was called a republic. Tell them that a republic is the type of government in which people choose representatives to rule instead of allowing one person to be in control. Ask if they know of any countries that are republics today; countries that have rejected kings and allowed the people to choose their rulers (USA). Explain that the founders of our country were influenced by the Roman republic and modeled our government after theirs.

11. Have students find where 509 B.C. would be on their timeline. Have them make a black vertical line at this point and label it 509 B.C. Using their blue colored pencil, have students section off the time period from 753 B.C. to 509 B.C. and label it “Kingdom of Rome”. Have them draw a golden crown by this to help them remember this time period. Tell them that they will talk about the end of the Kingdom and the beginning of the Republic later on.

12. Have students put their names on their timelines and fold them twice to store them in their copybooks. Have students put them in the pocket of their folder or have them make a quick pocket in the front of their copy book with a half sheet of construction paper and tape to store this.

13. Hand out student copies of Appendix B – Storyboard at this time. Explain to them that they will be creating a flannel-graph project at this time to “retell” the legend of Romulus and Remus to the class. First they should complete their storyboard papers. When they are finished, they may begin making their characters with felt. Tell them to be sure they make their characters and props large enough that the people in the back of the room will be able to see them.

14. This may take more than the rest of the class period, so plan accordingly. Give students enough time to plan and create their flannel-graph presentations. Allow time as well to have them all “present” to the class. These may be as “rough” or
“polished” as you like, depending upon how much time you have allowed to do them. You may also choose to have students work in groups on this project.

15. Hand out Ziploc bags for students to store their felt supplies in for the time that you will be using them. They should put their names on the bags.

16. Have students copy Appendix B-1 – The Legend of Romulus and Remus into their copy book as a summation of this lesson. They can glue their felt characters onto the facing page if you would like when they are finished using them to retell the story.

17. After students are finished with this project, the next topic of discussion will be about the Roman gods and goddesses.

18. **Day Two** – Review with students the legend of Romulus and Remus and talk about how the Romans might have felt that having their city founded by the son of a god made them feel more important. Explain to students that the Romans believed in many more gods that just the god Mars, who was the father of Romulus and Remus. Remind them of the gods that they studied when they learned about Ancient Greece. Tell them that many of the gods of the Greeks and the Romans were the same they just gave them different names. Explain that there were many, many gods in the Roman culture that the people believed affected their lives in many ways. Tell them that they will be reading a story today in their book about just one of the gods and the affect that she had on the life of a little girl.

19. Read *Pearson Learning Core Knowledge History and Geography: Level Three*, by Pearson Learning Group, pp. 44-45. Discuss how Flavia’s day was seriously influenced by what she believed about the goddess Vesta.

20. Read several myths of your choice to students to include Jason and the Golden Fleece, Perseus and Medusa, Cupid and Psyche, The Sword of Damocles, Damon and Pythias, Androcles and the Lion, or Horatius at the Bridge. You might also want to incorporate some of these into your language arts time as well, and do a study on the mythology surrounding Ancient Rome.

21. When students have been given a good idea of some of the myths about the gods and goddesses of Ancient Rome, have them copy Appendix B-2 – Roman Gods and Goddesses onto the next clean page of their copy book.

22. Tell students that in the next lesson, they will begin their study of the history of the Roman Republic. Remind students that they will have a quiz covering their maps of the Roman Empire and Italy in the next lesson as well. Review these maps with students now if you have time.

E. **Assessment/Evaluation**

1. Student flannel-graph presentation and completion will be assessed using a rubric (Appendix B-3).

2. Student copybook will be assessed for completion and accuracy using a grading rubric (Appendix B-3).

**Lesson Three: The Roman Republic and the Punic Wars (two days – 45 minutes each day)**

A. **Daily Objectives**

1. **Concept Objective(s)**
   a. Students will develop an awareness of how to use and construct maps, globes and other geographic tools to locate and derive information about people, places, and environments.
   b. Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.
c. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.

d. Students will develop the ability to use the processes and resources of historical inquiry.

e. Students will understand political institutions and theories that have developed and changed over time.

2. Lesson Content
   a. Ancient Rome
      i. Background
         a) The Republic: Senate, Patricians, Plebeians
         b) Punic Wars: Carthage, Hannibal

3. Skill Objective(s)
   a. Student will demonstrate expanded knowledge on the geography of the Classical Ancient World to include the Mediterranean, Aegean, Adriatic, Red and Black seas, including the straits of Gibraltar, the Bosporus, Greece, Italy, France, Spain, North Africa, Asia Minor; and major cities of historical significance.
   b. Students will explain that all human conflicts are based on competition for land and its resources and can give examples from the content of their history lessons.
   c. Students will document the general chronological order of significant people, groups and events in the history of the Classical Ancient World and will sequence events by years.
   d. Students will group events by broadly defined eras in the history of the Classical Ancient World.
   e. Students will present examples of connections between past events and present day situations.
   f. Students will describe how political leadership is acquired in the historical community.

B. Materials
   1. Transparencies of Appendix A and B for review
   2. Appendix B-4 – Map Quiz – one copy for each student (two pages)
   3. Appendix H – Map Quiz Key (two pages)
   4. Pearson Learning Core Knowledge History and Geography: Level Three, by Pearson Learning Group
   5. One sheet of 8 ½” X 11” white copy paper for each student
   6. Colored pencils for each student
   7. Appendix C – Patricians and Plebeians – one copy for each student
   8. Several books with photos or pictures of plebeians and patricians, focused on the type of clothing, jewelry, etc. that they wear (Kids Discover: Roman Empire, pp. 8-9, 12-13 is a good source to use)
   9. Scissors for each student
   10. Glue stick for each student
   11. Transparency of Appendix C-1 – The Republic of Rome
   12. The Usborne Internet-Linked Encyclopedia of the Roman World, by Fiona Chandler

C. Key Vocabulary
   1. Republic – a government in which the people elect the lawmakers
   2. Patrician – a wealthy, powerful Roman citizen; very few Roman families were patricians; they controlled the government and the army
3. Plebeian – an ordinary, Roman citizen; usually poor working men and women
4. Legion – a unit or group of soldiers

D. Procedures/Activities
1. **Day One** – Review maps of Roman Empire and Italy with students using the overhead. Hand out Appendix B-4 – Map Quiz. Instruct students to complete, using the word box, and collect for evaluation when complete (Appendix B-5 – Map Quiz Key).

2. Introduce today’s lesson by asking students to raise their hands to tell you about a time when they went to bed really early and got up really early because they were going to go somewhere. Record places they went on the board. How excited were they? Why were they excited? Why is it different to get up on a special day than on any ordinary day? (something fun to look forward to)

3. Tell students that they are going to read a story today about a young Roman boy who is waking up early to do something really special. Have students turn to p. 46 in *Pearson Learning Core Knowledge History and Geography: Level Three*, by Pearson Learning Group. Read together p. 46, stopping before Patricians and Plebeians. What have you learned about Lucius? (lived in grandfather’s house; house is in the country; family owns slaves; he was going to learn to drive a chariot; going to Rome today)

4. Read pp. 46-47, Patricians and Plebeians. Contrast the two groups together on the board. Rome was a republic, but it was not democratic. That means that the people elected lawmakers, but the rich Patricians were powerful and made most of the laws. The assembly that was elected by the Plebeians had very little power to make laws. The Senate, which had control of all the money the government spent, was controlled by the patricians.

5. Hand out a sheet of plain white paper to each student. Have them fold the paper in half the “hamburger way”. On the front cover of the folded “booklet” have the students title the page “The Roman Republic” on the top half of the page, using decorative writing with their colored pencils. Underneath the title at the bottom of the page, have the students write the definition: “Republic – citizens elect lawmakers”. Have students draw a quick sketch of people voting in the center of the page to help them remember what republic means.

6. Hand out copies of Appendix C – Patricians and Plebeians. Show students various pictures of people who are dressed like patricians and plebeians and have them figure out the differences in their clothing, jewelry, etc. Instruct students to use their pencils and colored pencils to draw clothing and jewelry on the figures on this page to make the one on the left look like a patrician and the one on the right look like a plebeian. When students are finished they should color and cut their “dolls” out.

7. Next, have students glue their drawings to the inside pages of the booklet they titled “The Roman Republic”. They should glue them toward the bottom and in the center so they can title the page and write around the drawings. Have them paste the patrician on the left hand side and title that page “The Patricians of Rome”. Instruct them to paste the plebeian on the right and title the page “The Plebeians of Rome”.

8. Again, have students brainstorm the differences between the two groups. Write their answers on the board and instruct them to write the characteristics of each group around the pictures at various angles to “decorate” the page with the characteristics of each group. They should come up with things like: patricians – wealthy, upper class, made laws, controlled the Senate, only a few families were patricians, powerful, controlled the government, controlled army...
plebeians – poor working men and women, ordinary Roman citizens, elected representatives to the assembly, had very little power, had little control of the government, made some laws in the assembly.

9. When students are finished doing this, have them glue this booklet to the next clean page on the left-hand side of their copybook.

10. Read p. 48 in Pearson Learning Core Knowledge History and Geography: Level Three, by Pearson Learning Group together. Discuss who Cincinnatus was. As you are reading together, point out the character qualities that Cincinnatus displayed in his life in all he did. Help students to see that Roman citizens valued these character traits of hard work, devotion to duty, bravery, common sense, a love of one’s country, sense of responsibility, and a willingness to lead in an emergency and then give back power without becoming a ruler. Again, point out to them that these are all ideals upon which our country was founded and by which we should strive to live today.

11. Using your transparency of Appendix C-1, have students copy the information about “The Republic of Rome” onto the page facing their booklet of the republic.

12. Tell students that in the next lesson, they will study about the wars between Rome and its neighbor, Carthage.

13. **Extension activity** – After driving out the last king in 509 B.C., the Romans began a republic, a government run by elected representatives of the people. The republic was far from perfect, but it worked for about 500 years. The problem was that sometimes a dictator is needed to make quick decisions necessary to defend the country in times of war. In emergencies, Romans appointed dictators. One of the most famous dictators was Cincinnatus. He was a farmer. In 458 B.C. and again in 439 B.C., he was asked to take over Rome to defend it from enemies. He served as dictator, defeating the attackers both times. Many people wanted to make him king. Cincinnatus refused, preferring his quiet home on the farm to high honors and wealth. Cincinnatus was loyal to the republic. Read *The Book of Virtues*, by William Bennett, pp. 671-674 to students and discuss Cincinnatus with students in more detail. Hand out a sheet of paper to students or have them make a reflection page in their copybook at this time and put this question on the board for them to respond to. “What would you do if you became a hero and you were offered a chance to become king? Would you refuse? Why or why not?” Another question to pose to students would be this: “George Washington preferred his farm at Mt. Vernon to being president. Some even wanted to make Washington the king of the United States! Why do you think Washington refused to become king after leading the soldiers to victory in the American Revolution?” Have students reflect on the character qualities shown by each of these men. Discuss humility with students and what loyalty means as displayed by Cincinnatus and Washington. Have student create “Hero Bookmarks” with a picture of Cincinnatus on one side and Washington on the other. Have them write the dates of their “service” as well as a short phrase about how they showed these characteristics. These can be laminated. Put a purple ribbon for valor through the hole at the top. Students can use them to keep their place in their copy books if they prefer or in their history books as you study Rome.

14. **Day Two** – Review briefly the Republic of Rome. Have students take out their timelines that they began in Lesson Two. Have students draw a line from 509 B.C. to 46 B.C. and label it Roman Republic. Discuss the time period of the Republic and explain to students that the Republic was in existence for a very long time. Today they will be talking about some wars that occurred during the
time of the Republic, but before you begin that, you would like them to do a little review of the people and events of the Republic that you have already discussed.

15. Hand out Appendix C-2 – Review of the Republic and have students do this page independently. You can go over this and make it an oral review or collect it for a grade. You can choose to allow them to use their books, or not.

16. After doing the review sheet, instruct students to take out their Pearson Learning Core Knowledge History and Geography: Level Three, by Pearson Learning Group. Read together pp. 49, up to “The First Punic War”. Discuss the reading with students. Explain that war and fighting was what Rome was all about. It was a great honor to serve Rome in the army. Rome was supposedly founded by the son of the god of war, Mars. War was a way of life in Rome.

17. Discuss the term “Punic” with students. The text gives a good explanation of the Latin word, Punicus, which meant the same thing as our word Carthaginian. Explain that our phrase, the Punic Wars, refers to the wars between Rome and Carthage. Explain that there were three major time periods of war between Rome and Carthage, thus the First, Second, and Third Punic Wars.

18. Explain to students that they will begin reading about the Three Punic Wars next. Have them turn to the next clean page in their copy book. Using a ruler, have students divide the page into thirds by drawing two vertical lines from top to bottom. Have them label the page “The Punic Wars” and then, using Roman numerals, label the columns I, II, and III. (If students have not had background with Roman numerals, explain these briefly at this time.)

19. Read Pearson Learning Core Knowledge History and Geography: Level Three, by Pearson Learning Group, pp. 49-50, stopping before “Hannibal”. Using the dates provided in the text, have students figure out when the First Punic War began. (264 B.C.) It ended in 241 B.C. Your students may have difficulty in figuring this out because it is B.C. Explain to them that if it ended in 241 B.C. they have to add the 23 years to that…like a “negative” number line. Have students take out their timeline. Have them locate where 264 B.C. is on the line. Instruct them to use a black pencil and make a longer mark on the line for 264 B.C. and label it. They will not do any more labeling right now, but will come back to this later in the lesson.

20. Instruct students to now turn back to their divided copy book page for the Punic Wars. Using your overhead (Appendix C-4 – Punic Wars) have students try to generate the bullets from the reading. Have them copy the transparency for the First Punic War and discuss

21. Now read pp. 50-51, “The Second Punic War”. Discuss and copy in the same manner. Finish by reading “The Third Punic War” and completing the copying and discussion. Also read The Usborne Internet-Linked Encyclopedia of the Roman World, by Fiona Chandler, pp. 18-19. This gives a good overview of this material about the Punic Wars. The map at the top shows the route taken by Hannibal and will be interesting to your students.

22. When copying is complete, instruct students to take out their timelines again. Have them label 146 B.C., which was the end of the Third Punic War. Have students draw a line from 264 B.C. – 146 B.C. Instruct them to label it Punic Wars and draw a small picture of elephants crossing the Alps to help them remember about Hannibal.

23. As a summary to this study of the Punic Wars, explain to students that there were three distinct reasons why Rome was successful in finally defeating Carthage and becoming the world power that it did. First, Rome was very determined and did whatever they needed to do to win. When they found that Carthage’s navy was
superior, they took to building ships and training their own navy up. They worked very hard and showed great determination to succeed. Secondly, all of the Roman army was made up of citizens of Rome. Unlike other countries, such as Carthage, Rome did not hire people to fight for them. Rome used its own citizens. They did not rely on support from other nations. It was Rome’s battle! Rome fought for its own honor and glory. Citizen warriors had a stake in the end result. Rome’s warriors were loyal. Finally, Rome was fierce. They left no one standing and terrified their enemy. You could compare this for students to the recent events in Iraq. Our countries tactic during the war of recent times was “shock and awe” of the enemy. We went in strong and fought valiantly. Our power amazed the enemy and scared them away. One of the winning points in any successful war is to terrorize and totally defeat the enemy. Rome set the standard for this type of battle.

24. **Extension Activity** - Supply students with paper and markers and have them design a recruiting poster for either Hannibal’s elephant-reinforced army or Rome’s “defend our homeland” army. What would you say to a young man in Carthage to convince him that he should ride off on an elephant to Italy with Hannibal? What would you say to a Roman who was under attack by these huge beasts? How would you convince him to stand and fight for his countrymen instead of giving up? Display posters around the room.

E. **Assessment/Evaluation**

1. Student mastery of the geography of the Roman Empire/Mediterranean area and of Italy will be assessed using a paper and pencil quiz (Appendix B-4).
2. Student understanding of the groups of people of the Roman Republic will be assessed using a review worksheet (Appendix C-2).
3. Student understanding of the Punic Wars will be assessed using a pop-quiz in Lesson Four (Appendix C-5).

**Lesson Four: Caesar Lives, Caesar Loves, Caesar Dies, a New Caesar (five days – 45 minutes each day)**

A. **Daily Objectives**

1. **Concept Objective(s)**
   a. Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.
   b. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
   c. Students will develop the ability to use the processes and resources of historical inquiry.
   d. Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.
   e. Students will understand political institutions and theories that have developed and changed over time.
   f. Students develop an awareness of how religious and philosophical ideas have been powerful forces throughout history.

2. **Lesson Content**
   a. Ancient Rome
      i. The Empire
         a) Julius Caesar
            1) Defeats Pompey in civil war, becomes dictator
2) “Veni, vidi, vici” (“I came, I saw, I conquered”)
3) Cleopatra of Egypt
4) Caesar assassinated in the Senate, Brutus

b) Augustus Caesar

3. Skill Objective(s)
   a. Students will explain that all human conflicts are based on competition for land and its resources and can give examples from the content of their history lessons.
   b. Students will document the general chronological order of significant people, groups and events in the history of the Classical Ancient World and will sequence events by years.
   c. Students will group events by broadly defined eras in the history of the Classical Ancient World.
   d. Students will present examples of connections between past events and present day situations.
   e. Students will describe the impact of various technological developments on the historical community such as irrigation and transportation.
   f. Students will describe how political leadership is acquired in the historical community.
   g. Students will give examples of forms of expression that depict the history, daily life and beliefs of historic communities such as art, architecture, literature and celebrations.

B. Materials
1. Appendix C-5 – Pop-quiz – Punic Wars (be sure to cover Key before copying!)
2. Pearson Learning Core Knowledge History and Geography: Level Three, by Pearson Learning Group
3. Student copies of a picture of Caesar from any available source. (see p. 57 of Julius Caesar, by Robert Greed or p. 16 of Ancient Rome, by John H. Artman)
4. Transparency of Appendix D – Julius Caesar
5. Student timelines
6. Colored pencils for each student
7. Glue stick for each student
8. Transparency of Appendix D-1 – Cleopatra, Queen of Egypt
9. Student copies of pictures of Cleopatra from any available source (see p. 34 of Ancient Rome, by John H. Artman)
10. Appendix D-2 – copied on both sides of paper – 2 copies/2 sided for each student
11. White 8 ½” X 11” copy paper – one sheet for each student
12. Stapler
13. Julius Caesar, by Robert Green
15. Transparency of Appendix D-4 – Augustus Caesar
16. Student copies of Review Sheet for Caesars (three pages) – Appendix D-5
17. Key to review sheet – Appendix D-6
18. One copy of Appendix D-9 Copy book rubric for each student
19. Appendix D-7 – Quiz – one copy for each student
20. Appendix D-8 – Quiz Key

C. Key Vocabulary
1. Province – an area under the control of a faraway government
2. Civil war – a war between people who live in the same country
3. Barge – a boat with a flat bottom, usually used for carrying goods
D. Procedures/Activities

1. **Day One** – Review information from the last lesson with students regarding the Punic Wars. Have students read over their copybook page summarizing the events of the Punic Wars. When sufficient review has been done, hand out student copies of Appendix C-5 – Pop-quiz – Punic Wars. Explain instructions and allow sufficient time for students to complete the quiz. Collect quizzes for evaluation.

2. Explain to students that from their study of the Punic Wars they have learned that the Romans were very determined warriors. Their armies were very skilled. They were powerful because they had many good generals in charge for many years. Rome has now become the leading power in the Mediterranean region. Tell students that in this lesson, they will be learning about one of Rome’s most famous leaders, Julius Caesar.

3. Have students get out *Pearson Learning Core Knowledge History and Geography: Level Three*, by Pearson Learning Group and have them turn to p. 52. Read pp. 52 - 53 together with students, stopping before “Julius Caesar”. Discuss what a Roman province was and how the people lived in the Roman Republic. Your students should have a good background in Greek history from second grade. If not, you may want to do a mini-lesson along with this to give them some background on Ancient Greece.

4. Write the saying “When in Rome, do as the Romans do” on the board. Ask students if they can figure out what that means from the context of what they just read. What was it like for people who lived in the outer provinces of the Empire? Did they live the same way the people in Rome did? (No. They were allowed to have their own rules and policies.) What was expected when they came into Rome? (They had to adapt to their way of living and abide by the Roman rules.) The phrase means that when you are in certain situations, you must behave according to the rules of that place. For instance, your parents may allow you to call your brothers and sisters names when you are playing, or they may let you tip back on your chair at the dinner table. But when you are in school, we do not allow name calling. I always tell you to sit down when you are tipping on your chair. There are certain rules for the classroom that you must obey that may be different from what is expected from you at home. How many of you have to raise your hand to speak at the dinner table? Do you know to raise your hand to speak in school? “When in Rome, do as the Romans do”. When you are in school, you follow school rules. When you are home, you follow home rules.

5. Read on with class, pp. 53- 54, stopping before “Crossing the Rubicon”. Explain to students that as we have read about Caesar, we can see that Roman society offered a lot to the person who was willing to work hard for it. Caesar saw his opportunities and worked hard to achieve. Having a job in the military or in government helped him to become a great leader. Caesar spent a lot of money to make people happy. This helped him to become popular and helped him advance in his political career.

6. Read the rest of p. 54 together. Discuss with students why Caesar decided to “Cross the Rubicon” and start a war. (He had to defeat those who were against him in order to remain powerful himself.) Ask students if they think this was the right thing to do or why they think this was a necessary action for Caesar. Talk to students about his decision to “Cross the Rubicon.” Make sure they understand that he wasn’t concerned about the size of the river or the danger in crossing it…it was a small stream, actually. What mattered was that it was an important political boundary between Gaul and Italy. By crossing the river,
Caesar was committing his army to war with his “countrymen”. A Civil War is when one country fights against itself...one part of the country does not have the same opinions as the other part and it causes problems. Ask students if they have ever heard of any other Civil Wars. (U.S. Civil War!) Ask for background to see if they can tell why the U.S. Civil War began. (Issues related to slavery and the South not wanting to be a part of the North, etc.)

7. Explain to students that when they hear the expression “Crossing the Rubicon” today, that it means that someone has to make a decision that they cannot turn back on. It is a big decision that they will just have to deal with whatever consequences come their way! Give them some examples of times when maybe you have “crossed the Rubicon” or ask them for ways their families have had to make some big decisions that were risky ones.

8. The end of this chapter leaves your students on the edge a bit with the last statement about Pompey being killed being a mistake. Try to highlight this without telling them anything more. It is important that they remember this event for later on in the “story”!

9. Have students take out their timelines. Ask a student to look back in the text and see if they can find the year that Julius Caesar was born. (100 B.C.) Have students add this date to their timeline and label it “Birth of Julius Caesar”. Be sure they write the entire thing, as there will be other Caesar’s added later on.

10. Have students turn to the next clean page in their copy book. Hand out student copies of pictures of Julius Caesar (Appendix D) and using transparency, have students copy Appendix D – Julius Caesar onto the facing page. When students are finished copying, they may color the picture of Caesar, neatly. Tell students that in the next lesson, they will be learning about a famous woman in Roman history.

11. **Day Two** – Review the life of Julius Caesar with students. Read over the copy book work they did in the last lesson to review. Tell students that today they will be learning about a famous woman in Roman history, Cleopatra.

12. Have students take out Pearson Learning Core Knowledge History and Geography: Level Three, by Pearson Learning Group. Read pp. 55, stopping before “Cleopatra”. Remind students that at the end of the last chapter, the king of Egypt had killed Pompey, thinking that this would make Caesar happy. Instead, this was an insult to Caesar. Even though Caesar had once been at war against Pompey, he had forgiven him. To have someone else kill him was an insult, as Pompey was still a Roman, and the Romans were loyal countrymen. This made Caesar angry with the king.

13. Read pp. 55-56, “Cleopatra”. When you are finished reading explain to students that because Caesar was angry with the king of Egypt already for killing Pompey, it made it easier for him to defend Cleopatra. He was attracted to her beauty, but once he realized that her brother wanted to kill her, and he didn’t like her brother, he probably found it easier to help her than it would have been otherwise.

14. Explain to students also that Cleopatra’s brother was probably threatened by her because she might have taken his power away from him. This was why she asked Caesar to protect her. When the king tried to scare Caesar away by sending his army to surround the palace, this just made Caesar angry. He called out his army and had the king killed. This made Cleopatra even fonder of him.

15. She took Caesar on the famous trip up the Nile to show him the wonders of Egypt. Using the wall map, have students point out Egypt and the Nile River. See if they remember from first grade the things that Cleopatra would have shown Caesar (pyramids, the Sphinx, etc.) When they finished their trip, Caesar
was in love with Cleopatra. He was glad that things had turned out like they did and he trusted her. He decided not to make Egypt a Roman province, but allowed her to rule her country.

16. Caesar had other interests however for the sake of Rome, so he did not stay with Cleopatra, but he left to finish his war with Pompey’s remaining forces. Ask students what they think will happen next at this point. Will Cleopatra follow Caesar to Rome? Will he miss her and come back? What do they think will happen to Julius Caesar and Cleopatra?

17. Have students take out their timelines and add the date 48 B.C. Instruct them to label this date “Julius Caesar in Egypt”. Then have them turn to the next two clean pages in their copy books. Hand out student copies of “Cleopatra” pictures and have students cut out and paste onto the first clean page of their book. Then instruct them to copy Appendix D-1- Cleopatra, Queen of Egypt on the facing page. They should color their pictures of Cleopatra when they are finished copying.

18. Tell students that in the next lesson, they will learn what happened after Caesar went back to Rome to see if their predictions were correct!

19. Day Three – Review Julius Caesar and Cleopatra with students. See if they can remember the sequence of events that occurred with Caesar gaining power and becoming the leader in Rome and with Cleopatra asking for his protection and it leading to her becoming the Queen of Egypt.

20. Hand out two copies of Appendix D-2 to each student and one sheet of plain white paper. Instruct students to fold each sheet in half the “hamburger way” and put them together to form a booklet, with the plain white paper as a cover. Staple the center of each book. On the front cover, instruct students to title their booklet something like “The Life and Times of Julius Caesar. They can use colored pencil to do this and then put their name on the bottom and illustrate it as you see fit. You might want to have them draw some simple Roman columns, or something similar.

21. Have students turn to the first printed page with box and lines. In the small box at the bottom right, have students put the number 1 for the page number and then number the remaining pages 2-8 in order. Be sure students do this now so that you can reference the pages in the future to be sure they are in the right place!

22. Beginning on page 1, students will write a short phrase to tell about each of the first four sections of information that they have already discussed about Julius Caesar. Page 1 should include that Caesar was born in 100 B.C. He excelled in studies and rode horses as a boy. He served in the Roman army in Asia and became a lawyer and public speaker. Caesar became famous with the people of Rome. He spent lots of money to put on games, etc. and made friends with powerful people like Pompey in the Senate and army. He also made many enemies. Students won’t be able to write all of that, but have them remember as many details as they can and then illustrate the page to show Caesars early life before his political career began.

23. On page 2, have students include information such as Caesar being elected consul of Rome and becoming governor of modern day France and northern Italy. He led his army into Gaul and became a very successful general. Then Pompey got jealous. Fear of Caesar grew and he was ordered to give up his army and return to Rome.

24. Page 3 should include information about Caesar crossing the Rubicon. Then he was at war with Rome; the Civil War began. Caesar defeated Pompey and
Pompey fled to Egypt. Then the king of Egypt killed Pompey and thought this would make Caesar happy.

25. On page 4, instruct students to write about how Caesar meets Cleopatra and she asks for his protection from her brother the King. Caesar agrees and attacks the king of Egypt in revenge for killing Pompey and to protect Cleopatra. Then Caesar and Cleopatra travel up the Nile and fall in love. Caesar then returns to fight Pompey’s forces leaving Cleopatra as Queen of Egypt.

26. After students are finished writing and illustrating the first four pages of their book, have them glue the book to the next clean page in their copybook. They will finish the last four pages later on in this lesson.

27. Instruct students to turn to p. 57 in *Pearson Learning Core Knowledge History and Geography: Level Three*, by Pearson Learning Group. Read together “Julius Caesar Dies”, up to “The Assassination”. Talk with students about Caesar’s continued victories in war against Spain and Pompey’s sons. Discuss also the changes that he made in the government and why the Senate did not approve of these things. [If you are using the ©2002 version of *Pearson Learning Core Knowledge History and Geography: Level Three*, by Pearson Learning Group, there is an error with the caption of the picture at the bottom of this page. You might want to clarify with students that this is not a picture of Caesar addressing the Senate, but rather a man and famous orator named Cicero. The picture does give them a good representation of what the Senate looked like however. Point out that the men there are all older men in the Roman society. They were all wearing togas, a representation of stature and maturity. (The man sitting by himself on the right is Catiline, who is being reprimanded by Cicero for leading a plot against the Republic.)]

28. Tell students that Caesar’s inviting Cleopatra to come to Rome was probably one of his biggest mistakes. Discuss the things he did to honor her while she was there and how this led the people to distrust Caesar and to fear what might be happening. Rome did not want the government to be moved to Alexandria. Point out where that is on the world map. Point out too, that Caesar had become pretty prideful and allowed himself to have too much power. The people did not want to be ruled by a dictator. They liked having control of things themselves. Getting rid of Caesar was their answer.

29. Read pp. 57-58, stopping before Marc Antony and Octavian. Discuss the events of Caesar’s death with students. Discuss who Brutus was and the part that he played in Caesar’s death. Brutus was one of the men that Caesar had forgiven earlier, and now he too had turned against him. Caesar’s phrase “Et tu, Brute?” shows how shocked he was that his friend could turn against him. This shows how difficult it must have been for these men to plot and kill Caesar. It is obvious from this that they saw no other way to save the Republic. Another good book to read from at this time is *Julius Caesar*, by Robert Green. The beginning gives a good retelling of the death of Caesar and this book can be a good resource if students have questions that probe deeper than the Pearson book provides.

30. Read on with students, pp. 58-59 to give students background of what happened in Rome after the death of Caesar. Discuss as you read together.

31. Instruct students to take out their small booklets again, and on page 5, they should record something about the events prior to the death of Caesar. Caesar reported to the Senate “Veni, vidi, vici” after he defeated Pompey’s forces in Spain. He went on to conquer even more lands after leaving Cleopatra in Egypt.
32. On page 6 have them tell that then Caesar returned to Rome and became dictator for life. He made changes in the government, lowered taxes, appointed new senators, and gave land to Roman soldiers and food to the poor. His enemies in the Senate did not like the changes and felt like Caesar was acting like a king. Help students see here that the poor people liked Caesar. He was helping them and giving them more freedom and strength, but the wealthy, powerful people did not like him, because he was corrupting their old government and the way things “used” to be!

33. Next, have students write on page 7 that Cleopatra was invited to Rome. She came with her son that she claimed was also Caesar’s son. He denied that but still treated her like an honored guest. He gave her gifts and put a statue of her in the temple. His Senate enemies feared Cleopatra. They feared that the capital would be moved to Alexandria, Egypt. The Senators disliked Caesar’s dictatorship and decided to change it.

34. On page 8, have students draw a picture of the death of Caesar. They can use the painting on p. 58 as a model for their own. Have them notice that the man with the dagger on the right may be Brutus, as Caesar is looking right at him and it appears they are communicating, by the hand gesture Caesar is making. Ask students how they think Brutus might have felt at this time? He was a traitor to the most powerful man in Rome. Have them write about the assassination below their picture. They should include March 15, 44 B.C. as the date that Caesar was killed and the phrase “Et tu, Brute?” – “You too, Brutus?” and explain what that means to them.

35. Review with students the details surrounding Caesar’s death. Tell them that in the next lesson, they will conclude their study of Caesar and then learn more about the next time period, the end of the Republic and the beginning of the Roman Empire.

36. **Day Four** – Review with students the reading from pp. 58-59 related to the information about Marc Antony, Octavian, and Cleopatra. Explain to students that Civil War began after Caesar’s death. The friends of Caesar won – Marc Antony and Octavian. Antony was courageous yet boastful! Octavian – Caesar’s adopted son shared control with Antony. Octavian was proper and cautious, the opposite of Antony. They decided to share control but each have their own responsibilities. Octavian took control of the Western part of Rome, near Spain. Antony controlled the Eastern part of Rome, near Egypt. They shared control of the Italian peninsula. Antony wanted to conquer more…but needed money. He asked Cleopatra to trade the riches of Egypt for his protection. She agreed. Antony stayed in Egypt and fell in love with Cleopatra. After his wife died, he could have married her, but did not because he knew that the Romans did not trust her. He left Egypt and returned to Rome and married Octavian’s sister. He went back to Egypt later and back to Cleopatra. He was fighting again in Egypt, and not doing so well, so his wife sent help to his struggling army, but he refused it and let the whole world know he preferred Cleopatra to his wife. This made Octavian mad because Antony had insulted his sister. Octavian spoke out against them and prepared for war against Antony and Cleopatra. Agrippa helped Octavian. He cornered Antony and Cleopatra at sea. They fled to Egypt and were defeated. Antony’s army surrendered. Antony killed himself. Cleopatra knew she would be taken back to Rome a prisoner, so she killed herself with a poisonous snake. Octavian took Cleopatra’s treasure for himself and then became the Emperor of Rome.
Instruct students to take out their timelines now and add two dates to this. They should label 48 B.C. and label it Julius Caesar arrives in Egypt. They should also add 44 B.C. and label it Julius Caesar’s death. Then have them label 44-42 B.C. and label it Civil War in Rome.

Instruct students to put their timelines away and turn to the next clean page in their copybook and have them copy “Julius Caesar Dies”, Appendix D-3.

Review with students the material covered in this lesson and tell them that they will learn more about Octavian in the next lesson.

Day Five – Introduce today’s lesson by asking students to take out their timelines once again. Have them mark 31 B.C. and 455 A.D. Have them connect these two dates and label the entire period “Roman Empire”. Tell students that today they will be learning about the man who took control of Rome after Julius Caesar was assassinated.

Remind students that Octavian became the leader after all of the conflicts that occurred after Julius Caesar died. Remind them that the cause of Caesar’s death was that the people of the Senate believed that he had become too powerful. Tell them that they will soon see that the man, who is taking power now, will become even more powerful, yet he will be loved by all.

Instruct students to take out Pearson Learning Core Knowledge History and Geography: Level Three, by Pearson Learning Group and read together pp. 60-61, up to “Augustus Rebuilds Rome”.

Ask students how Augustus got his new name. (He was respected and admired by the people and the name Augustus means “revered one” in Latin.) Explain to students that it was important for this name to come from the Senate and not from Augustus himself. It showed how much he meant to the people and that he was willing to work with the Senate and not against it.

Have students turn to the next clean page in their copy book and have them draw a chart like the following:

<table>
<thead>
<tr>
<th></th>
<th>Alike</th>
<th>Different</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julius</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Augustus</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assist students in thinking of ways that the two men were alike and different. For example, they both tried to help the poor. They both made changes in the government. They were both powerful. Their differences might include that Augustus was able to get the leading Romans on his side, Julius was not. Julius worried and frightened the wealthy people. Augustus did not claim his power for himself. The people honored him. Julius flaunted his power and forced people to follow him.

On the next clean page, have students draw the picture that they see on page 60 in their text of the closed doors of the temple of Janus. Have them draw it in the center of their page with space around it to copy the “letters” they see. Then instruct students to draw a circle around the “doors”. (They might want to use a compass if you have learned how to use these!) Make sure they leave some lines
at the top and bottom of the page to write. Have them copy the letters they see from the illustration. Ask if anyone can read the letters. Do they make any sense? (no) Tell students that this is a Roman phrase, or “legend”, and that it is written in Latin. Explain to the students that this Latin legend, translated says, “The peace of the people of Rome being everywhere on land and sea, the doors of the place of Janus are closed.” Write this on the board and have students write it on the top of their page above the “coin”. Then have them use their own words to write what they think this means at the bottom of their page. Give them several minutes to do this.

47. Next, have students turn back to their book and read pp. 61-62. Discuss with students the many things that Augustus did to rebuild Rome and improve the culture of Rome. He built good roads throughout the Roman world. He bought food for the poor. He rebuilt crumbling buildings and made safe building laws. Augustus also started the first fire and police departments. He built aqueducts to make getting water to the city easier. Augustus also helped to make the people of Rome proud of their culture and society. He put up statues of Roman heroes. He made the Forum a beautiful place and built theaters and public buildings. He revived temples and religious rituals and encouraged writers and poets to share their work and encouraged people to learn to appreciate it.

48. Instruct students to turn to the next clean page of their copy book and title it “Augustus Caesar”. Next, have them copy Appendix D-4. After students are finished copying, have them cut out and glue the picture of Augustus Caesar to the facing page in their book. They can color this with colored pencil. Tell students that they will have a quiz covering the material about Julius Caesar, Cleopatra, Antony, and Augustus (Octavian) in the next lesson. Hand out review sheets to assist students with their review (Appendix D-5).

E. Assessment/Evaluation

1. Student understanding of the Roman Republic, Julius Caesar, Cleopatra, Augustus Caesar and the beginning of the Roman Empire will be assessed with a paper and pencil quiz in the next lesson (Appendix D-7).

2. Student copy book work will be assessed using a rubric (Appendix D-9).

Lesson Five: Life in Ancient Rome (six days – 45 minutes each day)

A. Daily Objectives

1. Concept Objective(s)
   a. Students will develop an awareness of how to use and construct maps, globes and other geographic tools to locate and derive information about people, places, and environments.
   b. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
   c. Students will develop the ability to use the processes and resources of historical inquiry.
   d. Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.
   e. Students will understand political institutions and theories that have developed and changed over time.
   f. Students develop an awareness of how religious and philosophical ideas have been powerful forces throughout history.

2. Lesson Content
   a. Ancient Rome
i. The Empire
   a) Life in the Roman Empire
      1) The Forum: temples, marketplaces, etc.
      2) The Colosseum: circuses, gladiator combat, chariot races
      3) Roads, bridges, and aqueducts
   b) Eruption of Mt. Vesuvius, destruction of Pompeii
   c) Persecution of Christians

3. Skill Objective(s)
   a. Student will demonstrate expanded knowledge on the geography of the Classical Ancient World to include the Mediterranean, Aegean, Adriatic, Red and Black seas, including the straits of Gibraltar, the Bosporus, Greece, Italy, France, Spain, North Africa, Asia Minor; and major cities of historical significance.
   b. Students will document the general chronological order of significant people, groups and events in the history of the Classical Ancient World and will sequence events by years.
   c. Students will present examples of connections between past events and present day situations.
   d. Students will describe the impact of various technological developments on the historical community such as irrigation and transportation.
   e. Students will explain the fundamental ideals and principles that form the foundation of our republican form of government including inalienable rights, the rule of law, justice, and equality under the law.
   f. Students will give examples of forms of expression that depict the history, daily life and beliefs of historic communities such as art, architecture, literature and celebrations.

B. Materials
   1. Student copies of Appendix D-7 (three pages) – Caesars Quiz
   2. Appendix D-8 – Caesars Quiz Key
   3. Pearson Learning Core Knowledge History and Geography: Level Three, by Pearson Learning Group
   4. Growing up in Ancient Rome, by Mike Corbishley
   5. Large hand drawn wall map of the Roman Empire posted on an accessible wall of the room that students can reach. Do not label the map now.
   6. 3” X 5” white index cards – about five per student with extras if needed (lined or not)
   7. A dark colored marker for each student
   8. Scotch tape
   9. Student copies of Appendix E – Mapping the Empire
   10. Appendix E-1 – Mapping the Empire Key
   11. Student copies of pp. 21, 22, 24, 31, and 32 The Roman World: Teacher’s resource book, by Peter Mantin and Richard Pulley or other black line copies of aqueducts, the Colosseum, the Circus Maximus, bridges and arches; pictures of some of these can also be found in Ancient Rome, by John H. Artman and Thematic Unit: Ancient Rome, by Mike Shepherd; a few pictures have been provided in Appendix E-1 as well
   12. The Usborne Internet-Linked Encyclopedia of the Roman World, by Fiona Chandler, Sam Taplin, and Jane Bingham
   13. Transparency of Appendix E-2 – Roman Achievements
   14. Student copies of Appendix E-3 – What would I see in Rome?
15. Transparency of Appendix E-4 – A Walk through Downtown Rome
16. Transparency of Appendix E-5 – Roman Entertainment
17. *Pompeii...Buried Alive!,* by Edith Kunhardt
18. Student copies of pictures of Mt. Vesuvius and plaster casts of bodies of Pompeii from any source; these websites have good pictures to print:
   a. [http://wings.buffalo.edu/AandL/Maecenas/italy_except_rome_and_sicily/pompeii/ac881720.html](http://wings.buffalo.edu/AandL/Maecenas/italy_except_rome_and_sicily/pompeii/ac881720.html) - good pictures and info sight
   b. [http://earthview.sdsu.edu/412b/vesuvius/vesuvius.html](http://earthview.sdsu.edu/412b/vesuvius/vesuvius.html) - good black and white of plaster cast of bodies to print
   c. [http://volcano.und.nodak.edu/vwdocs/volc_images/europe_west_asia/ves_early.html](http://volcano.und.nodak.edu/vwdocs/volc_images/europe_west_asia/ves_early.html) - good black and white of Mt. Vesuvius eruption to print
19. Transparency of Appendix E-6 - Pompeii
20. Transparency of Appendix E-7 – Christians
21. Student copies of Appendix E-7 – p. 2 - Christians
22. Transparency of Appendix E-8 – Rome and the Christians

C. **Key Vocabulary**
   1. Pillar – a tall, solid support post
   2. Awning – a sheet or material used for protection from the sun or rain
   3. Debris – the pieces left of something after it has been destroyed
   4. Mosaic – artwork made of many small pieces of colorful stone or tile
   5. Persecute – to treat people cruelly and unfairly

D. **Procedures/Activities**
   1. *Growing up in Ancient Rome,* by Mike Corbishley is a good book to add to many of the lessons in this section. It has not been referenced specifically in the lessons, and is not required. Depending upon the listening ability of your class, you might just want to add it as you are reading other material. It is written in more of a story format and all of the pictures are artist’s renditions.
   2. **Day One** – Begin today’s lesson by quickly reviewing with students the information about the Caesar’s studied in Lesson Four. Administer Caesars Quiz – Appendix D-7 (three pages). Collect for evaluation.
   3. Introduce today’s new material by telling students that they are going to take a break from Roman History for a while and go back and take a look at the big picture of where Rome is now and how vast the Empire is. Have them turn to p. 63 in *Pearson Learning Core Knowledge History and Geography: Level Three,* by Pearson Learning Group. Read pp. 63-65 together, stopping to discuss material as you go along.
   4. Using your large, drawn wall map of the Roman Empire, go back over the information on these pages and have students raise their hands to highlight important events, places, people, etc. that were located in various areas of the Roman Empire. Then have that child write a word or phrase to help everyone remember that event, etc. on an index card. Allow that child, when finished, to come up and tape his/her card on the Roman Empire Map in the appropriate area. For example, on p. 63, the text states that the Roman Empire was located on three continents, Europe, Asia, and Africa. Students could make three cards and appropriately label the three continents. Next, you might have them do a card to label the Italian Peninsula and add Rome to the card. Then a card for the Alps, Hannibal, elephants, and the 2nd Punic War would be appropriate. Finish going back over pp. 64-65 and put as many cards on the map as you have information to review. Make sure you label Constantinople, as it will be important later, even though you haven’t discussed it much yet.
5. When finished going over these pages, hand out the worksheet in Appendix E – Mapping the Empire. Have students work in pairs to complete this worksheet and collect for evaluation. Students may work to complete the labeling of the wall map now if you have time, or they can work on it in free time. They can use the map from Lesson One that is in their copybook for reference.

6. If you have time, read to students from The Usborne Internet-Linked Encyclopedia of the Roman World, by Fiona Chandler, Sam Taplin, and Jane Bingham, pp. 36-41, selecting passages related to the content in Pearson.

7. Conclude today’s lesson by reviewing quickly the information about the size of the Roman Empire and the importance of the Mediterranean Sea and the seaports around the Empire. Tell students that tomorrow they will be learning more about the roads of Rome and the ways in which the Romans made life easier by building things to assist their way of life.

8. **Day Two** – Introduce today’s lesson by asking students if they remember who the leader of Rome was that built roads and bridges and beautiful buildings in Rome? (Augustus) Ask if they know what kinds of materials are used today in building these things? (cement, concrete, stone, blacktop, bricks, etc.) Ask if they can tell you some of the machines that are used to build them? (cement mixers, dump trucks, etc.) Ask if the Romans had these kinds of materials and vehicles? (no) Explain to students that the Romans learned to build with concrete from the Egyptians who taught them to mix water, powdered lime (a kind of rock), sand and stone to make concrete. They added ash from volcanoes to make it even stronger. Tell them that the story they will now read will explain about some of the things that the Romans built and what they might see if they visited Rome today.

9. Have students turn to p. 66 of Pearson Learning Core Knowledge History and Geography: Level Three, by Pearson Learning Group. Read together pp. 66-68, stopping to discuss as necessary. Read also from The Usborne Internet-Linked Encyclopedia of the Roman World, by Fiona Chandler, Sam Taplin, and Jane Bingham, pp. 80-83, and show pictures of buildings and structures.

10. Ask why Linus and Lucia’s grandfather says that the roads of Rome are one of its most valuable treasures? Discuss the fact that roads helped the Romans rule their vast Empire once they conquered new provinces. The smooth stones on the roads helped the army and all of the officials to travel more easily from place to place. Travel by sea and river was still easier, but land travel played an important part for the Roman Empire as well.

11. Ask why bridges would have been important? It made it much faster to cross rivers and carry goods across them. Having to ford a river was dangerous and uncomfortable. Bridges made this much easier. Talk about the pillars that were used to support the bridge in the water. Be sure students have a good understanding of what a pillar is.

12. Discuss aqueducts and ask students if they think we have any aqueducts today? Explain to them that our city water system is similar to an aqueduct, except that today, it is underground in pipes. Because we have large machinery capable of digging trenches quickly and easily, we are able to bury our water lines. The Romans found it easier to build aqueducts to carry theirs. Make sure that students understand that the Roman aqueducts were the first method of carrying water from one place to another, except by foot, that had ever been developed.

13. When you are finished reading instruct students to take out their copy books. Have them copy Appendix E-2 – Roman Achievements on the right hand side of the next blank, two-page spread. While students are copying, hand out copies of
pictures, Appendix E-1, and have them cut them out and glue them on the facing page. They may color these when their copying is complete. Tell students that tomorrow they will learn about some of the famous buildings of Rome.

14. **Day Three** – As an introduction to today’s lesson, hand out student copies of Appendix E-3. Ask students to put a check mark in the boxes to decide whether or not they think that they would see each of these items in the city of Rome. Remind students that Rome was a city over 2,000 years ago. When students are finished, discuss their answers briefly, comparing answers and thoughts. Tell them to put their papers aside as they will use them a little later on.

15. Explain to students that roads and bridges were not the only great building projects in Rome. There were also many amazing buildings, temples, and marketplaces throughout the Roman Empire. Some of their ruins still exist today. Tell students that they are now going to read a story about some of these magnificent structures that they would have seen if they were a child over 2,000 years ago.

16. Instruct students to take out *Pearson Learning Core Knowledge History and Geography: Level Three*, by Pearson Learning Group and read together pp.69-71. Ask why the streets of Rome were crowded at night when Lucia and Linus arrive in the city? (delivery wagons were bringing supplies into the city) What kinds of dwellings do the children see? (large villas and apartments) Where was the strange light, that Lucia saw, coming from? (the Temple of Jupiter was glowing)

17. Students should see that many of the things that were on their list were present in the city of Rome as Linus and Lucia toured around. Have them go back to their lists and see if they can give some explanations of what they see. When students are finished, have them take out their copybooks and copy Appendix E-4 – A Walk through Downtown Rome. When students are finished, hand out picture of the Roman Forum and have students paste it to the facing page and color it.

18. While students finish copying and coloring, read to them from *The Usborne Internet-Linked Encyclopedia of the Roman World*, by Fiona Chandler, Sam Taplin, and Jane Bingham, pp. 30-31, 50-53, 56-59, 64-65,and 70-71. Also show pictures of a temple on p. 12 and the picture of the Roman bath ruins on p. 99. Tell students that in the next lesson they will learn about the Gladiator and Chariot Races of Rome.

19. **Day Four** – Ask students if they remember who the leader of Rome was that spent a lot of money to put on games for the people of Rome to enjoy (Julius Caesar). Tell them that Augustus also felt it was important for the people of Rome to build morale and keep them happy. Tell them that today, they will be learning about what those games were like.

20. Instruct students to open *Pearson Learning Core Knowledge History and Geography: Level Three*, by Pearson Learning Group to page 72 and read together pp. 72-74. Also read *The Usborne Internet-Linked Encyclopedia of the Roman World*, by Fiona Chandler, Sam Taplin, and Jane Bingham, pp. 66-69. Discuss the reading as you go along. Students may be concerned about the violence of the Roman games and races. Help them to understand that this was entertainment for the Romans, just like football or video games are for us today. They loved the sport and danger involved, just like kids today like the sport involved in football, even though it is dangerous. We are also fascinated with violence in video games, cowboy movies, T.V., etc. Explain that our society had developed ways to simulate violence, but the Romans did not have that ability…they just watched it in real life.
21. Talk to students about the size of the Colosseum and the Circus Maximus. The Colosseum was larger than two football fields put together and held 50,000 people (Madison Square Garden in New York only holds about 20,000). The Circus Maximus was an oval track that held about 250,000 people. When students have a good understanding of these topics, have them take their copybooks out.

22. Hand out pictures of the Colosseum and Circus Maximus and have students cut and paste them onto the next clean page of their book. Then have them copy Appendix E-5 – Roman Entertainment. Tell students that in the next lesson they will learn of a city near Rome that was destroyed by a volcano that has given us a lot of information about the ways in which Romans lived.

23. **Day Five** – Tell students that today they will be learning about Pompeii, a Roman city that was buried by a volcanic eruption around A.D. 79. Have students take out their timelines and add the date A.D. 79. Instruct them to label this date “Mt. Vesuvius Eruption – Pompeii Destroyed”.

24. Have students turn to their Map of Rome, from Lesson One. They labeled Mt. Vesuvius on their map. Have them find it and also locate the city of Pompeii. Tell students that Mt. Vesuvius is a volcano on the western coast of Italy. It is the only active volcano on the continent of Europe. Tell students that they will read today about one time when this volcano “blew it’s top!”

25. Instruct students to take out Pearson Learning Core Knowledge History and Geography: Level Three, by Pearson Learning Group. Read pp. 75-77 together with students. Discuss the reading as you go along. Make certain that students understand that the facts we have about the people of Rome and of Pompeii come mainly from the things that scientists and historians have figured out from the remains of things buried at Pompeii.

26. Read to students *Pompeii…Buried Alive!,* by Edith Kunhardt.

27. Hand out student copies of pictures of Mt. Vesuvius and the plaster cast body of the victim of Pompeii. Have students cut these out and paste them into their copy book. Have students copy Appendix E-6 – Pompeii into their books.

28. Review with students that Mt. Vesuvius was a volcano that erupted in A.D. 79 and buried the city of Pompeii. The city remained preserved under the volcanic debris for over 1,700 years.

29. Tell students that in the next lesson, they will learn about a group of people whose history began during the time of the Roman Empire, the Christians.

30. **Day Six** – Ask students to tell you what “peace” means. Explain that peace is a time when there is no war going on. Discuss the time of the great Roman peace, called the Pax Romana. Explain to students that at this time, Rome was the mightiest military power that existed. Anyone who “took them on” was defeated and made part of the Empire. There were also no wars going on in Rome at this time (civil wars) because Augustus was a good emperor. The people liked him, he did many good things for them, and they were happy. There came a time when other emperors ruled, but because Rome was so strong, the people who disagreed with them were killed, jailed, or “fed to the lions”!

31. Explain to students that there was one particular group of people who had conflicts with Rome, and these were the early Christians. Read *The Usborne Internet-Linked Encyclopedia of the Roman World,* by Fiona Chandler, Sam Taplin, and Jane Bingham, pp. 90-91 to students. Explain to them that Christians had trouble with the Romans because they refused to believe in all of the gods that the Romans worshipped. They would only worship one god. This angered the Romans, as they felt that if the Christians did not worship all of the gods they
would anger them and bad things would happen to the world. Ask students who started Christianity (it began with the birth of Jesus). Ask who he was. (He was a teacher who taught people to give up their old, sinful ways, and devote their lives to God and to helping other people.) Explain that his followers believe that he has risen from the dead and that they will receive eternal life too if they follow his teachings.

32. Tell students that now they will read a story about a student in Rome a few years ago who was learning the history of his city as well. Have students read Pearson Learning Core Knowledge History and Geography: Level Three, by Pearson Learning Group, pp. 78-80. Ask students if people in the Roman Empire had religious freedom. (Yes, but they had to worship all of the Roman gods as well as their own gods.) Ask why the Roman persecuted the Christians. (They refused to worship the Roman gods, and would only worship their god.) How did the Romans persecute the Christians? (Blamed them for disasters that occurred; put them in prison or killed them; made them face wild animals in the Colosseum.) If the Romans did not like the Christians and persecuted them, why did the number of Christians still grow? (Because Christians welcomed the poor people and slaves and promised them a better life in the next world.)

33. Have students turn to the next clean page in their copy book. Using your transparency of Appendix E-7, hand out student copies of Appendix E-7-p.2 and have students create the web to describe why people chose Christianity, even though they were persecuted for doing so. Students may cut this out and glue to the next clean page of their copy book.

34. Next, have students copy Appendix E-8 – Rome and the Christians to conclude this lesson. Tell students that in the next lesson, they will learn about the decline of the Roman Empire.

E. Assessment/Evaluation
1. Students copy books will be evaluated using a rubric (Appendix E-9).
2. Students understanding of the concepts covered in Lesson Five will be evaluated using a pop-quiz in Lesson Six (Appendix E-10).

Lesson Six: The Fall of Rome and the Eastern Roman Empire (three days – 45 minutes each day)
A. Daily Objectives
1. Concept Objective(s)
   a. Students will develop an awareness of how to use and construct maps, globes and other geographic tools to locate and derive information about people, places, and environments.
   b. Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.
   c. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
   d. Students will understand political institutions and theories that have developed and changed over time.
   e. Students develop an awareness of how religious and philosophical ideas have been powerful forces throughout history.
2. Lesson Content
   a. Ancient Rome
      i. The “Decline and Fall” of Rome
a) Weak and corrupt emperors, legend of Nero fiddling as Rome burns
b) Civil wars
c) City of Rome sacked

ii. The Eastern Roman Empire: Byzantine Civilization
a) The rise of the Eastern Roman Empire, known as the Byzantine Empire
b) Constantine, first Christian emperor
c) Constantinople (now called Istanbul) merges diverse influences and cultures.
d) Justinian, Justinian’s Code

3. Skill Objective(s)
   a. Student will demonstrate expanded knowledge on the geography of the Classical Ancient World to include the Mediterranean, Aegean, Adriatic, Red and Black seas, including the straits of Gibraltar, the Bosporus, Greece, Italy, France, Spain, North Africa, Asia Minor; and major cities of historical significance.
   b. Students will explain that all human conflicts are based on competition for land and its resources and can give examples from the content of their history lessons.
   c. Students will document the general chronological order of significant people, groups and events in the history of the Classical Ancient World and will sequence events by years.
   d. Students will group events by broadly defined eras in the history of the Classical Ancient World.
   e. Students will describe how political leadership is acquired in the historical community.
   f. Students will explain the fundamental ideals and principles that form the foundation of our republican form of government including inalienable rights, the rule of law, justice, and equality under the law.
   g. Students will give examples of forms of expression that depict the history, daily life and beliefs of historic communities such as art, architecture, literature and celebrations.

B. Materials
   1. Student copies of Appendix E-10 – Pop-Quiz – Life in Ancient Rome
   2. Appendix E-9- Student copies of Copybook rubric – Teacher copy of Quiz Key
   3. Pearson Learning Core Knowledge History and Geography: Level Three, by Pearson Learning Group
   4. Transparency of Appendix F – Decline of Rome Web
   5. Student copies of Appendix F-1 – Decline of Rome Web
   6. Notebook paper for each student
   7. Student copies of Appendix F-2 – Informative Paragraph Rubric (if desired)
   8. Transparency of Appendix F-3 – The Fall of Rome
   9. Student copies of Appendix F-4 – Ancient Rome Unit Assessment (five pages)
   10. Appendix F-5 – Key – Ancient Rome Unit Assessment (four pages)
   11. Student copies of Appendix F-5 – Rubrics and Checklists

C. Key Vocabulary
   1. Decline – to grow weaker
   2. Pillage – to steal things using force and violence
   3. Collapse – to fall down suddenly
   4. Preserve – to keep or save
5. Sack – to steal and destroy things in a city that has been defeated by an army

D. Procedures/Activities

1. **Day One** – Take out timelines. Have them label 31 B.C. and 180 A.D. The time between these two points was the Pax Romana. Have them draw a line to label this. Ask students if they think that this great peace lasted forever (no, because Rome doesn’t exist now). Ask them what they think happened to break this time of peace (a war or other crisis).

2. Explain to students that in the first 200 years of the Roman Empire, people probably thought that it would last forever. Have students look at the time of the Roman Republic and see how long that lasted before Augustus. For the people living in 200 A.D., they probably thought the Empire was to last forever too, but that was not so. Tell students that they are going to learn today the causes of the Fall of the Roman Empire.

3. Have students tell you what they remember about the emperor Nero in the last section. (He was lazy, selfish, and cruel. He persecuted Christians and blamed them for all the problems of the empire.) Tell students that greedy and selfish emperors were the first cause of the decline of Rome.

4. Hand out student copies of Appendix F-1 – Decline of Rome Web. Using your transparency (Appendix F), have students fill in this circle on their web.

5. Have students take out *Pearson Learning Core Knowledge History and Geography: Level Three*, by Pearson Learning Group, and read together pp. 81-83. As you read each paragraph together, continue filling in the bubbles on the web as you complete the appropriate topics. Discuss each reason with students being sure they understand how each item led to the downfall of the Roman Empire.

6. When you are finished reading and students have completed their web, hand out notebook paper and have students follow your normal process for writing an informative paragraph(s). Instruct them to write a paragraph to explain the decline of the Roman Empire, using their web for information. Encourage them to add details as they remember them from the text.

7. Follow your procedures for editing and doing final drafts. When students have completed their web, instruct them to copy their final draft onto the next clean page of their copybook.

8. Grade writing according to your standard procedures for writing (a sample rubric has been included in Appendix F-2).

9. **Day Two** – Review with students the information learned yesterday about the decline of the Roman Empire and what may have caused it. Ask students if they remember who Diocletian was (a strong, thoughtful leader of Rome at the end of the Empire). What did Diocletian do? (He did not try to be emperor by himself; he divided the Empire and named two honest, hardworking men to rule the empire with him.) What else did he do that no other emperor had done before him? (He gave up his job and retired when he had worked for 20 years of ruling well.) Help them remember that although Diocletian was honest and strong, he still persecuted the Christians badly and refused to allow Christians to practice their religion.

10. Explain to students that today they will be learning more about what happened to the Empire after Diocletian retired.

11. Have students take out *Pearson Learning Core Knowledge History and Geography: Level Three*, by Pearson Learning Group, and read together pp. 84. Discuss with students that after Diocletian, there were years of civil war again in Rome. Then, finally, another strong leader took control. His name was
Constantine. Ask students what Constantine did that was like what Diocletian had done (named honest men to rule with him). What did he do that was different? (He allowed Christians to practice their religion without persecution, he actively supported the Christian religion.)

12. Explain to students that as a young man, Constantine was impressed by the bravery and loyalty that the Christians had shown throughout the years under harsh persecution by Diocletian. Constantine decided that people who were that brave and loyal would be an asset to the empire. According to a legend, as Constantine was getting ready to lead a battle against one of his rivals, he saw a Christian symbol (probably a cross) in the sky and he heard the words, “In this sign thou shalt conquer”. Constantine saw this as a sign from God and he ordered his soldiers to paint their shields with the sign of Jesus Christ (the cross). He won the battle, became emperor, and passed a law allowing true religious freedom in his empire.

13. Read pp. 85-86 together with students. Discuss the moving of the government of Rome from Rome to Constantinople. Also discuss the changing of the name from Byzantium, to Constantinople, to modern day Istanbul. Using the wall map, point out the location of this city to students. Ask them what modern day country it is in (Turkey). Show them that on their maps, they have this labeled as Asia Minor.

14. Discuss with students that after Constantine’s death, there were again civil wars and the western part of the Roman Empire was completely separated from the eastern part. There were now two empires instead of one empire with two rulers. The Eastern Empire included Constantinople (which used to be called Byzantium) so it became known as the Byzantine Empire. It remained powerful and lasted for more than 1,000 years. Constantinople remained an important city for trade.

15. Explain that the Eastern Empire was ruled by a long series of emperors. One of the most famous emperors was named Justinian. He was also a strong Christian emperor. He built the famous Hagia Sophia, a Christian church and codified the Roman laws to preserve them. This collection of Roman laws is known as the Justinian Code. Countries all over the world have used the Roman laws as a model for their own legal systems.

16. Explain to students that the Western Empire was not so successful. By the time Justinian was emperor, the Western Empire had completely collapsed. It was less wealthy than the Eastern Empire and was surrounded by warlike tribes. Barbarian tribes attacked many times, each time, taking more and more land from the Western Empire. Eventually, they sacked the city of Rome. The Western Empire struggled for another 60 years against the barbarians. Then in 476 A.D., a barbarian leader forced the emperor of the Western Empire to surrender and give up his throne. That was the end of the Western Empire.

17. Have students take out their timelines. Have them label the Roman Empire from 31 B.C. to 455 A.D. Instruct them to label 455 A.D. as the “Fall of Rome”. Also have them label 395 A.D. as “Split of the Roman Empire – Eastern and Western”. Then, have them label 476 A.D. as the end of the Western Empire.

18. Explain to students that they are now finished studying about the history of Ancient Rome. Instruct them to take out their copybooks and have them copy Appendix F-3 – The Fall of Rome.

19. Remind students that they will have a test covering the material covered about the Roman Empire in the next lesson. Review with students if time allows.
20. **Day Three** – Review briefly with students the basic facts related to Ancient Rome.
22. Collect tests for evaluation (Key – Appendix F-5).
23. This concludes this unit on Ancient Rome. Your final day of celebration is described in the Culminating Activity below.

E. **Assessment/Evaluation**
   1. Student copy books will be assessed using a rubric and checklist (Appendix F-5).
   2. Student knowledge of material covered in this Ancient Rome unit will be assessed using a paper and pencil test (Appendix F-4).

VI. **CULMINATING ACTIVITY**
   A. **Unit Assessment** – Ancient Rome (Appendix F-4)
   B. **Roman Feast and Festival Day**
      1. Send home copies of “Roman Times”, Appendix G, about two weeks before you will finish teaching this unit. Tell students that you will be having a Roman Feast Day and tell them the date that it will be held. Enlist parent volunteers to plan the events of the day and coordinate the food items to be brought in to share.
      2. Your students can plan to dress up in Roman costumes on that day. There are many, many sources available for making costumes, but the best I have seen is *Make it Work: The Roman Empire*, by Peter Crisp. If parents are unable to do this for their child, you might plan a day in class to help students make their costumes. Very easy costumes can be made with just a couple of white bed sheets and some rope! Be as creative as you want to!
      3. You should plan at least one-half day for this event. In the morning, have class(es) grouped to move from one station to another for about 20-30 minutes at a time. Set up groups according to how many classes you have involved. Set up a game group and have kids play games like Parcheesi, marbles, jacks, etc. A good source for games is *Ancient Rome Activity Book*, by Mary Jo Keller. Have a group do a craft. A very popular craft is making Mosaics. Materials can be purchased from Oriental Trading Company (www.orientaltrading.com or 800-228-0475) to make these, such as pre-cut wood pieces or foam pieces, or you can cut construction paper squares. Coloring books for young children will provide great patterns for making the mosaics. Have another group make Roman jewelry or brooches. *Ancient Rome Activity Book*, by Mary Jo Keller is again a good source for ideas to make this. Other group ideas would be to share Roman mythology, make Roman shields, etc.
      4. When groups have rotated and are finished, you can have students share the food they brought that would have been traditional for a Roman meal. It is fun to let kids eat with their hands and lay on the floor with pillows, reclining as the Romans did. A favorite of my classes for the end of this day is to watch the video of *Ben Hur*, with actor Charlton Heston. This movie helps students see what actual Romans looked like, what the architecture was like, and they get to experience the thrill of the chariot race. It is rated “G” and the kids love it! (It’s very long, so you might want to show your favorite clips only!)

VII. **HANDOUTS/WORKSHEETS**
   A. Appendix A: Map of the Roman Empire
   B. Appendix A-2: Map of Italy
   C. Appendix A-3: Checklist for Roman Maps
   D. Appendix B: Storyboard
E. Appendix B-1: The Legend of Romulus and Remus
F. Appendix B-2: Roman Gods and Goddesses
G. Appendix B-3: Rubrics for Flannel-graph and Copy book
H. Appendix B-4: Map Quiz
I. Appendix B-5: Map Quiz Key
J. Appendix C: Patricians and Plebeians
K. Appendix C-1: The Republic of Rome
L. Appendix C-2: Review of the Republic
M. Appendix C-3: Review of the Republic – Key
N. Appendix C-4: The Punic Wars
O. Appendix C-5: Pop-Quiz – Punic Wars
P. Appendix D: Julius Caesar
Q. Appendix D-1: Cleopatra
R. Appendix D-2: Caesar Booklet Pages
S. Appendix D-3: Julius Caesar Dies
T. Appendix D-4: Augustus Caesar
U. Appendix D-5: Picture of Augustus
V. Appendix D-5: Review Sheet for the Caesars (three pages)
W. Appendix D-6: Key for Review Sheet for the Caesars
X. Appendix D-7: Caesars Quiz (three pages)
Y. Appendix D-8: Caesars Quiz Key
Z. Appendix D-9: Rubric – Caesars
AA. Appendix E: Mapping the Empire
BB. Appendix E-1: Mapping the Empire – KEY and Roman Architecture Pictures
CC. Appendix E-2: Roman Achievements
DD. Appendix E-3: What Would I See in Rome?
EE. Appendix E-4: A Walk through Downtown Rome
FF. Appendix E-5: Roman Entertainment and Pictures from Pompeii and Vesuvius
GG. Appendix E-6: Pompeii
HH. Appendix E-7: Christians Overhead and Student Copy (two pages)
II. Appendix E-8: Rome and the Christians
JJ. Appendix E-9: Rubrics and Quiz Key
KK. Appendix E-10: Pop-Quiz – Life in Ancient Rome
LL. Appendix F: Decline of Rome Web Overhead
MM. Appendix F-1: Decline of Rome Web – Student Copy
NN. Appendix F-2: Sample Informative Paragraph Rubric
OO. Appendix F-3: The Fall of Rome
PP. Appendix F-4: Final Unit Assessment – Ancient Rome (five pages)
QQ. Appendix F-5: Key – Unit Assessment and Copy book Rubric (four pages)
RR. Appendix G: Roman Times
SS. Appendix H: Map Quiz Key (Appendix B-4)

VIII. BIBLIOGRAPHY
Appendix A
Map of the Roman Empire
Appendix A-1
Map of Italy

KEY

\(\wedge\) = hills
\(\wedge\) = mountains
\(\Delta\) = peak
Appendix A-2
Checklist for Roman Maps

Name _____________________

Map of the Roman Empire

☐ Africa
☐ Europe
☐ Asia
☐ Atlantic Ocean
☐ Mediterranean Sea
☐ Aegean Sea
☐ Adriatic Sea
☐ Strait of Gibraltar
☐ Strait of Bosporus
☐ Black Sea
☐ Red Sea
☐ Persian Gulf
☐ Caspian Sea
☐ Asia Minor (Turkey)
☐ Istanbul (Constantinople)
☐ Greece
☐ Athens
☐ Italy
☐ Rome
☐ Gaul (France)
☐ Spain
☐ Carthage
☐ Britannia (Great Britain)
☐ North Sea
☐ Colored neatly
☐ Labeled neatly

Final Grade _____/26 = _____%  

Map of Italy

☐ LATIUM (Italy)
☐ Rome
☐ Alps
☐ Apennines
☐ Adriatic Sea
☐ Ionian Sea
☐ Tyrrhenian Sea
☐ Mediterranean Sea
☐ Ligurian Sea
☐ Sicily
☐ Sardinia
☐ Corsica
☐ Mt. Vesuvius
☐ Pompeii
☐ Colored neatly
☐ Labeled neatly

Final Grade _____/16 = _____
Using felt, make a flannel-graph presentation of the story of Romulus and Remus. Use the storyboard below to plan your story and the characters and props you will need to make. Make sure you tell the story with a beginning, middle, and an end.

**Legend of Romulus and Remus**

<table>
<thead>
<tr>
<th>Scene</th>
<th>Characters and Props</th>
</tr>
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<tr>
<td><strong>The Beginning</strong></td>
<td>Major Characters:</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Props:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The Middle</strong></td>
<td>Major Characters:</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td>Props:</td>
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</tr>
<tr>
<td><strong>The End</strong></td>
<td>Major Characters:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Props:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix B-1

The Legend of Romulus and Remus

The Legend of Romulus and Remus

According to Roman legend, Rome was begun when the god, Mars, had twin sons. Mars promised that they would someday start a great empire.

Their jealous uncle kidnapped them and threw them into the Tiber River. They were rescued by a “she wolf” who fed them and they were later adopted by a shepherd.

One day, Romulus and Remus got into a fight and Romulus killed Remus. Later, Romulus became the first king of the city that would later be called Rome. It is said that Romulus never died, but was carried up to heaven during a storm where he, too, became a god.
Roman Gods and Goddesses

The ancient Romans believed in many gods and goddesses. They believed that the gods controlled everything around them.

The goddess Juno watched over Roman brides and their marriages. Mars decided which side should win a battle or lose a war. Vesta was the goddess who watched over the sacred altar fire of every Roman home. She watched over the fire itself. The god Janus had two faces so he could watch over the beginning and the end of all things. Symbols of Janus hung over doorways and arches so that he could keep an eye on everyone who came in or went out.

The Romans believed that the gods affected everything they did. They controlled life and were to be honored and feared.
### Rubrics for Flannel-graph and Copy book

**Name __________________**

#### Flannel Graph - Romulus and Remus

<table>
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<tr>
<th>POINT VALUES</th>
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<td>STORY/PLOT CORRECT</td>
</tr>
<tr>
<td>CHARACTERS</td>
</tr>
<tr>
<td>SCENE SET</td>
</tr>
<tr>
<td>CREATIVITY</td>
</tr>
<tr>
<td>STAGE PRESENCE</td>
</tr>
<tr>
<td><strong>SCORE:</strong></td>
</tr>
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Name __________________ Lesson Two - Copybook Rubric

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</tr>
<tr>
<td>The Legend of Romulus and Remus</td>
<td>Copy work 100% accurate</td>
</tr>
<tr>
<td><strong>COPYWORK ACCURACY</strong></td>
<td></td>
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<tr>
<td>Roman Gods and Goddesses</td>
<td>Copy work 100% accurate</td>
</tr>
<tr>
<td><strong>OVERALL NEATNESS</strong></td>
<td>Exceptional</td>
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</table>

SCORE: ___/20

Adapted from TeAch-nology.com - The Web Portal For Educators! (www.teach-nology.com)
Appendix B-4, page 1
Map Quiz
(Key – Appendix H)
Map Quiz
(Key – Appendix H)

|Mediterranean Sea| Rome| Apennines|
|Adriatic Sea| Sardinia| Sicily|
|Corsica| Alps| Pompeii|
|Tyrrhenian Sea| Mt. Vesuvius| Tiber River|

KEY

= hills
= mountains
= peak
Appendix C
Patricians and Plebeians
The Republic of Rome
(509 B.C. to 46 B.C.)
463 years

The Romans had a class system. The Patricians were wealthy and had great power. The Plebeians were poor working men and women. Many slaves worked for the people of Rome.

The Patricians were very powerful and controlled the government and the army. They gave very little to the Plebeians. The Plebeians could make some laws in their assembly, but the Senate was controlled by the Patricians. The Senate controlled the government. Two Consuls were elected by the citizens. They commanded the army and made sure laws were carried out. They led the Senate which was made up of 300 Roman citizens. Senators wore togas, or loose robes that were a sign of manhood and worthy of respect. Roman citizens served in the Senate because it was their duty to do all they could for the good of Rome.
Match the name of each group on the left with the definition on the right.

1. dictator  a. ordinary Roman citizens
2. consuls  b. elected by the citizens of Rome
3. legions  c. wealthy and powerful families who controlled the government and the army
4. patricians  d. units or groups of soldiers
5. Senate  e. in time of war, given the power to run everything for up to six months
6. plebeians  f. group of older men who controlled all the money the government spent

Read each sentence. Choose the best word from the box to complete the sentence. Write the word in the blank. (You won’t use all the words! 😊)

<table>
<thead>
<tr>
<th>farm</th>
<th>home</th>
<th>duty</th>
<th>army</th>
<th>ship</th>
<th>dictator</th>
</tr>
</thead>
</table>

7. Cincinnatus lived on a small ______________ near the city of Rome.

8. The Senate appointed Cincinnatus to save the Roman ________________.

9. Cincinnatus saved them and then went ________________.

10. Cincinnatus believed it was his ________________ to serve Rome when he was needed.

11. Cincinnatus was called ________________ while he was in charge of Rome.
Appendix C-3
Review of the Republic – Key

Name __________ KEY ____________________ Review of the Republic

Match the name of each group on the left with the definition on the right.

e___1. dictator a. ordinary Roman citizens

b___2. consuls b. elected by the citizens of Rome
d___3. legions c. wealthy and powerful families who controlled

the government and the army
c___4. patricians d. units or groups of soldiers

f___5. Senate e. in time of war, given the power to run

everything for up to six months

a___6. plebeians f. group of older men who controlled all the

money the government spent

Read each sentence. Choose the best word from the box to complete the
sentence. Write the word in the blank. (You won’t use all the words! ☺)

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<th>army</th>
<th>ship</th>
<th>dictator</th>
</tr>
</thead>
</table>

7. Cincinnatus lived on a small ___farm________ near the city of Rome.

8. The Senate appointed Cincinnatus to save the Roman ___army__________.

9. Cincinnatus saved them and then went _____home__________________.

10. Cincinnatus believed it was his ___duty________ to serve Rome when he

was needed.

11. Cincinnatus was called _____dictator________ while he was in charge of

Rome.
## The Punic Wars

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
</table>
| ❖ 264 – 241 B.C.  
❖ 23 years  
❖ Hard for the Romans  
❖ Carthage had a much stronger force  
❖ Rome had no navy  
❖ Rome was determined to win  
❖ Rome trained thousands of sailors and built warships  
❖ **Rome won the war!**  
❖ Hannibal emerged as the leader of Carthage in the years after the war. | ❖ Hannibal attacks a town in Spain that was friendly to Rome  
❖ 219 B.C. – war begins  
❖ Hannibal crossed the Alps to attack Rome  
❖ Elephants and horses were used in battle  
❖ took 15 days and lost almost half of his men  
❖ fought Rome for 16 years; Rome would not give up  
❖ **Roman general Scipio defeated Carthage!**  
❖ Hannibal escaped for years but ended up killing himself to avoid capture later  
❖ Hannibal threw snakes onto Roman ships in battle | ❖ 149 B.C. – Rome attacked Carthage again  
❖ lasted three years  
❖ **Rome destroyed city of Carthage!**  
❖ Carthaginians who survived were sold into slavery  
❖ Romans poured salt into the soil to be sure the land became waste (crops could never grow there again) |
Name _______________________   Pop-quiz
Date ________________________   Punic Wars

Using the letter “R” for Rome and “C” for Carthage, put the letter of the correct city in front of the sentences that relate to it.

_____1. This country’s leader marched across the Alps.
_____2. This country won the Third Punic War.
_____3. This country was in northern Africa.
_____4. This country’s leader used snakes in battle.
_____5. This country won the first Punic War.
_____6. This country poured salt into the soil of its enemy’s land.
_____7. This country had Hannibal as a leader.
_____8. This country was on the Italian peninsula.
_____9. This country’s leader used elephants in battle.
_____10. This country had Scipio as a leader.

Julius Caesar (100-44 B.C.)

Julius Caesar was born in 100 B.C. He had to work hard as a youth because his parents were not very wealthy. Caesar served in the Roman army in Asia and was a lawyer. Caesar became a great speaker and was elected as a consul to the Senate. He had an old friend, Pompey, who became very jealous of him. When Caesar crossed the Rubicon River, the border between Gaul and Italy, and started a civil war, his army defeated Pompey’s. Pompey eventually escaped Egypt where he was killed. In 48 B.C., Julius Caesar went to Egypt and was given a gift by the king of Egypt; Pompey’s head!
Cleopatra, Queen of Egypt

While Julius Caesar was a guest at the palace in Egypt, a servant entered with a rolled up rug. Inside the rug was Cleopatra, a woman who wanted to steal the throne from her brother, the king. She begged Caesar for help because her brother wanted to kill her. Caesar fell in love with her and gave her protection.

The king got angry that Cleopatra had outsmarted him and tried to attack Caesar. Caesar sent his army and defeated them, killing the king of Egypt. Cleopatra was very grateful and she and Caesar took a trip up the Nile River to celebrate. Caesar decided on this trip to not make Egypt a Roman province, but to let Cleopatra remain the queen of Egypt. Then Caesar left Egypt to finish his war against Pompey’s remaining forces.
Appendix D-3
Julius Caesar Dies

Julius Caesar Dies

After a war in Asia, Julius Caesar declared, “Veni, vidi, vici” which means, “I came, I saw, I conquered”. Then he went to North Africa and Spain and won great victories. He returned to Rome and became dictator of Rome and the most powerful man in the world.

Caesar made changes in the Roman government. His enemies did not like the changes and thought he was acting like a king. Caesar invited Cleopatra to Rome and his enemies thought he would marry her and move the government to Alexandria. They decided to kill Caesar.

On March 15, 44 B.C., several of Caesar’s enemies entered the Senate with knives hidden under their togas. When he entered, they killed him. One of the attackers was Brutus, who Caesar considered a friend. His last words before he died were “Et tu, Brute?” or “You too, Brutus?”

A Civil War began in Rome after Caesar’s death. The men who killed Caesar fought with his supporters, led by Marc Antony and Octavian. Antony and Octavian defeated Brutus, but then they went to war with each other over the fortune that Caesar left Octavian, that Antony thought should be his. In the end, Octavian won and became the first Emperor of Rome.
Augustus Caesar
(Octavian)

Octavian began ruling Rome in 31 B.C., after he took control away from Marc Antony. He wasn’t named Emperor Augustus Caesar until 27 B.C., when he had gained the approval and admiration of the people of Rome. Octavian was the adopted son of Julius Caesar. When he was renamed Augustus (“revered one”) by the people of Rome, he also took the “family name” of Caesar from Julius, and thus became known as Augustus Caesar.

Augustus did many things for the people of Rome. He ruled gently and improved the life of Rome during the time of peace that began when he closed the doors of the temple of Janus, the Pax Romana. He built good roads throughout the Roman world. He bought food for the poor. He rebuilt crumbling buildings and made safe building laws. Augustus also started the first fire and police departments. He built aqueducts to make getting water to the city easier. Augustus also helped to make the people of Rome proud of their culture and society. He put up statues of Roman heroes. He made the Forum a beautiful place and built theaters and public buildings. He revived temples and religious rituals and encouraged writers and poets to share their work and encouraged people to learn to appreciate it.

Augustus Caesar died in A.D. 14, fourteen years after the birth of Jesus. He had ruled Rome for 45 years.
Name ______________________  Review for Caesars Quiz
Date _______________________

1. Know about the things Julius Caesar liked to do as a boy.
   _______________________________________________________________________
   _______________________________________________________________________

2. How did Julius Caesar serve Rome when he was a young man?
   _______________________________________________________________________

3. What kinds of people did Julius Caesar make friends with as he grew to power?
   _______________________________________________________________________
   _______________________________________________________________________

4. Who was a person he was friends with that later turned against him because he was jealous of him? Caesar fought wars against this man's armies.
   _______________________________________________________________________

5. Caesar was elected ______________.

6. He led his army into the country of ______________.

7. “Crossing the Rubicon” means that someone has to make
   _______________________________________________________________________

8. When Caesar decided to cross the Rubicon River he started a
   ______________  ____________ in Rome against Pompey.

9. Caesar defeated Pompey who escaped to ________________.

10. When Caesar arrived in Egypt the king had killed ________________.

11. How did this make Caesar feel?
   _______________________________________________________________________
   _______________________________________________________________________

12. Who did Caesar meet after this? ____________________________

13. What did she ask him to do?
   _______________________________________________________________________
   _______________________________________________________________________
14. What did he do?

15. After this, Caesar took a trip. Who did he take it with and what did he see?

16. Then Caesar left Egypt and fought more wars. His famous saying is “Veni, vidi, vici” which means

17. After Caesar defeated all of Pompey’s forces, he went back to Rome and started changing the government and the way things were done. Did the Senate like this? What did they do about it?

18. When did Caesar die? Where did he die?

19. Who was his friend that helped to kill him?

20. What did he say to him as he was dying? What does this mean? Why did he say that?

21. Who became powerful after Caesar died?

22. What did they fight over? Who won?

23. Who became Rome’s next leader?

24. What was his new name and what did it mean?
25. What did he do to declare peace (Pax Romana) in Rome?
_____________________________________________________
_____________________________________________________

26. What were some of the great things he did for Rome?
_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________

27. When did he die? ____________________________________

28. Who was born while he was in power? _____________________

29. What does A.D. mean? ________________________________

30. What is the Pantheon?
_____________________________________________________

31. What is the Forum?
_____________________________________________________

32. What is an aqueduct?
_____________________________________________________
Answer Key for Review Sheet

1. Ride horses, excelled in his studies, worked hard to do well, good at sports
2. Served in the Army, worked as a lawyer
3. People in the Roman government
4. Pompey
5. Consul
6. Gaul (France)
7. A very important decision that they won’t be able to change their mind about later.
8. Civil War
9. Egypt
10. Pompey
11. He was offended, he cried, Pompey was his countryman
12. Cleopatra
13. Protect her from her brother who was trying to kill her; she wanted control of Egypt from her brother
14. He sent his army after the Egyptian army and had the king (Ptolemy XIII) killed; he let Cleopatra be queen of Egypt and didn’t make it a province of Rome
15. With Cleopatra, up the Nile, saw the wonders of Egypt (pyramids, Sphinx, etc.)
16. I came, I saw, I conquered
17. No, the Senate came up with a plot to kill Caesar
18. March 15, 44 B.C.; in the Roman Senate
19. Brutus
20. “Et tu, Brute?”; You too, Brutus?; he thought he was his friend, he had forgiven him and now he had turned against him
21. Marc Antony and Octavian became powerful over Brutus and the other enemies of Caesar
22. They fought over the fortune that Caesar had left to Octavian; Octavian eventually won
23. Octavian
24. Augustus Caesar; “revered one” (Caesar was the family name)
25. He closed the doors of the temple of Janus which signified peace.
26. He built good roads throughout the Roman world. He bought food for the poor. He rebuilt crumbling buildings and made safe building laws. Augustus also started the first fire and police departments. He built aqueducts to make getting water to the city easier. Augustus also helped to make the people of Rome proud of their culture and society. He put up statues of Roman heroes. He made the Forum a beautiful place and built theaters and public buildings. He revived temples and religious rituals and encouraged writers and poets to share their work and encouraged people to learn to appreciate it.
27. A.D. 14
28. Jesus
29. anno Domini; “in the year of the Lord”; signifies time past since the birth of Jesus
30. A temple dedicated to all the gods; a place to worship all of the Roman gods.
31. A grand collection of buildings; the central meeting place in the center of Rome; the “center of town”
32. A pipe system to carry water over the land to the city; it allowed water to flow over the hills and valleys
Quiz - Caesars

1. Who conquered Gaul and became a dictator during the last days of the Roman Republic?
   - Hannibal
   - Pompey
   - Julius Caesar
   - Marc Antony

2. Who assassinated Julius Caesar?
   - Marc Antony
   - Roman senators
   - Cleopatra
   - Augustus Caesar

3. What queen of Egypt helped Marc Antony?
   - Cleopatra
   - Nefertiti
   - Octavia
   - Vesta

4. Who was given the name Augustus after he took power?
   - Marc Antony
   - Octavian
   - Brutus
   - Pompey
5. Who was killed by the king of Egypt?
   - Caesar
   - Pompey
   - Octavian
   - Brutus

6. Who helped Cleopatra become queen?
   - Pompey
   - Octavian
   - Marc Antony
   - Julius Caesar

7. How did Caesar die?
   - Poisonous snake bite
   - Killed in battle
   - Murdered by Senators
   - Died of old age

8. When did Caesar die?
   - March 15, 44 B.C.
   - A.D. 14
   - October 31, 44 B.C.
   - A.D. 33

9. What is a Civil War?
   - A kind of war where people just talk
   - A war between people of different nations
   - A fierce war where elephants are used
   - A war between people of the same nation
Fill in the blank.

10. As a young man, Julius Caesar served in the Roman __________.

11. Caesar met ___________________ in Egypt.

12. Caesar made changes to the Roman ____________________.

13. Caesar was murdered in the Roman ____________________.

14. Cleopatra died when she held a ___________ to her skin.

15. The head of _________________ was brought to Caesar in Egypt.

16. Augustus Caesar became the first __________________ of Rome in 27 B.C.

17. The time of the great Roman _________________ was called Pax Romana.

18. The Pantheon was a temple to worship all of the Roman ____________.

19. An _________________ carried water over the hills and valleys of Rome.

20. _____________ means anno Domini, or “in the year of the Lord”.

Write a short answer in a complete sentence.

21. Julius Caesar was a great leader in Rome. Some people liked him, but many did not, and they killed him. Why didn't they like him and how did they kill him? ________________________________

22. Augustus Caesar was another great leader in Rome. Most of the people of Rome liked him and honored him. What did he do differently than Julius Caesar and why did the people like him more? ____________

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________
Appendix D-8
Caesars Quiz Key

Answer Key for Caesars Quiz

1. Julius Caesar
2. Roman senators
3. Cleopatra
4. Octavian
5. Pompey
6. Julius Caesar
7. Murdered by Senators
8. March 15, 44 B.C.
9. A war between people of the same nation
10. army
11. Cleopatra
12. government
13. Senate
14. snake
15. Pompey
16. Emperor
17. peace
18. gods
19. aqueduct
20. A.D.
21. They didn’t like him because he claimed power for himself. He made many changes that the rich people didn’t like. They didn’t trust him because he took so much power for himself and didn’t work with the Senate to make laws. They killed him by murdering him in the Senate. They stabbed him to death.
22. He did not claim power for himself. He was humble and kind. The people honored him and gave him his power. He worked with the Senate and did many great things for Rome. He declared peace and made Rome a better place.
# Appendix D-9
## Rubric Caesars

### Name __________________ Copybook Rubric - Caesars

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**SCORE:** ___/55

Adapted from TeAch-nology.com- The Web Portal For Educators! (www.teach-nology.com)
Appendix E
Mapping the Empire
(adapted from Pearson Learning Core Knowledge History and Geography Teacher’s Guide: Level Three, by Pearson Learning Group, p. 43)

Name _______________________  Mapping the Empire
Date ________________________

Study the map of the Roman Empire. Then answer the questions below.

1. Name the seven seas that touched the Roman Empire.
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

2. What is the largest body of water in the Roman Empire?
   __________________________________________

3. What body of water does the Italian peninsula stick out into?
   __________________________________________

4. What shape is the Italian peninsula?
   __________________________________________

5. What river flows through Rome? _______________________

6. What strait is at the western end of the Mediterranean Sea?
   __________________________________________

7. What city is south of Rome? _________________________

8. What city is east of Rome? _________________________

9. What is the large peninsula east of Constantinople?
   __________________________________________

10. What three continents did the Roman Empire spread out over?
    ________________________________________
Mapping the Empire Key

1. Mediterranean, North, Black, Adriatic, Aegean, Caspian, Red
2. Mediterranean Sea
3. Mediterranean Sea
4. The shape of a boot
5. Tiber River
6. Strait of Gibraltar
7. Carthage
8. Constantinople
9. Asia Minor
10. Europe, Asia, Africa

Pictures of Roman Architecture

Roman Arches

Roman Bridge

Roman Aqueduct
Roman Achievements

The ancient Romans were famous for their construction. Bridges, roads, arches, buildings, and aqueducts were all built first by the Romans. The Romans invented concrete by mixing gravel, sand, and crushed limestone. Soldiers and merchants needed roads to travel throughout the Roman Empire safely and quickly. As soon as Roman soldiers conquered another country, the soldiers built more roads. The Appian Way was a famous road built by the Roman soldiers that is still in use today. To travel over water, they built bridges. To carry water to all parts of the Empire, they built aqueducts. They also built many temples of marble to honor the Roman gods in the lands they conquered and arches were built over doorways.
Name __________________  What Would I See in Rome?
Date ___________________

Read the items on the left. Decide whether or not you think you would have seen these items in Ancient Rome over 2,000 years ago. Leave the Roman Conveniences column blank for now.

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</table>

After reading about the building of Rome, if you think Rome had something that was like any of the above items, write what it was in the Roman Conveniences column. (a **convenience** is something that makes our life easier or helps us do something more quickly)
A Walk through Downtown Rome

If you wanted to know what was going on in Rome, the Forum was the place to find out. It was the main business center of Rome. Temples to the emperors and gods, the Senate building, and an open-air marketplace were all located in the Forum.

If you were interested in entertainment, you might go to one of the many theaters in Rome. You would sit in an outdoor amphitheater and watch actors perform great plays by people like Shakespeare. You also might go to the Colosseum or the Circus Maximus to enjoy a race or watch the gladiators.

You might even live right in the city. If you did, your home might be a lot like today’s modern apartment building, especially if your family was not very wealthy. It was called insulae or “an island”. It would be about five stories high and you would have to share a bathroom with everyone else who lived there. It was in the basement. Your house was warm in the winter and really hot in the summer because the furnace in the basement heated it all year round.

Many people visited the Roman baths for relaxation or to talk over important business deals with friends. These were public gathering places where you could bathe, sit in a “sauna”, or get a massage, just like at a hot springs resort today. Romans had no bathtubs in their homes like we do, so the baths were used for personal cleansing as well as social gathering.
Romans loved to attend events such as plays or shows with acrobats. One of their favorite pastimes was attending chariot races. This deadly competition, where chariots raced at incredible speeds, was run for a sack of gold. In places like the Colosseum, gladiators fought to the death. Many gladiators, who were often slaves, became heroes and eventually won their way to freedom.
Around 1:00 p.m. on August 24, 79 A.D., a tall cloud of steam and ash rose above Mt. Vesuvius and debris began to fall. The city was soon covered in complete darkness. The people waited in their homes, hoping that the shower of rock would sooner or later come to an end. By the early morning at about 1:00 a.m. about 1 ½ yards of debris covered the city of Pompeii.

Then a fatal change in the eruption occurred. The cloud of ash no longer rose up into the sky out of the mouth of the volcano, but fell down the slopes of the volcano, forming glowing avalanches of hot flowing material which rushed rapidly down slope, destroying everything in their paths. With this change, the towns of Pompeii and Herculaneum were destroyed in a matter of minutes.

Pompeii was rediscovered in 1763 with many treasures intact. Excavators found that much of what Pompeii looked like in 79 AD was preserved by the fallen ash. The victims of the Vesuvius eruption were “saved forever” when their decomposed bodies left cavities in the fallen ash. The cavities were filled with plaster to recreate victims much as they looked at the time of their death. The reconstruction of the city gives us much information about what life was like in Ancient Rome around 79 A.D.
The Christian God is a God of love.

All people are equal before God.

Life after death. Suffer now but look forward to heaven.

Only one true God. Do not worship statues or politicians.

Jesus is the Son of God. Only He will forgive sins.
Rome and the Christians

Jesus Christ was born during the reign of Augustus in a Roman province, Palestine. Many people were attracted to his teachings. He preached a new religion. Poor people and slaves turned to this because it offered them hope and promised rewards in heaven. After Jesus was crucified by the Roman governor, Pontius Pilate in the first century, his followers continued to spread the Christian message throughout Asia, to Greece, and then to Rome.

Many emperors, such as Nero, tried to stop Christianity. The Romans believed that because Christians believed in a different god, that their gods were punishing them. Christians were treated very poorly and often had to face wild animals in the Colosseum as punishment for their beliefs. The Romans could not stop Christianity. In 313 A.D., the emperor Constantine made Christianity the official religion of the Empire. He accepted its teachings and was baptized before he died.
### QUIZ KEY – (for Appendix E-10)

1. i  
2. g  
3. a  
4. l  
5. b  
6. c  
7. k  
8. j  
9. d  
10. h  
11. e  
12. f

Name __________________

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#### Life in Ancient Rome - Copybook Rubric

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**SCORE:** ___/55

Adapted from TeAch-nology.com - The Web Portal For Educators! (www.teach-nology.com)
Name ________________________                  Pop-Quiz
Date ________________________                 Life in Ancient Rome

Match the term on the right with the phrase on the left that describes it. Put the letter of the correct answer in the blank.

_____1. A volcano in Italy                             a. Ruins
_____2. Buried by a volcano                           b. Augustus
_____4. Stone or tile artwork used                    d. Colosseum
        on floors or walls                              
_____5. The first Roman emperor                       e. Roman baths
_____6. A time of peace                                f. Christians
_____7. Pipe that carries water                        g. Pompeii
_____8. Chariot races held here                        h. Forum
_____9. Gladiators fought here                        i. Vesuvius
_____10. The center of Rome where                     j. Circus Maximus
        all the important places were                  
_____11. Place to relax and get clean                  k. Aqueduct
_____12. People persecuted by Rome                    l. Mosaic
The Decline of the Roman Empire

- Lack of food
  People without jobs and homes

- Barbarians attacked and drove Romans out

- Civil Wars
  Destroy towns and farms and disrupt trade

- Greedy, selfish emperors

- Murder of senators and powerful Romans

- Provinces unprotected from attack

- Corrupt generals

- Army made up of foreigners
  Soldiers treated poorly
Appendix F-2
Sample Informative Paragraph Rubric

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Adapted from TeAch-nology.com- The Web Portal For Educators! (www.teach-nology.com)

Third Grade, The Thirteen Colonies 2003 Colorado Unit Writing Project
The Fall of Rome

Constantine was a good emperor. He allowed Christians to worship and practice their religion without persecution. Constantine was known as the first Christian Emperor.

In 330 A.D., he moved the government of Rome to the eastern part of the empire called Byzantium. He renamed it Constantinople, after himself. Today, it is called Istanbul and is in the modern country of Turkey.

After Constantine’s death, Rome gradually weakened due to high taxes, civil wars, and bad emperors. Rome split into two empires. The Eastern Empire included Constantinople, and is known as the Byzantine Empire. It remained powerful and lasted for more than 1,000 years.

One good emperor that ruled the Eastern Empire for a time was Justinian. Justinian built many beautiful churches in Constantinople, one of which still stands today, the beautiful Hagia Sophia. He also improved the laws of the Byzantine Empire. He collected all the old Roman laws and preserved them. This is called the Justinian Code and has been used by many nations to set up their own legal systems.

The Western Empire was less wealthy than the Eastern and was surrounded by warring barbarian tribes. In 476 A.D., after barbarians had sacked the city of Rome, the Western Empire was finally taken over and conquered by barbarians. That was the end of the Western Empire.
Appendix F-4, page 1
Final Unit Assessment – Ancient Rome

Name ____________________  Ancient Rome
Date _____________________  Unit Assessment

Fill in the circle of the best answer.

1. **Who were Romulus and Remus?**
   - o The two faces of one god
   - o The first and last emperors of Rome
   - o The legendary twin brothers who founded Rome
   - o The two biggest hills in Rome

2. **The ancient Romans worshipped _____.**
   - o One God
   - o Only Caesar
   - o Many gods and goddesses
   - o Only gods but not goddesses

3. **Members of powerful and wealthy families were called _____.**
   - o Caesars
   - o Plebeians
   - o Lawyers
   - o Patricians

4. **Ordinary working Romans were called _____.**
   - o Caesars
   - o Plebeians
   - o Lawyers
   - o Patricians
5. Who fought against Rome in the Punic Wars?
   - Barbarians
   - Greece
   - Constantinople
   - Carthage

6. Who conquered Gaul and became dictator for life during the last days of the Roman Republic?
   - Hannibal
   - Marc Antony
   - Pompey
   - Julius Caesar

7. Who assassinated Julius Caesar?
   - Augustus Caesar
   - Roman senators
   - Marc Antony
   - Cleopatra

8. Who was called Augustus after he took power?
   - Marc Antony
   - Octavian
   - Brutus
   - Pompey

9. The Roman Empire spread over nearly all the lands surrounding the ____.
   - Black Sea
   - North Sea
   - Mediterranean Sea
   - Red Sea
10. What was used to connect all of the provinces together with the capital city of Rome?
   - Aqueducts
   - An early form of the telephone
   - Long distance runners
   - Well-built roads

Fill in the blank with words from the word box. You will not use all of the words!

| Hannibal   | 79 A.D.  | Constantine | Pax Romana |
| Augustus   | Mt. Etna | 753 B.C.    | Mt. Vesuvius |
| Circus Maximus | Forum | Punic Wars | 476 A.D. |
| 44 B.C.    | Jews     | Julius Caesar | Cleopatra |
| Colosseum  | Pompey   | Christians  | Marc Antony |

11. Romans watched fights between gladiators and wild beasts at the ____________________.

12. Romans watched chariot races at the ____________________.

13. Pompeii was destroyed when ____________________ erupted.

14. 200 years of peace in the Roman Empire was called ____________________.

15. Romans persecuted ____________________ because they would not worship their gods.

16. The first Christian Roman emperor was ____________________.
17. The Carthaginian leader who used elephants to attack Rome was _____________________.

18. The wars between Rome and Carthage were called the _____________________________.

19. Julius Caesar was assassinated in _____________________.

20. The Western Roman Empire ended in _____________________.

21. Pompeii was destroyed in _________________________________.

Write complete sentences to answer each question below.

22. What is the legend of Romulus and Remus? ________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

23. How many Punic Wars were there? __________________________

24. Who won each of the Punic Wars? __________________________

25. How was Julius Caesar assassinated?
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

26. Why is the discovery of Pompeii important to us? __________________________
   ______________________________________________________________________
   ______________________________________________________________________
27. Why did the Romans persecute Christians?

_____________________________________________________________________________________

_____________________________________________________________________________________

28. What were at least 4 reasons for the Fall of Rome?

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

Bonus Question:

After Pompeii was destroyed, people forgot it even existed. What did people read that reminded them of the city and how was it found again?

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________
Key - Unit Assessment

1. Who were Romulus and Remus?
   - The two faces of one god
   - The first and last emperors of Rome
   - The legendary twin brothers who founded Rome
   - The two biggest hills in Rome

2. The ancient Romans worshipped ____.
   - One God
   - Only Caesar
   - Many gods and goddesses
   - Only gods but not goddesses

3. Members of powerful and wealthy families were called ____.
   - Caesars
   - Plebeians
   - Lawyers
   - Patricians

4. Ordinary working Romans were called _____.
   - Caesars
   - Plebeians
   - Lawyers
   - Patricians

5. Who fought against Rome in the Punic Wars?
   - Barbarians
   - Greece
   - Constantinople
   - Carthage

6. Who conquered Gaul and became dictator for life during the last days of the Roman Republic?
   - Hannibal
   - Marc Antony
   - Pompey
   - Julius Caesar

7. Who assassinated Julius Caesar?
   - Augustus Caesar
   - Roman senators
   - Marc Antony
   - Cleopatra
Appendix F-5, page 2
Key – Unit Assessment and Copy book Rubric

8. Who was called Augustus after he took power?
   - Marc Antony
   - Octavian [X]
   - Brutus
   - Pompey

9. The Roman Empire spread over nearly all the lands surrounding the ____.  
   - Black Sea
   - North Sea
   - Mediterranean Sea [X]
   - Red Sea

10. What was used to connect all of the provinces together with the capital city of Rome?
    - Aqueducts
    - An early form of the telephone
    - Long distance runners
    - Well-built roads [X]

11. Colosseum
12. Circus Maximus
13. Mt. Vesuvius
14. Pax Romana
15. Christians
16. Constantine
17. Hannibal
18. Punic Wars
19. 44 B.C.
20. 476 A.D.
21. 79 A.D.
22. The legend of Romulus and Remus is the legend about the beginnings of Rome. Two twins were born to the god Mars. A jealous uncle threw them into the Tiber River. They were rescued by a wolf who fed them. They were adopted by a shepherd who raised them. They were given land to found a city. They fought over who would rule which part. Romulus killed Remus and then founded Rome which was named after him. Romulus never died, but got carried to heaven in a storm and became a god.
23. There were three Punic Wars.
24. Rome won all three of the Punic Wars.
25. Julius Caesar was assassinated in the Roman senate by senators who did not like the way he was ruling Rome. They hid daggers under their togas, entered the senate, and then attacked Caesar. He was stabbed 23 times. His friend Brutus led the attack. It was on March 15, 44 B.C.
26. The discovery of Pompeii is important to us because it teaches us what life was like in Ancient Rome. The things that have been found there have taught us about the culture, people, etc.
27. The Romans persecuted Christians because the Christians believed in only one God and they would not worship all of the Roman gods and goddesses. This made the Romans fearful that their gods would punish them by doing bad things. They blamed the Christians for all of the bad things that happened in Rome.
28. Greedy, selfish emperors; provinces unprotected from attack; corrupt generals; murder of senators and powerful Romans; civil wars that destroyed towns and farms and disrupted trade; lack of food and people without jobs and homes; army made up of foreigners and soldiers were poorly treated; barbarians attacked and drove Romans out.

Bonus Question: The people read the writings of Pliny. He had observed the destruction from afar and had written it all down. Later a town was built over the area where Pompeii was and people were digging a water tunnel. They found remains of an old wall. They started reading Pliny and comparing “notes” and realized their city sat on top of the ancient city of Pompeii. They started excavating the area and found Pompeii.

Name __________________________
Date __________________________

Copy book Rubric
Decline and Fall of Rome

<table>
<thead>
<tr>
<th>POINT VALUES</th>
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</thead>
<tbody>
<tr>
<td>CATEGORY</td>
</tr>
<tr>
<td>--------------</td>
</tr>
<tr>
<td>DECLINE OF ROME PARAGRAPH</td>
</tr>
<tr>
<td>COPYWORK ACCURACY Fall of Rome</td>
</tr>
<tr>
<td>OVERALL NEATNESS</td>
</tr>
</tbody>
</table>

Score: ___/20

Adapted from TeAch-nology.com- The Web Portal For Educators! (www.teach-nology.com)
Ancient Rome Timeline - Checklist

(2 pts. each – 1 pt. for location on line/1 pt. for label)

<table>
<thead>
<tr>
<th>Event</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constructed properly</td>
<td></td>
</tr>
<tr>
<td>AD/BC Marked</td>
<td></td>
</tr>
<tr>
<td>Key</td>
<td></td>
</tr>
<tr>
<td>753 B.C. Romulus founded Rome</td>
<td></td>
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<tr>
<td>509 B.C. Kingdom of Rome</td>
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<tr>
<td>46 B.C. Roman Republic</td>
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<tr>
<td>264-146 B.C. Punic Wars</td>
<td></td>
</tr>
<tr>
<td>44 B.C. Death of Julius Caesar</td>
<td></td>
</tr>
<tr>
<td>31 B.C. - 455 A.D. Roman Empire</td>
<td></td>
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<tr>
<td>27 B.C. Augustus Caesar becomes 1st Emperor</td>
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<tr>
<td>14 A.D. Augustus dies</td>
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<tr>
<td>27 B.C. - 200 A.D. Pax Romana</td>
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<tr>
<td>0 - Birth of Jesus</td>
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<tr>
<td>33 A.D. - Jesus’ Death</td>
<td></td>
</tr>
<tr>
<td>395 A.D. - Split of Roman Empire (E and W)</td>
<td></td>
</tr>
<tr>
<td>476 A.D. - End of Western Roman Empire</td>
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</tbody>
</table>

Final grade ________/36= _____%
Appendix G

“Roman Times”

Roman Times

We are having a Roman Festival and Feasting Day!

HERE IS WHAT WE’LL DO

We will be celebrating the end of our Roman studies by dressing up like Romans, playing Roman games, feasting like the Romans did, and doing some crafts and activities to remind us of things the Romans did.

Plan now to be a patrician, emperor, slave, or gladiator. Plan now to help out by bringing in some food or other item to help us with crafts.

Put this date and time on your calendar and plan to join us for the festivities!

_________________________________  ______________________________
Date                                Time

NOW...ABOUT THE FOOD!

A parent or teacher will call you for help in sending Italian bread, cheese, grapes, ham (roasted pig is fine too! Apple included! 😊), sliced apples, olives, figs, or celery perhaps. Some of you might have some yummy Roman specialties you would make for us to try. We will also need plates, cups, and napkins…and oh, yes, don’t forget the “wine”. (Some sparkling grape or apple juice will suffice!)

Don’t forget your pillow…so you can lounge like a true Roman!

WHO CAN COME ???

Only official citizens of the Roman Empire may attend! Just kidding!!! Come one, come all! Parents are invited to join us…and no, you don’t have to dress up, unless you want to!

Just remember… “When in Rome, do as the Romans do!” Be prepared to participate and have fun!

COSTUMES ANYONE ???

You could rent one at a costume store…they are awesome…or you could make a toga with a sheet. Just wrap it around you! Go to the library and look for books with Roman costumes and make your own.

Do you want to be a patrician or a plebian? Maybe you feel more like a slave sometimes? Could it be that the Colosseum is your favorite place, because you are a world famous gladiator? Maybe Caesar himself will pay us a visit.

Remember, your costume does not need to be a work or art. Just have fun dressing like your favorite Roman for the day!

Carpe Diem!
Appendix H, page 2
Map Quiz Key
(Appendix B-4)

KEY

= hills
= mountains
= peak

1. Rome
2. Alps
3. Tiber River
4. Apennines
5. Sardinia
6. Corsica
7. Sicily
8. Tyrrhenian Sea
9. Pompeii
10. Mt. Vesuvius
11. Adriatic Sea
12. Mediterranean Sea