



SEEK THE HEIGHTS



Year 9 Social Studies

The Ancients



Massey High School
Knowledge Book

Name:

Tutor Group:



Big Question: How do we find out about the past?

Small Question: What is archaeology?

Outcomes: By the end of this lesson you will be able to describe the work of an archaeologist.

Do Now/Hei Mahi:

Glossary

Analysis: studying something closely in order to find out more about it.

Anthropology: the study of human societies and cultures and their development.

Excavation: digging up or unearthing items left behind by people in the past.

Historian: an expert in History.

Palaeontologist: a person who studies fossils of animals and plants.

Sources: items that can be used to find out about the past e.g. books or artefacts.

What is Archaeology?

- 1 Archaeology is the study of human history and pre-history through the **excavation** and **analysis** of
- 2 **artefacts**. Archaeology and history are the study of the past. **Historians** use written **sources** to find
- 3 out about the past. Archaeologists study objects from the past which they often have to dig out of the
- 4 ground. An archaeologist uses lots of tools to excavate these objects from the ground. Tools include:
- 5 trowels, brushes, sieves, shovels, buckets, wheelbarrows, tape measures and small picks (see photo).
- 6 They must be very careful to make sure that nothing is damaged or missed. To begin excavating the
- 7 archaeologist measures a 2m x 2m square. They then remove 5cm of soil. All of this soil is sieved and
- 8 checked to ensure that even the smallest object is collected for analysis.



The Life of an Archaeologist

9 Karyn McLeod, Senior Historical Archaeologist and Heritage Specialist at Eco Logical

10 Australia:

11 **6:30am** – start the day by checking the weather forecasts. You can't dig in the rain. We're
12 digging into foundations below ground level so if it rains our holes fill up with water.

13 **7.30am** – site discussion with crew. We do a briefing, discuss what we found yesterday,
14 identify hazards and make sure we are wearing the right safety gear and have the necessary
15 equipment.

16 I'm currently directing the excavation of a site in Pyrmont, near the Sydney CBD. The site
17 contained an early quarry and some old worker's cottages dating between 1840s -1880s. It is
18 a reasonably rare site as it's quite large and not much archaeology has been done in the
19 Pyrmont area before.

20 **10:00am** – supervise removal of fill. A mechanical excavator is used clear the foundations of
21 demolition rubble. We do as much as we can with the excavator and then do the fine work
22 by hand. We use picks, shovels, buckets, trowels and wheelbarrows. We are often on our
23 hands and knees. Very glamorous! You can't be too precious on site, you're in there getting
24 dirty and muddy. That's half the fun of it, the best artefacts are generally in the sludge!

25 **11:00am** – extract significant items. Archaeology is about recovering what people in the past
26 left behind. We look for things like underfloor deposits, which are items that fall between
27 floorboards such as broken glass and crockery, needles, toys, dinner bones and other little
28 bits and pieces. These deposits tell us a lot about the quality of people lives - what items were
29 available to purchase, whether they had money to buy luxury goods, what sort of food they
30 were eating.

31 **1:00pm** – lunch.

32 **2:00pm** - excavate significant deposits. The Harris Street Site has several cesspits (toilets) and
33 a well which is pretty exciting as large holes in the ground are where people threw their
34 rubbish in the past. In addition to bottles and broken plates we find charcoal, animal bones,
35 beads, buttons, needles, marbles and many other items. Our artefact specialist and student
36 volunteers then wash, clean, bag and catalogue the artefacts. Artefacts can be identified by
37 checking library catalogues, books and other sources such as previous excavation reports.



38 History is generally written by men and therefore the women and children of the past don't
39 exist in the historical record. We particularly like being able to discover how women and
40 children lived by studying the toys, jewellery, shoes and other personal items they left behind.
41 Our aim is to add new information to the historical record.

42 **3:00pm** – documentation. As we find features and deposits we describe them, draw and
43 photograph them for future reporting.

44 **4:00pm** – finish. Nothing makes you fit like shoveling and carrying buckets all day. But I've
45 been doing this for 20+ years and I still absolutely love it.

<http://www.ecoaus.com.au/news/a-day-in-the-life-of-an-archaeologist>

Questions – Answer in full sentences

1. What is archaeology?

2. What does an archaeologist do?



An archaeological excavation site.



An archaeologist's tools.



Big Question: How do we find out about the past?

Small Question: What are primary and secondary sources?

Outcomes: By the end of this lesson you will know the difference between primary and secondary sources and be able to give examples of each.

Do Now/Hei Mahi:

- 1 **Primary sources:** materials that were created at the time the event occurred or materials
- 2 created by those who experienced the event. These materials include letters, speeches,
- 3 diaries, newspaper articles from the time period, interviews with people who were around
- 4 when the event occurred, documents, photographs, and artefacts such as tools, weapons,
- 5 clothing from the time period.



Letters



Newspapers

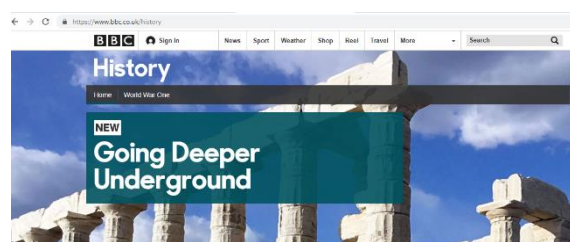


Photos

- 6 **Secondary sources:** materials that were created after the event. These materials might tell
- 7 you about an event, person, time or place, but they were created by someone not from the
- 8 time period. Secondary sources can include history books, school textbooks, encyclopedias,
- 9 History magazines, websites, and documentaries.



History Books



History website



Questions: Test your knowledge. Are these primary or secondary sources? Circle the correct answer.

1. **A biography of Barack Obama written in 2016**
Primary Secondary
2. **Photographs of ANZAC soldiers in their camp at ANZAC Cove**
Primary Secondary
3. **Letters written by Kate Shepherd**
Primary Secondary
4. **A documentary on the History Channel about World War II**
Primary Secondary
5. **A newspaper article from 1912 about the sinking of the Titanic**
Primary Secondary
6. **A speech given by Martin Luther King**
Primary Secondary
7. **A magazine article about the New Zealand Land Wars**
Primary Secondary
8. **An interview you had with an elder in your whanau about life when they were young**
Primary Secondary
9. **Richie McCaw's autobiography**
Primary Secondary
10. **A newspaper article from 2015 about the 30th anniversary of the bombing of the Rainbow Warrior**
Primary Secondary



Big Question: How is time divided?

Small Question: What is chronology?

Outcomes: By the end of this lesson you will be able to explain what chronology is and to draw an accurate timeline.

Do Now/Hei Mahi:

- 1 Chronology is the arrangement of events in the order that they happened. The word comes
- 2 from the Greek language: 'Chronos' = time, 'logos' = working out.



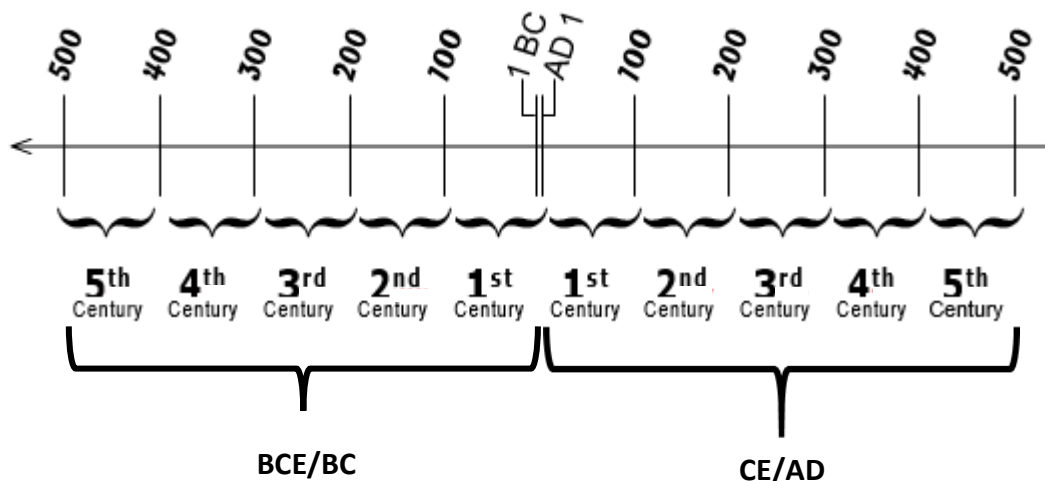
- 3 A timeline is a graphic representation of events in chronological order. In other words, a line
- 4 showing a list of events in the order that they happened. Often timelines will include images
- 5 of the event or things associated with the event.





Centuries: BC, BCE, AD and CE

- 1 Events are divided into two parts: **BC/BCE** and **AD/CE**. BC stands for Before Christ and refers
- 2 to events that happened before the birth of Jesus Christ. AD stands for Anno Domini which is
- 3 Latin for 'In the year of Our Lord' and refers to events that have happened since the birth of
- 4 Jesus. In more modern times **BCE** (Before the Common Era) and **CE** (Common Era) have been
- 5 used to replace BC and AD. There is no year 0, after 1 BC comes 1 AD.
- 6 A century is a period of 100 years e.g. the 20th century is 1900 – 1999 AD. Working out which
- 7 century a particular year belongs to is a tricky business. A top tip is to cover the last two digits
- 8 and add 1 e.g. 1459 AD – hide the 59 = 14, add 1 = 15, this means that 1459 is in the 15th
- 9 century.



Questions:

1. Arrange these dates in the correct order:

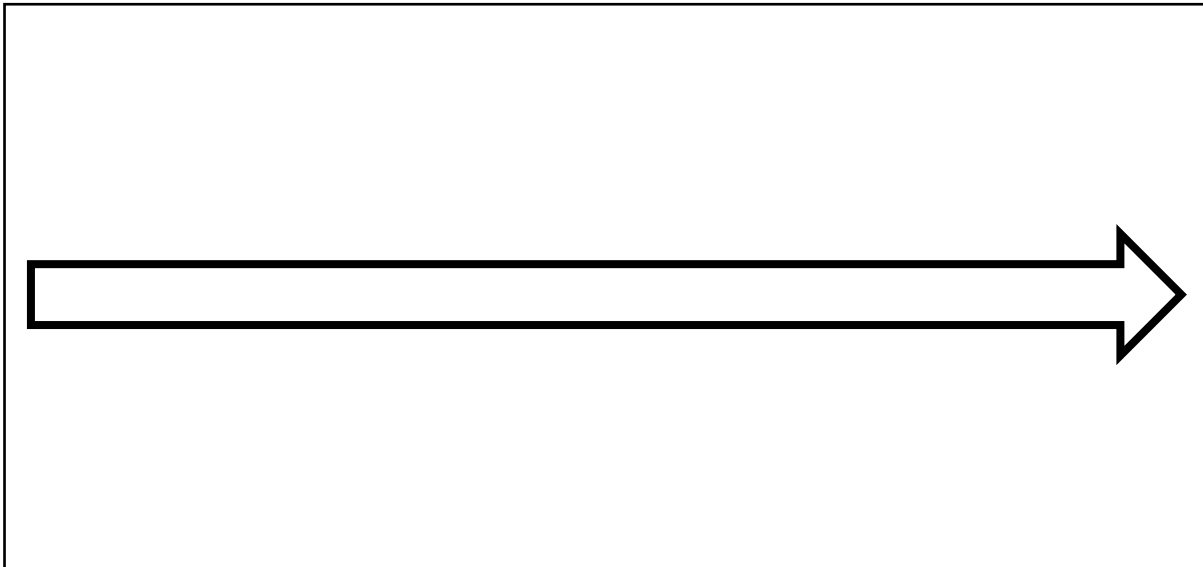
500 BC 500 AD 1000 BC 1000 AD 1500 BC 1500 AD

2. Which century are these years in?

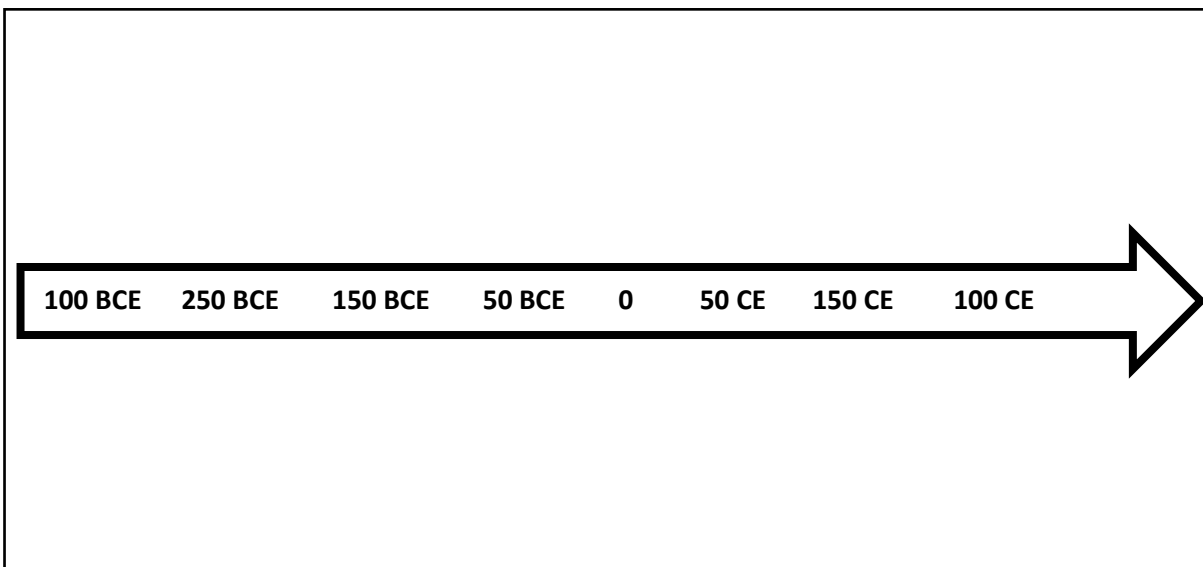
- a) 1223 AD _____
- b) 675 AD _____
- c) 2018 AD _____



Timeline Task One: Create a timeline of your life from birth until starting Massey High School. Insert dates into the arrow, begin with the year that you were born. Add pictures. You may choose to do this below, on paper or in your exercise book.



Timeline Task Two: The timeline below contains 5 mistakes. Circle each one.





ANCIENT GREECE

Big Question: What was ancient Greece like?

Small Questions: What was the geography of ancient Greece?

Outcomes: By the end of this lesson I will know where and how ancient Greeks lived.

Do Now/Hei Mahi:

Glossary

Peninsula – area of land surrounded on 3 sides by water, eg. the Te Atatu Peninsula

Mediterranean – the region around the Mediterranean Sea between Europe and Africa.

Natural resources – valuable/useful things in the landscape eg. building stone, gold, fertile soil.

Plain – area of flat land that can be farmed.

Grains – crops grown for food, seeds such as rice, wheat and barley.

Reference text : The Ancients

Look at the maps and read pages 78 -79. Fill in the gaps.

The Ancient Greeks were called H_____ Greece is a p_____ and many islands.

The climate is _____ in the winter and hot and _____ in the summer (this is called a **Mediterranean** climate).

The I_____ Sea is to the _____, M_____ is to the _____ and the A_____ Sea to the _____. The sea was very important to the ancient Greeks; it provided _____ and _____. The Greeks were also skilled sailors and traded with other communities around the M_____ Sea.

There are mountains to the _____ of the Greek mainland. These were forested and were good for hunting animals such as _____ and _____. The forests also provided

_____ that was used for _____ and _____. The most important mountain was Mt. O_____ because they believed it was the home of their _____.

Now, read page 80 in the Ancients text book and complete the following sentences.

Farming was, and still is, difficult in Greece because _____

To help them farm they used _____

The Greeks became merchants this means they _____

The sea was important for two reasons _____

When they sailed/travelled to other places they navigated using _____

Complete this table

Exports from Greece	Imports to Greece



Big Question : How do actions of people in the past affect us today?

Do Now/Hei Mahi:

Specifically, we will investigate Greek Language and philosophy

You can blame the Ancient Greeks (AGs) for some of what you are reading and writing today. There are many 'loan words' from AG in English. For example, angel (from ἄγγελος), drama (from δράμα) and music (from μουσική).

Many prefixes and suffixes used in English also come from AG.

A prefix is _____

for example _____

A suffix is _____

for example _____

The Greek language gives us prefixes "anti" = opposite and "micro" = small. It is also the origin of suffixes for example "phon" = sound and "path" = feeling.

Use a dictionary, or your device to complete the table. To work out the basic meaning of the Greek you will have to find several words that contain the prefix or suffix.

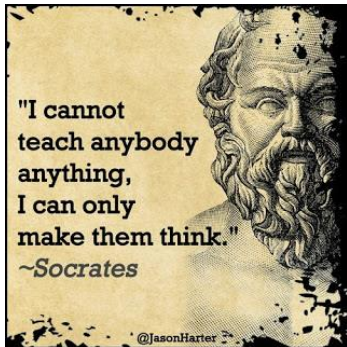
Greek prefix	Basic meaning	Word examples
a- , an -	without	a_____, an_____
anti- , ant-		
auto -		
di-		
geo-		
hyper-		
therm-, thermo-		
Words with a Greek root	Basic meaning	Word examples
- anthro -		
- chron-		
- dem-		
- morph-		
- path-		

Ancient Greece is also famous for its philosophers.

Reference page 87 Ancients textbook

What is philosophy? _____

Socrates was a 'father' of philosophy. When and where did he live? _____



What do you think Socrates thought about the value of education? _____

What do you think Socrates would have said about today's social media and why?

"Strong minds discuss ideas,
average minds discuss events, weak
minds discuss people."

Socrates



How and why did Socrates die? _____

Consider the ideas of the **Stoics** and the **Epicurians** about proper conduct and happiness (p87). Which best describes your philosophy and why? _____

Big Question : Why and how were the city-states and colonies set up?

Do Now/Hei Mahi:

Glossary

Acropolis - hilltop

Polis – city

Colonise – to send your people to another place to take control of it; set up a colony.

Barbarian – any person who was not Greek

Reference pages 82-84 in the Ancients textbook

Where did the ancient Greeks build their citadels and where were the city walls?

Why did the cities extend their control across the countryside? _____

Why did they also extend their control by setting up **colonies** in other places? (p83) _____

Ancient Greeks invented and developed ideas and activities that we enjoy today (p84)

List some of the “Greek firsts” _____

Which do you think is the most important and why? _____

because _____

Who did the Greeks regard as **barbarians**? _____

When did the Greek states have to work together? _____

Big Question : Comparing life, rights and freedoms of Athenians and Spartans.

Do Now/Hei Mahi:

What do you already know about the Spartans or the Athenians?

Reference pages 85-86 in the Ancients textbook

Each city-state had its own system of government and the cities fought each other often.

How did someone become a **citizen**? _____

Could women be citizens? _____

What rights did citizens of the cities have? _____

What were wealthy Athenian citizens expected to do to help their community?

Which 2 Greek philosophers thought that a polis (city) should be small? _____

Why do you think they said this? _____

Complete the word definitions

<u>Glossary</u>	
Citizen -	_____
Democracy – electing	_____
Oligarchy – ruled by a small	_____
Monarchy – ruled by	_____
Aristocrats -	_____
Agora -	_____

There were two big city-states, Sparta and Athens.

Your life would be very different according to where you were born.

Title _____



Check this map for FACKTS

- Frame
- Arrow showing North
- Colour
- Key (including colour)
- Title (what/where/when)
- Scale line

Add the missing FACKTS to the map

Find information on pages 91-98 and complete the table to compare how they lived.

SPARTANS	ATHENIANS
<p>Womens' lives</p>	<p>Womens' lives</p> <p>continue on next page</p>

Mens' lives	Mens' lives
Childrens' lives	Childrens' lives

Watch the short video by Jordan Dill (Athens v. Sparta) that compares life in Athens to life in Sparta. <https://www.youtube.com/watch?v=kLBRnpr4GFI> It is quite detailed but you only need to focus on how the people lived.

This video also summarises the two city-states: <https://www.youtube.com/watch?v=zLL2RgFYuZ0>

Add the new information you have discovered to your table

Writing formal paragraphs

To communicate what we know and understand we must write in formal English. This can be difficult; there are rules to follow for punctuation, grammar and structure. But, as with everything, practise makes perfect.

Formal paragraph structure see ppt.

Use the PEEL structure to organise your paragraphs.

P = point or introductory statement.

E = an explanation of this means.

E = some examples or facts to back-up or prove what you have said.

L = link to the next paragraph or a concluding sentence.

Practise here by writing a paragraph about **the weather today in Massey**.

The size of the boxes indicates how much you need to write for each part.

Point
Explanation
Examples
Link/conclusion

Next, you are going to write a paragraph to answer this question:

Compare the lives of women in Ancient Sparta with those in Ancient Athens

To do this you must describe how their lives were similar and what the differences were.

Similarities	Differences

Were their lives mostly similar or very different?

Write your statement or point here.

Next, explain using general terms what this meant for them.

Now give at least two examples that back-up the general explanation you have given.

Finally, imagine you are going to write a paragraph about the men, write a linking sentence.

Check your paragraph for formal English, good grammar, accurate spelling and punctuation.

Ancient Greek Gods and Goddesses

Big question : How important was religion to the Ancient Greeks?

Do Now/Hei Mahi:

Before we start today's lesson, do you know anything about Greek Gods?

What names or stories do you know?

Reference pages 99- 101 in The Ancients textbook.

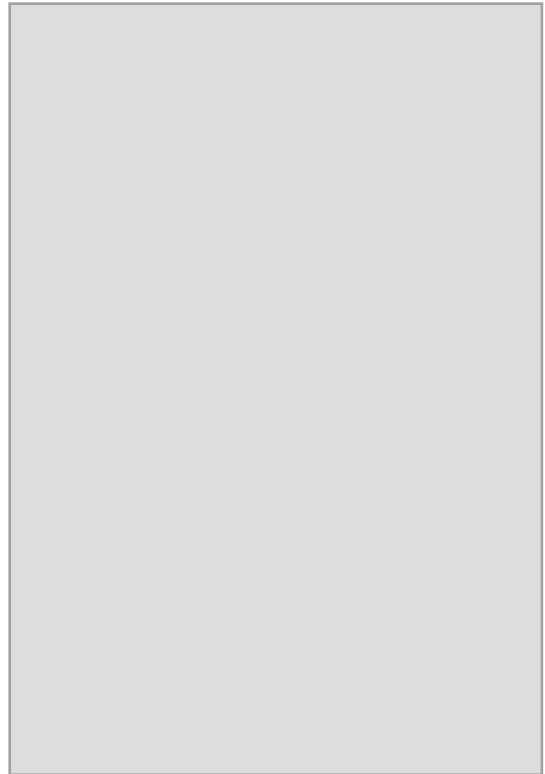
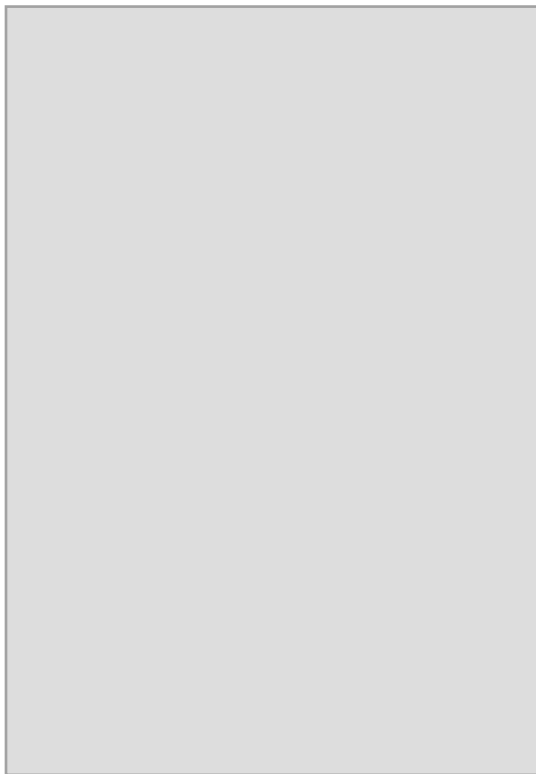
Use the textbook as a starting point, but you will also have to do some research yourself.

<https://study.com/academy/lesson/role-of-the-gods-in-the-iliad.html> is a website that you have to register for but it is full of great information. Or, just look at some of the Youtube presentations on Greek gods and goddesses.

Tasks

Choose a Greek God and a Greek Goddess; just one of each.

Find or draw an image of each one here.



The wooden horse of Troy (reference Ancients textbook pages 89-90)

Read Account 1 page90.

Re-tell the story as a storyboard or cartoon strip. Be sure to include the Who / Where / When/ What / Why and How of the story.

Investigation : The ancient Olympic Games



Big question : Did the ancient Olympic Games leave a **legacy** for modern day athletes?

Do Now/Hei Mahi:

Before you start today's lesson, what do you already know about the ancient or modern Olympic Games?

Glossary

Legacy – ideas and ways of doing things from the past that are still important today.

Your task is to research the **ancient** Olympics.

Use the textbook as a starting point, pages 109-114, but also do some research yourself.

Write your answers on the next two pages:

WHERE the ancient Olympic Games took place

Describe the location of Olympia



WHEN the ancient Olympic Games happened (dates, time of year, how often)

WHY the ancient Olympic Games were held

WHAT events /sports where included, HOW they were organised and WHO took part.

Now, read the accounts of the modern Olympic Games (since 1896).

Which of the following statements are true and which are false?

1. The ancient Olympic Games were a religious as well as a sporting event.
2. The modern Olympic Games have always been peaceful.
3. Wars have stopped for the Games in both modern and ancient times.
4. Team sports were important in the ancient Games.
5. Nobody ever cheated in the Olympics.
6. Many new events were added to the list of events for the Modern Olympics.
7. The ancient Olympic Games were quiet and restful and there were few spectators.
8. Women took part in the ancient Games and went to watch the athletes.
9. In the wrestling (pankration) they could do anything to win.
10. The modern Games share the same values as the ancient Games.

Alexander the Great

Big question: Why was Alexander III of Macedonia known as **Alexander the Great**?

Do Now/Hei Mahi:

Look at the map of Greece on p.24. Describe where Macedonia is.

When Alexander's father, Phillip, became king of Macedonia, he reorganised the Macedonian army and defeated the Greek states in 338BC. He forced them to join him in a war of revenge against the Persians for Xerxes' (*Zer-sees*) invasion of Greece and the burning of the Greek temples. Look at the following drawings of a Greek phalanx (top) and the new Macedonian phalanx (bottom). A phalanx was a big formation of heavily armed infantry (soldiers on foot).

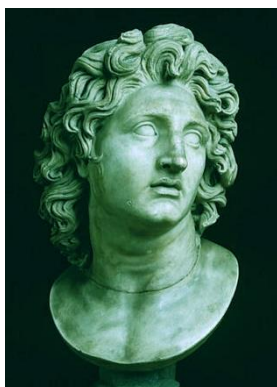


What differences can you see between the two phalanxes?



How could this have given the Macedonians an advantage in battle?

"Macedonian phalanx"



However, Phillip was murdered before he could leave on his Persian expedition. His son Alexander became the king of Macedonia at the age of 20. The Greek states underestimated the young king and immediately rebelled, but Alexander beat them, destroying the city of Thebes. Two years later he set out for Persia with his Macedonian and Greek army. However, he was interested in more than revenge, and spent eleven years conquering the largest empire the world had ever seen. Although he never lost a battle, his weary troops finally mutinied

and forced Alexander to turn for home. However, Alexander never saw his homeland again. He died in Babylon, aged 33, on the return journey. The map below shows the extent of Alexander's conquests. The arrows show the route he and his army took.



Using an atlas, write down the names of all the modern-day countries which lie within (or partly within) Alexander's empire.

Why do you think Alexander has been called "the Great"?

Why do you think that most modern books written about him just call him Alexander, or Alexander of Macedon, instead of Alexander the Great?

ANCIENT ROME

Big Question: How did Rome Develop?

Small Question: How was Rome Founded?

Outcomes: By the end of this lesson you will know the story of Romulus and Remus and be able to compare it to other similar stories.

Do Now/Hei Mahi:

Glossary

BCE – Before the Common Era. BC, Before Christ) is sometimes used in its place.

Legion – a division in the Roman Army

Mythological – relating to myths

Patrician – the wealthiest people in Rome

Senate - the state council of the Roman Republic and Empire.

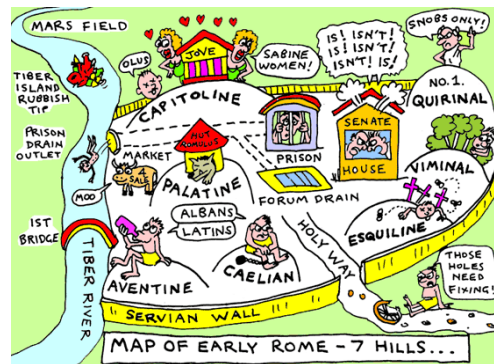
The Story of Romulus and Remus

- 1 Romulus and Remus are the **mythological** twin brothers who founded the city of Rome. Here
- 2 is their story: Romulus and Remus were twin boys born to a princess named Rhea Silvia. Their
- 3 father was the fierce Roman god of war, Mars. The king where the boys lived was scared that
- 4 someday Romulus and Remus would overthrow him and take his throne. So he had the boys
- 5 left in a basket on the Tiber River. He figured they would soon die. The boys were found by a
- 6 she-wolf. The wolf cared for them and protected them from other wild animals. A friendly
- 7 woodpecker helped to find them food. Eventually some shepherds happened across the
- 8 twins. One shepherd took the boys home and raised them as his own children.

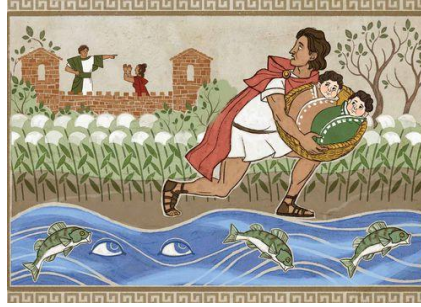




1 As the boys grew older they became natural leaders. One day Remus was captured and taken
2 to the king. He discovered his true identity. Romulus gathered some shepherds to rescue his
3 brother. They ended up killing the king. When the city learned who the boys were, they
4 offered to crown them as joint kings. They could be rulers of their homeland. However, they
5 turned down the crowns because they wanted to found their own city. The twins left and set
6 out to find the perfect spot for their city.



7 The twins eventually came to the place where Rome is located today. They both liked the
8 general area, but each wanted to place the city on a different hill. Romulus wanted the city
9 to be on top of Palatine Hill while Remus preferred Aventine Hill. They agreed to wait for a
10 sign from the gods, called an augury, to determine which hill to use. Remus saw the sign of
11 six vultures first, but Romulus saw twelve. Each claimed to have won. Romulus went ahead
12 and started building a wall around Palatine Hill. However, Remus was jealous and began to
13 make fun of Romulus' wall. At one point Remus jumped over the wall to show how easy it was
14 to cross. Romulus became angry and killed Remus.
15 With Remus dead, Romulus continued to work on his city. He officially founded the city on
16 April 21, 753 BCE, making himself king, and naming it Rome after himself. From there he
17 began to organize the city. He divided his army into **legions** of 3,300 men. He called his 100
18 most noble men the **Patricians** and the elders of Rome the **Senate**. The city grew and
19 prospered. For over 1,000 years Rome would be one of the most powerful cities in the world.



- 1 The story of the founding of Rome has similarities to other stories in history. Both the
- 2 Egyptians and the Bible have a story with similar elements: a male floating down a river to
- 3 escape danger, is rescued and goes on to be a leader. In the Egyptian story, Osiris is tricked
- 4 by his jealous brother Seth. In the Bible, Moses is sent down the Nile by his mother because
- 5 the pharaoh demands the death of all male babies. Historians have different theories about
- 6 why these similarities have come about:
 - i. The stories could have been written by the same person.
 - ii. Over time the original story may have been poorly translated and interpreted differently by writers in other countries.
 - iii. Only one story is true and the others are simply copies.

Questions

1. Which of the three theories do you agree with? Give at least one reason.

2. What story tells of the origins of New Zealand? (There are clues below) Write a few sentences about this story.



Big Question: How did Rome Develop?

Small Question: How did Rome change over time?

Outcomes: By the end of this lesson you will be able to describe the extent of the Roman Empire and name at least three countries that became part of the empire.

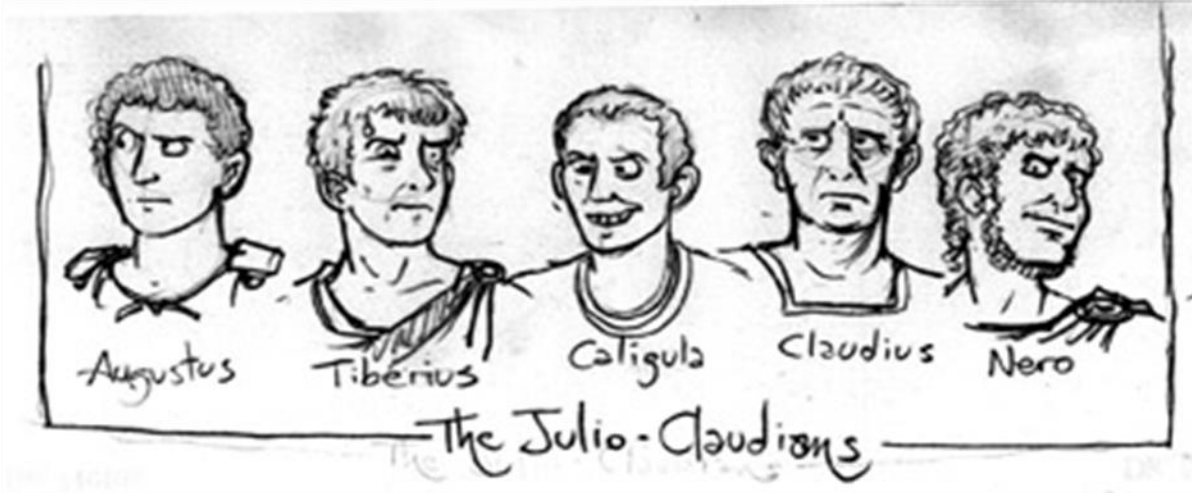
Do Now/Hei Mahi:

Glossary

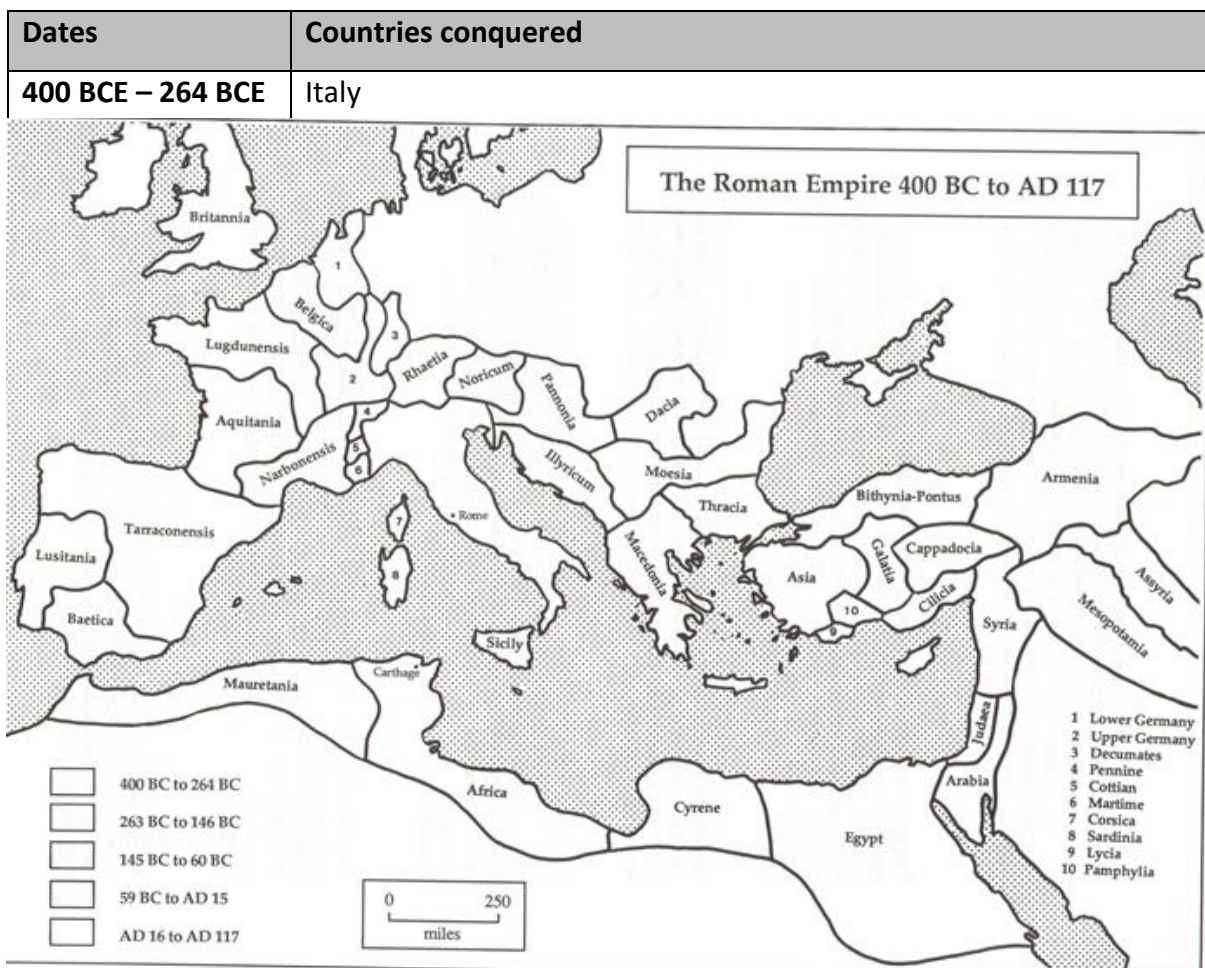
Longevity – remains for a long period of time.

The Roman Empire

- 1 The Roman Empire was among the most powerful economic, cultural, political and military
- 2 forces in the world of its time. It was one of the largest empires in world history. At its height
- 3 under the emperor Trajan, it covered 5 million square kilometres. It ruled over an estimated
- 4 70 million people, 21% of the world's entire population at that time. The **longevity** and vast
- 5 extent of the empire ensured the lasting influence of Latin and Greek language, culture,
- 6 religion, inventions, architecture, philosophy, law and forms of government. The first
- 7 emperor of Rome was Augustus (27 BCE – 14 CE).



Task: Using the table of dates and the map on the next page, colour in the countries to show when they became part of the Roman Empire. Add the colours to the key at the bottom left of the map. Some of the countries are very small and have a number instead of a name – these can be found at the bottom of the map on the right hand side.



...why, what kind of person joined the Roman army and explain why the army was so successful.

Do Now/Hei Mahi:

The Early Roman Army

- 1 As the Roman Empire grew, more men were needed to join the army. At first the soldiers
- 2 were the richer citizens as soldiers were expected to provide their own equipment. They
- 3 copied Greek armies and fought on foot with long spears and they were sent home when a
- 4 war ended.

Question: Why did the army need to grow as the empire grew?

Glossary

Auxiliary – a soldier of one country who fights for another. In the Roman army = a non-citizen who fights for Rome.

Ballista - a catapult used in ancient warfare for hurling large stones.

Citizen - a person who is a member of a particular country and who has rights because of being born there or because of being given those rights.

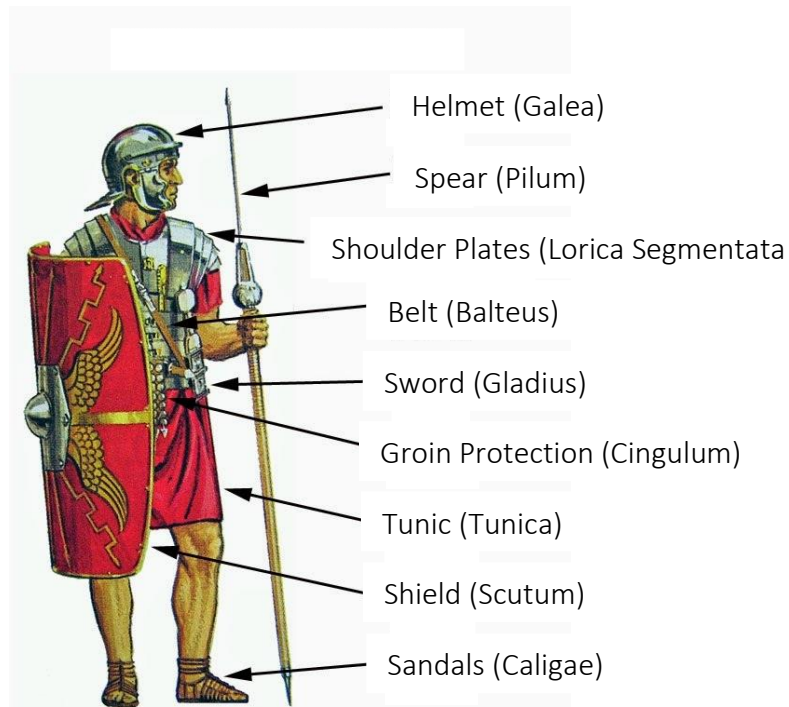
Privileges - a special advantage possessed by a particular group.

The Development of the Army

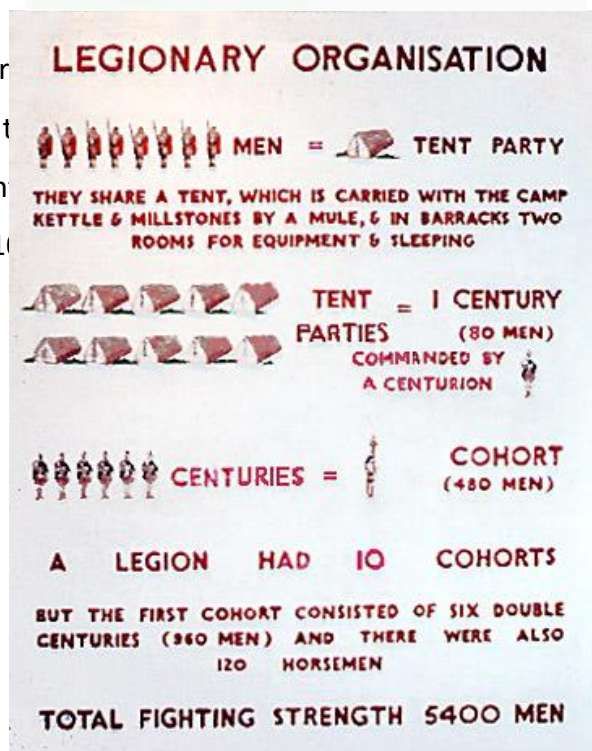
- 5 As the Empire grew bigger and bigger the army had to fight further and further away from
- 6 home. Being a soldier became a full-time job - they were no longer sent home when a battle
- 7 ended. These full-time soldiers were well-trained and disciplined. They had to be tough and
- 8 confident in the use of a number of weapons including a pugio (dagger), gladius (sword), hasta



1 (spear), javelin, and bows and arrows. The soldiers were trained to fight with their weapons
 2 and practiced on a regular basis. They would sometimes spar with each other using wooden
 3 swords. The government knew the importance of the Roman army and provided them with
 4 good armour and weapons. Roman soldiers had armour made of strips of strong iron. The
 5 iron made the armour strong and the strips made it flexible. They also had iron helmets which
 6 protected their heads and neck, but still let them have good vision for fighting. All of
 7 this iron armour was heavy, so the soldiers needed to be strong and fit. Some also carried tall
 8 shields.



9 Roman soldiers were grouped into units of 100 men called centurions.
 10 30 of these at different times were called cohorts.
 11 Each cohort was divided into 6 centuries.
 12 Each century was split into 10 centurions.



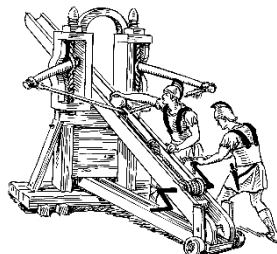
They were between 29 and 30 years old.
 Each cohort was commanded by a centurion. Each centurion had a black room.



2 The legions were made up of male Roman **citizens**. To join the army you had to be
3 recommended by someone in the army, physically fit and of good character. Recruits had to
4 be at least 20 years old. They joined for 20 years. They were not allowed to marry whilst in
5 the army. When they retired they were given money (three gold coins) and land to farm. The
6 legion also contained specialists such as engineers, surveyors, doctors, vets, stonemasons,
7 craftsmen, and even torturers and executioners! If you were not a citizen of the Roman
8 Empire, but wanted to join the army, you could do so as an **auxiliary**. They joined for 25 years
9 and were made citizens when they retired, this gave them many **privileges**.

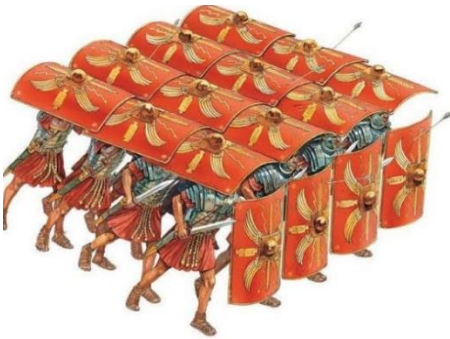
Facts about the Roman Army

- Officers, such as centurions, wore large crests on their helmets. This allowed the soldiers to see them better in battle.
- The average legionary carried at least 90 pounds of weight and often had to march 20 miles a day.
- At its largest, the Roman army was made up of 30 legions, or over 150,000 soldiers. Counting the auxiliary soldiers, some estimate there were well over 1 million soldiers in the Roman army.
- The Romans used catapults to throw huge rocks which could knock down walls. They also used large crossbows called ballistas to fire arrows that were more the size of spears.



Fighting Techniques

- 1 The Roman army was extremely well trained and practiced a number of defensive and
- 2 attacking formations. A defensive formation was used to protect the soldiers when they were
- 3 under attack.



The Tortoise (Testudo)

This technique was used during an advance as protection against arrows and spears.

The Tortoise is square. The men at the front hold their shields in front of them. The men at the sides hold their shields to the sides. The men in the middle hold their shields above them.



The Wedge

This technique was used to divide an enemy.

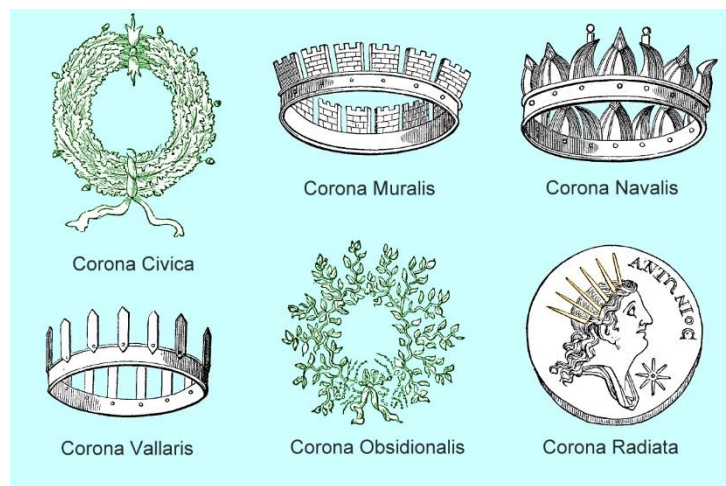
The centurion is at the front of the 'V' and the legionaries form the sides of the 'V'. They stay close together to stop the enemy from breaking the line.

As the wedge advanced, more soldiers joined the ends to divide the enemy even further.



Discipline

1 Controlling such a large army took strict discipline. Centurions carried a vine stick which they
2 used to beat soldiers who had disobeyed an order. Fines were also common, but there were
3 much worse punishments. Deserters and soldiers who left their posts or fell asleep whilst on
4 look-out were beaten to death by their fellow soldiers. A particularly horrible punishment
5 was 'decimation' where every tenth man in a cohort (chosen randomly) was executed by his
6 comrades. Rewards were given for bravery including wreaths and golden crowns, but the
7 highest honour was the Grass Crown. The Grass Crown was the rarest of all military
8 decorations. It was presented only to a general, commander, or officer whose actions saved
9 the legion or the entire army.



Corona Civica – an oak crown given for saving the life of another soldier

Corona Muralis – a gold crown given for being the first over an enemy wall

Corona Navalis – a gold crown given for being the first to board an enemy ship

Corona Vallaris – a gold crown given for being the first soldier to enter an enemy camp

Corona Obsidionalis – a grass crown given for saving an entire army or legion

Corona Radiata – a gold crown worn by emperors



Task 1: Use the sources to answer the questions below:

Source A: An extract from a letter found at the Roman fort at Vindolanda on Hadrian's Wall

I have sent you .. pairs of woollen socks, two pairs of sandals and two pairs of underpants ..

Source C: From a modern textbook

A Roman soldier would march 20 miles a day carrying his armour and weapons AND 2 posts about 2.4 m long to make a fence at night, a thick cloak to keep him warm and to sleep in, his cooking pot, bowl and spoon, a spade to dig holes for the posts, corn, dried beans and salt for 3-4 days, a bag with spare boots, money, dice etc.

Source B: Flavius Josephus, The Jewish War, written in the 1st century CE

Foot soldiers are armed with a cuirass (body armour) and a helmet. They carry two swords .. a spear and round shield. In addition .. a saw, a basket, a mattock (pick) and an axe, as well as a leather strap, a sickle, a chain and enough rations to last him for three days. In fact he carries so much equipment he is not very different from a mule.



Source D: A scene from the film 'Gladiator'

Source E: Vegetius, A Military Digest, 4th century CE

...be particularly careful in examining the features of their faces, their eyes, and the make of their limbs, to enable them to form a true judgment and choose such as are most likely to prove good soldiers. For experience assures us that there are in men, as well as in horses and dogs, certain signs by which their virtues may be discovered. The young soldier, therefore, ought to have a lively eye, should carry his head erect, his chest should be broad, his shoulders muscular and brawny, his fingers long, his arms strong, his waist small, his shape easy, his legs and feet rather nervous than fleshy. When all

1. Which of the sources are secondary sources?

2. Which of the sources would be the most useful to someone trying to find out about life as a Roman soldier? Why?





3. Which of these sources would be useful for someone trying to find out about what type of person would be a suitable Roman soldier? Why?

4. Using all of the information in this section write a paragraph describing how the Roman army changed over time and give reasons why it was so successful. (*Write in full sentences using TEES. You should plan your answer in your exercise book first.*)



1 From the founding of Rome until 509 BCE, Rome was ruled by kings. In 509 BCE the kings were
2 **expelled** and replaced with a new form of government where officials were elected by the
3 people. Rome was now a Republic. The Roman Republic had a number of leaders and groups
4 that helped to govern. Elected officials were called magistrates and there were different levels
5 and titles of magistrates. The Roman Government was very complicated and had lots of
6 leaders and councils. Here are some of the main parts:

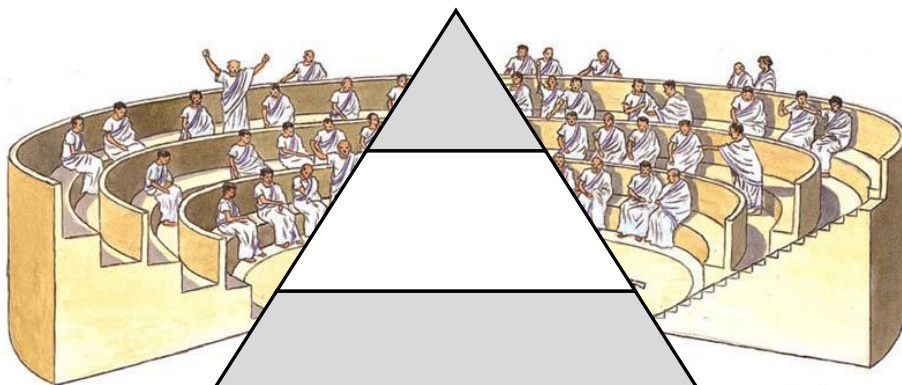
- **Aedile** - A city official who was responsible for the maintenance of public buildings as well as public festivals. Many politicians who wanted to be elected to a higher office, like consul, would become aedile so they could hold big public festivals and gain popularity with the people.
- **Censor** - Counted the citizens and kept track of the census. They also had to look after public finances.
- **Consuls** - At the top of the Roman Republic was the consul. The consul was a very powerful position. In order to keep the consul from becoming a king or dictator, there were always two consuls elected and they only served for one year. Consuls could veto each other if they disagreed on something. The consuls had a wide range of powers; they decided when to go to war, how much taxes to collect, and what the laws were.
- **Governors** - Appointed by the Senate to rule the land or province. The governor would be in charge of the local Roman army and would also be responsible to collect taxes. Governors were also called proconsuls.
- **Plebeian Council** - Also called the Peoples' Assembly. This was how the common people, plebeians, could elect their own leaders, magistrates, pass laws, and hold court.
- **Praetor** – Judges who administered Roman law in the provinces.
- **Quaestors** – Managed financial matters.
- **Senators** - A group of prestigious leaders who advised the consuls. The word 'senator' comes from the Latin word for 'senior'. The consuls usually did what the Senate recommended. Senators were selected for life.
- **Tribunes** - Representatives of the Plebeian Council. They could veto laws made by the Senate.



- 1 All of these positions belonged to men from the two classes in Rome: Patricians and Plebeians.
- 2 The patricians were the aristocracy in Rome. They were the upper class and
- 3 you had to be born into the class. The plebeians were the lower class and
- 4 population. The two consuls are seated on **curule chairs** at the front. All of the
- 5 Plebeians were the farmers, craftsmen, labourers, and soldiers of Rome. Women, people
- 6 from the provinces and slaves took no part in the government. Women could be citizens, but
- 7 could not take part in the government or vote. Slaves were property and had no rights. People
- 8 from the provinces were not citizens and therefore took no part in government.

The Roman Senate.

The two consuls are seated on **curule chairs** at the front. All of the senators wear a **toga** for formal occasions.



Task 1: Using the pyramid below.

Those with the



The Government of the Roman Empire

1 Rome was a Republic until 27 BCE. For almost 100 years Rome experienced **civil war** with
2 army generals using their troops to fight each other rather than protect the country. In 82
3 BCE General Sulla succeeded in making himself dictator. The Republic was in trouble. In 62
4 BCE a group of three men formed the first **Triumvirate**, although this was an official term, the
5 First Triumvirate was a private agreement. Its members simply wanted to bypass the Senate,
6 and help each other. The men were: General Pompey, Marcus Crassus and Julius Caesar. After
7 Crassus was killed in battle the relationship between Pompey and Caesar broke down and
8 resulted in civil war. In 49 BCE Caesar entered Italy with his army by crossing the Rubicon
9 river, an act that was forbidden to a serving general. Caesar was successful and Pompey later

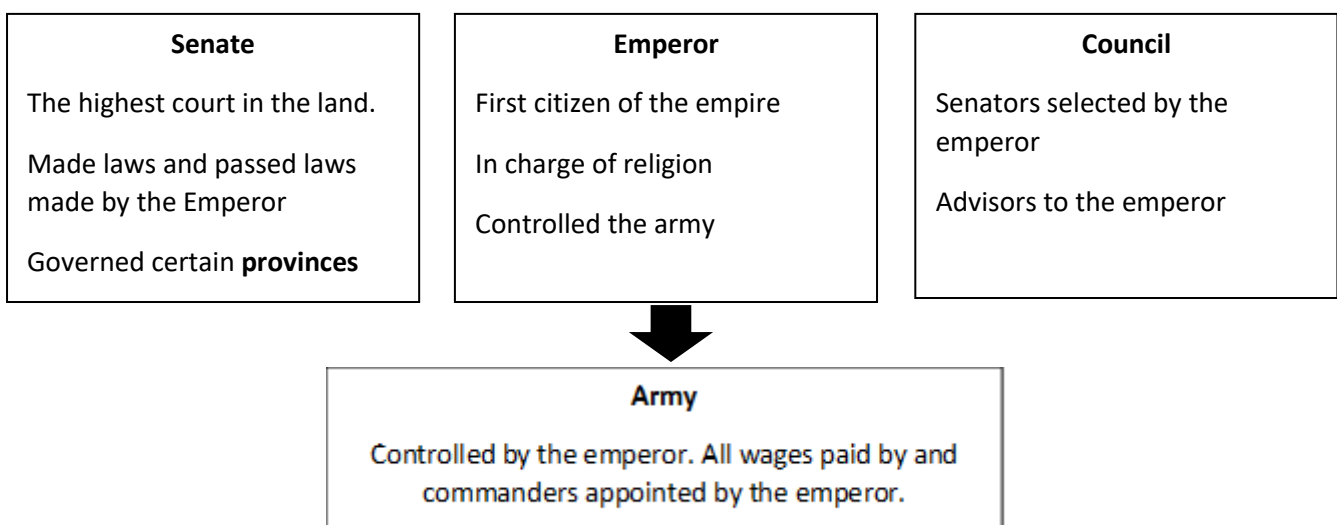


- 1 killed. In January 44 BCE Caesar proclaimed himself dictator for life, an act that angered a
- 2 large number of senators. He was assassinated on the 15th March 44 BCE by about 60 men.
- 3 He was stabbed 23 times.



The Death of Julius Caesar by Vincenzo Camuccini, 1806

- 4 There were 17 years of war after the assassination of Julius Caesar. In 31BCE Octavian,
- 5 Caesar's great-nephew, defeated the opposing forces at the Battle of Actium to become the
- 6 most powerful man in Rome. For the next four years he restored peace and prosperity. He
- 7 went to the Senate in January 27BCE to announce that his job was complete and offered to
- 8 resign. The Senate refused, instead giving him total control of the army and later control of
- 9 religion and the right to make laws. He was also awarded the title 'Augustus' (meaning
- 10 'revered' or 'respected') and made him 'princeps' or 'first citizen'. He was now the Emperor
- 11 of Rome .The government of Rome now looked like this:





- 1 Emperors ruled Rome until it was conquered by the **barbarian** Goth tribe in CE 410 and the
- 2 final emperor gave up his throne in CE 476. The eastern part of the empire based in
- 3 Constantinople (modern Istanbul in Turkey) survived until CE 1453.

Task 1: Read the following sources about the death of Julius Caesar carefully and answer the questions below.

Source 1: Plutarch (c. CE 110)

What made Caesar hated was his passion to be king.

Source 3: Plutarch (c. CE 110)

When his friends advised him to have a guard, and several offered their services, he would not hear of it; but said it was better to suffer death once than always to live in fear of it.

Source 2: Cicero (c. 43 BCE)

Caesar subjected the Roman people to oppression... Is there anyone, except Antony who did not wish for his death or who disapproved of what was done? Some didn't know of the plot, some lacked courage, others the opportunity. None lacked the will.

Source 4: Suetonius (c. CE 110)

It was about ten o'clock when he set off for the senate. As he went, someone handed him a note containing details of the plot against his life, but he merely added it to the bundle of papers in his left hand... As soon as Caesar took his seat the conspirators crowded around him as if to pay their respects... Cimber caught hold of his shoulders. "This is violence!" Caesar cried, and at that moment one of the Casca brothers slipped behind him and with a sweep of his dagger stabbed him just below the throat... he was leaping away when another dagger caught him in the breast. Twenty-three dagger thrusts went home as he stood there.

Source 5: Modern Historian writing about Caesar's power

There was not only the reality of power; there were also the outward marks, those honours which Suetonius lists: a statue among those of the kings, a special seat in the form of a raised couch at the theatre a golden throne on the Senate House and on the tribunal, a chariot and litter for his statue to be carried with those of the gods at the procession in the Circus, temples, altars, statues, a cushioned seat like those on which effigies of the gods were displayed, new religious cults associated with him, a month given the new name of July in his honour...finally there was the impression he gave that in spite of all denials he wished, and even intended, to take the title of king. All of this was intolerable to men who had some pride and self-respect and feeling for the traditions of Roman public life.



Task 3: There are two main theories about the motive for Caesar's murder. For each theory select any evidence from the sources which supports it, then decide which theory you think is more likely to be true and record your conclusions.

Theory One: Julius Caesar wanted to become King of Rome.

Theory Two: Senators were jealous of Caesar's power.

Evidence to support Theory One	Evidence to support Theory Two
My Conclusions:	



Big Question: What did the Romans believe?

Small Question: Who were the Roman Gods and Goddesses?

Outcomes: By the end of this lesson you will know the names and powers of the main Roman gods.

Do Now/Hei Mahi:

Glossary

Deities – another word for god or goddess

Pantheism – the worship of many gods

Persecution – picking on someone for their beliefs.

Sacrifice – killing an animal as an offering to a god or goddess

Shrine – a place of worship

- 1 Romans believed in many gods. This is called 'pantheism'. Roman religion was mainly based
- 2 on the religion of the Greeks. Gods from other countries were also worshipped by Romans.
- 3 Emperors were worshipped as gods after their death. Temples were built dedicated to a
- 4 particular god or goddess and **sacrifices** were made so that the gods would do what you
- 5 asked. Romans also believed that there were gods that protected the home, these **deities**
- 6 were called *lares*, and each household would have a shrine dedicated to these gods.
- 7 Christianity was originally banned and its followers persecuted and killed. This was mainly
- 8 because Christians insisted that all other gods were not real. The emperor Constantine
- 9 converted to Christianity after winning a battle to become emperor. In 313 CE Christianity
- 10 became the official religion of Rome.



Task 1: Use information from the presentation to fill in details about each god and goddess. Remember to include their Greek name.



Jupiter



Juno



Neptune



Venus



Mars



Apollo



Diana



Pluto



Vesta



Mercury



Ceres



Minerva



Big Question: How healthy were the Romans?

Small Question: How did the Romans keep themselves clean?

Outcomes: By the end of this lesson you will understand how the Romans were able to keep themselves and their cities clean and healthy.

Do Now/Hei Mahi:

Glossary

Aqueduct – a channel for transporting water, usually in the form of a bridge across a valley.

Gymnasium – a room or building used for exercise, often shortened to gym.

Pickpocket – a thief, someone who steals from pockets or bags.

Strigil – an instrument with a curved blade used to scrape dirt from the skin.

- 1 Romans did not know about germs. In fact, germs were not discovered for another 1000
- 2 years! The Romans did notice a link between dirt and disease and especially dirty water. As a
- 3 result of this the Romans began to use in different ways:

1. Aqueducts

- 4 Aqueducts are channels that bring fresh water into towns and cities. Rome itself was supplied
- 5 with 1000 million litres of water every day.

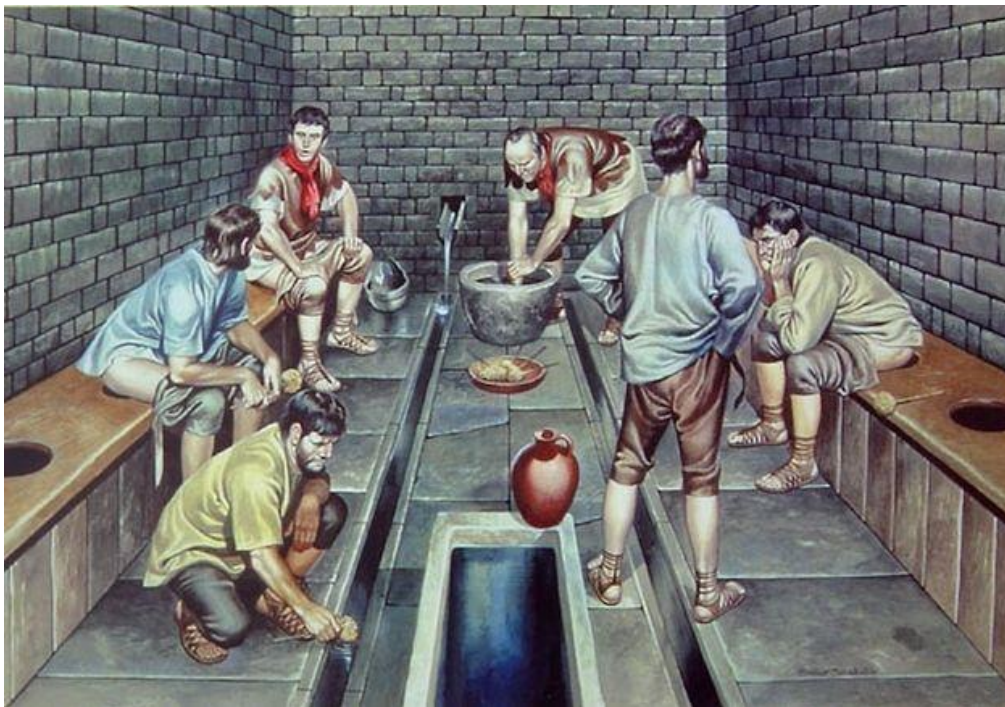


Roman aqueduct in northern France.



2. Public Toilets and Sewers

- 1 Toilets and sewers kept dirty water from getting into the supply of drinking water. Toilets
- 2 were not private places like they are today; people sat side-by-side. There was no toilet paper,
- 3 instead there were sponges on sticks which were placed in jars of vinegar after each use.
- 4 These toilets had well designed drainage systems to carry away the sewage. In Rome itself
- 5 there were miles of sewers that carried the waste to the river Tiber where it flowed out to
- 6 sea.



Modern reconstruction of a Roman toilet.



Photo of a Roman sewer.
Historyhit.com

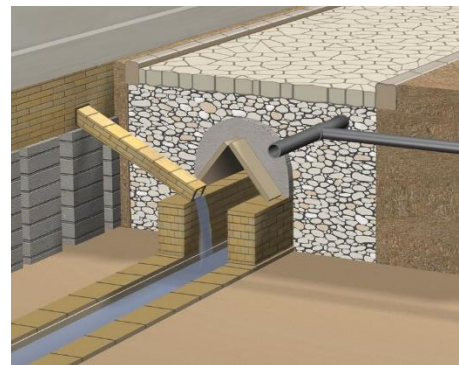


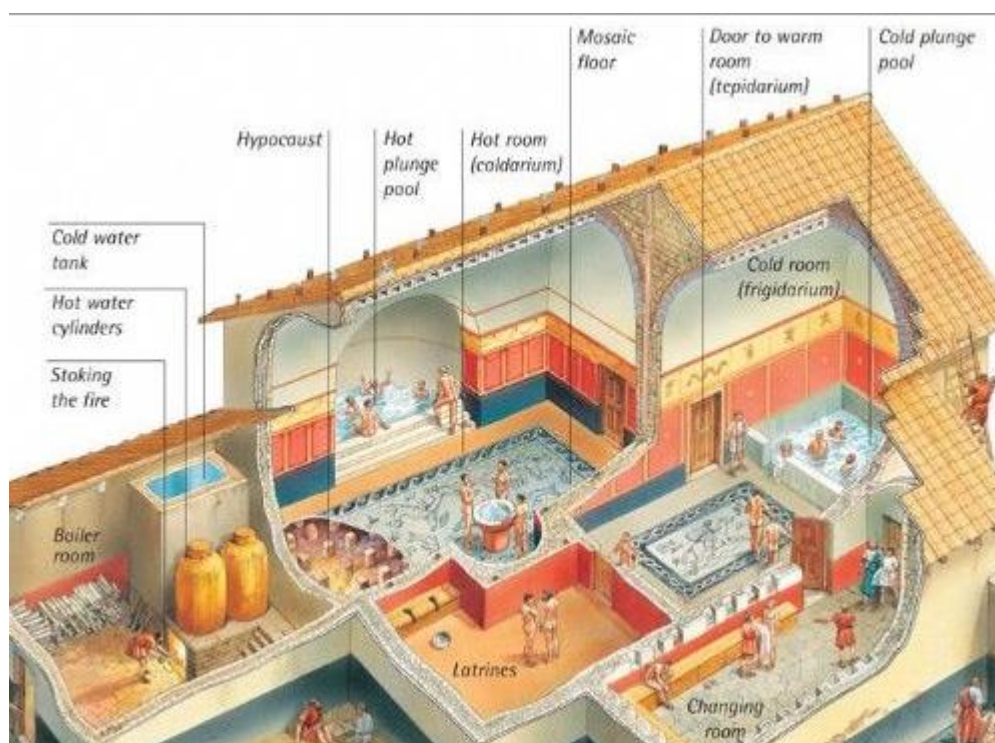
Diagram of a Roman sewer
system. Sewerhistory.org



3. Public Baths

1 Every Roman city had a public bath where people came to bathe and socialize. The public bath
2 was something like a community centre where people worked out, relaxed, and met with
3 other people. There was a fee to get into the public baths. The fee was generally pretty small
4 so even the poor could afford to go. Richer Romans could afford to have a private bath house.
5 Some baths were so big they had multiple hot and cold baths. They also might have a library,
6 a food service, a garden, and a reading room. Men and women would visit different bath
7 houses. The typical Roman bath could be quite large with a number of different rooms:

- Apodyterium - This room was the changing room where visitors would take off their clothing before entering the main area of the baths.
- Tepidarium - This room was a warm bath. It was often the main central hall in the bath where the bathers met and talked.
- Caldarium - This was a hot and steamy room with a very hot bath.
- Frigidarium - This room had a cold bath to cool the bathers at the end of a hot day.
- Palaestra - The palaestra was a **gymnasium** where bathers could exercise. They might lift weights, throw a discus, or play ball games.



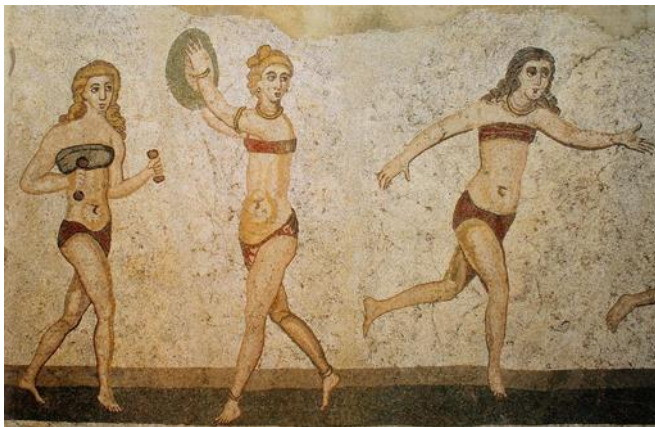


- 1 First you would take off your clothes in the changing room. Then you would relax in the warm
- 2 room (Tepidarium). After the Tepidarium you would go into the hot room (Calarium). The
- 3 steam in the room would make you sweat. In the next room a slave would scrape off the
- 4 sweat and dirt with a **strigil**. First perfumed oil was applied to the skin, and then it would be
- 5 scraped off, along with the dirt. You would then jump into the cold bath (Frigidarium).



A strigil used to scrape oil and dirt from the skin.

The Roman Baths in the city of Bath, England. The city was known as Aquae Sulis in Roman times. Naturally hot water comes from an underground thermal spring. People still visit the baths today, but not to swim. The spring water is credited with healing powers and is available to drink.



Roman women exercising

*"I live over a public bath-house. Just imagine every kind of annoying noise! The sturdy gentleman does his exercise with lead weights; when he is working hard (or pretending to) I can hear him grunt; when he breathes out, I can hear him panting in high pitched tones. Or I might notice some lazy fellow, content with a cheap rub-down, and hear the blows of the hand slapping his shoulders. The sound varies, depending on whether the massager hits with a flat or hollow hand. To all of this, you can add the arrest of the occasional **pickpocket**; there's also the racket made by the man who loves to hear his own voice in the bath or the chap who dives in with a lot of noise and splashing."*
Seneca c AD 63



Task 1: How successful were the Romans in keeping their people and cities clean? Use the chart below to record your ideas:

Evidence that shows Romans were clean	Evidence that shows Romans were not clean

Task 2: How successful were the Romans in keeping their people and cities clean? Use the evidence above to answer this question in full sentences. (Remember TEES)



Big Question: How healthy were the Romans?

Small Question: What did the Romans know about medicine?

Outcomes: By the end of the lesson you will have found out about Roman knowledge of the human body, disease and treatments.

Do Now/Hei Mahi:

Glossary

Anatomy - the branch of science concerned with the bodily structure of humans, animals, and other living things.

Decoction - a concentrated liquor resulting from heating or boiling a substance, especially a medicinal preparation made from a plant.

Deity – a god or goddess.

Diagnose - to identify the nature of an illness by examination of the symptoms.

Dissection - The process of cutting apart or separating tissue as, for example, in the study of anatomy or in the course of a surgical procedure.

Gladiator - a man trained to fight with weapons against other men or wild animals in an arena.

Supernatural – attributed to some force beyond scientific understanding or the laws of nature eg gods/goddesses.

- 1 **The Romans knew that there was a connection** between dirt and disease but not why. To
- 2 keep the army healthy advice was given on where to build camps, particularly avoiding
- 3 swampy areas. Army doctors and those working with **gladiators** became experienced in
- 4 dealing with wounds. Their knowledge of **anatomy** improved as a result of this. An individual
- 5 who influenced Roman medicine was a man called Claudius Galen.



Galen's Big Ideas

1 Claudius Galen **dissected** animals to discover more about anatomy. Galen proved that the
2 brain controlled the body and suggested that the human body was perfect and therefore must
3 have been designed by a deity. This gave his work the support of the Christian church and
4 meant that his theories were followed nearly 2000 years even though he made many
5 mistakes. Most of Galen's **dissections** were done on pigs. This meant that he made some
6 errors:









- 1) He thought that muscles attach to the bone in the same way in humans and in dogs.
- 2) He thought that blood was created in the liver. He realised that it flowed round the body, but said it was burned up as fuel for the muscles.
- 3) He thought he saw holes in the heart, which allowed the blood to flow from one side to the other.
- 4) He made mistakes about the blood vessels in the brain.
- 5) He thought the human jaw-bone was made up of two bones, like a dog's.
- 6) He was mistaken about the shape of the human liver.



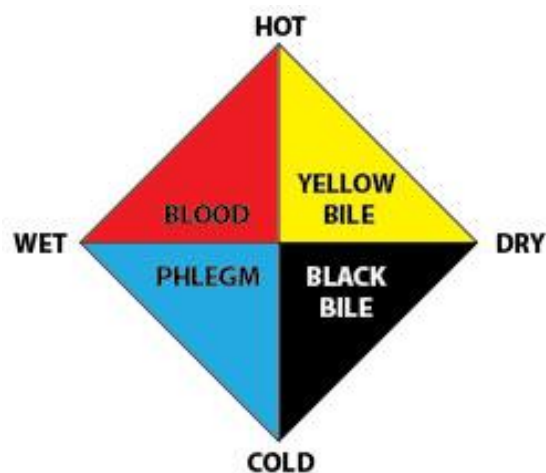
Claudius Galen dissecting a pig.

The illustration is from a woodcut title page of an edition of some of Galen's shorter works published in 1556. Courtesy of the Repositorio Institucional de la Universidad de Granada. Can you identify Galen?

1 Galen also developed ideas about the causes of disease. The Ancient Greeks looked at the
 2 world in a logical way. They believed that there were FOUR elements that matched FOUR
 3 seasons. A Greek doctor, Hippocrates, came up with the idea that the body contained four
 4 liquids or humours. All four humours would need to be balanced for a person to be
 5 healthy. If one or more of the humours went out of balance, then the person would
 6 become ill. The seasons and the elements could affect the balance of these humours.

	Earth	Water	Air	Fire
Element				
	Autumn	Winter	Spring	Summer
Season				

7 Galen took this theory one step further and suggested the use of 'opposites' to re-balance
 8 the humours, therefore if you had too much phlegm you needed something hot and dry
 9 to bring this humour back into balance. This encouraged doctors to observe, diagnose and
 10 record symptoms for the first time. Despite being wrong, this theory was a step away from
 11 a **supernatural** explanation of disease to one that was based on observation and logic.





Task 1: Read the following extract taken from ‘The Silver Pigs’, a modern novel by Lindsay Davis. Historical novels are a good way to learn about the past if the author has done careful research. Lindsay Davis has worked hard to ensure that her novels are as accurate as possible.

1 **Source A:** *“Simplex had spent fourteen years in the army. He could calm a sixteen-year-old soldier*
2 *with an arrow shot into his head. He could seal blisters, dose dysentery, bathe eyes, even deliver*
3 *babies from the wives the legionaries were not supposed to have. He was bored with all that. I*
4 *was his favourite patient now. Among his set of spatulas, scalpels, probes, shears, and forceps,*
5 *he owned a shiny great mallet big enough to bash in fencing stakes. Its use in surgery was for*
6 *amputations, driving home his chisel through soldiers’ joints. He had the chisel and the saw too:*
7 *a complete toolbag, all laid out on a table by my bed.*

8 *They drugged me, but not enough. Flavius Hilaris wished me luck, then slipped out of the*
9 *room. I don’t blame him. If I hadn’t been strapped down to the bed with four six-foot set-faced*
10 *cavalrymen grappling my shoulders and feet, I would have shot straight out after him myself.*

11 *Through the drugs, I saw Simplex approach. I had changed my mind. Now I knew him for*
12 *a knife-happy maniac. I tried to speak; no sound emerged. I tried to shout.*

13 *Someone else cried out: a woman’s voice.*

14 *‘Stop it at once!’ Helena Justina. I had no idea when she came in. I had not realized she*
15 *was there. ‘There’s no gangrene!’ stormed the senator’s daughter. She seemed to lose her*
16 *temper wherever she was. ‘I would expect any army surgeon to know – gangrene has its own*
17 *distinctive smell. Didius Falco’s feet may be cheesy, but they’re not that bad.’ Wonderful woman;*
18 *an informer in trouble could always count on her. ‘He has chilblains. In Britain that’s nothing to*
19 *wonder at – all he needs for those is a hot turnip mash. Pull his leg straight as you can, then*
20 *leave him alone; the poor man has suffered enough!’*

21 *I passed out with relief.”*



Task 2: Underline or highlight any word or phrase referring to medicine, medical methods or doctors.

Task 2: Describe what you can learn about Roman surgery from this source. Write in full sentences. You could include words like: *hygienic, skill, gentle, painful, dirty, brutal, tools*.

Task 3: Look carefully at the sources below. If a source provides evidence to support anything in the source above, write the letter of the source next to the sentence/phrase in the story.



Source B: A rare Roman medical kit acquired by The University of Queensland.



Source C: *De Medicina* Book VII, part of an encyclopaedia by Roman writer and doctor Celsus in the first century CE/AD.

'When gangrene has developed ...the limb ... must be amputated. But even that involves very great risk; for patients often die under the operation... from loss of blood It does not matter, however, whether the remedy is safe enough, since it is the only one. Therefore, between the sound and the diseased part, the flesh is to be cut through with a scalpel down to the bone, but this must not be done actually over a joint, and it is better that some of the sound part should be cut away than that any of the diseased part should be left behind. When the bone is reached, the sound flesh is drawn back from the bone and undercut from around it, so that in that part also some bone is bared; the bone is next to be cut through with a small saw...'



Source D: A tombstone found at a Roman fort in Britain. It reads 'To the spirits of the departed [and] to Anicius Ingenuus, medical orderly of the First Cohort of the Tungrians: he lived 25 years.'

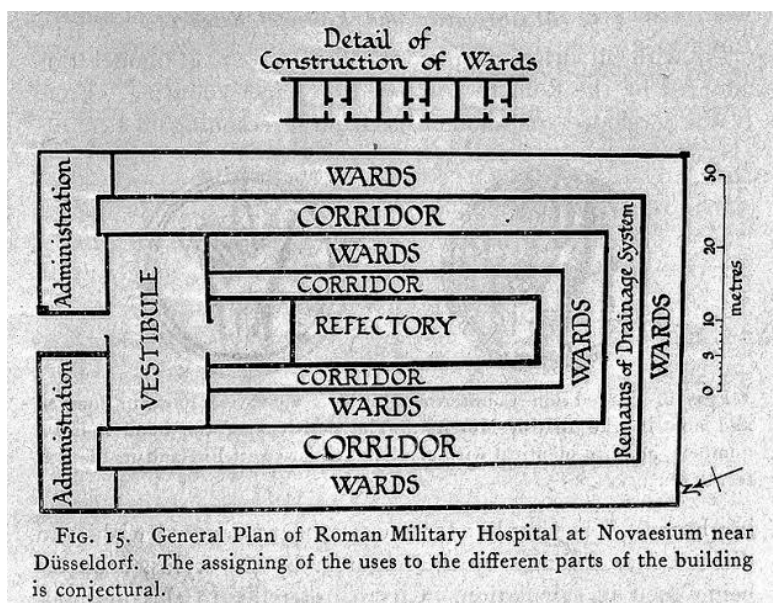


Source E: Celsus, *De Medicina* Book VII concerning the training of surgeons.

‘Now a surgeon should be youthful or at any rate nearer youth than age; with a strong and steady hand which never trembles, and ready to use the left hand as well as the right; with vision sharp and clear, and spirit undaunted; filled with pity, so that he wishes to cure his patient, yet is not moved by his cries, to go too fast, or cut less than is necessary; but he does everything just as if the cries of pain cause him no emotion.’

Source F: Pliny the Elder, *Natural History*, Book XX, written in the first century CE/AD.

‘A hot application of [turnips] cures chilblains, besides preventing the feet from being chilled. A hot **decoction** of it is good even for gout, and raw turnip, pounded and mixed with salt, for every ailment of the feet.’



Source G: An outline plan of a Roman military hospital.

<http://catalogue.wellcome-library.org/record=b1007628>



Source H: An artist's impression of the Roman military hospital at Housesteads Fort, Britain.

Source I: Celsus, *De Medicina* Book V. This gives instructions for making opium to put patients to sleep before surgery.

'...take a good handful of wild poppy-heads when just ripe for collecting the juice and put into a vessel and boil with water sufficient to cover it. When this handful has been well boiled...[the] juice is mixed with an equal quantity of raisin wine and heated ... when this mixture has cooled, pills are formed ... they procure sleep.'

Task 4: Is Source A an accurate description of medical treatment in the Roman period? Write your answer in full sentences.



Big Question: What did Romans do in their spare time?

Small Question: What happened at the Hippodrome and the Colosseum?

Outcomes: By the end of the lesson you will have found out about two forms of public entertainment and be able to write in detail about them.

Do Now/Hei Mahi:

Glossary

Floodplain - an area of flat land near a river that is often flooded when the river becomes too full

Mosaic – a picture or pattern produced by arranging together small pieces of stone, tile, glass, etc.

- 1 Although much of ancient Roman life revolved around *negotium* (work and business), there
- 2 was also time available for *otium* (leisure). Ranging from swimming to playing board games,
- 3 to attending theatre performances or athletics. The forms of entertainment enjoyed by
- 4 Romans in ancient times were not much different from those that exist today.

- 5 One of the most popular recreational areas in Rome was the Campus Martius, a vast
- 6 **floodplain** that acted as a playground for the youth of Rome. Here, they engaged in a variety
- 7 of sports and activities, including jumping, wrestling, boxing, racing, and throwing. Roman
- 8 girls and women generally did not participate in these activities.



- 1 There were also a variety of public entertainments, often provided free by the emperor. These
- 2 included chariot races and gladiator fights. One reason for providing these entertainments
- 3 was to keep the people of Rome happy and therefore unlikely to riot or rebel.

Task One: Study the video clips from the presentation carefully. Use the chart below to record your ideas.

Chariot Racing		
What can I see?	What can I hear?	What do I feel?
Questions?		



Gladiator Fights		
What can I see?	What can I hear?	What do I feel?
Questions?		

Task Two: Look at the following sources about chariot racing carefully and answer the questions that follow in full sentences.

Source A: A drawing of how the Circus Maximus would have looked and a photograph of what it looks like today.



Source B: A **mosaic** showing the four chariot racing teams. Can you spot the four colours?

Source C: A curse made by a supporter of either the Blue or Red team.

'I call upon you, oh demon, whoever you are, to ask that from this hour, from this day, from this moment, you torture and kill the horses of the green and white factions and that you kill and crush completely the drivers Calrice, Felix, Primulus, and Romanus, and that you leave not a breath in their bodies.'



Source D: From an educational website <https://spartacus-educational.com/ROMchariot.htm>

The most popular sport in Rome was chariot racing. It was so popular that larger and larger stadiums had to be built. It is claimed that the Circus Maximus in Rome had room for more than 350,000 spectators. Chariots were usually pulled by four horses but it could be by as few as two or as many as ten. Four rival groups (Romans called them factions) took part. These factions were known by the colours that their drivers wore (white, green, blue or red). The Romans would support these factions in the same way as people today support rival football teams. This rivalry sometimes resulted in fights between spectators. On one occasion, Emperor Vitellius, who was a strong supporter of the Blues, had several spectators executed for shouting out rude comments about his team.

Questions

1. Which of the sources are primary sources?

2. Which source do you think is the most useful for someone researching chariot racing in Ancient Rome? Explain your answer.

3. What can you find out from these sources that was not in the video clip?

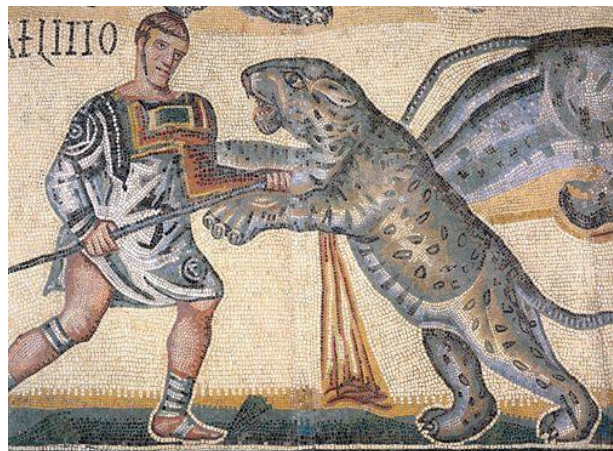
Task Three: Look at the following sources about gladiator fights carefully and answer the questions that follow in full sentences.



Source A: Types of Roman gladiator



Source B: A Thracian helmet discovered in Pompeii and displayed at the Louvre museum in Paris.



Source C: A Roman mosaic showing a gladiator fighting an animal.



Source D: Cassius Dio (c. 150-235 CE) 'Roman History, Volume 3'

'...Pompey dedicated the theatre in which we take pride even at the present time. In it he provided an entertainment consisting of music and gymnastic contests, and in the Circus a horse-race and the slaughter of many wild beasts of all kinds. Indeed, five hundred lions were used up in five days, and eighteen elephants fought against men in heavy armour. Some of these beasts were killed at the time and others a little later.'

Questions

1. Which of the sources are primary sources?

2. Which source do you think is the most useful for someone researching gladiator fights in Ancient Rome? Explain your answer.

3. What can you find out from these sources that was not in the video clip?



A model of Ancient Rome.

1. The Colosseum
2. Circus Maximus
3. Theatre

Can you spot any other similar buildings? Circle them on the image.



Task Four: Imagine that you are a sports reporter in Ancient Rome. Your job is to report on a chariot race at the Circus Maximus and a gladiator fight at the Colosseum. There are two coloured help sheets available: GREEN if you feel that you will not need much help and RED if you think that you might need some extra help. Plan your work first using the space provided then write out your final draft.

Plan



Sport Report: Final Draft

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<div style="border: 1px solid black; height: 150px; width: 100%;"></div>	<div style="border: 1px solid black; width: 100%; height: 150px;"></div>
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Big Question: Why did the Roman Empire end?

Small Question: What was the main weakness of the Roman Empire?

Outcomes: By the end of the lesson you will have found out the main problems facing the Roman Empire.

Do Now/Hei Mahi:

Glossary

Barbarians - a member of a group of people from a different country or culture that is considered to be less socially advanced and more violent than your own.

Goths – tribes living in Germany.

Oppression – a situation in which people are governed in an unfair and cruel way and prevented from having opportunities and freedom.

Utterance - something that someone says.

- 1 The Roman empire declined gradually over time. Barbarian invasions, weak governments and
- 2 emperors and a poor economy were some of the reasons for the empire's decline. The
- 3 Romans called all of the tribes living to the north of Rome barbarians. These barbarian tribes
- 4 began invading the Roman empire. To deal with these invasions the Roman army grew to
- 5 600,000 men paid for by raising taxes. The cost of the taxes was too much for a lot of Romans
- 6 and caused widespread poverty. Plague also became a problem and during one outbreak
- 7 people in Rome were dying at the rate of 5,000 a day. This meant that there were fewer
- 8 people to pay taxes or to join the army.
- 9 In 285 CE, the empire had been divided into two parts, east and west. Each had an emperor
- 10 who was responsible for keeping the barbarians out. In 324 CE, Emperor Constantine reunited



- 1 the empire but had to spend most of his time in the more troublesome eastern part of the
- 2 empire. In 326 CE he began planning a new city on the **Bosphorus**. In May 330 CE, this new
- 3 city was named 'Constantinople' and became the capital of the Roman Empire.



- 4 In 401 and 407 CE, **Goths** invaded Italy and captured Rome in 410 CE. The last Roman
- 5 Emperor, Romulus Augustus, gave up his power in 476 CE and Rome was ruled by German
- 6 tribes. The Eastern Roman empire remained in Constantinople for nearly 1000 years until
- 7 1453 CE.

Task One: Read the sources and answer the questions that follow in full sentences.

Source 1: Orosius, letter to a friend (AD 418): *There are certain Romans who prefer to live in freedom among the barbarians than the constant **oppression** of taxation among the Romans.*

Source 2: Jerome, a monk from Bethlehem wrote a letter to a friend in AD 410: *Terrifying news comes to us from the West. Rome has been taken by assault. ... My voice is still, and sobs disturb my every **utterance**. The city has been conquered which had once controlled the entire world.*



1. Read the two sources. Select examples from these sources where the author expresses (i) a fact, and (ii) an opinion.

2. Make a list of the reasons for the decline in the Roman Empire. Divide these reasons into economic, military or social. Decide which was the most important and explain your reasons.

Economic	Military	Social
The most important reason for the decline of the Roman Empire: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		



Big Question: What legacy have the Romans left?

Small Question: What have the Romans ever done for us?

Outcomes: By the end of the lesson you will have decided which of Ancient Rome's legacies has been the most important.

Do Now/Hei Mahi:

Glossary

Architecture – the design and construction of buildings.

Civil Rights – the rights of citizens to political and social freedom and equality.

Executive – the power to make decisions.

Judiciary – the power to interpret laws (to decide what they mean and how they are intended to work).

Legacy – something transmitted by or received from an ancestor or predecessor or from the past.

Legislative – the power to make laws.

Task One: Watch the short video clip 'What have the Romans ever done for us?' Write down as many things as you can, you may need to watch it twice!



1 Ancient Rome left a lasting legacy on world history. Not only did Ancient Rome cover a vast
2 amount of land at its peak, but it also existed for almost 1000 years. The legacy of Ancient
3 Rome is still felt today in western culture in areas such as government, law, language,
4 architecture, and engineering to name a few.

5 **Government**

6 Many modern governments are modelled after the Roman Republic. Concepts such as
7 balance of powers, veto, and representation all were developed and recorded by the Romans.
8 The United States has three branches of government similar to the Roman Republic.
9 The **Executive** Branch (President) is similar to the elected consuls of Rome. The **Legislative**
10 Branch (Congress) is similar to the Roman assemblies (like the Senate). Finally, the **Judicial**
11 Branch is similar to the Praetors of Rome. The U.S. even named one house of Congress,
12 the Senate, after the Senate of Rome.

13 **Law**

14 Roman law had a significant influence over the modern laws of many countries. Legal ideas
15 like trial by jury, civil rights, contracts, personal property, and legal wills all were influenced
16 by Roman law and the Roman way of looking at things.

17 **Language**

18 The Latin language spoken by the Romans spread throughout much of Western Europe during
19 the time of the Roman Empire. Many languages evolved from Latin. These languages are
20 called the "Romance languages." They include French, Spanish, Portuguese, Italian, and
21 Romanian. Around 800 million people around the world speak a Romance language today.
22 Latin words are still widely used today. See below for some examples:

- Ad nauseum: to the point of sickness, used to say that something has been repeated too often
- Etc or 'et cetera': and the rest
- Exit
- Vice versa: the other way around



1 Engineering

2 The Romans spread their innovations in engineering throughout the empire. They built long
3 lasting roads that helped to increase trade and also helped their armies to quickly move about
4 the empire. Many of these roads are still used today. The Romans were also known for their
5 public projects. They built aqueducts to bring water into the cities for all to use. They also
6 built public buildings like bath houses. To build many of these projects the Romans perfected
7 concrete. Roman concrete allowed them to build strong and durable buildings at a lower cost
8 than stone.

9 Numerals

10 Roman **numerals** were introduced to help price goods for trade. They continued to be used
11 until the 1600s. Roman numerals are represented by seven different letters: I, V, X, L, C,
12 D and M. Which represent the numbers 1, 5, 10, 50, 100, 500 and 1,000. These seven letters
13 are used to make thousands of numbers. For example, the Roman numeral for two is written
14 as 'II'. The numeral twelve is written as 'XII', which is simply X + II. If we take this a step further;
15 the number twenty-seven is written as XXVII, which when broken down looks like XX + V + II.
16 Roman numerals are usually written largest to smallest from left to right.
17 This is not always the case. The Romans didn't like four of the same numerals written in a
18 row, so they developed a system of subtraction. The Roman numeral for three is written as
19 'III', however, the numeral for four is not 'IIII'. The number four is written as 'IV', the numerals
20 for one and five. Because the one is before the five we subtract it making four.

Roman Numerals: 1 - 1000						
I	V	X	L	C	D	M
1	5	10	50	100	500	1000
1	I	11	XI	200	CC	
2	II	20	XX	300	CCC	
3	III	30	XXX	400	CD	
4	IV	40	XL	500	D	
5	V	50	L	600	DC	
6	VI	60	LX	700	DCC	
7	VII	70	LXX	800	DCCC	
8	VIII	80	LXXX	900	CM	
9	IX	90	XC	1000	M	
10	X	100	C	1001	MI	



Task Two: What do you think was the most important legacy of Ancient Rome? Answer in full sentences and make sure that you explain why you have made this choice.

Further Reading

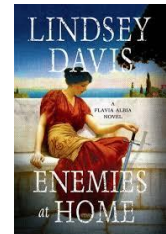
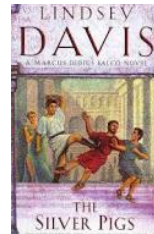
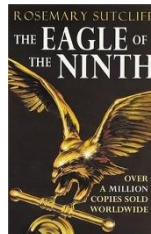
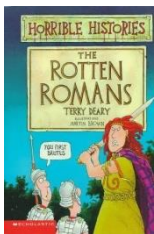
If you are interested in finding out more about Ancient Rome here is a list of websites and books:

<https://www.history.com/topics/ancient-rome/ancient-rome>

<https://www.ancient.eu/Rome/>

<https://www.historylearningsite.co.uk/ancient-rome/>

- 'Rotten Romans', by Terry Deary.
- 'The Roman Mysteries', by Caroline Lawrence.
- 'The Eagle of the Ninth', by Rosemary Sutcliffe.
- The Falco Series, by Lindsey Davis.
- The Flavia Alba Series, by Lindsey Davis.





- 1 Now you have completed this unit you will be expected to write an extended paragraph to
- 2 demonstrate your understanding. The question and two planning boxes are below:

Question: Describe significant ideas and actions of people from one or more ancient civilizations and explain how they affected people's lives.

To answer this question you will need to include the following:

1. An idea from a particular civilisation which affected how people lived.
2. An action of someone in an ancient civilisation which had a major effect on people then or now.

IDEA = Identify, Describe (At level – Demonstrating understanding), Explain, Analyse
(Above level – With detail and/or insight).

- 1. Explain how an idea from Rome affected the way people lived:** You could choose something like ideas about medicine, religion, empire, architecture etc.
Write a few sentences to describe the idea and say how it affected the way people lived.



2. Explain the actions of someone in Ancient Rome had an effect on people then or now:

You could focus on a leader like Julius Caesar or an individual like Galen.

