5 ANCIENT ROME

Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING

- The physical features of ancient Rome (such as the River Tiber) and how they influenced the civilisation that developed there
- Roles of key groups in ancient Roman society (such as patricians, plebeians, women, slaves), including the influence of law and religion
- The significant beliefs, values and practices of the ancient Roman, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs
- Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of the Roman empire (including its material remains), and the spread of religious beliefs
- The role of a significant individual in ancient Rome's history, such as Julius Ceaser or Augustus

HISTORICAL SKILLS

- Identify a range of questions about the past to inform a historical inquiry.
- Locate, compare, select and use information from a range of sources as evidence.
- Draw conclusions about the usefulness of sources.
- Identify and describe points of view, attitudes and values in primary and secondary sources.

This is an extract from the History Australian Curriculum (Sydney, 2012: Australian Curriculum, Assessment and Reporting Authority [ACARA]). ACARA does not endorse Oxford University Press or this product.

Teaching tips

It may be tempting at this stage to turn the page and start the study of ancient Rome but there are a couple of advantages in pausing for a moment.

First, try to establish what students already know about this period of history. You could start with a brainstorm or a word splash. Students could write any facts or ideas they have about ancient Rome on strips of paper. Once everyone has written down as many facts and ideas as they can, they then group the strips of paper together in piles on the floor or use Blu-Tack to stick them on the whiteboard. Headings for these groups are listed below.

- Things I'm sure of
- Things I'm not sure of
- Things I'd like to find out more about

Use these groups of ideas to initiate a discussion about how we find out about people who lived thousands of years ago and how some evidence is more reliable than other pieces of evidence.

Second, you could focus on the image used as a background in these pages. There are thousands

depth study option
Ancient Rome

The **civilisation** of ancient Rome lasted some 1300 years. At its heart was the city of Rome, one of the cities built by the ancient Etruscans. These advanced people are thought to have moved into what we call Italy about 2800 years ago.

A people known as **Latins** then lived in a fertile region on the west coast of what is now Italy. It became known as Latium (see Source 5.75). The Latins built simple farming settlements and, later, towns. One of these towns was Roma (Rome). The Etruscans turned Rome into a city.

In 509 BCE, the inhabitants of Rome revolted and expelled the Etruscan kings. They then set up a **republic**. Through trade, alliances and the victories of its army, the republic of Rome continued to grow. By 201 BCE, it included today's mainland Italy and the islands of Sicily, Sardinia and Corsica.

Within another 300 years, the Roman army (including the **Praetorian Guard**, shown on this page) had conquered lands as far north as today's England and as far east as Azerbaijan. By this stage, ancient Rome was an empire.

As it grew, ancient Rome was influenced by the **societies** it conquered. One of these was ancient Greece. Later, in turn, many of Rome's traditions, and cultural and technical legacies, were to influence our own **Western civilisation**. These included Christianity, Rome's road-building methods, its architecture, its body of law and its urban planning.

By the 5th century CE, discipline and order were in decline. Rome's huge empire was split in two to make things more manageable, but it was not enough. The western Roman empire was eventually overrun by **barbarians**—people from outside the Roman empire and its civilisation. The last **emperor**, a boy called Romulus Augustus, was removed from power in 476 CE. The eastern empire continued until 1453 CE, when it was absorbed into the Ottoman (Turkish) empire.

Key inquiry questions

5.1	How do geographical features influence human settlements?
5.2	What shaped the roles of key groups in ancient societies?
5.3	How do beliefs, values and practices influence lifestyle?
5.4	How do contacts and conflicts change societies?

Stone relief of officers and soldiers of the Praetorian Guard, Rome, 2nd century

of statues and stone reliefs that date from Roman times. Why has the author of this book chosen this particular stone relief? What does it say about the Romans? Use the icebreaker questions that follow to demonstrate one of the basic skills of the historian: analysing sources as evidence about the past.

Getting started

Look carefully at the large image of the soldiers that covers these two pages. Discuss the image with a partner and then with the class.

1 Describe what you see.
2 What do we already know about these men?

3 What clues about the importance of these men in ancient Rome can you find in this source?
4 Is this a useful source of information about these men?
5 Compare this to Source 5.46. Which of these two sources of information is most useful?

This icebreaker activity is designed to introduce your students to one of the key aspects of Roman society: the role of the army. It also introduces some of the ways in which historians use sources of information to find out about ancient societies.

Teaching tips

As a group, read the introductory comments. It may be useful to have an atlas such as *Oxford Atlas* (p. 155) open at a page of modern Europe while reading through this introduction. The atlas also contains a map of the world's major empires and kingdoms in 1 CE (p. 247). This introduction is designed to lead students to the next activity—the timeline.

During and after the reading of the introduction students could:

1 calculate the number of years covered by the introduction

2 suggest why the Etruscans who settled there were able to be so successful.

They could then answer the following questions.

1 What is a republic and what is an empire?
2 What made Rome such a successful civilisation initially?
3 Why was the Roman empire split in two?
4 Who were the barbarians and what contact might Rome have had with them in the past?

Digging deeper: Brainstorming inquiry questions

Divide the class into four groups, one for each of the four key inquiry questions (see page 92). Students could brainstorm their inquiry question and report back to the class. The focus could be on modern Australian society or on what students already known about Rome and other ancient societies.

The aim is to open up discussions about ancient Rome and to allow students to share what they already know.

obook extras

Enter the ID numbers below into the search field of your obook to access these resources.

ID05.01 Flashcard glossary: Ancient Rome
ID05.02 Weblink: Ancient Rome

Website for the PBS program The Roman Empire it includes information pages, videos, a timeline, a quiz and lesson plans.

Australian Curriculum focus

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- The role of a significant individual in ancient Rome's history, such as Julius Ceaser or Augustus

HISTORICAL SKILLS

- Sequence historical events, developments and periods.
- Use historical terms and concepts.
- Identify a range of questions about the past to inform a historical inquiry.

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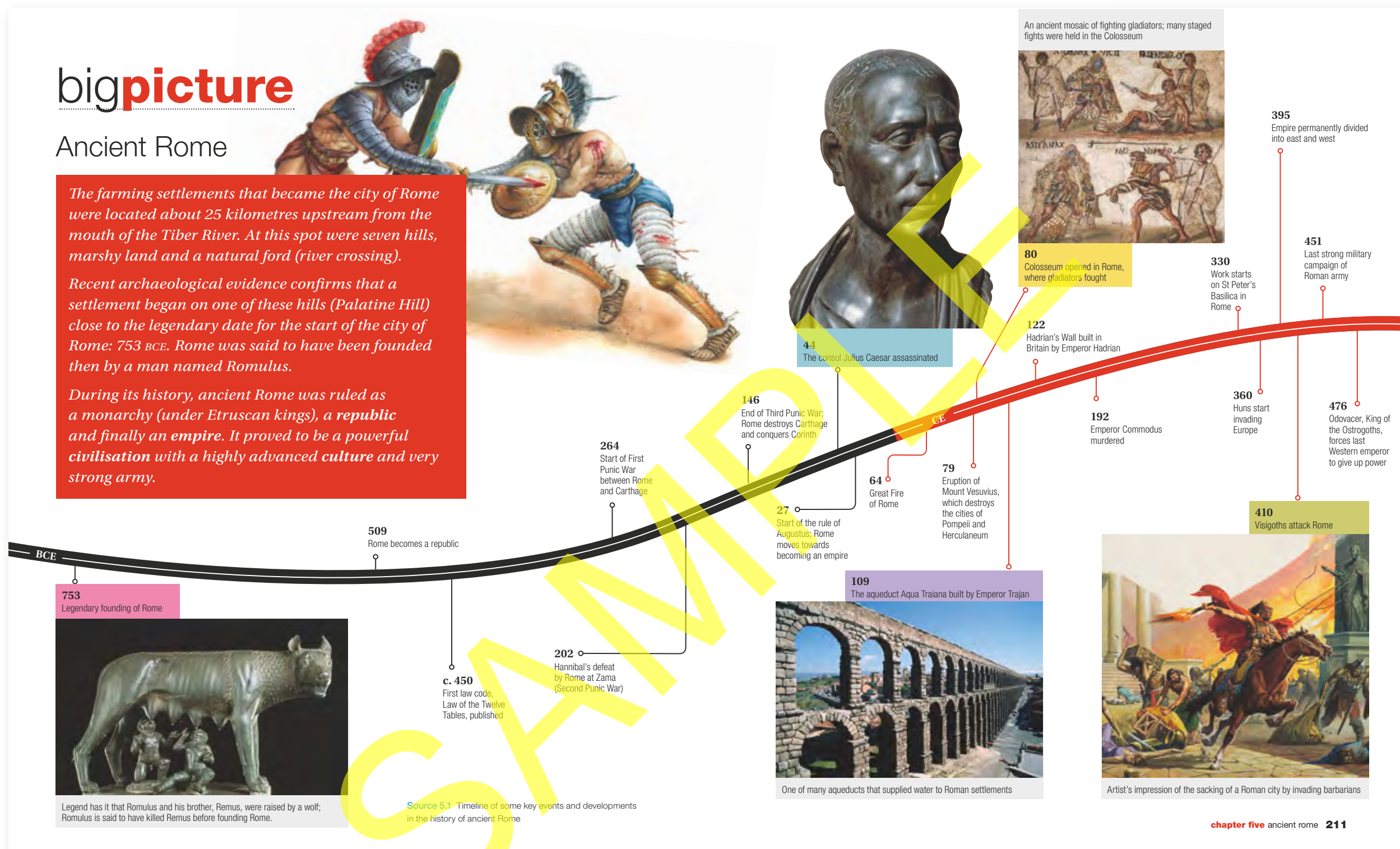
Skillbooster: Analysing dates

Discuss with students the terms BCE (Before Common Era) and CE (Common Era). On this timeline of the rise and fall of the ancient Roman civilisation, the line changes colour from black to red. Note that the BCE dates go backwards from this point while the CE dates go forwards. Make sure that students understand this before moving on. Refer back to chapter 2 (particularly p. 71), which outlines these and other important terms and ideas.

Ask these questions:

1 How many years passed between the start of the rule of Augustus and the Great Fire of Rome?
2 When did Rome become a republic?
   When did the last Western emperor give up power? For how many years was there Roman rule in this part of the ancient world?

Compare this timeline with other timelines in this book. What are some of the similarities and some of the differences between the histories of Rome and other societies?

Most of the entries on this timeline list political events, such as wars and assassinations. There is virtually no information on what life was like for ordinary Roman people. Why do you think timelines tend to look at big political events rather

big**picture**

Ancient Rome

The farming settlements that became the city of Rome were located about 25 kilometres upstream from the mouth of the Tiber River. At this spot were seven hills, marshy land and a natural ford (river crossing).

Recent archaeological evidence confirms that a settlement began on one of these hills (Palatine Hill) close to the legendary date for the start of the city of Rome: 753 BCE. Rome was said to have been founded then by a man named Romulus.

During its history, ancient Rome was ruled as a monarchy *(under Etruscan kings), a* **republic** *and finally an* **empire**. *It proved to be a powerful* **civilisation** *with a highly advanced* **culture** *and very strong army.*

An ancient mosaic of fighting gladiators; many staged fights were held in the Colosseum

395 Empire permanently divided into east and west

80 Colosseum opened in Rome, where gladiators fought

330 Work starts on St Peter's Basilica in Rome

451 Last strong military campaign of Roman army

122 Hadrian's Wall built in Britain by Emperor Hadrian

44 The consul Julius Caesar assassinated

360 Huns start invading Europe

476 Odovacer, King of the Ostrogoths, forces last Western emperor to give up power

146 End of Third Punic War; Rome destroys Carthage and conquers Corinth

CE

192 Emperor Commodus murdered

264 Start of First Punic War between Rome and Carthage

27 Start of the rule of Augustus; Rome moves towards becoming an empire

64 Great Fire of Rome

79 Eruption of Mount Vesuvius, which destroys the cities of Pompeii and Herculaneum

410 Visigoths attack Rome

BCE

509 Rome becomes a republic

753 Legendary founding of Rome

c. 450 First law code, Law of the Twelve Tables, published

202 Hannibal's defeat by Rome at Zama (Second Punic War)

109 The aqueduct Aqua Traiana built by Emperor Trajan

Legend has it that Romulus and his brother, Remus, were raised by a wolf; Romulus is said to have killed Remus before founding Rome.

One of many aqueducts that supplied water to Roman settlements

Artist's impression of the sacking of a Roman city by invading barbarians

Source 5.1 Timeline of some key events and developments in the history of ancient Rome

chapter five ancient rome **211**

4 What does it show about the legendary founders of Rome?
5 What does this legend tell us about the Roman people?
6 What other information could we look for to find out if this legend is true?

The aim of this activity is not to answer the questions but to ask them in the first place. You could divide students into groups and allocate each group one of the illustrations.

Alternatively you could project one of these images onto a screen and tell the class that an archaeologist has just discovered this artefact and has no idea what it is and what it might tell us about the people who made it (the aqueduct image works well for this activity). Using only the image and no prior knowledge of the civilisation that created this artefact, what are some questions an archaeologist could pose in order to find out more about this civilisation?

Complete this as a class, you may need to give them quite a bit of assistance and then show them another artefact, either from this page or from another source. Students could then try this second example on their own.

than everyday events? What clues can you find about everyday life for Roman citizens in this timeline?

Digging deeper: KWL

After looking carefully at the timeline, complete the KWL table below.

What I already **k**now about ancient Rome	What I **w**ant to know about ancient Rome	What I **l**earned about ancient Rome

Skillbooster: Glossary

Students build a glossary of important terms, places and people in their notebook. Add these:

- Etruscans
- Iapygians
- Latins
- republic
- empire
- Western civilisation.
- Ostrogoths and Visigoths
- Huns
- Barbarians
- artefact

Skillbooster: Asking questions

One of the most important skills for a historian is the ability to ask the right questions. Students are often very good at answering questions but not so good at framing questions in the first place. Historians ask questions in order to open up lines of inquiry about the culture and period of history under analysis. The Australian Curriculum rationale for History states that 'The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges.

The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions'.

This timeline is illustrated with several sources and pieces of evidence about the past. Encourage students to ask questions about these illustrations in order to open up lines of inquiry. Here are some questions about the statue of Romulus and Remus as an exemplar:

1 Who created this statue?
2 When was it created?
3 How could we find out this information?

Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING
- The physical features of ancient Rome (such as the River Tiber) and how they influenced the civilisation that developed there

HISTORICAL SKILLS
- Identify and locate relevant sources, using ICT and other methods.
- Use a range of communication forms (oral, graphic, written) and digital technologies.

This is an extract from the History Australian Curriculum (Sydney, 2012: Australian Curriculum, Assessment and Reporting Authority [ACARA]). ACARA does not endorse Oxford University Press or this product.

Getting started

You may like to introduce this topic by exploring the broader concept of the influence of physical geography (hills, plains, rivers, etc.) on settlement patterns. Students probably know little about this and it may be a good idea to spend a lesson considering this before looking at the influence of these factors on the Roman empire.

Locate a sketch showing the factors that influence the location of cities. Particular emphasis is given to availability of fresh water, ease of defence and transportation. For these and other reasons, large cities tend to be located near the mouths of rivers on the coast, often surrounded by hills. Introduce students to the location of Naples on the slopes of Mount Vesuvius.

Through resources and a class discussion build up a list of geographical features that are common to many large cities. Here is a starting list:

- flat land
- close to a river or other source of fresh water
- fertile soil for crops
- mild climate with reliable rainfall.

Examine Source 5.3 and the text under the heading, 'The Mediterranean Sea' and tick off the features on your list that are present in the city of Rome. Are there any other features mentioned or shown that were not on the list? Which of these features are still relevant today and which are not?

Skillbooster: Using ICT

Use Google Earth to explore the Italian peninsula, with a particular focus on Rome. Here are some hints about using Google Earth for this type of activity.

1 Turn off all layers from the menu on the left-hand side of Google Earth.

2 Begin with an image showing roughly the same region as the map in Source 5.3. Students jot

Source 5.2 The River Tiber, with St Peter's Basilica in the background

5.1 How do geographical features influence human settlements?

*Ancient Rome's position within the Mediterranean Sea gave it sea access to a range of markets. It also allowed it to develop a strong navy for a time. At its peak, it grew to absorb all the **cultures** then around the sea. These included those of ancient Greece and ancient Egypt. Rome's expanded territory comprised a range of landscapes.*

The Italian peninsula was the centre of the ancient Roman **empire**. It is shaped like a leg wearing a high-heeled boot. It is about 960 kilometres long and 150 kilometres wide. Its coastline is about 7600 kilometres in length.

Only about one-third of its area is suitable for farming. A rugged mountain range, the Apennines, runs down its centre. To the north, the Alps largely separate it from the rest of Europe. The landscape is mostly mountainous to the central east, while there are fertile plains to the central west. It was in this western plains region (Latium) that the civilisation of ancient Rome began.

The Mediterranean Sea

Some scholars think that the Mediterranean Sea was once a low-lying desert, with a number of deep depressions. It flooded when high ridges to the west, separating it from the Atlantic Ocean, broke down some 5–6 million years ago.

Geographical features

The sea is around 2.5 million square kilometres in area (including the Sea of Marmara). It has little tidal movement and mostly stable wind patterns, so it has very few bad storms. Its waters wash about 46000 kilometres of coastline, much of which twists around sheltered bays and natural harbours. The climate of the region sees mild, wet winters and hot, dry summers. These factors all helped to make the Mediterranean an important physical feature in the development of many early societies.

Sea transport route

The sea connected a diversity of coastal settlements. It also allowed access to inland centres that lay on rivers discharging into the sea. Its waters were criss-crossed by the ships of many ancient peoples before coming under Roman control. These included the Phoenicians, Carthaginians, Egyptians, Minoans, Mycenaeans and Greeks.

Trade made sea ports busy centres, where peoples of different cultures exchanged goods, ideas, technologies and processes. The ancient Romans called the Mediterranean Sea *Mare Nostrum*—our sea.

The sea also provided an easy passage for the navies of conquerors. It was a factor, for example, in Rome's conquest of the empire of Carthage (see pp. 258–9).

Earthquakes and volcanoes

The moving **tectonic plates** underlying the Mediterranean region make it prone to earthquakes. One **fault line** runs more or less down the length of the Apennines. Another runs across the Italian peninsula north of Naples. The eruptions over time of Mount Etna and other nearby volcanoes (such as Vesuvius) have had major impacts on the settlements of people living nearby.

Source 5.3 Physical map of the Mediterranean Sea and surrounds

down in their workbook the three features that are most noticeable about this region.

3 Zoom in so the image covers the Italian peninsula. Turn on the 'geographical features' layer in the 'More' section from the layers menu. You may need to zoom in to activate these labels. Point out the features listed in the text, such as the shape of the peninsula, the Apennines range, the Alps, the fertile coastal plains and the Mediterranean Sea. Students jot down three more noticeable features.

4 Note how the position of Rome in central Italy might have helped its spread and development. You will need to discuss with your students why trade, as well as military power, was important for the expansion of the Roman empire.

5 Zoom in so that the image covers the city of Rome. Note the Tiber River, the spread of the city across the fertile plains, the proximity of the ranges and the coastal location. Students jot down three more noticeable features.

6 Students could then turn on the ancient Rome 3D layer in the 'Gallery' section and explore 3D models of Rome's ancient buildings.

Skillbooster: Extending your skills

Turn on the 'Photos' layer on Google Earth. This adds millions of photographs that are shown at the location where they were taken. Use this feature to find images of each of the following:

- the Apennines, a rugged mountain range
- the Alps, a high mountain range
- western fertile plains
- Rome, a large city
- a sea port on the Mediterranean Sea
- Mount Vesuvius
- Mount Etna.

Left click on the icon and then right click on the photograph. This will enable you to open the link so you can save the photograph and, importantly, cite its location properly in a bibliography. You could then use these photographs to illustrate a wall display or to place them in an ICT program, such as PowerPoint.

obook extras

Enter the ID numbers below into the search field of your obook to access these resources.

ID05.05 Weblink: Topography of Rome

Website showing the topography of Rome including the famed seven hills of Rome

Australian Curriculum focus

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• The physical features of ancient Rome (such as the River Tiber) and how they influenced the civilisation that developed there

HISTORICAL SKILLS

• Identify a range of questions about the past to inform a historical inquiry.
• Identify and locate relevant sources, using ICT and other methods.
• Identify the origin and purpose of primary and secondary sources.
• Locate, compare, select and use information from a range of sources as evidence.
• Draw conclusions about the usefulness of sources.
• Identify and describe points of view, attitudes and values in primary and secondary sources.
• Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged.

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Teaching tips

The focus on a study of the eruption of Mount Vesuvius in 79 CE is based on the evidence of Roman civilisation captured at the time of the eruption. The excavations of Pompeii are like opening a time capsule into a typical Roman town. Look carefully with your students at what the discoveries at Pompeii have been able to tell us about Rome and Roman lifestyle. Use the weblinks in the obook extras panel on this spread to show how Pompeii was covered during the volcanic eruption, leaving us with a treasure trove of history for archaeologists to discover. The various teaching resources outlined here allow you to focus on this aspect of the eruption.

It is also important to keep in mind the curriculum focus: the impact of physical features of the environment on civilisation. There are two main impacts to be noted in this study.

• The first is obvious: the eruption killed many people and destroyed several towns.
• The other impact is less obvious but even longer lasting. The volcano, like many volcanoes, provides the surrounding countryside with fertile soils. This encouraged the ancient Romans to live there and encourages millions of people to still live there today.

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examiningevidence
Pompeii

Pompeii was an ancient port. It lay about 350 kilometres south of Rome. (Its remains lie inland today, due to lava build-up.) It was (and still is) close to Italy's horizontal fault line. By the 3rd century BCE, it was loosely controlled by Rome as an ally (friend). That changed in 89 BCE, when the Roman **consul** Sulla put down a revolt by Pompeii (and other ally cities). He then sent some 5000 Roman army families to settle in Pompeii.

Ten years later it was buried under a thick layer of ash and debris when nearby Mount Vesuvius erupted. Recent estimates suggest its population may then have been that of a medium-sized Australian town.

Today, Pompeii is a protected **World Heritage Site** and one of Italy's most popular tourist destinations. This is because its ruins, when found, were more or less as the city had been in 79 CE. The **excavations** have provided a wealth of **evidence** for historians about ancient Roman lifestyles.

Source 5.4 Part of the excavated city of Pompeii, with Mount Vesuvius in the background

The excavated ruins (see Source 5.4) provide evidence that Pompeii had a **forum** (with temples and markets) and paved streets. It also had a stone **amphitheatre** (where drama performances were held). The largest of its public baths, the Stabian baths, would have covered a quarter of the Melbourne Cricket Ground. As well, there were many luxurious villas, such as shown in Source 5.6.

Source 5.5 Location of Pompeii and nearby towns

On the day Vesuvius erupted (24 August 79 CE), a Roman fleet was moored at Misenum, commanded by Pliny the Elder (23–79 CE). He ordered it to sail closer to Pompeii but he then lost his life. His nephew, Pliny the Younger, was also at Misenum. Some years later, he reported what happened in a letter to the Roman historian Tacitus (56–117 CE). (See Source 5.9.)

Source 5.6 Artist's impression of a Roman villa, based on evidence provided by ruins uncovered in Pompeii

Source 5.7 Artist's impression: eruption of Mount Vesuvius

Sixteen years earlier, in 62 CE, Roman records report that an earthquake damaged a number of buildings in Pompeii. On the morning of the eruption (see Source 5.7), tsunamis (tidal waves) smashed into the coastline, and smoke and ash blackened the sky. A rush of boiling mud wiped out farms and villas almost instantly. Suffocating gases filled the air.

Source 5.9

We [Pliny and his mother] had hardly sat down when darkness fell, not like the dark of a moonless night, but as if a lamp had been put out in a closed room. You could hear the shrieks of women, the wailing of babies and the shouts of men … Some were so terrified they prayed for death. Many prayed to the gods for help, but even more were of the view that there were no gods left, and that the universe had been plunged into eternal darkness … The flames continued for a while, some distance away. Then the darkness returned and ashes began to fall again, this time in heavy showers. We stood up every now and then to shake the ash off or we would have been crushed under its weight.

Translated extract from a letter to Tacitus by Pliny the Younger

The excavation of Pompeii started in 1860. The **archaeologist** Giuseppe Fiorelli found many strange cavities. He soon realised they had contained human and animal remains. Over time, the bodies had been reduced to dust and bits of bone. He poured a type of plaster into the cleaned-out cavities to reveal shapes such as those shown in Source 5.8.

Source 5.8 These plaster shapes are of Pompeiians at the moment of their death

Check your learning

1 a Which of these sources are primary sources for a study of Pompeii?
   b Write down a question for each source that would help you discover more about it than you currently know.
2 Study Source 5.4.
   a Estimate the approximate distance between Mount Vesuvius and the city.
   b Check your estimate against Source 5.5, using the map's scale.
3 Refer to Source 5.6. What evidence does it provide about villa life in Pompeii? Is this source reliable? Explain.
4 How useful was 5.7 in helping you to better appreciate Source 5.9? Explain.
5 Read Source 5.9 carefully.
   a What evidence does this source provide about the reaction of the people of Pompeii to the eruption?
   b Use the scale on Source 5.5 to estimate how far (in a direct line) ash was being dispersed from Vesuvius if it was falling on Pliny the Younger and his mother.
6 With a partner, use Google Earth to zoom in and out on Pompeii. Look at some of the photographs and close-ups of street views, and take note of Mount Vesuvius. Jot down notes about anything that particularly interests you.

Skillbooster: Virtual site study

Go to the virtual site study using the weblink in the obook extras panel on this spread. Your students will be required to place themselves in the position of a Spanish army officer in the 18th century who discovered the ruins of Pompeii. Through a series of films, websites and activities, they carry out research and produce a final report. Based on what they discover at Pompeii, they have to decide if they will take precious statues from the site to be used in a new palace or preserve the site. Will they become a tomb raider or a tomb saver?

Answers: Check your learning

1 a Sources 5.8 and 5.9 are primary sources. They existed or were written at the time of Pompeii's destruction. Source 5.7 may be a primary source depending on when it was painted and by whom.
   b Individual answers will vary.
2 a Visually, the distance would appear to be 5 to 10 km.
   b Using the map scale it appears that the distance is about 10 km.
3 Source 5.6 shows that Pompeii was a very civilised place. Housing was impressive and there were villas that were very affluent. It is an artist's impression so

we cannot be sure but it would have been based on discoveries in the city.
4 Individual answers will vary. Source 5.7 shows the ash and debris being thrown over the city, which could explain Source 5.9.
5 a Most people panicked when Vesuvius erupted. Many screamed and cried out while others prayed for help. People further away from the eruption were able to watch the events in relative safety.
   b Pliny the Younger was at Misenum. This is located about 35 km from Mount Vesuvius.
6 Individual answers will vary.

Australian Curriculum focus

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- Draw conclusions about the usefulness of sources.
- Develop historical texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged.

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Teaching Tips

Reflection

The 'Big ideas' activities allow students to review the influence of physical features and location on a people's history.

Question the students about the influence of location on history. Use the map from Source 5.3 blown up on an overhead to review the beginnings and geographical location of the empire. What can students say based on the evidence it presents, if any? Question whether they believed that the Mediterranean Sea would hinder rather than help the growth.

Ask students to revisit the geographical advantages of Rome's location. How does its position offer some protection against invasion? How does it help in providing the food and supplies necessary for the growth of Rome into a city?

Skillbooster: Comparing cultures

Now that students have an understanding of the various ways in which physical features (such as oceans, rivers, mountains, plains and volcanoes) can influence a civilisation there is an opportunity to apply this understanding to another culture. There are several possibilities depending on the structure of your course:

1. Examine the impact of physical geography on prehistoric people, such as the impact of water supplies on the movement of people from Africa. This could tie in with an earlier overview of the ancient world.
2. Examine the ways in which the physical geography of Australia influenced the settlement patterns and lifestyles of Indigenous Australians.

This could lead to a comparison of the lifestyles of desert people, rainforest people and coastal people.

3. Compare the physical world of the Romans with another of the Mediterranean societies (the Greeks or Egyptians) examined in this textbook. This would allow you to examine how the common geographical feature—the Mediterranean Sea—was used differently and similarly by different cultures at different times.
4. Compare the physical world of the Romans with one of the Asian cultures (India or China) examined in the Australian Curriculum. You

may choose to examine the Asian culture that you will later cover in your course or, alternatively, the other culture.

Source 5.10 A stone relief showing men hauling cargo up a river, probably the Rhône in France, during the time of ancient Rome. This was also done on the Tiber.

Source 5.11 A section of the Tiber River

The River Tiber

The River Tiber begins as freshwater springs in the Apennines. It then flows west some 400 kilometres across the Italian peninsula to the Tyrrhenian Sea. (This is one of many deep sea basins that make up the Mediterranean Sea.) The city of Rome developed on the eastern bank of this river.

At first, the river did little more than to mark off the territory of tribes in the region. As the city of Rome developed, the river became increasingly important as a transport route. Upstream from its mouth, it could be navigated for about a quarter of its length. Vessels that sailed its waters included boats propelled by oarsmen and barges dragged along by men walking the banks (see Source 5.10).

The river also served as an outlet for a huge sewer, the Cloaca Maxima, built around 600 BCE. The sewer's remains are still there today.

A port, Ostia, was built at the river mouth. (Later, Ostia became an important naval base.) Through Ostia and other ports such as Pozzuoli and Portus (see Source 5.12), trade goods poured into and out of Rome. These were mostly from **colonies** that Rome had set up.

The Tiber River also caused some problems for Rome. Each year, it flooded with snow melt from the Apennines, sometimes seriously. This prompted successive Roman rulers to erect structures to strengthen river banks to protect areas of the city from flood. Wharves were also built.

big**ideas**

5.1 How do geographical features influence human settlements?

Remember

1. List three physical features of the Italian peninsula.
2. Make an A3-sized facts chart on the Mediterranean Sea. Refer to Source 5.3 for some of your information.
3. What physical feature caused the devastation of Pompeii in 79 CE? Explain in a few sentences what happened and why the geography of the region made such an event likely.

Understand

4. Suggest what it would have been like to have been one of the boat haulers shown in Source 5.10. Think about the difficulties and challenges of doing such a job.
5. In small groups, write and present one of the following to convey the essence or spirit of the Mediterranean Sea:
   a. a rap
   b. a collage of images and assorted texture items (e.g. seaweed, shells, sprinkles of sand)
   c. a mime, accompanied by selected commercial music
   d. a climograph, based on researched climate data for a selected location.
6. In your notebook, construct an acrostic poem using the word TIBER. Your poem should reflect the impact of the river on ancient Rome. An example is shown below to give you an idea of what is required:
   Tumbling from the mighty mountains
   Into the Mediterranean Sea,
   Barges on its waters,
   Enters the mighty Tiber—
   Rome's lifeblood.

Apply

7. a. With a partner, decide on the benefits and shortcomings your school has because of its geographical location. You will need to identify all the physical features of the surrounding area.
   b. Brainstorm inventive, but workable, solutions to allow your school to take advantage of any benefits and to overcome any disadvantages. Be creative in your thinking.

Source 5.12 Artist's impression of the ancient Roman port of Portus, north of Ostia, showing its artificial harbour and the canal that linked it to the River Tiber

8. Present a one-minute 'What am I?' oral presentation for the class on a selected physical feature of the Mediterranean region. You will need to do some research. Leave it until the last minute to reveal what you are.

Analyse

9. o A link to a virtual site tour of Ostia is available on the **obook**. Take notes on what you observe as you 'walk' around. Highlight any observations you regard as especially useful.
10. Look carefully at Source 5.12. Decide how each of the built structures you identify would have benefited Rome's trade.

Evaluate

11. Prepare a list of criteria (standards) that would help you decide which physical feature most influenced the way ancient Rome developed as a civilisation.

Create

12. Conduct photo research to create a four-page paper or digital album of one of the following: The Alps, Rhine River, Apennines, Nile River, Adriatic Sea. Add suitable captions that help to explain how you think this feature may have influenced the growth of ancient Rome, and why.

10. The following table outlines some possible answers:

Built feature	Benefit to trade
Lighthouse	Make shipping more safe
Sea wall	Protect ships from rough seas while in harbour
Harbour	Makes it easy to load and unload ships
Canal	Allowed goods to be unloaded to smaller ships and transported to the city

11. Individual answers will vary. Some possibilities include: helped Rome to defend itself from invasion, helped with trade, helped to provide Romans with food and water.
12. Individual answers will vary. See the 'Skillboosters: Extending your skills section on page 213 of this teacher's guide for some suggestions about this activity.

Answers: Big ideas

1. The terrain of the Italian peninsula was dominated by a rugged mountain range that ran through its centre. To the west were fertile plains while to the east the territory was more mountainous. The peninsula was protected to the north by the Alps. The peninsula stuck out into the Mediterranean like a boot.
   It extended for approximately 960 km and was 150 km wide.

2. Some possible facts are: large sea; surrounded by the shores of three continents (Europe, Asia and Africa); relatively calm with few storms; Greek and Italian peninsulas protrude into the sea.

3. The city of Pompeii was devastated by the eruption of Mount Vesuvius in 79 CE. Italy sits at the boundary between two of the world's tectonic plates: the African Plate and the Eurasian Plate. This makes volcanoes and volcanic eruptions regular features of the Italian landscape. The eruption in 79 CE covered Pompeii with a deep layer of fine volcanic ash, which killed all of the residents of the city.

4. Individual answers will vary. It would be physically demanding as the haulers would have to pull the boat against the flow of the river along rough paths on the bank.

5. Individual answers will vary.
6. Individual answers will vary.
7. a. Individual answers will vary.
   b. Individual answers will vary.
8. Individual answers will vary.
9. Individual answers will vary.

Workbook resources

Activity 5.4 Create a storyboard

obook extras

Enter the ID numbers below into the search field of your obook to access these resources.

ID05.01 Flashcard glossary: Ancient Rome
ID05.08 Weblink: Site visit of Osta Antica

Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING

- Roles of key groups in ancient Roman society (such as patricians, plebeians, women, slaves), including the influence of law and religion

HISTORICAL SKILLS

- Identify the origin and purpose of primary and secondary sources.
- Locate, compare, select and use information from a range of sources as evidence.
- Identify and describe points of view, attitudes and values in primary and secondary sources.

This is an extract from the History Australian Curriculum (Sydney, 2012: Australian Curriculum, Assessment and Reporting Authority [ACARA]). ACARA does not endorse Oxford University Press or this product.

Teaching tips

The Roman political system and the changes it underwent over time are vital for an understanding of how Roman civilisation developed. Students need to be clear about the differing levels of society and the rights and responsibilities that these positions gave the men and women who were in them.

You will need to spend some time on the different governing bodies and their responsibilities, as well as on the particular positions of power and how a Roman citizen could gain them. It can be difficult for students to fully understand the system of social controls that existed in an ancient society. Begin with an icebreaker activity that requires students to think about the social controls that exist in their own lives.

Getting started

Start the lesson by referring students to a social unit they know well, such as the classroom, school, family or local community. Ask them to nominate who and what they believe keeps that unit under control, and why. What means are used to do this? How effective are they? Allow students to explore the various controls in their lives and keep bringing it back to why we have controls such as these. What, for example, are the benefits of a well-ordered society where everyone knows their duties and obligations?

To function well, all social groups, whether families or civilisations, need a system of controls. Otherwise, the group would not operate cohesively. Some of these controls are obvious: rules and regulations, police on duty, teachers on playground duty, school rules, national laws, etc. Others are less so: social divisions (with expected behaviours) and a fear of non-compliance (with threats of punishment).

Source 5.13   This 19th-century **fresco** is the artist's impression of a Senate meeting in Rome.

5.2   What shaped the roles of key groups in ancient societies?

The political and social divisions that shaped the roles of key groups in Roman society were similar to those of ancient Greece. For example, only certain people could be **citizens**. *There was also a clear distinction between rulers and those who were ruled, between slaves and free-born people, between the wealthy and the poor, and between men and women.*

The role of citizens

Under Roman law, a boy was born a citizen if his father was a citizen and his parents were legally married. (From time to time, these requirements changed slightly.) Foreigners (free men born outside ancient Rome, such as in Roman colonies) had some rights. But these foreigners could not be full citizens until 212 CE. That was when the emperor Caracalla changed the law to allow this.

Slaves were not citizens and had no rights at all. However, if slaves were freed, they were given a limited form of Roman citizenship and their sons could become citizens. Freed slaves were called freedmen, or *liberti*. Some *liberti* become very wealthy and often influential. Women were not citizens, although they had limited rights and a degree of personal freedom.

Source 5.14   Some of the rights of a full Roman citizen

- Could vote in citizen assemblies at age 25
- Could not be tortured, whipped or **crucified** for an offence
- Could nominate for positions of public office (e.g. magistrate)
- **Rights**
- Had the right to a legal trial at which they could defend themselves
- Could own property and draw up legal contracts
- Did not have to pay certain taxes
- Could serve in army legions

Classes of citizen

Roman citizens were divided into classes based on birth (lines of descent) and property (how much land they owned). This determined their role in society and thus their lifestyle. Broadly, the society was made up of **patricians**, **plebeians** and slaves.

Patricians

Patricians were people who could typically trace their line of descent back to the heads of those influential families who made up the original **Senate** in Rome. (This was an advisory body first set up to advise the Etruscan kings.)

Patrician families were wealthy and typically owned huge estates. For a long time, they held all the positions of political importance, such as offices listed in Source 5.15. Only they could interpret the laws (unwritten until 450 BCE). It was considered beneath them to be involved in commerce.

Source 5.15   Key government officials of ancient Rome

Official	Number appointed	Role and responsibilities
Consuls	Two (for 1 year)	Top ruling officials who shared power; called and oversaw meetings of the Senate and assemblies
Praetors	Up to eight	Managed the legal system, appointed (or elected) judges; could be appointed as governors of the provinces
Aediles	Two	Looked after food supply, games, public buildings, city maintenance and markets
Quaestores	Up to 40	Looked after financial matters within cities and the army
Censores	Two (every 5 years)	Reviewed Senate membership; enrolled new citizens; conducted census; oversaw tax collection and public works contracts

Source 5.16   This statue of a patrician shows him wearing a toga and holding busts of his ancestors. Such busts were regarded with great respect.

3   What do you think is happening in this scene? You could then take this further if you wish and research the story of Cicero and Cataline. For a weblink see the obook extras panel on this spread. Identify the moment in the story shown in the fresco. An interesting point to follow might be why the modern Italian Senate has this fresco in such a prominent place. Is this just a coincidence or is the fate of Cataline intended to serve as a warning? You could also explore the usefulness of this piece of secondary evidence in learning about the way in which the Senate worked and explore any bias of the artist as evidenced in the fresco.

Skillbooster: Glossary

Students could look up and then write the meaning of the following words or terms into their notebook.

- Rubicon River
- abdicate
- depose
- patrician
- plebeian
- citizens' assembly
- Senate.
- consul
- oligarchy
- democracy
- tribune
- dictatorship
- praetor

Skillbooster: Comparing cultures

Read this spread and discuss the following:

- how people became Roman citizens
- the rights of citizens in Rome
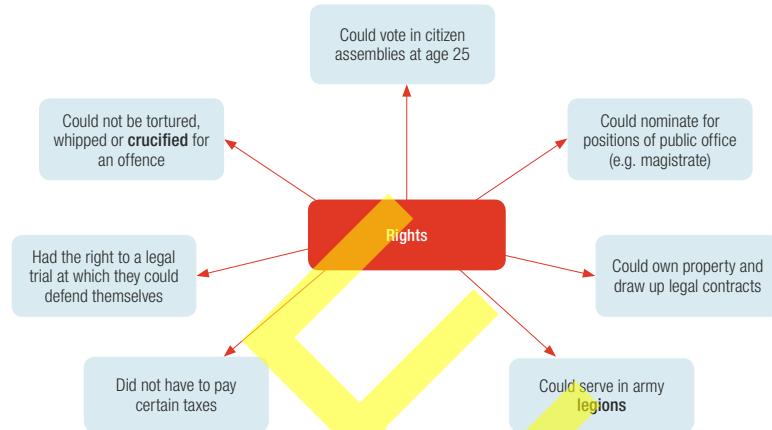- the divisions within the citizenry.

Compare these to modern Australian society. There are numerous resources available on Australian citizenship from the Department of Immigration and Citizenship (see the weblink in the obook extras panel on this spread).

Here are some of the privileges of Australian citizenship:

- vote (from the age of 18)
- register children overseas as Australian citizens
- apply for an Australian passport
- seek assistance from overseas diplomatic staff
- election to Parliament
- apply for work in armed forces or public service.

Skillbooster: Analysing art in history

The fresco of the Roman Senate (Source 5.13) is on the wall of the modern Italian Senate. You may

like to use this fresco to explore some aspects of the Roman Senate or of the particular moment in Senate history depicted in this fresco. There are some suggestions about using art in history on pages 230–1 of this Teacher Kit. Here are some ideas about using this particular piece of art.

Provide a copy of the fresco so students can write labels on and around it. Students could write the following labels on the fresco:

- senators listening to the speech
- senator sitting alone
- senator speaking.

They could also note who is *not* at the Senate meeting. The togas worn by all senators imply that they are all patricians. There are, therefore, no plebeians or slaves.

Once students have identified the three key groups and individuals, they could try to interpret what they think is happening in this scene:

1   Why do you think the senator on the right is sitting alone?
2   What is the attitude of the other senators towards this man? How can you tell?

obook extras

Enter the ID numbers below into the search field of your obook to access these resources.

ID05.09 Weblink: Citizenship
Department of Immigration and Citizenship resources for schools

ID05.10 Weblink: Cicero and Cataline
The story of Cicero and Cataline

Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING

- Roles of key groups in ancient Roman society (such as patricians, plebeians, women, slaves), including the influence of law and religion

HISTORICAL SKILLS

- Sequence historical events and periods.
- Locate, compare, select and use information from a range of sources as evidence.
- Identify and describe points of view, attitudes and values in primary and secondary sources.
- Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged.
- Use a range of communication forms (oral, graphic, written) and digital technologies.

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Skillbooster: Comparing cultures

Explore the tension that arose in the lower class (the plebeians) and see if students can come up with modern-day comparisons. Recent examples include popular uprisings in Egypt, Libya and Tunisia. Explore the background of these uprisings and compare these to the situation amongst the plebeians in ancient Rome.
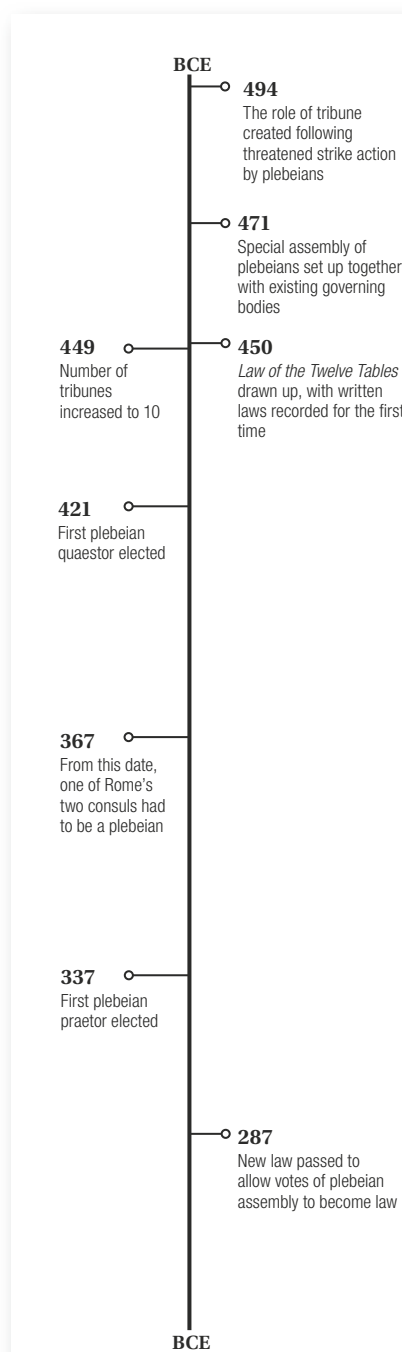
Look carefully at Source 5.17. Students need to highlight what they believe are the three key events that represented the change that the plebeians brought about in Roman society and how that changed not only their political presence and position but also Roman society. You could also discuss the way in which these changes can be seen as moving Rome closer to a democracy.

Compare these political changes with what was happening outside of Rome in the empire at these times. Get them to reflect on whether external pressures or just internal pressures brought about change. They should consider whether such change was inevitable and argue why and how they have developed the viewpoint that they hold.

Digging deeper: Roman Senate

It is 287 BCE. The Roman Senate, fearing a strike by the plebeians, has invited a group of prominent plebeians to speak at the Senate. Concerned that the plebeians may try to seize power to remind the plebeians of their strength, the Senators have also allowed some soldiers to be present.

Divide the class into three groups: plebeians, patrician and soldiers. Each group should discuss their aims and tactics before the Senate meeting:

- The plebeians are threatening a strike. Get this group to develop the ideas that they might use when they are asking for more power and position within Roman society.
- On the other hand, the patrician group can be made up of some senators and a consul. Get them to try to develop some thoughts about how they can placate the plebeians without losing too much face or power.
- The soldiers can be there as a possible means to enforce the wishes of the consul; but, again, these soldiers might argue that it is not their job to fight against other Romans and, while they might be willing to follow some orders from the consul, it is possible that they might also support the plebeians.

Each group should select a spokesperson to outline the demands and points of view of their group. Once all groups have presented their views they can be questioned by members of other groups. The army and then plebeians could then be dismissed and the senators could discuss the potential impacts of the threatened strike and how these can be avoided.

BCE timeline

- **494** The role of tribune created following threatened strike action by plebeians
- **471** Special assembly of plebeians set up together with existing governing bodies
- **449** Number of tribunes increased to 10
- **450** *Law of the Twelve Tables* drawn up, with written laws recorded for the first time
- **421** First plebeian quaestor elected
- **367** From this date, one of Rome's two consuls had to be a plebeian
- **337** First plebeian praetor elected
- **287** New law passed to allow votes of plebeian assembly to become law

BCE

Source 5.17 Timeline of gradual increase in political power of the plebeians

Plebeians

Plebeians were the ordinary people of ancient Rome. They made up the bulk of the population and thus the army. They also included those who *were* involved in commerce. They had some say in how they were ruled though their membership of the **Citizens' Assembly**. However, this body was still dominated by patricians.

The poorest of the plebeians owned no property at all. Wealthier plebeians (called **equites**) included **artisans** and moderately rich landowners. These landowners were often those whose forebears had been wealthy enough to join the cavalry of Rome's first armies.

During the years of the republic, the plebeians began to challenge the long-held authority over them of the patricians. Unrest grew. As Source 5.17 shows, they made their first threat in 494 BCE: they refused orders to attack an enemy force. Instead, they retreated to another hill near Rome. The patricians were very concerned for the plebeians greatly outnumbered them; they also needed plebeian support and services to survive. And so began the first of many concessions made to the plebeians over the next 200 or so years. These included changes to the law.

Source 5.18 Tomb of the plebeian Gaius Cestius, who died during the 1st century BCE. He was a tribune in ancient Rome.

empathy: the role of slaves

Today most would be offended by the idea of owning slaves who had few or no human rights. It would thus be easy to judge Roman slave owners by our standards. It is true that many slaves were treated badly. But let's look at this from the perspective of an ancient Roman. Let's exercise some historical empathy. In ancient Rome, owning a slave was a bit like us owning a lawnmower! This does not make what some of them did **moral**. But we do need to view slave ownership through their eyes, not ours.

Most slaves were prisoners of war, though some were bought as 'goods'. A few were abandoned children or people who could not pay their debts.

Clever, well-educated slaves might become tutors in wealthy households. A few even worked in powerful positions for emperors, as the former slave Marcus Antonius Pallus (c. 1–63 CE) did for the emperors Claudius and Nero. Some slaves were given their freedom, or earned enough money to buy it.

Slaves had no choice in what they did. Ancient records report some having to wear metal collars engraved with their owner's name. The less fortunate might be forced to fight to the death as **gladiators**, or to work in Rome's mines and quarries. Punishments could be cruel. Text sources record one man's attempt to feed his slave boy to lampreys (blood-sucking eel-like fish) for breaking a glass.

As in most ancient societies, including Rome, slaves provided a vital source of labour, especially on farms and in mines and quarries. Their efforts, though often costing them their lives, helped to increase the prosperity of Rome.

Source 5.19 Advice on managing slaves on an estate

Clothing for the slaves. A tunic weighing three and one half pounds and a cloak in alternate years. Whenever you give a tunic or a cloak to any of them, first get the old one back to make patchwork cloaks of. Good wooden shoes should be given to them every second year.

From *On agriculture* by Cato the Elder (234–149 BCE)

Source 5.20 Domestic female slaves in ancient Rome could be asked to attend to every need of their mistress.

Source 5.21 Strong and/or beautiful people, such as the slave depicted in this ancient mosaic, were typically sought out to work in the households or on the estates of the wealthy.

Check your learning

1 Create a mind map about citizenship in ancient Rome.
2 Why were the patricians such a powerful social group?
3 Find out more about the *Law of the Twelve Tables*. How was this law code recorded, why was it set down, and whom did it benefit?
4 The setting is ancient Rome; the time is the day before harvest. Many slaves will have to work hard to bring in the wheat crop that the landowner hopes will bring him much wealth. Record the thoughts about tomorrow from two different perspectives: that of the landowner and that of a slave.
5 a Why would the patricians have feared the strike action of the plebeians in 494 BCE?
  b How did changes to the law and governing arrangements change the role of the plebeians over time?

4 Individual answers will vary.
5 a This would bring commerce to a halt in Rome. It would also demonstrate the power of the people and a way in which they could threaten the power of the patricians.
  b Each change to the political structure outlined in Source 5.17 gradually increased the political power of the plebeians. They became a more powerful group within the Roman political system.

Answers: Check your learning

1 This answer is to be in mind map form. Points that could be included are:
Citizenship = citizens: boys whose father was Roman and whose parents were married; Roman Citizens had certain rights; were divided into two classes, Patricians (ancient, wealthy families) + Plebeians (ordinary Romans who made up the bulk of the population)
Citizenship = foreigners (free men born outside Rome): had some rights, but could not be full citizens
Citizenship = slaves: had no rights; were usually prisoners of war; educated slaves might become tutors
Citizenship = freedmen: slaves who had been given their freedom; some slaves earned enough money to buy their freedom; a few freedmen become powerful advisors to emperors.

2 The patricians, as a social class, were very powerful because it was from their group that the Senate was selected. Initially they were the only men who could hold political office as well.

3 The 12 tables were drawn up on 12 ivory plaques that were placed in the Roman Forum on public display. These were the first written laws and were equally binding on both patricians and plebeians. This was advantageous to plebeians as it placed them on a more equal footing with the more powerful patricians.

obook extras

Enter the ID numbers below into the search field of your obook to access these resources.

ID05.11 Weblink: Social order

Provides notes on social classes including patricians, plebeians, slaves, equestrians and soldiers

ID05.12 Weblink: Slaves

Extensive lesson plan called 'Slaves, the labour force and the economy' where you might find some useful teaching ideas

Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING

- Roles of key groups in ancient Roman society (such as patricians, plebeians, women, slaves), including the influence of law and religion

HISTORICAL SKILLS

- Locate, compare, select and use information from a range of sources as evidence.
- Identify and describe points of view, attitudes and values in primary and secondary sources.
- Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged.
- Use a range of communication forms (oral, graphic, written) and digital technologies.

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Teaching tips

It is very important that students be able to describe the position of women in Roman society. They will also be expected to compare and contrast the position of women in ancient Rome to the position of women in other civilisations they have studied, as well as with the situation in the present day.

Compare the status of women in ancient Rome to that of women in three other societies: ancient Greece (see pp. 170–3), ancient China (see pp. 284–5) and modern Australia (see the weblink provided in the obook extras panel on this spread). Use a table such as the one below to contrast and compare women's status in these societies. The criteria for comparison are meant only as a starting point. Add others of your own, perhaps following a discussion and brainstorming session with your class.

Criteria	Ancient Rome	Ancient Greece	Ancient China	Modern Australia
Had a vote	No	No	No	Yes
Could own property				
Could work				
Could fight in wars				

The effect of war could be used as an effective contrast and could be used for examining the changing role of women in World War II, for example, and how there are similarities to what happened during the Punic Wars.

The role of women

What we know about Roman women was written by men. There are also very few sources about the lives of poor women. But we do know that the **paterfamilias**, the oldest male in the family, had all the power. (A family in ancient Rome typically included parents, married and unmarried children and slaves.) The *paterfamilias* decided whom his daughter married and whether a newborn lived or died.

Source 5.23 Roles of women in ancient Rome

Constraints (legal and social)	Opportunities
Could not vote or own property	Had more personal freedoms than, say, the women of Athens
Had no legal control over their children	Many were taught how to read and write
Had to have a male guardian in public	Many became highly respected figures
Most had a less formal education than boys (e.g., learned spinning and weaving rather than, say, maths, history and philosophy)	A number were able to work or run their own businesses, or helped their husbands with their business, unlike Athenian women who were largely shut away in their homes
Had no active role in civic or political life	Could play an active role in preparing sons for civic life

Changing women's roles

The main role of women, especially those of the higher class, was to raise children and run the household. The Punic Wars (see pp. 258–60) did much to change this. With their men away fighting, many Roman women had to manage on their own (with their slaves). After the war, widows often received large sums of money. This further boosted their self-reliance.

Much later in the republic, a new type of marriage evolved that gave women a little more freedom. They were now less under the direct control of their husbands. With their husbands, many women attended dinner parties, gladiator fights, chariot races and religious festivals, and regularly went to the public baths. Not all men were happy about this though.

Source 5.24

If you give women equal freedom with men, do you think this will make them easier to live with? Far from it! If women have equality, they will become men's masters.

Translated extract from the writing of Livy, a Roman historian (59 BCE to 17 CE)

By the early days of the empire, many upper-class women had a new prosperity and social standing. This encouraged many to further 'push the rules' in the way they behaved.

This development worried Rome's ruler Augustus (63 BCE to 14 CE). He believed Rome would be strong only if its people were moral. As part of his reforms, he introduced strict laws to restrict women's behaviour. For example, women had to sit in the top tiers of the **Colosseum**. There were also harsh penalties for adultery. The laws he created saw even Augustus' own daughter, Julie, exiled.

Source 5.22 Fresco from Pompeii of a young mother and her baby

significance: Cornelia Gracchus

Cornelia Gracchus (190–100 BCE) was a remarkable trailblazer for women's independence at this time in history. She was the daughter of the Roman general Scipio (see p. 258). She and her husband, Tiberius Gracchus Major, had 12 children, only three of whom (two boys and a girl) survived.

When her husband died, Cornelia refused to marry again, despite offers. Instead she took total control of her sons' education and made her own decisions. When asked why she dressed so simply, it is said that she replied 'My sons are my jewels.' She even set up a club where prominent literary and political figures could gather to share ideas.

She is significant because she was a woman ahead of her time. She was well regarded as a virtuous, ideal mother figure by ancient Romans. Yet she was also strong-minded and independent.

Source 5.25 Sculpture of Cornelia and her two sons

Source 5.26 Painting of Roman magistrate Terentius Nero and his wife from Pompeii (1st century CE)

4 Women were not allowed to vote, own property, have legal control over their children, be alone in public or be involved in politics. They also received a lower level of education than men.

5 They could both read and write and were therefore well educated.

6 a Individual answers will vary.

   b Individual answers will vary.

Check your learning

1 How did the *paterfamilias* influence the role of women in ancient Rome?

2 a In your own words, explain why Cornelia Gracchus is a significant figure in history.

   b What do you think Livy might have thought of her? Why?

3 How did the Punic Wars help to change the role of women in ancient Rome?

4 What evidence does Source 5.23 provide about the limits on the role of most women in ancient Rome?

5 The magistrate and his wife shown in Source 5.26 both hold writing materials. What do you conclude from this evidence?

6 a Word-process a short letter that a modern women's rights supporter might send to Cornelia Gracchus (if that were possible!) explaining why she is regarded today as such a 'trailblazer'.

   b Using the editing tools in your word-processing program, check your writing for spelling and grammatical accuracy. How does the grammar and spelling check compare with formal grammar and spelling you have learned in other classes, such as English? Assess the accuracy and suitability of the word-processing program you use. Would you recommend it to other students? Why?

For your information

Cornelia Gracchus, as pointed out in the text, was quite significant in Roman history. She was married at 18 to a 45-year-old senator, Tiberius Gracchus Major. They were married for 17 years until his death. Her children who survived were Sempronia, Tiberius and Gauis, who were respectively 16, 14 and 5 when her husband died. Cornelia refused many offers of remarriage. She lived a simple life and once, when asked where her jewels were, is reputed to have called her sons to her and stated, 'My sons are my jewels'.

Her sons became major reformers near the end of the Republic. Tiberius wanted to give land to the poor,

unemployed people to encourage small farmers. He was killed in a riot in 133 BCE. His brother Gaius became a tribune in 123 BCE. He created a coalition of the poor and equestrians and gained success until he lost control of his coalition. He committed suicide by falling on a sword held by his slave.

Digging deeper: Women

- Investigate the changes that Emperor Augustus made to the position of women. What were the laws that he introduced?
- Look at the case of Julie, his daughter. Investigate what happened to her and who made the decision

to send her into exile? How long did Julie spend in exile and where did she get sent?

Answers: Check your learning

1 The *paterfamilias* decided who a girl should marry and whether a newborn child should live or die. They therefore had a lot of effect on the women of ancient Rome.

2 a Cornelia Gracchus was significant because of her ability to live within the constraints set by Roman society at the time while also advancing the cause of rights for women. This is because she upheld the Roman tradition as a mother and home-maker

while also showing women that they could take more responsibility for education.

   b Livy would be concerned that Cornelia's ideas would make women believe that they were equal with men. This would upset the social order of Rome. Livy believed that women were not the equals of men.

3 The Punic Wars gave women the opportunity to take greater control of their households as many men were away fighting in the wars. After the wars, some war widows became wealthy and this too changed their social status.

obook extras

Enter the ID numbers below into the search field of your obook to access these resources.

ID05.13 Weblink: Women in Australia

Fact sheet on women's status in modern Australia

ID05.14 Weblink: Powerful women

Information on five powerful Roman women, including Cornelia Gracchus (listed by her maiden name, Cornelia Africana)

Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING

- Roles of key groups in ancient Roman society (such as patricians, plebeians, women, slaves), including the influence of law and religion
- The role of a significant individual in ancient Rome's history, such as Julius Caesar or Augustus

HISTORICAL SKILLS

- Sequence historical events, developments and periods.
- Identify and locate relevant sources, using ICT and other methods.
- Locate, compare, select and use information from a range of sources as evidence.
- Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged.
- Draw conclusions about the usefulness of sources.

This is an extract from the History Australian Curriculum (Sydney, 2012: Australian Curriculum, Assessment and Reporting Authority [ACARA]. ACARA does not endorse Oxford University Press or this product.

Teaching tips

Begin with a discussion about leadership. What do students consider the most important trait for a good leader? Is it possible for a leader of a country to be universally liked or accepted? Who would students recognise as being a good leader?

The study of the four emperors is quite important. Students, through their study, will be able to look at the different effect of different styles of leadership. You might ask them to decide the most interesting or effective leader or the one that seems the most unlikely leader. As they carry out this work, they are using perception, communication, explanation and communication skills.

The profiles on the emperors could be read out by class volunteers. Encourage them to read dramatically. Follow with a brief class discussion on how students think the personality/behaviour of each emperor helped him to control the empire. This could lead into a broader discussion on the nexus between control, leadership and authority.

For your information

Agrippina was Nero's mother and shared power with him initially. On coins you could find his face on one side and hers on the other. During this time, Rome seemed to prosper. In 55 CE as Agrippina began to lose power, she moved out of the palace and, in a move that worried Nero, seemed to favour his step-brother, Britannicus. Nero's response was to order his execution. Four years later, sick of Agrippina's plotting, Nero apparently ordered *her*

The role of emperors

Historians often talk about Rome being ruled by **emperors** after Octavian assumed almost total power in 27 BCE (see Source 5.30). This is because it is the easiest way to refer to the role they had. However, the ancient Romans never used the word 'emperor'.

In theory, the **republic** continued after 27 BCE. But this was a pretence. In practice, ruling power became more and more concentrated in one person. The Senate, which had been the supreme body during the republic years, lost much of its influence.

These rulers (hereafter called emperors) became so powerful because they took on (or were given by the Senate) so many rights, titles and official roles.
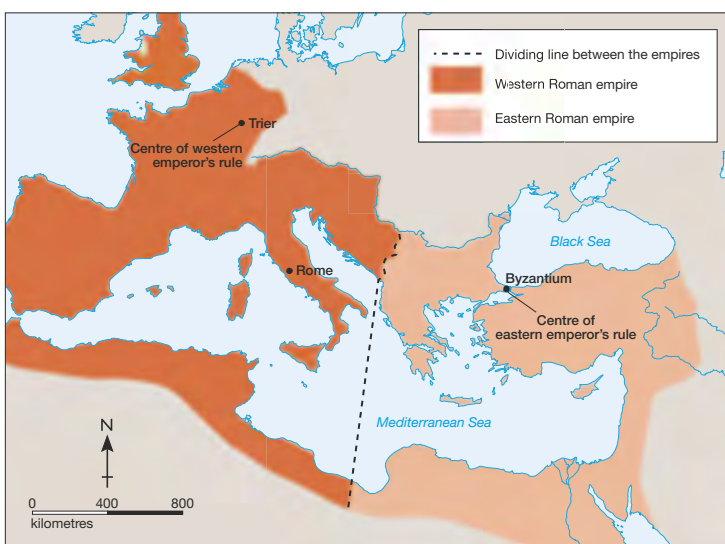
Many emperors ruled well and worked well with the Senate. Others were corrupt and brutally abused their power. Some, such as Augustus, were declared to be gods after their death. Others, such as Nero, declared *themselves* to be gods! Having a god–emperor as a central ruling figure helped to unify a territory that consisted of a diversity of peoples, languages and beliefs.

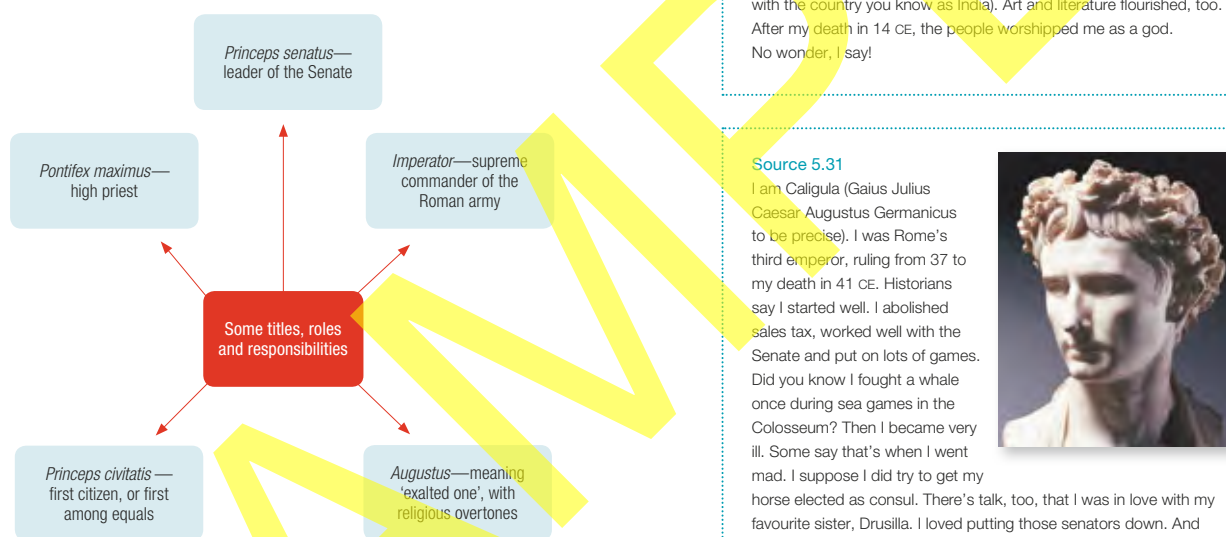Source 5.27 The power of emperor Constantine (272–337 CE), the first Christian emperor

> *[He] controlled foreign policy, making peace and war at will: he could raise what taxes he willed and spend the money at his pleasure: he personally appointed to all offices, civil and military: he had the power of life and death over all his subjects. He was moreover the sole fount [source] of law and could make new rules or abrogate [discard] old at pleasure …*

From *The Later Roman Empire 284–602* by A.H.M Jones, Oxford, Basil Blackwell, 1964, p. 321

Between 27 BCE and 395 CE (when the Roman empire was finally divided in two), there were 147 emperors. Another 23 emperors ruled in the Western empire before its collapse in 476 CE. In the Eastern empire, another 94 emperors ruled until 1453 CE, after which it became part of the Ottoman (Turkish) empire.

Source 5.28 Western and eastern empires of ancient Rome

Source 5.29 Some of the titles, roles and responsibilities of Roman emperors

Princeps senatus— leader of the Senate

Pontifex maximus— high priest

Imperator—supreme commander of the Roman army

Some titles, roles and responsibilities

Princeps civitatis — first citizen, or first among equals

Augustus—meaning 'exalted one', with religious overtones

Four emperors

Source 5.30
I am Augustus, Rome's first emperor (though I never called myself that). After my great-uncle Julius Caesar was murdered in 44 BCE, I changed my birth name to Gaius Julius Caesar Octavianus. Caesar was like a father to me and I was very upset that he was killed. Historians say I was clever the way I became so powerful, as I was a 'nobody' in Rome when Uncle Julius was murdered. My rule began in 27 BCE. The Senate renamed me Augustus. It means 'exalted one'. You might be wondering why I ended up fighting Antony. After all, he had been my comrade in battle. Well, he left my sister for that Egyptian queen Cleopatra for a start. But when he gave away Roman provinces to their children … that was enough for me! As Rome's leader, I made it a better place to live. For a while, there was peace (after a century of civil war). I increased its territory to include countries you know as France, Egypt and Spain. I built heaps of roads, bridges and aqueducts, and encouraged trade (including with the country you know as India). Art and literature flourished, too. After my death in 14 CE, the people worshipped me as a god. No wonder, I say!
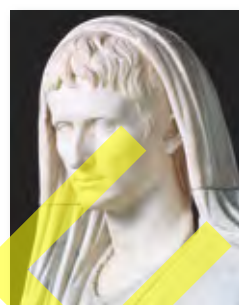
Source 5.31
I am Caligula (Gaius Julius Caesar Augustus Germanicus to be precise). I was Rome's third emperor, ruling from 37 to my death in 41 CE. Historians say I started well. I abolished sales tax, worked well with the Senate and put on lots of games. Did you know I fought a whale once during sea games in the Colosseum? Then I became very ill. Some say that's when I went mad. I suppose I did try to get my horse elected as consul. There's talk, too, that I was in love with my favourite sister, Drusilla. I loved putting those senators down. And money! I made it law that wealthy men leave me their fortunes in their will. Why not? I was a god. The Roman writer Suetonius said I was depraved. If enjoying watching gladiators die and the odd bit of slow torture is 'depraved', he might have been right. I was 29 when the Praetorian Guards murdered me. They were meant to protect me!

Source 5.32
I am Nero. I became emperor in 54 CE when I was only 17. The first few years went smoothly. I was very interested in the arts, but I was also a good chariot racer. So good, I might kill anyone who was better than me. I had my mother killed when I was 21. Then there were the military campaigns in Britain and Judea. But it was the fire in Rome in 64 CE that caused the most fuss. Some people said I started it. But I blamed the Christians—they made an excellent scapegoat. We fed some to the lions and painted others with tar before setting them alight. I built a new palace for myself on Rome's burned ruins. The Senate plotted to get rid of me, but did not succeed. But the army revolts in 68 CE were the final straw. I lost the throne to Galba—and a man from the province of Spain at that! So I took my own life that year.

Source 5.33
I am Marcus Aurelius. I was 40 years old when I became emperor of Rome, ruling between 161 CE until my death in 180 CE. Historians say I ruled well—the last of five good rulers they say. I increased the size of the army and introduced many social reforms, such as giving more rights to women and slaves. I was a thinker and philosopher, even if I was a bit cruel to the Christians from time to time. Fair enough; their beliefs were undermining ours. For most of my reign, I and my co-emperor (my stepbrother Verus) for a while fought the barbarians—he in **Parthia** (towards Asia) and I in **Germanica**. Unfortunately, his troops brought the **plague** back to Rome and thousands of people died. In 2000 CE they made a film called *Gladiator*, meant to depict one of my battles (when I was an old man). My son Commodus ruled after me. Historians say he was unbalanced and that people feared him. His rule marked the end of **Pax Romana**.

execution as well. Soon after this in 62–63 CE Nero's rule began to worsen. He lavished wealth on himself and continued to remove those around him who he feared, including his nineteen-year-old wife. In 68 CE, when his own royal guard turned against him, he committed suicide.

Skillbooster: Research and report

For a list of emperors see the weblink in the obook extras panel on this spread. Select one of the emperors or a group of emperors and research their time as leader of Rome.

1 Why or how did he become emperor?
2 What support did he need to hold his position?
3 Did he suffer from any illness or disability and how did that effect the way that he ruled?
4 Did he see himself as a Roman god and, if so, why?
5 How did he lose his power?
6 What great public buildings did he erect or what events did he sponsor?

You could allocate one emperor to each student and each student could complete the activities that follow.

Alternatively, each student could write a biography of their selected emperor in the style of the biographies on this spread.

7 Was his rule a period of greatness for Rome and, if not, why not?

Once every student has become an 'expert' on a selected emperor, you could then place them into groups of four students. Within a set time (about three minutes keeps them focused), they must find something that all four emperors represented in the group had in common (something beyond 'they were all Roman' or 'they all wore a toga!') and one thing that was unique about their emperor. You could model this first with the four emperors shown in the textbook. For example, all four emperors began their

rule well but only Marcus Aurelius is remembered as a good ruler.

Depending on the success of these groups, reform them with different combinations and so on. In this way, each student learns about other emperors while also knowing more about one emperor than any other person in the class.

Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING

- Roles of key groups in ancient Roman society (such as patricians, plebeians, women, slaves), including the influence of law and religion
- The role of a significant individual in ancient Rome's history, such as Julius Caesar or Augustus

HISTORICAL SKILLS

- Sequence historical events, developments and periods.
- Use historical terms and concepts.
- Identify and locate relevant sources, using ICT and other methods.
- Locate, compare, select and use information from a range of sources as evidence.
- Draw conclusions about the usefulness of sources.
- Use a range of communication forms (oral, graphic, written) and digital technologies.

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Teaching tips

The rule of Julius Caesar is a good place to look at the change from republic to empire. These are important terms in a study of this civilisation, and students must be aware of the changes that came about in social order because of this political change. Begin by reviewing the timeline at the beginning of the chapter. Pay particular attention to 509 BCE (Rome becomes a republic), 27 BCE (Rome moves towards becoming an empire), 395 CE (empire permanently divided) and 476 CE (last Western emperor forced to give up power).

Use the glossary in the textbook to review the words 'republic' and 'empire'. Review the role of citizens under a republic (pages 218–20). Focus on this being a period where citizens had some degree of control over the laws and government. For example, the plebeian class gradually bought about political change as they wrested some power away from the patricians.

As an empire, power became concentrated in the hands of the emperor and his elite. Some of these emperors were good men and others were tyrants. Review the four emperors on page 225, noting how decisions made by the emperor, no matter how crazy, were absolute. Disobedience could mean death. Science fiction fanatics in your class may like to compare the Roman republic and empire to the Star Wars Galactic Republic and Empire. (A weblink to use as a starting point is provided in the obook extras panel on this spread.)

Social groups, gender roles and political power have all been reviewed in some way in this chapter. Get

significant individuals

Julius Caesar

On 15 March in 44 BCE the consul Julius Caesar was murdered. A large group of senators, including his friends, stabbed him 23 times when he entered the Senate House.

Can you imagine that happening to our Prime Minister? It would be a terrible crime. But let's look at this murder from the **perspective** of those who killed him. In other words, let's try to empathise with them. What were their motives for ending Caesar's life? Were these justified?

The early years

Julius Caesar was born into a patrician family in 100 BCE. In 68 BCE, he was elected as a *quaestor*. Some four years later, he was made a *praetor* and governor of the province of Spain.

On his return to Rome, Caesar made a pact (formed a **triumvirate**) with two other leading political figures, Pompey and Crassus. Pompey and Crassus agreed to help get Caesar elected as consul (one of two top governing positions in republican Rome). They succeeded in 59 BCE. Caesar was elected consul a further three times.

In short, Caesar was rising fast—becoming a 'tall poppy'.

Source 5.34 A bust of Julius Caesar. He is often shown wearing a laurel wreath on his head as he was reportedly sensitive about his balding hairline.

Source 5.35 This statue of Caesar shows him as a confident military commander—a role he carried out very well.

Caesar's rising popularity

Caesar was considered a brilliant military commander who was popular with the people and his troops. As governor of the Roman province of Gaul (roughly today's France), he fought the barbarian **Celts**. His victories there and elsewhere saw large amounts of new territory added to the Roman republic.

By 53 BCE one member of the triumvirate was gone: Crassus. He died fighting the Parthians in the east.

By 49 BCE, many senators had begun to worry about Caesar's rising popularity and his military successes. He was starting to take on roles without the Senate's approval. This was something republican senators had feared since the time of the Etruscan kings.

Showdown

In 49 BCE, the Senate ordered Caesar to give up his military command after his conquests in Gaul. But Caesar refused. He returned to Rome with his troops, crossing the **Rubicon River**. This was a clear sign of his refusal to obey.

Civil war was declared. Pompey (now directly opposed to Caesar) fled to Egypt in 48 BCE. Caesar and his troops followed. (The bloody deed was the work of the **vizier** Ponthius and the younger brother of Cleopatra, then the rightful ruler of Egypt. These two men, ambitious for power, had forced her to flee.) Caesar was revolted, rather than impressed as the men had hoped. Caesar had Ponthius killed and Cleopatra reinstated as ruler of Egypt.

Caesar and Cleopatra

While in Egypt, Caesar fell for Cleopatra's charms. They had a child, a boy named Caesarion, born in 47 BCE. The three of them returned that year to Rome to live. There Caesar threw himself into reforms. He introduced a new currency and reformed the calendar (called the **Julian calendar**). He declared that new Roman colonies had been set up in Africa, Gaul and Greece and started building what would become Rome's chief law courts: the Basilica Julia.

Too much ambition

In 44 BCE, Caesar adopted the role of dictator for life. This was too much for the republican senators so they killed him.

Source 5.36

> But those who had come prepared for the murder bared each of them his dagger and closed in on Caesar in a circle. Whichever way he turned he encountered blows and weapons levelled at his face and eyes, and driven here and there like a wild beast he was entangled in the hands of all; for it had been agreed that they should all strike him and taste of the slaughter … For they say he received twenty-three wounds, and many of the conspirators were wounded by one another as they directed so many blows against one body.
>
> From the *Life of Caesar* by the historian Plutarch (c. 45–125 CE)

And afterwards …

Caesar's murder was followed by about 15 years of civil war. His death saw the rise to power of a man whom the Senate allowed to have a great deal of power. This man was Octavian, Caesar's great-nephew and declared heir (see Source 5.30).

1 Why do you think historians regard Julius Caesar as a significant person in history?

2 **o** A link to a timeline tool is available on the **obook**. Draw a timeline online to list key events in the life of Julius Caesar.

3 Show your empathy for the perspective of one of those who assassinated Julius Caesar. Try to understand his motives. Prepare and deliver a short oral presentation for the class, describing why you participated in such a gruesome deed.

Source 5.37 The extent of republican Rome after Caesar's military conquests

Source 5.38 Artist's impression of the assassination of Caesar

4 Based on what you have learned about Caesar, would you say he was a strong leader? Justify your answer by first listing a series of points by which you judge leadership, and then deciding how he measured up against these.

Individual responses will vary. Timelines may contain the following events:

- 100 BCE – Julius Caesar born
- 68–59 BCE – Caesar served in a number of positions in the provinces of the empire
- 59 BCE – Elected consul for the first time. He would serve as consul three more times.
- 49 BCE – the Senate, worried about Caesar's popularity, ordered him to give up his military command. Caesar refused, and civil war was declared.
- 48 BCE – Caesar followed his former ally Pompey, now leading the Senate's army, to Egypt, where Pompey was murdered.
- 47 BCE – While in Egypt, Caesar had a child with the Queen of Egypt, Cleopatra. He returned to Rome and introduced many reforms, including setting up new Roman colonies and changing the currency and the calendar.
- 44 BCE – Caesar adopted the title of 'Dictator for Life', before being murdered by a group of senators who feared he would destroy the Republic.
- 27 BCE – Caesar's adopted son and heir, Augustus, becomes the first 'Emperor' of Rome, after the senate grants him a series of political powers for life.

2 Individual answers will vary.

3 Individual answers will vary.

---

students to discuss in class whether any one group or influence has greater effect on the structure of a society than another. They might want to investigate whether the influences grow or change as a society becomes bigger or more complex.

Some consideration should be given to the reasons why the plebeians slowly gained political strength. Pose the question about what might have happened if this power had not been given to them.

Skillbooster: Comparing cultures

Initiate a discussion on the merits of living in a republic and compare this with living in an empire. This could move on to a discussion of Australia's status as a constitutional monarchy. In other words we're a bit like a republic (we get to vote, for example) and a bit like an empire (the Queen as head of state). This is a reflection of our history as part of an empire. Another discussion point is modern Italian politics. Italy is now a republic (again) after it emerged from the dictatorship of Mussolini after World War II. Modern Italy was created in 1861 as a kingdom.

Digging deeper: Thinking strategies

As a way of examining the life and influence of Julius Caesar use a series of thinking strategies that encourages students to look at information in different ways. Here are some possibilities:

What if? What if Julius Caesar were to be the leader of the opposition in the Australian Parliament today? Consider this question and brainstorm possible scenarios. Write these on an ideas wheel or mind map with the question at the centre.

The question. Julius Caesar is the answer. What are five possible questions that result in this answer?

The prediction. Julius Caesar changed the Roman republic to an empire. Predict how an empire was more vulnerable to invasion than a republic.

Answers: Significant individuals

1 Caesar was largely responsible for the transformation of Rome from a republic where the people had some control over political power to an empire where power was in the hands of one person: the emperor. He achieved this by forming an agreement with two other leading politicians.

obook extras

Enter the ID numbers below into the search field of your obook to access these resources.

ID05.17 Weblink: Create a timeline

ID05.18 Weblink: Ancient Rome and Star Wars Discussion page on the parallels between Star Wars and Roman politics, particularly the transition of Rome from a republic to an empire

Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING

- Roles of key groups in ancient Roman society (such as patricians, plebeians, women, slaves), including the influence of law and religion
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HISTORICAL SKILLS

- Sequence historical events, developments and periods.
- Identify a range of questions about the past to inform a historical inquiry.
- Identify and locate relevant sources, using ICT and other methods.
- Identify the origin and purpose of primary and secondary sources.
- Locate, compare, select and use information from a range of sources as evidence.
- Draw conclusions about the usefulness of sources.
- Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged.

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Answers: Big ideas

1. a   False. Most of the people in Rome were plebeians.
    b   True
    c   False. In 450 BCE the Law of the 12 Tablets was drawn up.
    d   False. Octavian, also known as Augustus, did not abolish the Senate although its powers were diminished.
2. Pallas had been a slave.
3. One of the roles of some Roman emperors was that of pontifex maximus or high priest. Some emperors, such as Augustus, were revered as gods after their death. Some emperors, such as Nero, persecuted some religious groups, such as Christians.
4. a   The quotation from Livy reflects the view that women are in many ways stronger as he stated that if they gained equality they would become the masters of men.
    b   She would disagree with Livy because she believed that women should work towards a higher status in Roman society.
    c   One of the laws created by Augustus to restrict women's freedom resulted in his own daughter being exiled.
5. Some slaves worked in chains. Slaves were given food and drink that was inferior to the standard given to others in Roman society.
6. Spartacus was a slave who led an uprising against the Roman republic in 73–71 BCE. He is regarded as

big**ideas**

5.2   What shaped the roles of key groups in ancient societies?

Remember

1   Decide whether the following statements are true or false. Correct any false statements and write them in your workbook.
a   The patricians made up most of ancient Rome's population.
b   Sons born to slaves who had been freed could become Roman citizens.
c   A tribune was first elected as consul in Rome in 450 BCE.
d   The Senate was abolished once Octavian came to power in 27 BCE.

2   A man named Marcus Antonius Pallas was the equivalent to the Treasurer of Rome during the rule of the emperors Claudius and Nero. What was significant about Pallas?

3   What role did religion play in the way some emperors' roles were viewed?

Understand

4   a   Look at Source 5.24. What evidence does this provide about what Livy really thought about women?
b   What do you think Cornelia Gracchus' perspective might have been on the issue Livy discusses?
c   What evidence is there that Augustus was prepared to 'put his money where his mouth was' with respect to his concern about the growing change in women's behaviour?

5   The rations listed in Source 5.40 were documented by the Roman statesman Cato the Elder (234–149 BCE) in *On Agriculture*. What evidence does this provide about the restricted rights and entitlements of slaves in Rome?

Source 5.39   The story of Spartacus has been told in films, plays, books, etc. This is a scene from the ballet *Spartacus*.

6   Find out who Spartacus was and why he is regarded as significant by historians.

7   Frame two questions that would guide your research in finding out more about Cornelia Gracchus.

Source 5.40

Item for issue to slaves	Quantity and quality
Bread	Four pounds a day in winter for those working in chains
Relish	Only olives that have dropped off the tree and then only those with least oil; when all eaten, pickled fish to be supplied
Wine	Set quantities of whatever wine can be made after the harvest for a vintage is completed

8   Write a news article suitable for the fictional newspaper *Ancient Rome Daily*, based on an interview you conducted with Julius Caesar at the height of his power. Include quotations you create (based on facts).

9   Create a timeline of Rome's emperors, plotting as many dates as you can identify from the information provided on page 225.

Apply

10   Work in small groups. Identify a modern person all members know of. Bring to the discussion some information about this person that you have found through research. Agree on factors that shaped this person's life and current role.

11   a   What was a toga, and who wore them in ancient Rome?
b   ○ A link to a website showing how to tie a toga (using an old bed sheet) is available on the **obook**. Bring digital or print photos of your efforts to share with your classmates.

12   Use an online program to create a crossword based on key words (bolded text) used in this section. You will need also to prepare the clues. Swap your completed crossword with a partner to solve.

Analyse

13   Turn to page 225 and compare and contrast the profiles of either the emperors Augustus and Marcus Aurelius or Nero and Caligula. What do you conclude about them as rulers?

14   a   What does Source 5.41 reveal about how the emperor Constantine wanted his people to view him?
b   How is this supported by Source 5.27?

Evaluate

15   Aelia Pulcheria (399–453 CE) was one of the few women ever to have real political power in ancient Rome. She was the *de facto* ruler (she *acted* as a ruler, though unofficially) of the Eastern empire for a time.
Conduct some research to find out more about her. Rate her significance on a scale of 1 to 5 (1 = not significant, 5 = extremely significant). Justify your rating.

Source 5.41   The head, carved from marble, of a statue of Constantine. The statue was about 10 metres high.

Create

16   With a partner, **hypothesise** about what might have happened in ancient Rome if:
a   the plebeians had withdrawn their services totally and permanently from Rome in 494 BCE
b   Julius Caesar had not been assassinated
c   women had been given the right to play a full and active role in political life in Rome.
Consider, in particular, how these outcomes might have influenced social roles.

- What sort of person was he?
- Where does this information come from? What primary sources are available?
- How did this person influence historical events?
- Why is this person considered to be a major historical figure? What is his legacy?

Once students have framed their questions, they should then consider where to find information. Emphasise to students the importance in History of using evidence to draw conclusions about people and events. While many websites and books will give them a full life history of these men, encourage students to use primary sources where available. Constantine wrote many letters outlining his decisions and desires, while the contemporary historian Livy mentions the role of Spartacus.

Use this evidence to address the questions posed earlier. Some questions may need to be changed and others omitted if there is not sufficient evidence to address them. A simple tool for students to report their findings is to use an evidence table, such as the one below. As students work their way across each row, they are encouraged to put their evidence through a filter of reliability.

The question I wanted to answer	The evidence I found	Where I got this evidence from	The reliability of this evidence	What this evidence tells me about my question
What did Spartacus do that made him so famous?	'Seventy-four gladiators … began a war under command of Crixus and Spartacus, and defeated the army of praetor Publius Varenus and his deputy Claudius Pulcher'.	From the website www.livius. org/li-ln/livy/ periochae/ periochae091. html#95	This is a quote from *The Periochae*, a history of Rome written by historian Livy who lived from 59 BCE–17 CE. I consider this to be very reliable.	Spartacus was the co-leader of a slave revolt that defeated a Roman army.

Digging deeper: Spartacus and Constantine

Students could be encouraged to follow a historical line of inquiry to find out more about one of these two men. Here are some guidelines for directing your students:

Begin with what they already know. For Constantine, re-read Source 5.27 and look again at Source 5.41. For Spartacus, review student answers for question 6.

Based on these few ideas, encourage students to frame some historical questions to guide their research. Some suitable questions are listed here.

- What do we know about this person?

obook extras

Enter the ID numbers below into the search field of your obook to access these resources.

ID05.01 Flashcard glossary: Ancient Rome

ID05.19 Weblink: How to tie a toga

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significant by historians because he demonstrated that oppressed people could rise up against their oppressors.

7   Individual answers will vary.

8   Individual answers will vary.

Individual answers will vary. Points to go on the timeline could include:
27 BCEE – Augustus becomes Rome's first Emperor. Augustus' reign bring about a period of peace called the Pax Romana.
14 CE – Augustus dies and is succeeded by his stepson Tiberius.
37 CE – Gaius, better known as Caligula, succeeds Tiberius as Emperor.

41 CE – Caligula is murdered by his own Praetorian Guards. His early reign was promising, but he apparently showed signs of 'madness' after an illness in 39 CE. His uncle, Claudius, became Emperor.
54 CE – Claudius dies, and his step-son Nero becomes emperor.
68 CE – Nero also began his reign positively, but became unpopular with the army and the senate. A revolt by the army brought Galba to the throne, and Nero was forced to kill himself.
161 CE – Marcus Aurelius and his step-brother Verus become co-emperors. Aurelius' death in 180 CE marked the end of the Pax Romana.

9   Individual answers will vary.

10   a   A toga was an item of clothing worn in Roman times. Only Roman citizens could wear a toga.
b   Hands-on activity

11   Individual answers will vary.

12   Individual answers will vary.

13   a   This shows that Constantine wanted his people to view him as 'larger than life'. The face shows a strong, handsome man and the laurel wreath on his head, the traditional symbol of victory.
b   This secondary source describes Constantine as being all-powerful, supporting the impression given of him in the statue.

14   Individual answers will vary.

15   Individual answers will vary.

Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING

- The significant beliefs, values and practices of the ancient Romans, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs

HISTORICAL SKILLS

- Use historical terms and concepts.
- Identify a range of questions about the past to inform a historical inquiry.
- Identify and locate relevant sources, using ICT and other methods.
- Identify the origin and purpose of primary and secondary sources.
- Locate, compare, select and use information from a range of sources as evidence.
- Draw conclusions about the usefulness of sources.
- Identify and describe points of view, attitudes and values in primary and secondary sources.
- Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged.

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Teaching tips

Divide the class into groups to carry out more detailed research into Roman religion; the effect of Christianity on the practice of religion in Rome; different styles of Roman housing (compare city/country, rich/poor, etc.). Some groups could investigate Roman fashion or institutions, such as marriage. Another group might look at death and burial. Those interested in sport might like to look at areas such as gladiators, the Colosseum and the types of games that were held, including when and why they were held.

Digging deeper: Using artworks as evidence

This spread provides you with an opportunity to use artworks as evidence. The two artworks shown (*Leading Light of Christianity—Nero's torches*; hereafter referred to as 'the painting'; and a statue of Augustus, hereafter referred to as 'the statue') and the following activities can be used to show students how art can be used in History. They can also help you assess the Year 7 Australian Curriculum achievement standards: 'They identify and select a range of sources and locate, compare and use information to answer inquiry questions. They examine sources to explain points of view. When

Source 5.42 Nero and his courtiers watch as Christians (at right) are set alight. (*Leading Light of Christianity—Nero's torches*, by Henry K. Siemiradzki)

5.3 How do beliefs, values and practices influence lifestyle?

Our lifestyles are influenced by the traditions and beliefs we inherit from our families and the communities in which we grow up. Some of these influences have a very long history. They may go back generations, even centuries. Others may reflect the recent influence of friends of a different culture.

*It was no different in ancient Rome. People's customs and beliefs were often a mix of those they had inherited from their forebears and from the cultures of **societies** they conquered. Together, they had an impact on how the ancient Romans lived.*

Religious beliefs and practices

The rulers of ancient Rome did not believe in one god, as Jews, Christians and Muslims do. Most of their deities were the equivalents of ancient Greek gods and goddesses (see Source 5.43). They also included **deities** of other conquered peoples, such as the Persian god **Mithras** and the Egyptian god **Isis**.

Roman deities were worshipped in temples and in the home. **Sacrifices** and offerings were made and festivals were held in their honour. Rituals and ceremonies were the most important part of Roman religious practice. For example, certain parts of sacrificed animals were burned as an offering to the gods. The Romans believed such practices would keep the gods happy. To discontinue them risked having bad things happen to Rome.

This was why Roman rulers such as Nero feared Christianity with its worship of one god. This fear motivated Roman leaders to try to stamp the religion out. In fact, for about 300 years, ancient Romans who became Christians were often tortured or killed. They might be crucified, burnt alive or fed to the lions, often in front of jeering crowds.
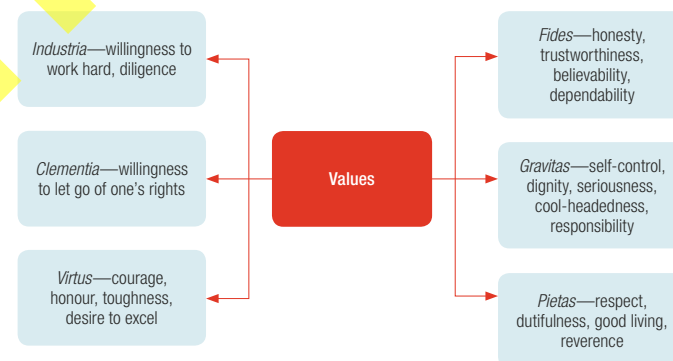
Despite these efforts, Christianity continued to spread. By 394 CE, Emperor Constantine had made it ancient Rome's official religion. Today, the traditions of Rome's early Christian church have gone on to influence the beliefs and practices of many people in the modern world.

Source 5.43 Some Roman deities, and their Greek equivalents

Ancient Roman deity	Role	Ancient Greek deity
Jupiter	king of the gods	Zeus
Juno	wife of the king, goddess of women and childbirth	Hera
Neptune	god of the sea	Poseidon
Mars	god of war	Ares
Venus	goddess of love and beauty	Aphrodite
Bacchus	god of wine and pleasure	Dionysus
Vesta	goddess of the hearth	Hestia

Source 5.45 Statue of the Roman ruler Augustus (see p. 225). When acting as chief priest, he covered his head with part of his toga to signify this role.

Industria—willingness to work hard, diligence

Clementia—willingness to let go of one's rights

Virtus—courage, honour, toughness, desire to excel

Values

Fides—honesty, trustworthiness, believability, dependability

Gravitas—self-control, dignity, seriousness, cool-headedness, responsibility

Pietas—respect, dutifulness, good living, reverence

Source 5.44 Some key values of the ancient Romans. These made up part of an unwritten code on which ancient Romans based their behaviours and attitudes.

Options

How beliefs, values and practices influenced the lifestyle of the ancient Romans is discussed in respect to the three topic areas listed below. Choose ONE of these.

- warfare (pp. 232–7)
- everyday life (pp. 238–47)
- death and funerary customs (pp. 248-51).

Related activities are on pages 252–3.

2 Research the biography written in 121 CE known as *The Twelve Caesars* on which the painting is based. There is a full English translation, but you should read this to assess its suitability before showing it to students. (A weblink for the full English translation of *The Twelve Caesars* is provided in the obook extras panel on this spread.) This research could lead on to a discussion about how we know so much about people who lived thousands of years ago.

3 Imagine that you are one of the people who witnessed the burning of the Christians shown in the painting. Describe what you saw and how you felt about it. Use the expressions on the faces of the participants for some clues about their feelings.

Skillbooster: Glossary

Students could look up and then write in their notebook the meaning of the following words or terms:

- toga
- stola
- hippodrome
- palla
- gladiator
- arena.

Skillbooster: Discussing values

Read Source 5.44. Discuss how values such as these help to control society and also reflect that society. Now discuss Australian values. What are some of the key values of this society?

Next, compare your list to the values that new arrivals to Australia must agree to when applying for residency. Refer to the website of the Department of Immigration and Citizenship. (A weblink is provided in the obook extras panel on this spread.) How does your list differ? How is it the same?

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interpreting sources they identify their origin and purpose.' The analysis of the sources should move through a sequence of questions based on these key questions:

1 What can you see?
2 What does this show us about the past?
3 What is the artist telling us about the past?
4 How useful is this source?

You could also incorporate ICT into this lesson. Students could scan the artworks and, using labels or a snipping tool, could complete the following activities.

1 Which of these artworks is likely to be a secondary source of information and which is likely to be a primary source?
2 Look carefully at the painting and describe what you see (How many people? Who do you think is the most important and why? What is happening in the right hand side of the painting? How are other people in the painting responding to this activity? etc.) Swap questions with another student and try to answer each other's questions. (Repeat these activities for the statue.)

3 What does the painting tell us about the attitude of Nero to Christians, and about the lifestyle of the Roman emperor?
4 In groups, discuss what the artist meant by calling this painting the 'leading light of Christianity'.
5 How useful is this painting in learning about the treatment of Christians under Roman rule?
6 Re-read the biography of Nero on page 225. Does the painting of him seem like a fair portrayal of him and his lifestyle?

7 Read the biography of Augustus on page 225. Why do you think Augustus chose to have himself depicted in the statue as a chief priest?

Digging deeper: Analysing artworks

Here are some suggestions for using the artworks on these pages in other ways:

1 The statue of Augustus is missing its hands. From what you know about Augustus what would be some appropriate objects for him to be holding in his hands? Sketch the statue and include these objects.

Workbook resources

Activity 5.3 Analyse a photograph

obook extras

Enter the ID numbers below into the search field of your obook to access these resources.

ID05.20 Weblink: Twelve Caesars

An English translation of the biography *The Twelve Caesars*

ID05.21 Weblink: Australian values

From the Australian Government Department of Immigration and Citizenship

Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING

- The significant beliefs, values and practices of the ancient Romans, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs

HISTORICAL SKILLS

- Identify the origin and purpose of primary and secondary sources.
- Locate, compare, select and use information from a range of sources as evidence.
- Draw conclusions about the usefulness of sources
- Identify and describe points of view, attitudes and values in primary and secondary sources.

This is an extract from the History Australian Curriculum (Sydney, 2012: Australian Curriculum, Assessment and Reporting Authority [ACARA]). ACARA does not endorse Oxford University Press or this product.

Teaching tips

The following three double-page spreads focus on the organisation and role of the army in Roman civilisation. You may like to begin with a quick discussion of the role of the army in any civilisation.

As a teacher, you can spend time in the first section looking at the organisation of the army and how it gave Rome an advantage over its opponents. Time can be spent studying the illustration of the typical army fort (Source 5.54) so that students can identify the engineering ideas and advances that developed. Extension can include thinking about how these forts were established, fortified and supplied.

Skillbooster: Comparing cultures

As a class, you might look at how the Roman organisation of its army moved from a largely defensive role to a more aggressive stance—why was there a need for a permanent army to be formed? Think about countries such as Australia; while our permanent army is small, at times of war it can grow rapidly. How is this done? How is military training encouraged for some members of society without having them join the permanent army? What is this group of service people called? Could a country such as Australia do without a permanent armed service?

Digging deeper: Thinking strategies

The following is based on material from the Thinkers Keys.

The disadvantages. Look closely at Source 5.49 showing the Roman military formation known as the *testudo*. List as many disadvantages of this system as you can, then try to think of ways of eliminating these problems. (This activity would also work for the suit of armour shown in Source 5.48.)

Warfare

Military service was a part of life for Roman **citizens**. It was needed at first to help to increase Rome's territory and then to defend it. In fact, for a time the main Roman god was Mars, the god of war.

Through intense and disciplined training, Rome's army became very strong. It was fuelled by a belief in Rome and particularly by the value *virtus* (see Source 5.44). The breakdown in order and self-discipline in the army was one of the reasons Rome's western **empire** eventually crumbled.

Source 5.46 A still from the 2000 movie *Gladiator* showing Roman troops readying themselves for battle

Early days

In the early days of the **republic**, the army was made up of landowners (large estates and small farms). Some were wealthy enough to own horses and buy armour and weapons. These men formed the cavalry.

By 260 BCE, the army had control of the country that we call Italy. As its territory grew, Rome needed a larger and more permanent army. Lengthy wars fought a long way from home made it hard for men to maintain their farms, even those that were quite small.

Around 100 BCE, a Roman **consul**, Marius, declared that anyone who joined the army no longer had to own land. Consequently, thousands of men (including the very poor) joined up.

focus on …

evidence: a tough life

Evidence provided by ancient writers suggests that army life was hard. A soldier swore an oath of allegiance when he joined up. He had to do everything he was ordered to do, without fear or backchat.

Training was rigorous and conditions were often difficult. There were no anaesthetics or pain killers if a soldier had to have his leg cut off or have a bleeding wound **cauterised**. There were constant drills, practice fights and trials to test their nerve. The soldiers learned to be tough and flexible.

On long marches to distant frontiers, the men carried their food, equipment and everything needed to set up camp. Commanders often shared the hardships of the men, living as they lived and eating what they ate.

Soldiers were often whipped. If a leader thought his men might be plotting against him, he might order every tenth soldier in the unit to be stoned to death by his comrades. This practice was called *decimatio*. The writings of the historian Polybius provide evidence of the harshness of the punishment known as *bastinado*. This was reserved for those soldiers caught stealing, lying or breaking the rules.

Source 5.47

[The bastinado] is inflicted as follows: the tribune [an official] takes a cudgel [club] and just touches the condemned man with it, after which all in the camp beat or stone him, in most cases dispatching [killing] him …

Translated extract from *Histories VI* by Greek historian Polybius

Source 5.48 A suit of armour typically worn by legionaries after about the 1st century CE. The iron plates it contained protected the body. It was lighter than the chain mail coat worn by some auxiliaries.

Source 5.49 The *testudo* (from the Latin word for a tortoise shell) provided shell-like protection against enemy attack, such as when soldiers were approaching the walls of an enemy fort. The shields were sometimes held above the head.

Army organisation

The army comprised many **legions**. Each legion, led by a *legatus*, was made up of both heavy and light infantry and a cavalry. In each legion were 10 groups, each made up of **centuries**. There were 100 (later 80) soldiers in a century.

Soldiers were called legionaries. At first only Roman citizens could be legionaries. Later, **auxiliaries** were used (soldiers from, say, a Roman colony) who might have the special skills needed. They might, for example, be very good archers.

Roman soldiers in the 2nd century BCE were organised for battle according to age. At the front were the young men, the spearmen. Behind them were the *principes*; these were soldiers in the prime of their life. At the rear were the older soldiers. While keeping this age order, men were also arranged into blocks on the battlefield—into **maniples**, for example. These battle tactics proved to be very successful, such as in defeating the armies of Hannibal (see pp. 258–9).

Source 5.50 The armour and weapons of the *principes*

Besides [their] shield, they carry a sword which hangs down the right thigh … As well, they have two heavy javelins, a bronze helmet and greaves [bronze strips, worn on the front of the shin] … They wear [on their helmet] … a circle of feathers with three upright purple or black feathers about a cubit [46 cm long] … which makes every man look twice his real height.

Translated extract from *Histories VI* by Greek historian Polybius

the soldiers trained very hard and faced strict discipline; they were often sent to foreign lands and then had to carry their food, equipment and everything that they needed to establish a camp.

7 *Virtus* (courage, honour, toughness and a desire to excel) encouraged soldiers to be brave in battle and to stand up for what they believed. *Industria* (willingness to work hard, diligence) helped soldiers to cope with hard times in battle and to do as they were commanded to do.

Check your learning

1 Which god was at first the main god of Rome? What does this suggest?

2 How did the decision of the consul Marius in 100 BCE change the make-up of the Roman army?

3 Find out what a maniple was and how it worked as a strategy on the battlefield. Draw a sketch to illustrate your findings.

4 List some of the things that you think might have motivated those who were part of the Roman army.

5 What evidence does Polybius provide about the brutality of punishment in the Roman army?

6 Write down (from hardest to least hard) four things that, in your opinion, a Roman soldier might have found tough about army life.

7 How would values such as *virtus* and *industria* have helped a soldier to stay focused on his job?

The brainstorming. Brainstorm the following: 'How to defeat the Roman army in battle.' To make this work, there are some rules of brainstorming. These rules are from the Thinkers Keys website. (A weblink is provided in the obook extras panel on this spread.)

1 Think of as many ideas as you can. Don't hesitate and consider the implications; simply write them down.
2 Unusual or silly ideas are acceptable.
3 'Tagging' onto other people's ideas is encouraged.
4 No criticism of any ideas is allowed.

Skillbooster: Glossary

Students could look up and then write the meaning of the following words or terms into their notebook:

- aqueduct
- legionary
- auxilia
- aquila.
- siege engine
- principe
- testudo

Answers: Check your learning

1 Mars, the Roman god of war, was for a time Rome's main god. This shows that for the Romans, war was an essential part of their way of life and civilisation.

2 The impact that this decision had on the rest of Roman society was great. It meant that poorer Romans could now join the army, which they did in their thousands.

3 A maniple is defined by the *Oxford English Dictionary* as 'a subdivision of the Roman legion made up of two centuries, numbering 120 or (for some purposes) 60 men'. Maniples could be used in many ways on the battlefield but are most well known for forming *testudo* (see Source 5.49) in a checkerboard formation.

4 Individual answers will vary. Some possibilities include: fear, fame, fortune (through looting), bloodlust and a desire to protect Rome or their own family or village.

5 Polybius, a Greek historian, records a brutal form of punishment known as *bastinado* in which a condemned soldier is stoned by other soldiers, often resulting in his death.

6 Individual answers will vary. Some possibilities include:

Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING

- The significant beliefs, values and practices of the ancient Romans, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs

HISTORICAL SKILLS

- Use historical terms and concepts.
- Locate, compare, select and use information from a range of sources as evidence.
- Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged.

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Digging deeper: Roman army

There are many possibilities for digging deeper into the ways in which the Roman army was organised. Here are a few:

1 Compare the organisation of the Roman army with the ways in which sporting houses are organised at your school. Many schools encourage students to wear distinctive colours when competing, divide the students into various groups and even march behind standard and flag bearers. Draw up a comparative table that compares the organisation of something familiar to students with aspects of the Roman army.

2 Design a standard for a division of the Roman army. The Internet has many easy-to-find sites that show students what many of these standards looked like. Perhaps they could design one for their school house or even for themselves using symbols such as eagles, bulls, boars and wolves, which were also common. Depending on how much time you have, students could construct their standards and bring them to school.

3 Students could design and build a catapult, battering ram or carroballista. You could have competitions to see who can build the most accurate or longest-firing catapult but you will need to set rules about its size and its projectile.

4 Compare the organisation of the Roman army to the organisation of a modern army, such as the Australian Army. (For an outline of the structure of the army see the weblink in the obook extras panel on this spread.) You may also like to compare the roles and recruitment strategies of these two armies.

Source 5.51 Artist's impression of Roman soldiers building a double wall in readiness to lay siege to a city

Siege warfare

Another factor that gave the disciplined Roman army an edge as a fighting force was its **siege warfare**. This involved starving a city into submission (and sometimes slaughtering them after they surrendered). A common approach was to build two parallel walls around the city. The inner wall was a barrier to stop food being brought into the city. The outer wall provided protection for the Romans in attacking any city warriors or supporters who might be outside the city.

Siege engines such as **catapults** were used. These launched large stones and even rotting carcasses of animals (to spread disease) over city walls. The historian Josephus, a first-century Jewish historian, writes that catapults used in Rome's attack on Jerusalem in 70 CE fired rocks equivalent to about 25 kilograms.

The **battering ram**, with its heavy ram-shaped head on the end of a long log, was another device. It was useful in breaking down the wooden gate of, say, an enemy fort. Another tactic was to dig tunnels under a weak section of a wall (often a corner) to undermine it. The tunnel was propped up with wooden supports, which were then set on fire. When they collapsed, so did the tunnel.

Source 5.52 Medieval artist's impression of a *carroballista*, a horse-drawn weapon used by the ancient Romans in warfare

Standards and standard-bearers

Each legion carried a silver eagle, an *aquila*, into battle. It was a symbol of their strength. It was a matter of great shame if the standard were lost or captured. This would be likely to destroy the morale and discipline of a legion on the battlefield.

There were a number of **standard-bearers** in Rome's army. One was the *aquilifer*, who carried the *aquila* (see Source 5.53). Standard-bearers were chosen for their leadership qualities and the level of *virtus* they displayed.

Source 5.53 A modern artist's impression of an *aquilifer*, leading his men into battle

Check your learning

1 What was *virtus*, and why was it so important for a Roman soldier?

2 Do you think methods such as *decimatio* and *bastinado* would have been effective in forcing army discipline? Explain.

3 a Who were the *princeps*?
   b Suggest why they might have fought where they did when in battle formation.

4 For what reason were auxiliaries sometimes called on to fight with the Roman army?

5 Study Source 5.52. Based on this representation, how do you think the *carroballista* worked? Suggest how it was loaded and fired, and what sort of damage it might have caused.

6 Sometimes battering rams were pushed on wheeled devices. These devices were often covered with a long 'roof' layered with wet hides from freshly killed animals. What purpose do you think such a roof served?

7 Draw up and complete a table with two columns headed 'Perspectives of the Roman army about a siege on a city' and 'Perspective of city occupants about a siege by a Roman army'.

8 a What did the *aquilifer* carry?
   b How might its capture by the enemy affect the outcome of a battle?
   c How were the standards of Rome's army like the flags carried by modern armies?

9 Soldiers were often rewarded after a battle with booty. For successful army commanders, there was the prospect of a political career. Based on what else you know about ancient Rome, compose *one* of the following:
   - a short dialogue between two soldiers the night before a battle
   - a letter a commander writes to his wife at the start of the siege of a city.

Answers: Check your learning

1 *Virtus* was one of the key values of the ancient Romans. It means courage, honour, toughness and the desire to excel. It was important for a Roman soldier as it is desirable for soldiers to be courageous, honourable and tough. An army made up entirely of soldiers who believed in these values would be a formidable and united fighting force.

2 Individual answers will vary.

3 a The *princeps* were the soldiers in their prime who entered battle behind the younger spearmen.
   b They were behind the spearmen because this protected them from the opposing soldiers in the first part of the battle.

4 They may have had special skills required by the army.

5 After manoeuvring the structure into place, the two soldiers would wind the winches backwards so that the large arrow or bolt was held under tension. The winch would then be released and the bolt would fly forwards. It worked like a giant crossbow. This would kill any soldier struck by the bow and would also damage a city wall or gate.

6 This would protect the men using the ram and the ram itself from above. Men on top of a wall may pour boiling oil or other harmful substances on their opponents below and the roof would protect them.

7

Perspectives of the Roman army about a siege on a city	Perspectives of city occupants about a siege by a Roman army
Sense of duty and honour	Fear
A chance to prove themselves	A chance to prove themselves
Preparations of siege engines	Preparations of city defences
Probable victory	Probable defeat

obook extras

Enter the ID numbers below into the search field of your obook to access these resources.

ID05.23 Weblink: Australian Army

Australian War Memorial webpage with information about the structure of the Australian Army

Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING

- The significant beliefs, values and practices of the ancient Romans, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs

HISTORICAL SKILLS

- Use historical terms and concepts.
- Identify and locate relevant sources, using ICT and other methods.
- Locate, compare, select and use information from a range of sources as evidence.
- Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged.
- Use a range of communication forms (oral, graphic, written) and digital technologies.

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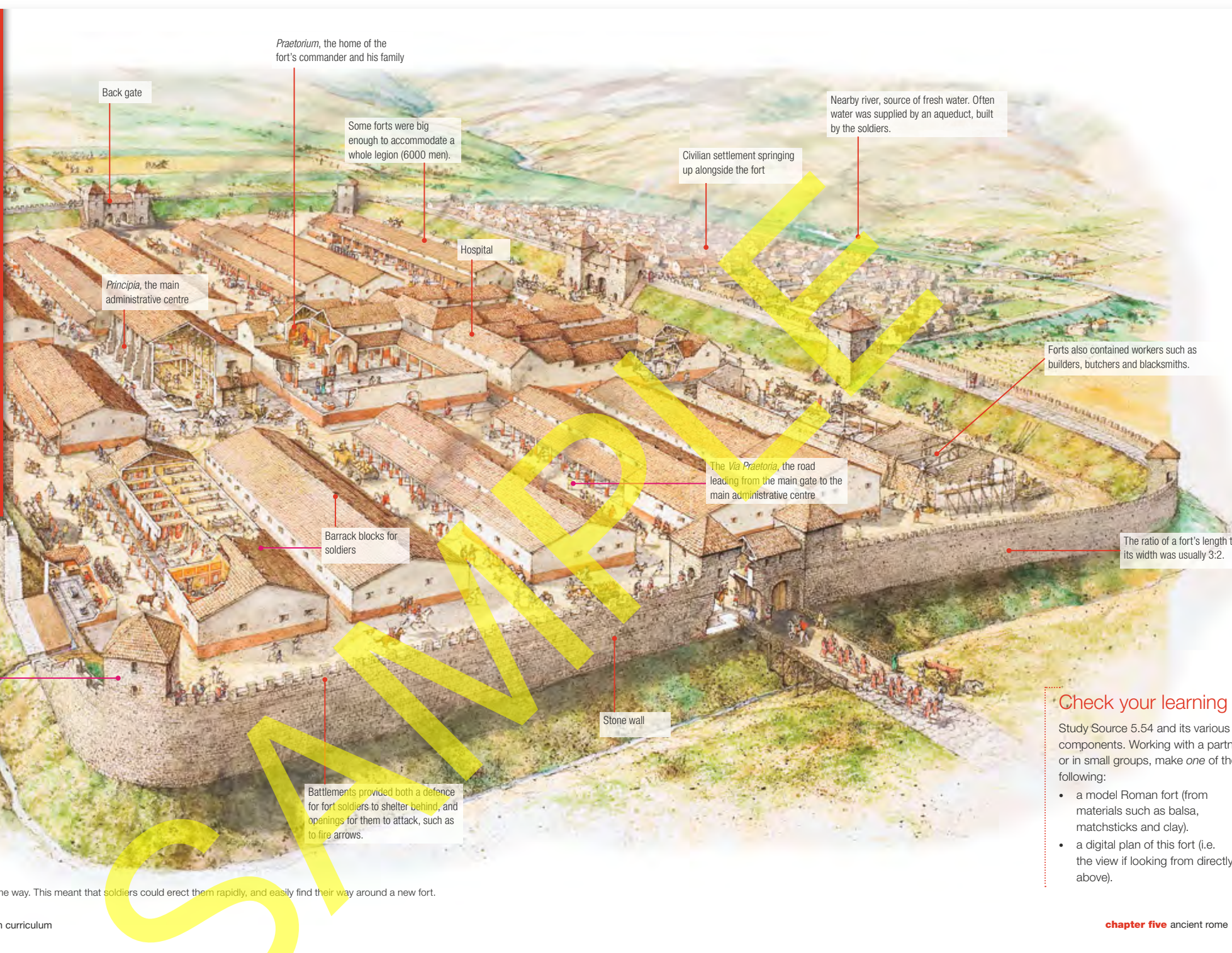
Teaching tips

Roman soldiers weren't just good fighters, they were also excellent engineers, builders and stonemasons. Your students should study the illustration on these pages so that they can make a series of statements about the methods, systems and requirements of Roman forts that they can support with evidence. They should develop statements that answer the following questions:

1 What shape is the fort?
2 What pattern, if any, is established in a fort?
3 What lies between the fort's walls and its interior? Why?
4 Were civilian buildings allowed inside a fort? Why or why not?
5 Did forts differ depending on their size?
6 How did forts fit into or near natural resources? What were these vital resources?
7 What materials were used in the permanent forts? Why?
8 What materials were used in temporary forts?

Students need to become aware that they can gain information from a variety of sources and that they can also 'infer' information from the way in which a society presents itself. The Roman army fort reveals a great deal about Roman ideas and systems. They were built throughout the empire, either as permanent or temporary structures. Temporary forts could be established extremely rapidly and, although they were built of different materials, they were largely identical to the permanent forts.

Roman forts

Many soldiers were skilled builders or **stonemasons**. Some had engineering skills. As the army pushed outwards, it built roads, canals and bridges when not fighting. Some of its camps were temporary (mostly tents). Some of the more permanent forts grew into towns and, later, cities. For example, the castle in Paris where French monarchs lived until 1300 CE was once a Roman fort.

Forts were built along the frontiers (outposts) of Roman territory to protect it from invaders. The forts also provided a supply base for further army expansion. Sites were generally chosen to take advantage of nearby resources or natural features. These might be a harbour or a river. Often, though, fresh water had to be supplied by an **aqueduct**.

Back gate

Praetorium, the home of the fort's commander and his family

Some forts were big enough to accommodate a whole legion (6000 men).

Civilian settlement springing up alongside the fort

Nearby river, source of fresh water. Often water was supplied by an aqueduct, built by the soldiers.

Hospital

Principia, the main administrative centre

Forts also contained workers such as builders, butchers and blacksmiths.

The *Via Praetoria*, the road leading from the main gate to the main administrative centre

Barrack blocks for soldiers

Ditch

Bank formed by digging a ditch

Guard tower

Stone wall

The ratio of a fort's length to its width was usually 3:2.

Battlements provided both a defence for fort soldiers to shelter behind, and openings for them to attack, such as to fire arrows.

Source 5.54 All army forts were laid out the same way. This meant that soldiers could erect them rapidly, and easily find their way around a new fort.

Check your learning

Study Source 5.54 and its various components. Working with a partner or in small groups, make *one* of the following:
- a model Roman fort (from materials such as balsa, matchsticks and clay).
- a digital plan of this fort (i.e. the view if looking from directly above).

to compare Roman forts with other defensive structures. When making comparisons, students should look first for similarities and differences and then suggest reasons for them.

Compare and contrast Roman forts to those built by other Mediterranean cultures: the Greeks and the Egyptians, as well as to Asian cultures, such as those in India and China. A further extension to this activity is to explore the differences and similarities between Roman forts and those of the medieval era, such as the Ottoman Empire and medieval Britain. The Maori people of New Zealand also built elaborate forts (called *pā*), which could also be used for comparison.

Compare this to the other Mediterranean cultures and their most famous structures. The Romans are famous for their forts, the Greeks for their temples and the Egyptians for their pyramids. What can we infer about these cultures from these structures?

For your information

Many forts built by the Romans still exist today. Many have been partially restored as tourist attractions, particularly along the Roman frontier lands in Germany and Britain. Some of these are:

- Housesteads Fort on Hadrian's Wall (A weblink for a BBC virtual tour is provided in the obook extras panel on this spread.)
- Pons Aelius near Newcastle
- Pevensey Castle
- Birdoswald Roman fort
- Saalburg, Germany; this has been almost completely reconstructed and, along with many British forts, is protected under UNESCO World Heritage listing
- Boppard, Germany.

Skillbooster: Using ICT

Select one Roman fort from the above list or another one based on individual research. Use the resources of the school library and the Internet to find evidence of this fort. Using an ICT presentation program, such as PowerPoint, design a virtual tour of this fort. On the first slide, show a map, plan or aerial photograph of this fort. Label each feature that can be clearly identified in this image, using Source 5.54 as a guide. Hyperlink each of these labels to subsequent slides to 'zoom in' on each of these features. On these slides, show an image of the feature and a description of its purpose. At the bottom of each of these slides, provide a 'Home' button that hyperlinks back to the first slide.

Skillbooster: Comparing cultures

The Romans were not the only ancient people who built defensive structures. The major differences between the Roman forts and the structures built by other civilisations were the level of organisation of the forts and their permanence. Students could use the resources on other cultures within this textbook

obook extras

Enter the ID numbers below into the search field of your obook to access these resources.

ID05.24 Interactive: The army's role as builders

ID05.25 Weblink: Housesteads Fort
BBC virtual tour of Housesteads Fort on Hadrian's Wall

ID05.26 Weblink: Women in Forts
ABC Science news article on recent archaeological evidence of women's role in Roman forts

Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING

- The significant beliefs, values and practices of the ancient Romans, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs

HISTORICAL SKILLS

- Locate, compare, select and use information from a range of sources as evidence.
- Identify and describe points of view, attitudes and values in primary and secondary sources.
- Use a range of communication forms (oral, graphic, written) and digital technologies.

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Teaching tips

The main purpose of this unit is to ensure that students understand that history belongs to the common people as much as it does to the emperors, generals and inventors. On these pages, they will discover what life was like for everyday citizens. You should encourage students to look not only for the differences between ancient Roman lifestyles and their own, but also the similarities.

Begin with a discussion: ask students to consider the main features of everyday life in modern Australia. You may like to give them a series of headings to consider: the role and structure of the family unit, education, weddings, fashion, grooming and cleanliness. This then provides the opportunity to say something like: 'In the ancient Roman civilisation, it was not much different …' or 'it was similar and different' or 'it was quite different', depending on the nature of the discussion.

Digging deeper: Toilets

The graphic of the public lavatory may cause a little bit of discussion in the class. Students can look at it or at pictures of an existing ancient Roman public lavatory. (See the weblink provided in the obook extras panel on this spread.) While this system differs in many ways from public lavatories today, there are also many similarities. These questions are designed to get your students looking beyond the obvious differences and consider how this was a vast change from more primitive methods, such as digging a hole (or not).

1   They should look at the technology of the toilet. Why is there running water coming through the central area?
2   What does this provision of running water imply about the level of technology of the Romans?
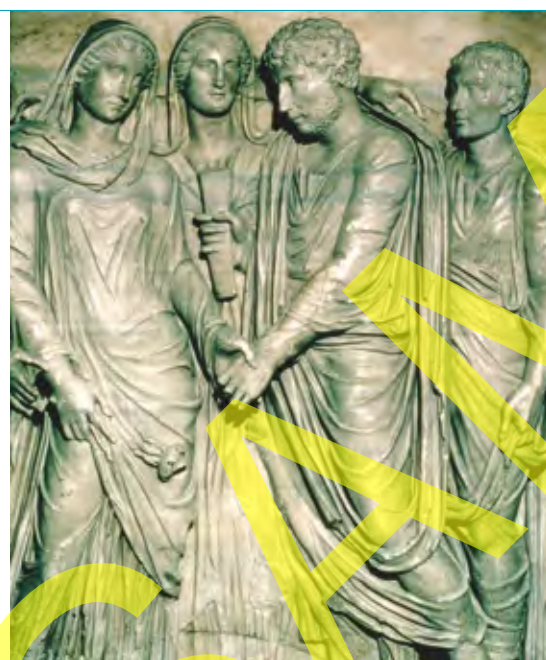
Everyday life

Everyday life in ancient Rome varied according to whether people were male or female, rich or poor, citizens or not, and freeborn or slave. Lifestyles also reflected people's beliefs, values and traditions.

Men, women and the family

The basic social unit in ancient Rome was the extended family. As already mentioned, it was headed and controlled by the *paterfamilias* (the 'father' of the family). Roman practice had long revered the father figure. (The emperor and senators were also seen as 'fathers'.)

The dominant role of men in Roman society—and of the *paterfamilias* in particular—was partially shaped by the religious belief that women, children and slaves did not have souls. For this, they needed to depend on a freeborn man.

Women in ancient Rome were expected to be good wives and mothers. They had no active role in civic or political life.

Education

Education was a privilege of the wealthy, and then usually only for boys. Girls learned to spin and weave. Teachers in the home were often educated slaves (and frequently Greek). Subjects studied typically included history, geography, astronomy, mathematics, reading, writing, and Greek and Latin. Once learned, Roman values (see p. 231) became part of how people behaved in public life.

'Graduation from school' happened for a boy around 17. It was marked by his putting on a new toga and going out to register on the census as a full citizen. The occasion was a family celebration.

focus on …

change and continuity: weddings

Today there are religious weddings, civil weddings and *de facto* relationships. It was much the same in ancient Rome, where the type of ceremony depended on people's social status. Modern traditions continue the practice of ancient Roman brides to marry in white, and wear a veil and flowers. As today, ancient Romans drew up a contract and sealed it with a kiss.

Some other traditions have changed though. Generally, girls in ancient Rome were married at around 14 years, sometimes younger. Marriages were arranged by the father of the bride, or the *paterfamilias*. (The bride had no say in the matter.) He handed control over his daughter to her husband on marriage. Echoes of this continue in the practice of some ceremonies today when the priest or celebrant asks 'Who gives this woman away?' and the father of the bride answers 'I do'.

Source 5.55 Stone relief of a wedding ceremony in ancient Rome. The groom holds the wedding contract.
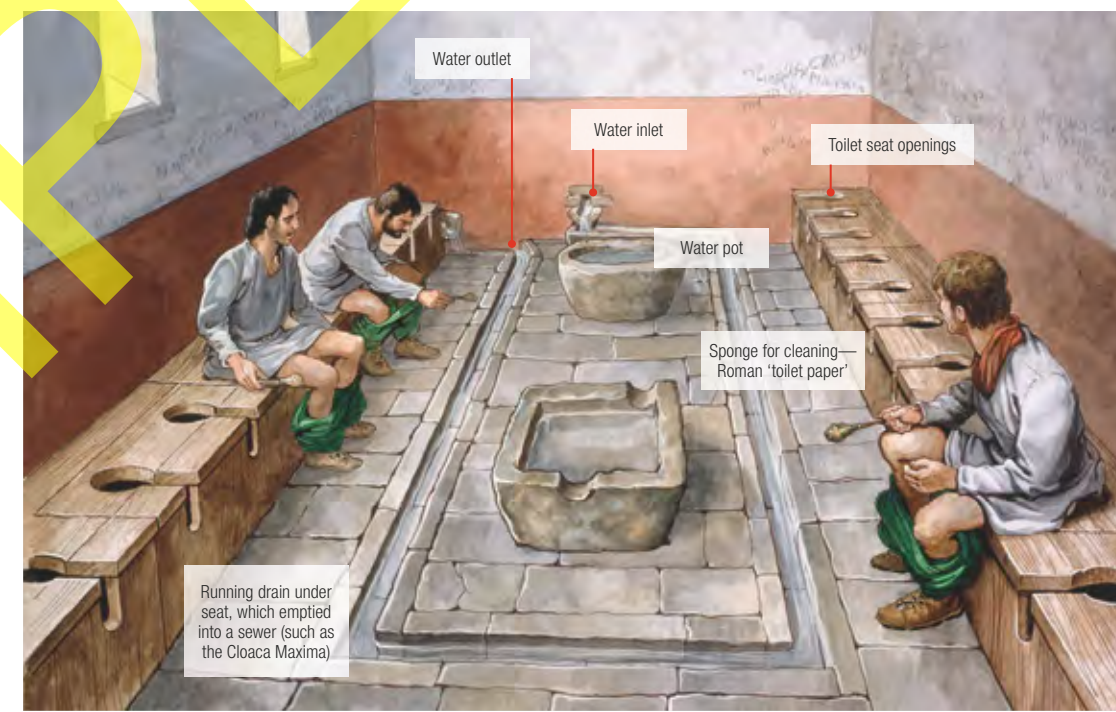
Fashion, grooming and cleanliness

Men and women wore tunics (with and without sleeves) made from linen or wool. Women's tunics (*stole*) were ankle length; men's were shorter. Only citizens (men) could wear a toga over this; they did this when in public. Women wore a *palla*. Women covered their head in public with a veil or part of the *palla*. Marking their lower social status, slaves wore only tunics.

Personal cleanliness, hygiene and grooming were very important, especially for the rich. There were daily visits to public baths (see pp. 242–3). Wealthy women spent time caring for their hair and skin. Complexions were lightened with chalk, and lips coloured with wine dregs or mulberry juice. Wigs, made from the hair of slaves, were often worn by men and women. Blond and red were popular hair colours. The clean-shaven 'short back and sides' look for men became the fashion after the 2nd century BCE.

Source 5.56 Grooming accessories uncovered in a villa in Pompeii

Water outlet

Water inlet

Toilet seat openings

Water pot

Sponge for cleaning—Roman 'toilet paper'

Running drain under seat, which emptied into a sewer (such as the Cloaca Maxima)

Source 5.57 Artist's impression of a public latrine (toilet) in ancient Rome

3   What does it imply about their understanding of hygiene and the transmission of diseases?
4   Where do students think the sewage then flowed to?
5   Why would there be a need for public toilets like these rather than having them in each house?

Digging deeper: Weddings

See if you can find a copy of a religious wedding ceremony and of a civil wedding ceremony.

As a class draw up a three-column chart on the whiteboard and then go through the three examples—the Roman, the religious and the civil—writing down the various similarities and differences.

1   You could start with the ages of the bride and groom but then look at the various steps or parts. Are there sections that have been retained?
2   In a modern wedding what role does the father of the bride have? Why does he have this role?

For your information

Most Roman weddings began in the morning with the sacrifice of a lamb so that the augurs (future events) could be checked. An augur was also the name of a religious official who read natural signs to approve or disapprove of an event such as a wedding. This was to ensure that all would be fortunate in the coming relationship. Gifts and a ring would be exchanged; initially, the ring was made of iron but gold became more popular. The couple would then sit on the skin of a sacrificed lamb while they ate a loaf of bread that had been baked by the bride. Patrician weddings then undertook the '*confarreatio*', the defining civil law moment that recognised their wedding and the rights of children of the union to take governmental positions later in life. This ceremony was followed by feasting at the home of the bride. After the meal, the bride and groom were escorted to their new home, where walnuts were thrown as they entered, signifying their leaving of childhood. The groom lifted his bride over the threshold in honour of the goddess Vesta. The groom offered the keys of the house to his bride, as well as fire and water, signifying purity and chastity. The next day, all the guests returned to the new home for a luncheon meal.

Consider the idea of having a Roman Day. Students can be asked to dress in a Roman style and possibly try Roman hairstyles and so on. The websites below will give you some ideas about how to develop good but easy-to-do costumes. You could include a Roman feast; again, get the students to research the recipes and individually or in groups develop dishes or courses that they could bring in for others.

Workbook resources

Activity 5.5 Host a Roman banquet

obook extras

Enter the ID numbers below into the search field of your obook to access these resources.

ID05.27 Weblink: Roman fashions

Information about Roman dress including how to make a toga. See also the separate page on Roman women's fashions including hairstyles.

ID05.28 Weblink: Roman recipes

Contains information about what the Romans ate as well as some easy ancient Roman recipes.

ID05.29 Weblink: Roman latrines

Images of the remains of some ancient Roman lavatories along with information on the Roman sewer system.

Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING

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HISTORICAL SKILLS

- Use historical terms and concepts.
- Identify a range of questions about the past to inform a historical inquiry.
- Identify and locate relevant sources, using ICT and other methods.
- Identify and describe points of view, attitudes and values in primary and secondary sources.
- Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged.
- Use a range of communication forms (oral, graphic, written) and digital technologies.

This is an extract from the History Australian Curriculum (Sydney, 2012: Australian Curriculum, Assessment and Reporting Authority [ACARA]). ACARA does not endorse Oxford University Press or this product.

Teaching tips

Study Source 5.58 carefully. Explain to students that they should be able to develop quite a few ideas about Roman lifestyle and living conditions from their observations. Get the group to write a short piece imagining that they are living in the villa, first as one of the owners and then as a slave. They will need to talk about their life and their work. Encourage students to refer back to page 221 for a description of slave life and to page 219 for a description of life for the patricians. Students could complete this task in pairs, with each student taking one of the roles. They could then consider how each event in the household, such as taking a bath or hosting a dinner party, would impact on the slave and the house owner.

Look back at Source 5.54, which shows a sketch of a Roman army fort. They should then carry out a compare and contrast exercise where they look for similarities and differences between the two buildings. Suggest why these differences exist. What would life be like for a soldier in the fort compared to a slave in the villa?
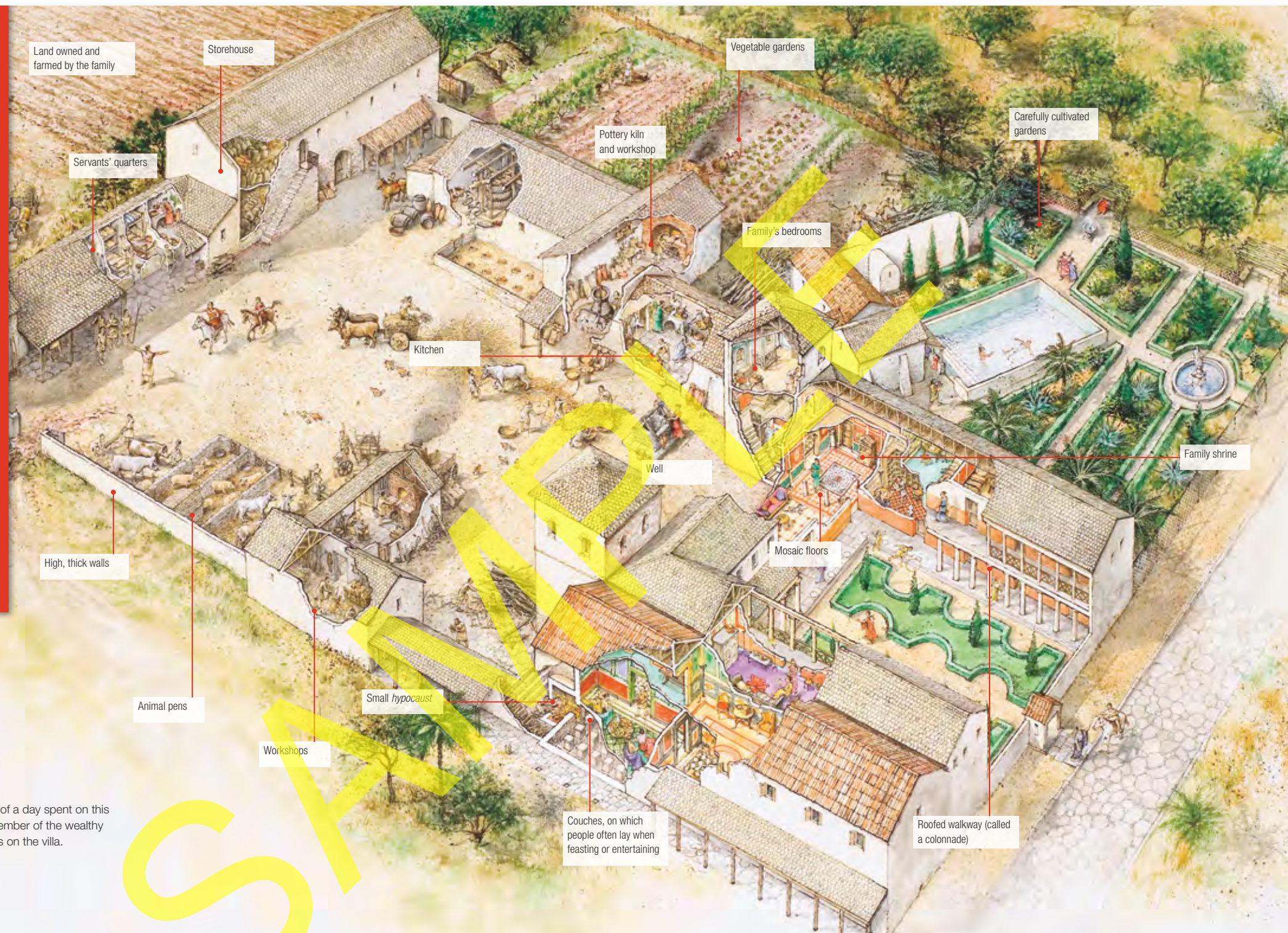
For your information

The term *villa rustica* was used for large villas in rural areas that comprised an agricultural estate, such as the one shown in Source 5.58. It was often made up of three distinct areas: the main house (or *villa urbana*), the yards and workshops and, finally, the farm area. These distinct areas are easily seen in the sketch. For a look at one such estate, use the weblink provided in the obook extras panel on this

Roman housing

The poor in ancient Rome usually lived very hard lives. In **urban** areas, they typically crammed into dark, tiny rooms in multi-storey apartment buildings called *insulae*. Sometimes even these rooms were shared with other families. These rooms were often smelly and badly maintained. Some people kept domestic animals indoors.

There were few home comforts for the poor. Water had to be collected in pots from wells that might be some walking distance away (as might be the latrine!) Rooms did have hearths, but cooking indoors could be a fire hazard. Most food, usually bread and gruel (watery soup), was bought from street stalls. Malnutrition was common, especially among children.

By contrast, the life of a wealthy upper-class family was very privileged. They typically lived on spacious country estates, such as illustrated here.

Land owned and farmed by the family

Storehouse

Vegetable gardens

Servants' quarters

Pottery kiln and workshop

Carefully cultivated gardens

Family's bedrooms

Kitchen

Family shrine

High, thick walls

Well

Mosaic floors

Animal pens

Small *hypocaust*

Workshops

Couches, on which people often lay when feasting or entertaining

Roofed walkway (called a colonnade)

Check your learning

Use Source 5.58 to write a diary entry of a day spent on this villa from the perspective of *either* a member of the wealthy family who own it or a slave who works on the villa.

Source 5.58 Typical features of a Roman villa

spread. In the *villa urbana*, the owner and his family would live; the staff and slaves lived in the *villa rustica*; and the third section of the property would be where farm produce was stored and made ready for transportation to the city. The *villas* were usually plumbed and in the more prosperous homes there would be a *hypocaust*, a form of under-floor heating.

Digging deeper: Homes

This topic gives students a great opportunity to complete a range of practical activities. This will help those students who learn kinaesthetically, in particular, to engage with the topic in a new way.

Here are some ideas that you could develop:

1 Students could take photographs of features in their home that are also found in this Roman villa. You could provide headings such as 'features that are about the same', 'features that are very different' and 'features that did not exist in Roman times'. Students could use these photographs and a scanned image of Source 5.58 to produce a digital display that compares and contrasts the Roman and modern homes.

2 Individually or in groups, members of the class could create a model of the villa shown in Source 5.58.

3 Research other housing styles in Rome using the Internet. The *villa* shown in Source 5.58 is the home of a very wealthy Roman family. How can you tell? What other housing styles were there in Rome and how did most people live? Students might consider creating a documentary using different images that looks at the various styles of Roman housing in the city and in the country.

Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING

- The significant beliefs, values and practices of the ancient Romans, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs

HISTORICAL SKILLS

- Identify a range of questions about the past to inform a historical inquiry.
- Identify and locate relevant sources, using ICT and other methods.
- Locate, compare, select and use information from a range of sources as evidence.
- Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged.

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Teaching tips

One of the key inquiry questions of Year 7 History is 'What have been the legacies of ancient societies?' This spread, which concentrates on the Roman baths, is a good place to focus on this question. Shown in this sketch are features of Roman towns (such as roads, drains, reticulated water systems and the baths themselves) that are obvious legacies of the Roman empire. Explain the legacy our world owes to the technology and architecture of ancient Rome and discuss Source 5.60. In what way is the facility here similar to and different from public bathing/entertainment facilities students may be familiar with (such as Wet 'n' Wild in Queensland)? What design/layout principles are there in common?

While these activities focus on the baths, you may like students to focus on other legacies of Roman times.

Explain to the students that few homes, apart from those of the very wealthy, had their own bathing facilities, so the Roman baths were not totally like our modern swimming pools but also a vital means of public cleanliness.

They were a place for all people to go to. The services at the baths included things such as hair-dressing. Discuss with students modern swimming and fitness complexes they are familiar with, then complete a compare and contrast exercise:

1 What are the similarities and why might these occur?
2 Where are there quite obvious differences?

Students might like to investigate why oil and a strigil were used at that time. How would they,

Roman baths

The public baths built in ancient Rome were further evidence of the advanced level of Roman technology. These were often very large facilities that combined stately architecture with complex heating and plumbing services. They were similar in some ways to our health spas or water-theme parks. They were places to get clean and, sometimes, beautiful. They were also places to relax, eat, meet friends and conduct business.

By the end of the 3rd century BCE, there were 11 public baths and about 1000 private baths in ancient Rome. (Private baths were usually smaller and simpler in construction.)

Source 5.59

I live over the public baths—you know what that means. Ugh! It's sickening. First there are the 'fitness fanatics' doing exercises and swinging heavy weights about with grunts and groans and hissing breath. Next the lazy ones having a cheap massage … I can hear someone being slapped on the shoulder … and the sound of a professional ball player … Then there's the man who always likes the sound of his own voice in the bath and of those who like to leap into the water with a huge splash. As well as all these voices … there is the thin and strident voice of the hair plucker, calling out for business, until the yells of the customer having his armpits plucked replace his … [as well as the cries of] people selling sausages, sweets, and other cooked items.

Translated extract from *Moral Epistles* by Seneca

Source 5.60 Artist's impression of a Roman public bath

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The sauna, the *laconicum*

Cold pool, the *frigidarium*

Reading rooms and library

Hair care—barbers, hair pluckers and hairdressers. Scissors (invented in ancient Rome), heated tongs and hair combs kept hair and wigs neat. Pliny described one lotion used to regrow lost hair: a mix of vinegar, spices and mouse droppings.

Swimming pool for exercising

Masseurs

The warm pool, the *tepidarium*

Tanks of hot water, heated by the furnaces. Pipes from aqueducts or **reservoirs** supplied the water. Another system of pipes fed hot and cold water up to the pools.

Gardens where people could stroll or chat, or play games such as dice or knucklebones

Slaves oiled bodies and then scraped it off (along with any dirt and grease) with a *strigil*.

The steamy hot pool, the *caldarium*

Drains carrying away excess water to the Tiber River

Cloakroom where people paid slaves to look after their clothes and goods

The *hypocaust*, a room with huge wood-fired furnaces (see art above). Hot air from these furnaces was forced up through tunnels to heat the floors and hollow walls of the warm and hot rooms.

Entrance

Shops and hawkers selling food and snacks

Personal cleanliness and grooming were important. Wealthy Romans went to the baths every day.

Exercise yard for team games and activities such as wrestling

Check your learning

1 Imagine that you are a guide leading visitors around the ruins of a facility such as shown in Source 5.59. Word-process (and record if you have the facilities) the transcript of what you might say.

A man using *strigil* to scrape off oil and dirt

chapter five ancient rome **243**

combined with water and steam, help get the body clean? What are modern equivalents of oil and strigil?
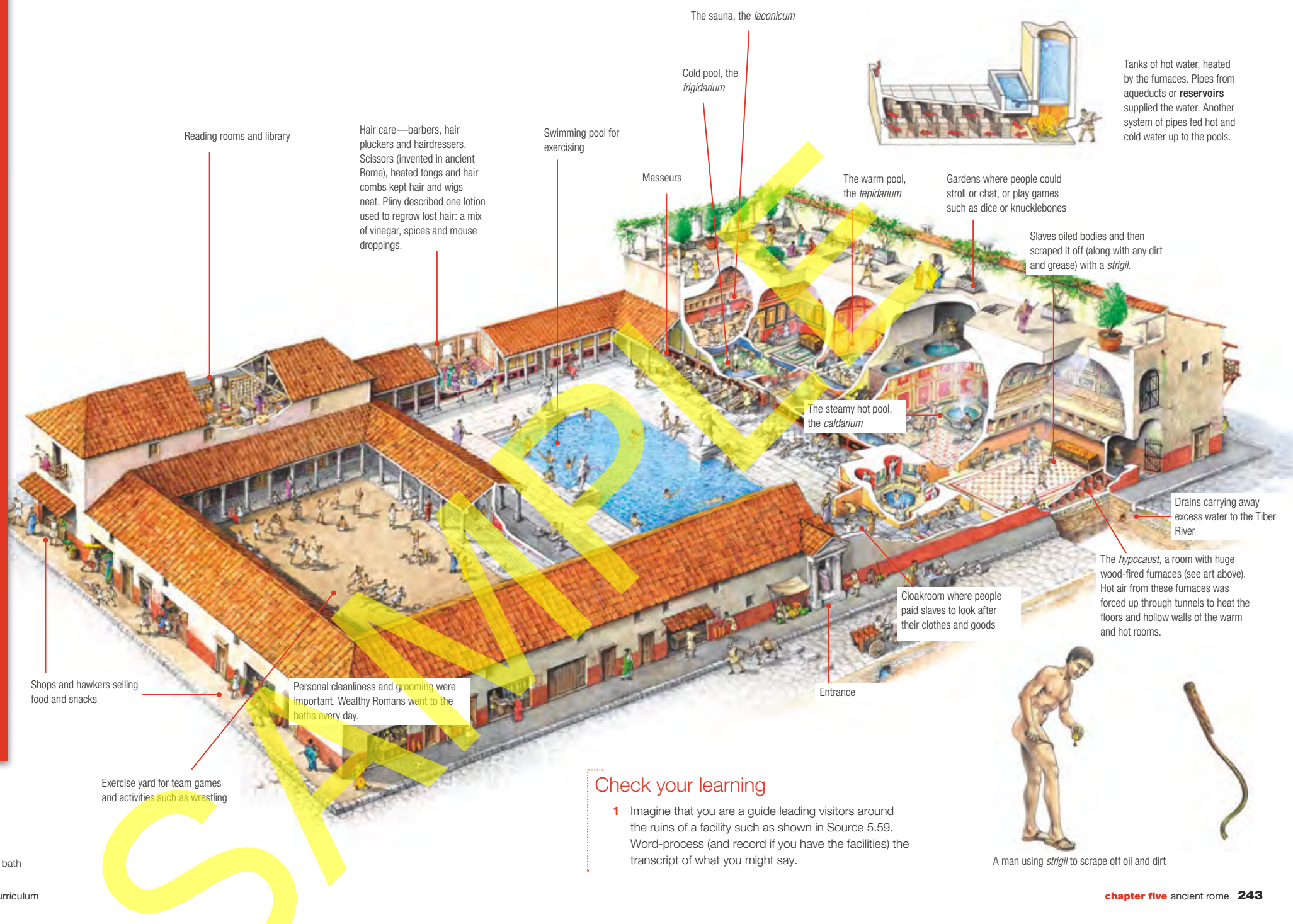
For your information

On a typical day at the bath, the clients, male and female, would enter the baths and go first to the unctuarium. There oil would be rubbed into their skin. From there they would move to the tepidarium, which was a warm room where they would lie or sit and socialise for a short time. After this, they moved to the next room, the caldarium, which was much hotter, like a sauna. As they sat in there, they would

either scrape the oils off themselves, or be scraped by a slave with a strigil, which would take the oil and dirt off. They could eat and drink in this room but would move from it to the calidarium or hot dip followed immediately by another dip in the frigidarium, the cold dip. Some clients might then have a massage.

Digging deeper: Roman baths

In groups or individually, students could investigate the Roman bath in more detail. Using the weblinks provided in the obook extras panel on this spread and other sites available on the Internet, students

locate and then describe the bath. Information provided should include plans and pictures where they are available. Students should also look at the resources needed for the baths to work. Here are some inquiry questions to get started. Encourage your students to devise their own questions.

1 How many people worked there?
2 How was the water delivered to the baths, and how much water did it use in a typical day?
3 How was it heated?
4 Where was the waste water sent to?

5 How many people could use the baths at any one time and what was the cost? If students are able to, see if they can then work out the modern-day equivalent cost.

Another feature of Roman towns that have an obvious connection with the baths was the *aqueduct*. All human settlements need a reliable source of fresh water and this is normally provided by a stream or a river. The Romans were able to locate towns away from these natural sources of water by transporting water through systems of pipes, canals and

aqueducts. This opened up new areas for settlement and also allowed cities such as Rome to expand in size. Discuss with students how water is provided into modern homes.

Digging deeper: Public baths

Rome was a large city yet a lot of the population used the public baths rather than having private areas built in their home. Students might like to consider what would happen now in a modern city (such as Melbourne, Perth or Sydney) if public baths were used rather than private homes having bathrooms. What effect would this have on our lifestyle?

Use Edward de Bono's 'Plus, Minus, Interesting' to assess the impacts on our lifestyle. (See the weblink provided in the obook extras panel on this spread.)

obook extras

Enter the ID numbers below into the search field of your obook to access these resources.

ID05.32 Interactive: Public baths

ID05.33 Weblink: Roman baths

A guide to the Roman baths at Bath in England. Contains information about the baths in ancient times

ID05.34 Weblink: Roman baths

A PBS site that contains many resources on baths, aqueducts and Roman architecture. It includes a virtual tour of the Roman baths at Caracalla

ID05.35 Weblink: Mind tools

Edward de Bono's 'Plus, Minus, Interesting'

Australian Curriculum focus

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- The significant beliefs, values and practices of the ancient Romans, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs

HISTORICAL SKILLS

- Identify a range of questions about the past to inform a historical inquiry.
- Identify and locate relevant sources, using ICT and other methods.
- Identify the origin and purpose of primary and secondary sources.
- Locate, compare, select and use information from a range of sources as evidence.
- Draw conclusions about the usefulness of sources.
- Identify and describe points of view, attitudes and values in primary and secondary sources.
- Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged.
- Use a range of communication forms (oral, graphic, written) and digital technologies.

This is an extract from the History Australian Curriculum (Sydney, 2012: Australian Curriculum, Assessment and Reporting Authority [ACARA]). ACARA does not endorse Oxford University Press or this product.

Teaching tips

Read aloud the text on this page of the textbook, or have students read it, and then ask questions about it. Typical questions might include:

1 How would regular presentations of races and gladiator fights have helped to control a population at risk of becoming discontent with rulers/social conditions/current leaders?

2 How would displays of Christian torture and killings, as shown in Source 5.42, have helped to control the belief systems of ancient Romans?

3 What would be some of the other reasons why Roman emperors would support blood sports, such as gladiatorial games?

4 What would be some of the emotions felt by people who attended these games?

5 Why do we still have blood sports, such as boxing, wrestling, mixed martial arts fighting and bullfighting? Have the reasons changed since Roman times or are there new reasons that have appeared? This idea is developed in more detail in the 'Connecting ideas' feature at the end of this chapter.

Public entertainment

Many ordinary Romans lived hard lives. As today, it would have been at times a source of envy and irritation for the poor to see how the rich lived, and the privileges enjoyed by the powerful. It thus became a common practice for Roman rulers to provide lots of free entertainment for the people. This ensured that they did not become restless and rebellious.

Fronto, an ancient Roman writer, said the people were held together by two things: grain supply and shows. Another Roman writer, Juvenal, later expressed this as 'bread and circuses'.

By the end of the 1st century BCE, entertainment was provided for the people on 159 days of each year in Rome. A day out at the **Circus Maximus**, which could seat close to a quarter of a million people, meant watching horse-drawn chariots thunder around the track. Death and terrible injuries were common for both horses and riders. But that was then seen as part of the entertainment!

Check your learning

1 What happened when a boy in Rome (typically from a wealthy family) graduated from 'high school'?

2 Name three wedding traditions today that are an example of continuity of wedding ceremonies in ancient Rome.

3 Suggest why blond and red-haired wigs would have been so popular in ancient Rome.

4 Look at Source 5.57. What has changed in public toilet design since the days of ancient Rome?

5 Study Source 5.60. Then complete a Y-chart (see p. 112 for an example) on what it might be like to make use of that public bath.

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focus on …

contestability: gladiator games

It was an Etruscan practice to hold fights to the death at the funeral of a ruler. Some historians think this is where the tradition of Roman **gladiator** games began.

But other historians **contest** this claim as there is little evidence for it. Other scholars claim that the games began in 264 BCE when two brothers arranged for six slaves to fight to the death. This was done as a religious ritual to honour their dead father, Junius Brutus.

However they began, the tradition of entertaining people with free gladiator fights was well laid down by the time of the Roman empire.

Source 5.61 The remains of the Colosseum. Gladiators, soldiers and animals were housed in the rooms and corridors under the arena.

Types of gladiators

Most gladiators fought on foot. Others, such as the *equite*, fought on horseback. Some were heavily armoured, while others were almost naked. There were even 'clown' gladiators, known as the *andabatae*. Their helmets had no eye holes. They would be pushed towards each other, hacking wildly with their weapons, to the enjoyment of the crowd.
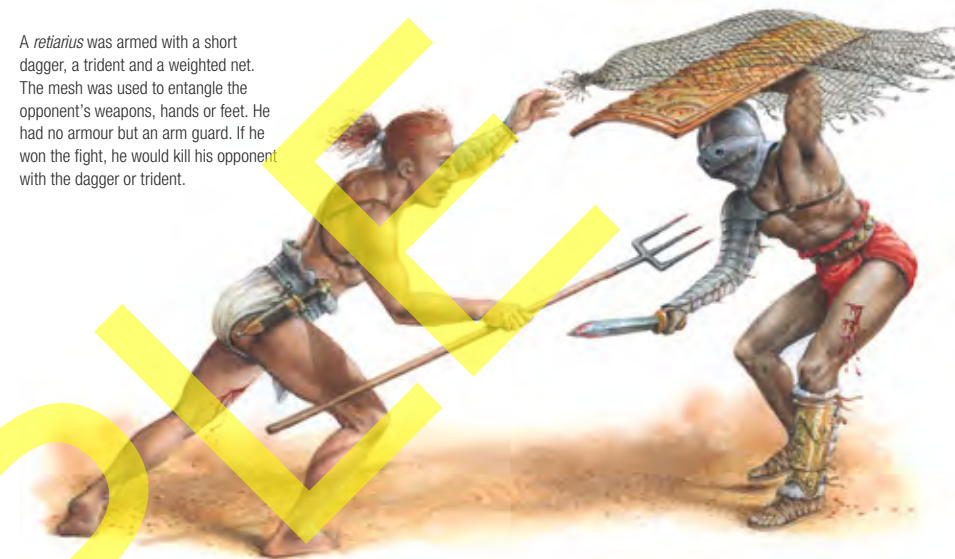
A *retiarius* was armed with a short dagger, a trident and a weighted net. The mesh was used to entangle the opponent's weapons, hands or feet. He had no armour but an arm guard. If he won the fight, he would kill his opponent with the dagger or trident.

A *secutor* carried a short sword or dagger and a shield. His right arm and left leg were covered. His helmet had small eye holes, a rounded top and protective lips at the neck. A *secutor* had to kill quickly before he tired from the lack of oxygen inside the helmet.

A *thraex (thracian)* carried a short, curved sword and a small shield. His lower legs were protected by greaves and his thighs with padding. The head of a **griffin** topped his brimmed helmet. The helmet's grill protected his face and eyes, and a deep collar protected his neck.

The *murmillo* was usually pitted against the *thraex*. His broad-brimmed helmet was fish-shaped. His left lower leg was protected by padding and a metal greave, and his right arm by armour. He carried a short, straight sword and a large curved shield.

Source 5.62 Artist's impression of typical gladiator duels. Pairs were typically matched to make the fight fair. One gladiator's advantage was the other's disadvantage.

Answers: Check your learning

1 Boys were able to register as full citizens of Rome. This was a cause for great celebration in his family.

2 Brides often wear a white dress, they traditionally wear a veil and carry flowers and the bride and groom sign a legal document similar to a contract.

3 These were popular hair colours in Roman society.

4 There is now much greater privacy with each toilet having its own cubicle. Each cubicle has a separate toilet with its own plumbing system. Toilet paper is now used rather than a sponge.

5 Individual answers will vary.

Digging deeper: Gladiators

Base a lesson on one of the websites provided in the obook extras panel on this spread. Each of these provides different perspectives on gladiators. Here are some suggestions for extending your students through these web experiences.

BBC simulation activity

Students select from a range of weapons and defensive strategies to defeat a gladiator.

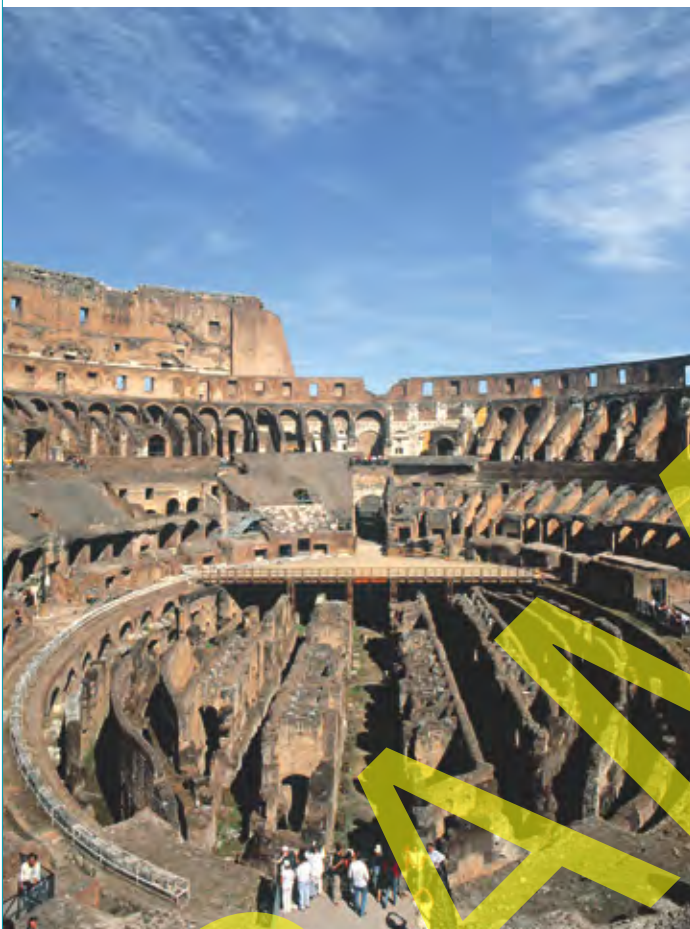1 Each student can play the game and then create a poster for an upcoming set of gladiatorial games. Include in the poster all the different types of contests that might take place and all the different types of fighters and the weapons that they might use.

2 Students could also design a shield or weapon that is not included in the game that they feel would be an improvement on the weapons provided. They can only use materials available to gladiators at the time.

British Museum online tour

There are twelve pieces of primary evidence of gladiatorial games along with a detailed description and analysis of each one.

1 Each pair of students could be allocated a piece of evidence and be asked to explain to the class how it could be used to explain an aspect of the gladiators. They must be prepared to answer questions about their evidence both from the teacher and from other students.

2 They could also write a story about the day the artefact was found as if they were archaeologists who discovered the artefact.

3 Compare these artefacts to Source 5.62. Is it possible to give a different explanation for the primary sources than the ones given on the website? What might one of these alternative explanations be? What do the primary sources tell us that the secondary sources do not? Which is better at showing what hand-to-hand gladiatorial combat was like and why? Which is more reliable and why?

Workbook resources

Activity 5.6 Researching gladiators

obook extras

Enter the ID numbers below into the search field of your obook to access these resources.

ID05.36 Weblink: Gladiators
BBC simulation activity about gladiators

ID05.37 Weblink: Gladiators
British Museum display on gladiators

ID05.38 Interactive: Gladiators

Australian Curriculum focus

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- Identify a range of questions about the past to inform a historical inquiry.
- Identify and locate relevant sources, using ICT and other methods.
- Locate, compare, select and use information from a range of sources as evidence.
- Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged.
- Use a range of communication forms (oral, graphic, written) and digital technologies.

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Teaching tips

The drawing of the Colosseum provides a wonderful stimulus for student thinking. It is important for students to realise that buildings such as the Colosseum had highly advanced engineering that has been used time and time again. The sheer size of the Colosseum makes it equal to modern stadiums, and its shape and seating areas differ very little from modern stadiums.

Get the students to study it carefully and then comment on what they believe is shown and contained at each level. Next, have them carry out some Internet research to find out how correct their findings are. There are many sites dedicated to the Colosseum, including those for which weblinks are provided in the obook extras panel on this spread. Google Earth is also a good place to start. Use 'street view' to see the building as it is today or a 3D recreation of the amphitheatre in its glory days by clicking on the 'Ancient Rome 3D' feature in the gallery menu.

Get them to locate modern arenas that hold 60 000 people, such as football stadiums, in large Australian cities and make a comparison to the Colosseum. What are the differences in the modern structures? How similar or different is their engineering? Why have so many design features (such as the oval shape, tiered seating and spectator entrances) persisted in modern stadiums?

The Colosseum

The massive **Colosseum**, in the heart of ancient Rome, was the place to go for gladiator fights. This stadium was completed in 80 BCE. Its external dimensions are about 20 metres longer and wider than the Melbourne Cricket Ground.

Ancient Romans flocked here, often day after day, to watch gladiators kill each other (or animals) and see people being eaten by animals. Gladiators fought to the death. Sometimes there was an appeal for mercy. It is said that the emperor or official put a thumb up (for mercy) or a thumb down (for death). He might be influenced by the mood of the crowd.

Dead bodies were dragged out and stripped of armour and weapons for later use by other gladiators. A popular gladiator who had won many fights might be presented with a wooden sword to mark his freedom. Some then became trainers of other gladiators.

Source 5.63

In the morning, men are thrown to the lions and the bears, and at midday they are thrown to their spectators. The spectators call for the slayer to be thrown to those who in turn will kill him. Then they hold the winner of that fight for another butchering. The outcome for the combatants is death.

Translated extract from *Moral Epistles* by the Roman writer Seneca

Source 5.64   Artist's impression of a day at the Colosseum

A high wall was built around the arena's perimeter to stop gladiators or animals from escaping.

Spectators entered through tunnels and climbed steps, much as spectators do at major sports events today.

The Colosseum could hold a crowd of around 60 000. Important people sat near the bottom; women (after a law passed by Emperor Augustus), slaves and poor men sat at the top.

Gladiators often entered through gates at the arena level.

The emperor had his own private entrance and private box to watch the action.

Sometimes the sand was coloured to make the spilt blood less obvious; vats of perfumed incense were often placed at key points to cover the smell.

Many gladiators were slaves or convicted criminals. Some were volunteers, hoping for fame and fortune. A few were women. Even some emperors tried out their combat skills in the arena.

Sometimes, the arena was converted into a wooded or hilly landscape where gladiators hunted animals, or animals hunted each other. At other times, starving animals were let loose on defenceless victims, such as Christians. On some occasions, the arena was flooded and mock sea battles were held. Crocodiles might be waiting to grab anyone who fell overboard.

Animals were caged under the Colosseum floor (called the arena). They entered via ramps and trapdoors, after being raised in pulley-drawn cages.

Wild animals slaughtered in the arena included tigers, lions, elephants, bears, hippopotamuses, giraffes, ostriches, wolves and crocodiles. Hunters from all over the empire supplied wild animals for the shows.

Check your learning

o A link to a video about the Colosseum is available on the **obook**. Use the information provided in the video and in Source 5.64 to answer these questions:

1. What sorts of activities took place under the floor of the arena?
2. In what ways was the arena adapted for different sorts of entertainment?
3. What were some of the animals the gladiators fought?
4. Why was the Colosseum an engineering marvel?
5. Locate the wall enclosing the arena. Now look at the ruins of the Colosseum shown in Source 5.61. Where among these ruins do you think the wall once stood?
6. Explain why gladiator fights attracted such huge crowds. What does this suggest about ancient Roman values?
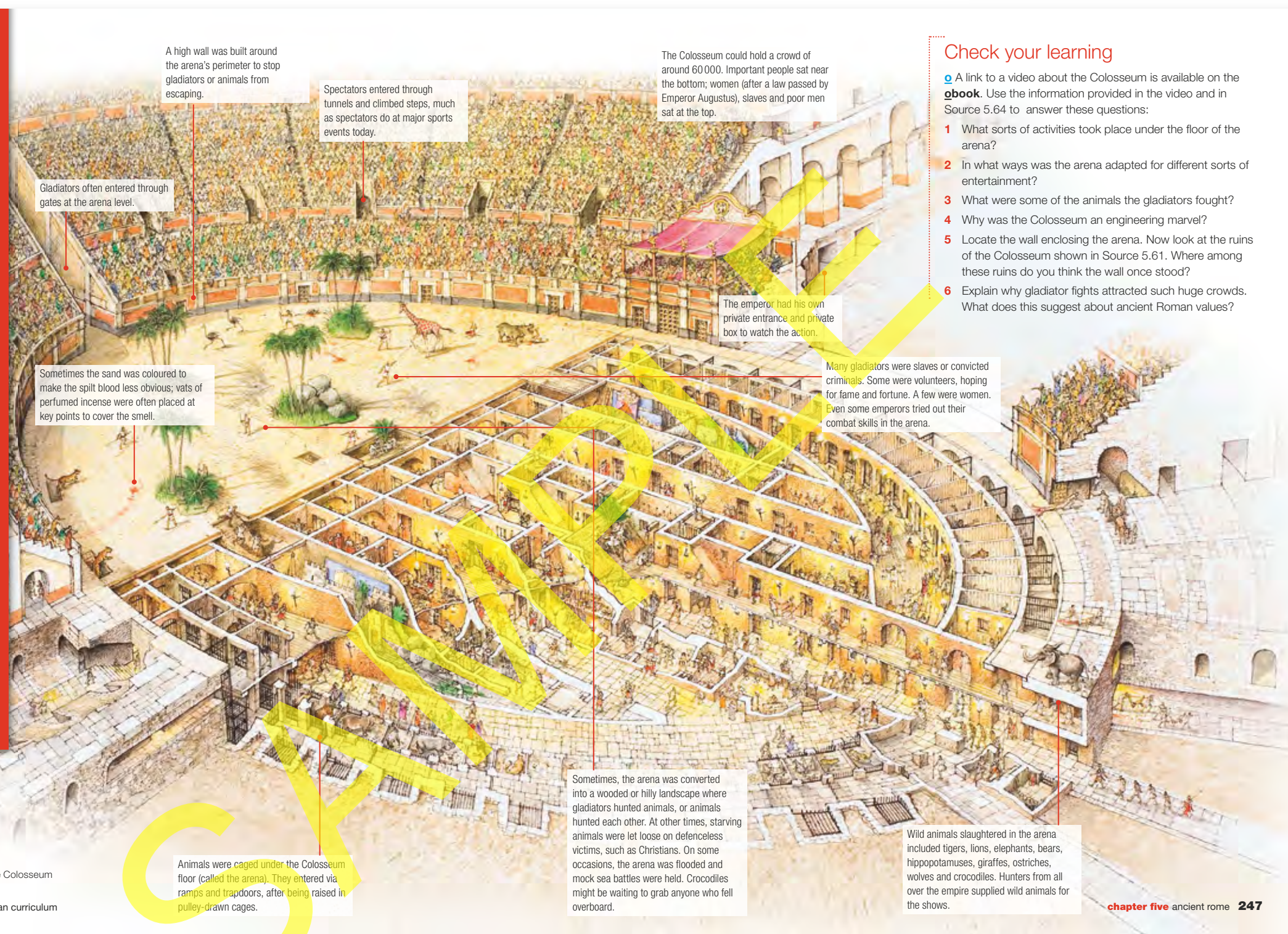
building. They can report on the archaeological digs that brought the building to people's attention again and the discoveries that have been made about it.

They could present their findings to the class in a PowerPoint or through the making of a documentary. You may like to present them with a focus question to guide their research and presentation; for example, How do we find out about ancient buildings? What happens on an archaeological dig? What does this building tell us about life in ancient Rome? Should this building be preserved?

Answers: Check your learning

1. Animals and gladiators were held in cages ready to be released into the arena. Sets and scenery were stored beneath the floor.
2. The arena could be turned into a wooded, hilly landscape or flooded so that sea battles could be held. For most battles between gladiators or between gladiators and victims, such as Christians, it was a large, flat arena, covered in sand.
3. Tigers, lions, elephants, bears, hippopotamuses, giraffes, ostriches, wolves and crocodiles.
4. Because it was so large and because it included so many engineering innovations, such as drainage, under-floor areas and tiered seating.
5. The wall surrounded the arena floor. In Source 5.61, this is marked by a modern fence.
6. The people enjoyed watching a fight to the death. A gladiator could obtain his freedom if he fought well and had many victories. The people enjoyed the spectacle of animal fights and sea battles. This shows that the Romans valued valour and bravery but they were also thrilled by blood sports.

obook extras

Enter the ID numbers below into the search field of your obook to access these resources.

ID05.39 Interactive: The Colosseum

ID05.40 Video: The Colosseum
National Geographic video on the Colosseum

ID05.41 Weblink: Building the Colosseum
BBC animation that explores key areas of the technology and planning that went into the building of this incredible structure.

ID05.42 Weblink: The Colosseum
Great colosseum website with a detailed history and descriptions

ID05.43 Weblink: Rome reborn
An amazing digital tour of ancient Rome which shows not only the great public buildings but also the homes and general layout of the city

For your information

Built by Vespasian, Titus and Domitian between 71–2 and 80 CE, the Colosseum was a gift to the Roman citizens. It was built where the previous Emperor Nero (37–68 CE) had built his residence, some say to wipe away the memory of his rule. Existing arenas were too small and the new ruler wanted to unite Rome behind him. It took ten years to build and was completed officially by Titus, who held games in it for a hundred days to celebrate. Domitian did, however, have to carry out further work. It remained in use for 450 years, surviving a fire started by lightning and

earthquakes. The last recorded gladiatorial contest held there was in 404 CE. Hunting events continued there well into the 500s.

In 1805, the French controlled Rome and decided that they wanted to turn the Colosseum into an archaeological park. Some work was done, but it was not until the creation of Rome as the capital of the new Italian State in 1870 that such work became more regular, with approximately half of the arena surveyed and cleared. In fits and starts, there were excavations, with a dig between 1938 and 1940 finally reaching the floor of the arena. It was only then

that the subterranean area was discovered. Major restoration started in 1978 and has continued with the building of wooden walkways so that tourists can inspect the area without damaging it.

Digging deeper: Ancient Roman buildings

Using the Google Earth interactive, students select a building or set of buildings. The Rome reborn website listed in the obook extras panel on this spread shows the whole digital model in a fly-through tour.

From there, students could carry out further, more detailed research that looks at the original use of the

Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING
- The significant beliefs, values and practices of the ancient Romans, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs

HISTORICAL SKILLS
- Use historical terms and concepts.
- Identify a range of questions about the past to inform a historical inquiry.
- Locate, compare, select and use information from a range of sources as evidence.
- Draw conclusions about the usefulness of sources.
- Identify and describe points of view, attitudes and values in primary and secondary sources.
- Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged.

This is an extract from the History Australian Curriculum (Sydney, 2012: Australian Curriculum, Assessment and Reporting Authority [ACARA]). ACARA does not endorse Oxford University Press or this product.

Getting started

The focus of this section is the way in which Roman beliefs and values were reflected in their practices surrounding death. What, for example, did the Romans believe happened after death? How were bodies treated and did this change according to the social status of the dead person?

You will need to be sensitive to the experiences and beliefs of your students. A student who, for example, has recently attended the funeral of a family member may be upset by discussing funeral customs. Some students may be uncomfortable about discussing these ideas because of their religious, ethnic or family background. You should, therefore, be aware that the Australian Curriculum states that you must give particular emphasis to *one* of these three areas: everyday life, warfare, or death and funerary customs. You may choose, therefore, to deal with this topic only briefly.

On the other hand, this topic may provide you with an opportunity to discuss and examine core values and beliefs in a new and interesting way. Students may enjoy the opportunity to talk about death and funerary customs and share their own life experiences. Historians are particularly interested in graves and death because they tell us a great deal about the beliefs, values and traditions of the society in which people live and die. While the pyramids built for the Egyptian pharaohs are an obvious example, every culture, including our own, has a unique set of beliefs and values surrounding death.

Source 5.65 A 16th-century CE painting of the Underworld, showing Charon, the ferryman

Source 5.66 Trajan's column

Source 5.67 Monuments marking ancient grave sites along the Via Appia

Source 5.68 A bust of Cicero, who argued against the consul Antony for a full restoration of the republic after Caesar's assassination (see pp. 226–7)

Death and funerary customs

Romans had no set beliefs about what happened after death. This at least was the case until Christian ideas began to dominate. **Myths** and beliefs of conquered people influenced some people's lives. These included, as mentioned earlier, the cults of Egypt's goddess Isis and Persia's god Mithras. Ancient Romans also had great reverence for their ancestors. Often they kept wax death masks (or stone busts) of them in their homes, which they might parade on special occasions (see Source 5.16).

Influence of Greek mythology

A common influence on Roman beliefs about death was Greek **mythology**. Many Romans believed, as did the Greeks, that there was a gloomy **Underworld**: **Hades**. Dead souls reached it by paying the ferryman, Charon, to row them across the River Styx. Only the bravest of heroes made it to the Elysian Fields (see p. 194).

Despite having no certainty about life after death, the ancient Romans were uneasy about their dead. Many believed the spirits (or souls) of the dead would roam around, haunting them, if certain rituals, such as *decursio*
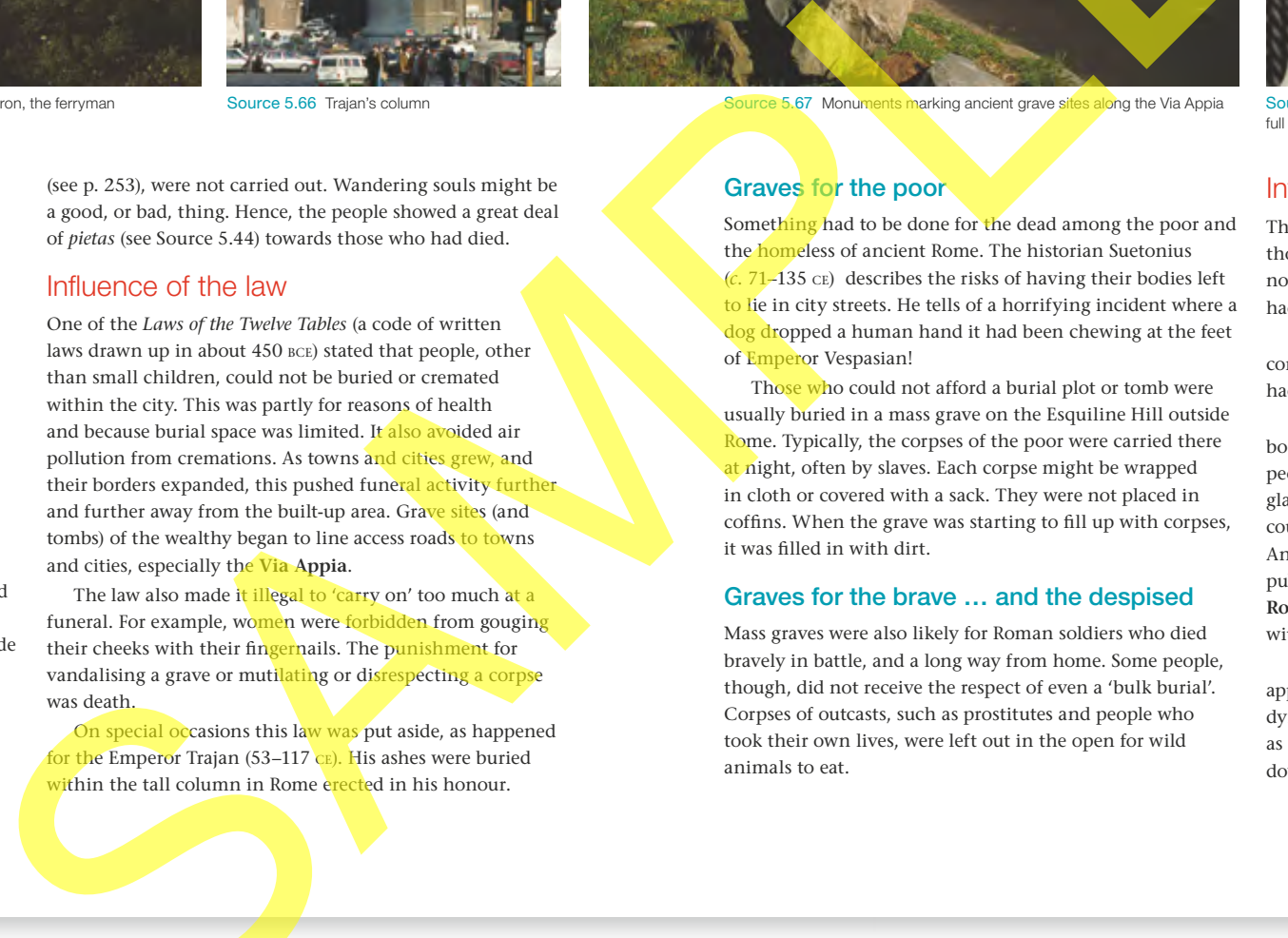
(see p. 253), were not carried out. Wandering souls might be a good, or bad, thing. Hence, the people showed a great deal of *pietas* (see Source 5.44) towards those who had died.

Influence of the law

One of the *Laws of the Twelve Tables* (a code of written laws drawn up in about 450 BCE) stated that people, other than small children, could not be buried or cremated within the city. This was partly for reasons of health and because burial space was limited. It also avoided air pollution from cremations. As towns and cities grew, and their borders expanded, this pushed funeral activity further and further away from the built-up area. Grave sites (and tombs) of the wealthy began to line access roads to towns and cities, especially the *Via* **Appia**.

The law also made it illegal to 'carry on' too much at a funeral. For example, women were forbidden from gouging their cheeks with their fingernails. The punishment for vandalising a grave or mutilating or disrespecting a corpse was death.

On special occasions this law was put aside, as happened for the Emperor Trajan (53–117 CE). His ashes were buried within the tall column in Rome erected in his honour.

Graves for the poor

Something had to be done for the dead among the poor and the homeless of ancient Rome. The historian Suetonius (*c.* 71–135 CE) describes the risks of having their bodies left to lie in city streets. He tells of a horrifying incident where a dog dropped a human hand it had been chewing at the feet of Emperor Vespasian!

Those who could not afford a burial plot or tomb were usually buried in a mass grave on the Esquiline Hill outside Rome. Typically, the corpses of the poor were carried there at night, often by slaves. Each corpse might be wrapped in cloth or covered with a sack. They were not placed in coffins. When the grave was starting to fill up with corpses, it was filled in with dirt.

Graves for the brave … and the despised

Mass graves were also likely for Roman soldiers who died bravely in battle, and a long way from home. Some people, though, did not receive the respect of even a 'bulk burial'. Corpses of outcasts, such as prostitutes and people who took their own lives, were left out in the open for wild animals to eat.

Influence of beliefs and traditions

The ancient Romans regarded dead bodies as pollution, and those who tended them as 'polluted'. Polluted people could not carry out certain civic and religious duties until they had carried out purification rituals.

This meant that funeral workers and executioners were constantly 'unclean'. They thus became social outcasts, and had to live outside the city.

Given their law, and the way Romans felt about dead bodies, it is puzzling that they were so keen to watch people die. For example, they flocked to the arenas to watch gladiators die. Those who were tortured to death in public could always expect a large audience! The consul Mark Antony, for instance, had the head and right hand of his public critic Cicero cut off in 43 BCE and displayed it on the **Rostra** in Rome's forum. His wife pierced Cicero's tongue with her hairpins.

Perhaps these actions had something to do with appeasing the souls of the dead (as opposed, say, to someone dying naturally). The writer Tertullian (*c.* 200 CE) did suggest as much. He said that dead souls were pacified (calmed down) by the shedding of human blood.

Skillbooster: Examining evidence

Provide students with a series of images of graves, both modern and ancient. It is best if these are printed so that students can pass them around. There are some suggestions about these images at the end of this section. This activity works best if students are in pairs or groups of three. Each group is given a photograph. Using only the evidence from the photograph they are to list what they can work out about the values, beliefs and funerary customs of the society in which this person was buried. Each statement that they make must be supported by evidence from the image. For example, this person

was buried with a great deal of gold and jewellery. This may show that this culture believed that people would need wealth after they died, perhaps to buy their way into an afterlife.

They can then present their findings to the class or each photograph could be examined by another group to see if they used the evidence in the image in different or similar ways. The emphasis here is not on getting it right but on finding and using evidence to support an idea or theory about a culture.

- Ancient grave in Niger (see the weblink provided in the obook extras panel on this spread)

- Neolithic grave in Germany (see the weblink provided in the obook extras panel on this spread)
- American Cemetery and Memorial (see the weblink provided in the obook extras panel on this spread)
- Roman catacombs (see the weblink provided in the obook extras panel on this spread)
- Egyptian mummies (see Source 3.62 in the textbook)
- Trajan's column, Rome (see Source 5.66 in the textbook)

obook extras

Enter the ID numbers below into the search field of your obook to access these resources.

ID05.44 Weblink: Ancient grave in Niger
ID05.45 Weblink: Neolithic grave in Germany
ID05.46 Weblink: American cemetery and memorial
ID05.47 Weblink: Roman catacombs

Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING

- The significant beliefs, values and practices of the ancient Romans, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs

HISTORICAL SKILLS

- Identify and locate relevant sources, using ICT and other methods.
- Identify the origin and purpose of primary and secondary sources.
- Locate, compare, select and use information from a range of sources as evidence.
- Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged.
- Use a range of communication forms (oral, graphic, written) and digital technologies.

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Skillbooster: Information booklet

This chapter began by looking at the reaction of a society to any idea or group that is offering or suggesting change. This reaction is often negative and often violent, as can be seen by the reaction to Christianity and its 'challenge' to existing Roman religious beliefs and practices. A key aspect of Roman society—warfare—was then covered in some detail. The organisation of the Roman army and its influence on the known world is usually seen as a pivotal element of this civilisation. This resulted in the expansion of the Roman Empire as forts were built on the frontiers and surrounding peoples were conquered and integrated into the empire.

Everyday life in the empire (such as gender role, education, fashion, cleanliness, architecture, housing, public entertainment and funerary customs) were then covered. Taken together, students should now have a good understanding of life in the Roman Empire.

Based on what they have discovered and learned, students can now create an information booklet that outlines Roman beliefs and traditions. Its purpose is to provide information to a group of foreigners who have moved to Rome from other countries as diplomatic envoys. They want to make sure they do not unintentionally insult Roman beliefs and want to take part in appropriate Roman rituals and festivities and be accepted into Roman society.

This activity can be modified depending on the structure of your course. For example, students

Cremations and burials

Cremation (the burning of the corpses of people who had died) was the preferred procedure for a dead body during Etruscan times and the republic. By the end of the 1st century CE—and certainly after Christianity became more popular—burial was more common.

The body of a person to be cremated was either placed into a trench filled with wood or on an elevated pyre (pile of wood). Often belongings were burned with the body. The ashes and remains of bone were then placed in an urn which was then buried or placed in a tomb.

Sometimes many people were cremated at once. In such instances, funeral workers would try to include a woman's corpse with those of men as her extra body fat boosted the fire.

Before the wood was lit, the dead person's eyes were opened again (as they had been pushed shut on death). After their remains were burned, the embers were put out with wine.

Funerals (whether cremations or burials) were usually organised by undertakers who often provided dancers, singers, mimes and mourners for the event.

Step 1: A close relative kissed the dying person and listened for any last words. On death, the eyes were closed and a coin put in the mouth (as in ancient Greece). The dead person's name was called repeatedly until the burial or cremation to make sure that he or she was dead!

Step 2: The corpse was washed and rubbed with lotions and oils. The body was then laid out for a time in the home, surrounded by flowers and torches and burning **incense**. People would come to pay their respects.

Step 3: Friends were invited to join family in the funeral procession. For someone important, this meant heading for the forum. It was typically a carnival atmosphere, with singers, dancers and musicians organised by the undertaker. Mourners might carry busts or masks of their ancestors.

Step 4: On reaching the forum, a **eulogy** might be delivered at the Rostra.

Step 5: A ceremony was held at the gravesite or crematorium. Goods might be buried with the dead person, especially if a non-Christian. People who were well off were buried in coffins. Graves were marked, even if only by partly buried **amphora** (for the poor) and simple **epitaphs**.

Step 6: The mourners returned home to purify themselves. Rituals included sweeping the house with a special broom and sprinkling water from a laurel branch.

Step 7: Nine days after the funeral, family members returned to the grave to hold a 'party'. They shared food and drink with the remains of the dead person, by means such as pushing a tube down into the earth where the body or ashes were buried. Such visits continued over time.

Source 5.69 Burial urns in a Roman tomb in Naples

Source 5.70 Typical funeral procedures in ancient Rome for someone with at least average wealth

Festivals

Two festivals of ancient Rome honoured the dead. The *Parentalia* was a time in February when people remembered their ancestors, particularly dead parents. The *Lemuria* was an occasion to remember all those who had died.

Source 5.71 The rituals of the *Lemuria*, held at midnight in May each year

> No shoes with shoe laces constrict his [the worshipper's] feet, and with his thumb between his fingers, he makes a sign in case in the quiet he should meet a shadowy ghost. With hands washed clean with water from a spring, he turns around to receive black beans; these he throws away, but does not look at them. As he throws them away, he says, 'These I cast away. These beans I use to save myself and mine.' He says this nine times but must not look behind him. For the ghost is thought to gather up the beans and follow him unseen. Again, he touches water, bangs some bronze cymbals … and asks the shade [ghost] to leave his house. When he has said the following nine times, 'Ghosts of my fathers, go away', he looks behind him and believes he has performed the sacred customs in the proper way.

Ovid, *Fasti*, V, 421–44

Funeral clubs

Today we have gardening clubs, books clubs and toy train clubs. In ancient Rome, they had funeral clubs called *collegia*. Members were mostly the poor.

Membership gave Rome's poor some comfort that they would have the honour of a decent burial. While still alive, members enjoyed social occasions, perhaps getting together for a few glasses of wine while discussing their funeral arrangements. The ashes of members, after being placed in an urn, were often stored in the one tomb. Each person had a pre-arranged spot for his remains.
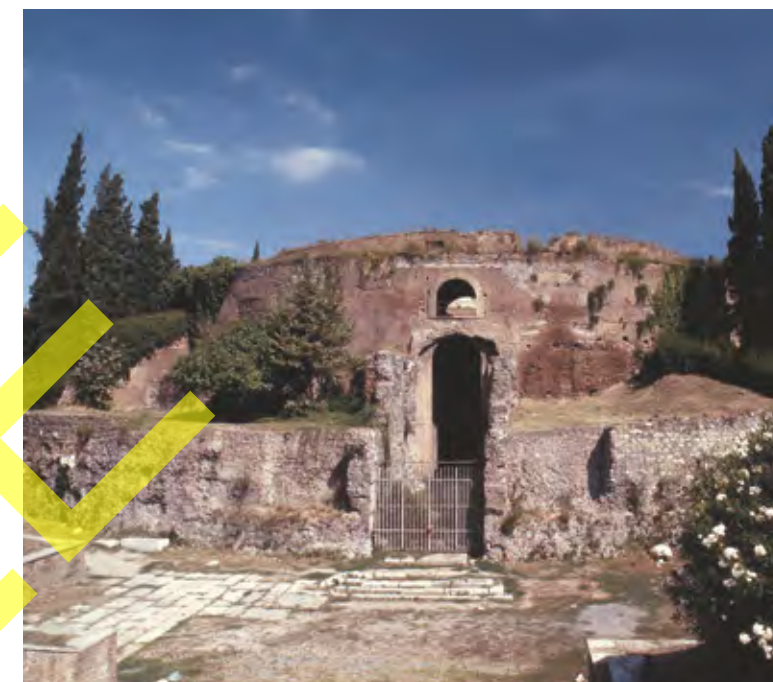
Source 5.72 Mausoleum of Augustus (see p. 225). Such tombs were often built for people who were especially wealthy or influential. The tribune Gaius Cestius, who died soon after Rome took control of Egypt, had a mausoleum built like a pyramid (see p. 220).

Check your learning

1 Write a paragraph to explain how Roman beliefs about what happened after death influenced their funeral practices.

2 **a** What might be the lot of a poor person who died in Rome?
   b Why might a poor person fear such a fate, given their beliefs?
   c What action was taken to try to give the poor some hope for the 'journey' at life's end?

3 Where were the graveyards and crematoriums in ancient Rome? Why?

4 Convert Source 5.70 into a comic-strip format. Use stick figures if you cannot draw. Each comic panel will need either speech bubbles or a small caption, or a mixture of the two.

5 What was the purpose of the *Parentalia* festival?

could produce an information booklet on all aspects of Roman society listed above or on one of the significant areas:

- everyday life
- warfare
- death and funerary customs.

Answers: Check your learning

1 Although there were no set beliefs amongst the Romans about what happened after death, many people believed that there was an afterlife. Dead souls were transported to Hades (the underworld) by a ferryman who rowed across the River Styxx. The ferryman

demanded payment for this service, so Romans were often buried with a coin in their mouths. Romans also believed that the spirits of the dead would haunt them unless they carried out elaborate rituals. One of these, Decursio, involved walking around the funeral pyre of the dead person and another ritual, Lemuria, involved casting away demons while casting away black beans.

2 **a** The bodies of people who could not afford a tomb were sometimes left to rot in city streets. Others were buried in a mass grave outside the city of Rome.

   b Because they were buried without a coin, they would fear that they could not pay the ferryman to enter the underworld.

   c Poor people would sometimes join a funeral club (*collegia*) so that when they died the other members of the club would give them a decent burial.

3 Following the *Laws of the Twelve Tables* in 450 BCE, graveyards and crematoriums were located outside the city. This was because of health concerns, limited space and air pollution from crematoria. As the city grew, the graveyards and crematoria were pushed further away from the city until graves eventually dotted the sides of the main access roads to Rome.

4 Individual answers will vary.

5 The *Parentalia* Festival was a time during which people remembered their dead ancestors.

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- Identify and locate relevant sources, using ICT and other methods.
- Locate, compare, select and use information from a range of sources as evidence.
- Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged.

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Digging deeper: Latin

One of the outcomes of studying ancient Rome is to have an understanding of its many legacies for our own society. Several of these (such as architecture, public buildings, urban design and public amenities) have already been covered in this section. Another legacy is Latin, the language of the Romans. Many modern English words are derived from Latin and some students may have already picked up on these while reading this chapter. You can examine this legacy in two contrasting ways:

You could start with the modern English word and work backwards. Use a dictionary that shows the etymology (origin of the word) of every word. In the *Oxford English Dictionary* this is often shown in square brackets at the end of each entry. The letter 'L' means that this word comes from Latin. Students could comb the dictionary for modern English words with a Latin origin. Build up a list of these.

Alternatively, you could start with the Latin word and work forwards. Throughout this chapter there are many Latin words that sound familiar to us ('familiar', for example!). As an activity, list some of these and ask students to use the glossary or the reference in the text to record the original meaning. They could then have a go at writing down a modern English word with a similar sound and meaning to the original Latin word. This is meant as a fun activity to examine an unexpected legacy. (Students with an Italian language background could also be asked to make a special contribution, as many of the Italian words they know may be similar.) Here are some of these words to consider: *portus*; *liberti*; *paterfamilias*; *industria*; *clementia*; *virtus*; *decimatio*; *principia*; *frigidarium*; *caldarium*; *circus maximus*; *rostra*; *collegia*.

big**ideas**

5.3 How do beliefs, values and practices influence lifestyle?

Everyday life: Complete questions 1, 2, 3, 6, 7, 11, 14, 17, 20.
Warfare: Complete questions 1, 2, 4, 8, 13, 15, 18, 21.
Death and funerary customs: Complete questions 1, 2, 5, 9, 10, 12, 16, 19, 22.

Remember

1 Explain how the ancient Romans initially treated Christians. What did this have to do with their beliefs?

2 Who was the Roman deity equivalent to the following Greek deities: Poseidon, Dionysus, Hestia, Zeus?

3 Who was the *paterfamilias* and why was his role so influential?

4 Write definitions in your own words for *each* of the following terms: legion, *principes*, *auxiliaries*, *testudo*.

5 **a** When was the ceremony of *Lemuria* held, and what was its purpose?

   b Draw a flow chart to depict the steps of the *Lemuria* ritual.

Understand

6 Why was the practice of putting on a *toga virilis* significant for boys?

7 Cleanliness was valued by the ancient Romans. Study the illustration of Roman baths shown as Source 5.60. How did such facilities cater for this?

8 Copy an extended version of this table in your workbook and complete it with as many items as you can think of.

Factor	Likely influence on behaviour of soldiers
Religious belief	
Fear of punishment	
Training	
Long absence from families	

9 When a Pope dies, his name is repeated three times. Explain why this is an example of change and continuity.

10 What evidence does Source 5.71 provide of one of the rituals performed at funerals?

Apply

11 In groups brainstorm ways in which beliefs, values and traditions influence how many of us live. Consider aspects such as the roles of women, homes, education, fashion, marriage, entertainment and so on.

12 Make a papier mâché or clay model of a mausoleum or monument you would have built in honour of an influential person in society today whom you respect. Explain what influenced your design. Seek feedback from a partner and discuss any modifications you consider would have been worthwhile.

13 Think about the Roman army punishment of *decimatio*. Now think about how you would feel if ordered by some higher authority to severely punish a friend. How might that make you feel and behave? How effective do you think such a method is for enforcing discipline?

Analyse

14 Look carefully at Source 5.58, noting its different areas. Prepare a brochure on this villa for an open-house day in ancient Roman times, which highlights its special features. Your tour group will include a number of ancient Rome's poor.

15 **o** A link to a website giving information about Roman legionary soldiers is available on the **obook**. Explore any aspects of this site you choose. Then write a review of the website, commenting on what you see as its strengths and weaknesses.

16 Use a Venn diagram (see p. 161) to compare and contrast the funeral procedure for an important ancient Roman with what you know about funerals in Australia today.

Evaluate

17 Which type of gladiator would you choose to be (if forced to) and why? You may need to conduct some research. (Note

Source 5.73 Carving on the Antonine Column in Rome, which was erected *c.* 180–196 CE to honour Roman emperor Marcus Aurelius (121–180 CE). It shows Roman soldiers performing the ritual known as *decursio*, which involved circling the funeral pyre (fire) of an important person.

that evidence has been found that indicates that there were female gladiators.)

18 Make a digital booklet that explains the six things you think are most important for new recruits to the Roman army (both to protect them and to encourage them to be good soldiers). Ask a partner to give you an honest evaluation of your work.

19 Compare and contrast funeral proceedings in ancient Rome (see Source 5.70) with those in ancient Greece. On a scale of 1 (extremely similar) to 5 (not similar at all), rate how much you think practices in ancient Rome owed to this earlier civilisation.

Create

20 **o** Links to websites about mosaic design are available on the **obook**. Design a floor tile suitable for a Roman villa. (Hint: Draw any shapes that you want to be defined in the same colour.)

21 Using only materials and equipment available at the time, design a new siege engine for the Roman army. (You could illustrate it, design it digitally, or build a model.) Explain its workings and benefit for the class.

22 Two ancient Roman epitaphs read: 'May the passer-by who sees these flowers and reads this say to himself: This flower is Flavia's body' and 'I was not, I was, I am not, I care not'. Devise an epitaph you might have liked had you been an ancient Roman.

8

Factor	Likely influence on behaviour of soldiers
Religious belief	They may pray to a God, such as Mars, before a battle. They may fight more fiercely against an enemy with different beliefs.
Fear of punishment	They would be careful to follow orders exactly so as to avoid punishment.
Training	They would know how to act and react in battle situations due to extensive training.
Long absence from families	They may become unruly without a family influence for a long period of time. They may begin to see their fellow soldiers as their family.

9 In Roman times the dead person's name was repeated many times to ensure that he or she was dead.

10 This is evidence of a ritual known as *decursio* in which mourners would walk in circles around the funeral pyre of an important person.

11 Individual answers will vary.

12 Individual answers will vary.

13 Individual answers will vary.

14 Individual answers will vary.

15 Individual answers will vary.

16 Individual answers will vary.

17 Individual answers will vary.

18 Individual answers will vary.

19 Individual answers will vary.

20 Individual answers will vary.

21 Individual answers will vary.

22 Individual answers will vary.

Answers: Big ideas

1 Christians were initially treated poorly by many Romans. They were often put to death by crucifixion, by burning at the stake or in gladiatorial fights. This is because Roman leaders felt threatened by a religion that worshipped one god as they believed in deities with many Gods.

2 Poseidon: Neptune; Dionysius: Bacchus; Hestia: Vesta; Zeus: Jupiter

3 The *paterfamilias* was the oldest male in a family. He was recognised as the head of the family and he could pass judgment on who his daughters should marry and he even had power over deciding whether or not a newborn child should be able to live.

4 Legion: a group of about 1000 soldiers in the Roman army made up of cavalry (soldiers on horseback) and heavy and light infantry (foot soldiers). *Principes*: the best soldiers in the Roman army. *Auxiliaries*: men enlisted in the Roman army from Roman colonies who had special skills that were useful to the army. *Testudo*: a military formation in which soldiers hold their shields close together to protect themselves against enemy attack.

5 **a** The *Lemuria* was held at midnight in May each year and was a festival held in remembrance of all those who had died.

   b The following are the steps in the flow chart:

   i A worshipper without shoes makes a quiet sign in case he meets a ghost.

   ii After washing his hands he takes some black beans and then throws them away while saying 'These I cast away. These beans I use to save myself and mine.'

   iii He repeats step (ii) nine times without looking behind him.

   iv He touches water, bangs some cymbals and asks the ghost to leave his house

   v He says 'Ghosts of my fathers, go away' nine times and then looks behind him

6 This meant that they could register as a full Roman citizen.

7 At the baths, Romans could have their hair cleaned and styled, their skin oiled and dirt scraped off and they could bathe in a range of pools. Wealthy Romans would attend the baths daily.

o**book** e**x**tras

Enter the ID numbers below into the search field of your obook to access these resources.

ID05.01 Flashcard glossary: Ancient Rome
ID05.48 Weblink: The Roman Imperial Legion
ID05.49 Weblink: Design a Roman mosaic

Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING

- Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of the Roman Empire (including its material remains), and the spread of religious beliefs

HISTORICAL SKILLS

- Sequence historical events, developments and periods.
- Use historical terms and concepts.
- Locate, compare, select and use information from a range of sources as evidence.

This is an extract from the History Australian Curriculum (Sydney, 2012: Australian Curriculum, Assessment and Reporting Authority [ACARA]). ACARA does not endorse Oxford University Press or this product.

Getting started

Section 5.4 examines the ways in which the Roman empire was influenced and changed by outside forces. These include changes brought about by the movement of people, ideas and goods as well as conflicts with other nation-states, particularly Carthage.

Begin with a brainstorm and follow-up discussion about how countries are influenced by events, people and ideas in other places. Consider modern influences on lifestyles, such as music, language, fashion, food and sports. Look for those factors that connect us with people in other places. An obvious example is trade. Consider the goods exported from Australia and the imported goods that we use every day.

We are perhaps more connected now than at any other time in history with people in many other places. Consider how these connections may be positive or negative. Positive aspects of these connections include the sharing of ideas and the generation of wealth while negative aspects include the loss of national customs and environmental impacts, such as oil spills from international trade. Allow this discussion to be free ranging, which will allow students to look for similarities between the world today and the Roman world of 2000 years ago.

Skillbooster: Analysing a picture

Closely examine the graphic of the Roman sea battle (Source 5.74). From this secondary source you can encourage students to develop several different ideas about the Roman use of weapons as well as look at the opponents that they fought against.

Divide the class into expert teams to examine different aspects of this battle. Each team takes

Source 5.74 Artist's impression of a Roman sea battle. Devices such as the *corvus* (boarding ladder that hooked into the deck of the enemy ship) and the battering ram (at the front of the hull) were used to good effect in its victories.

5.4 How do contacts and conflicts change societies?

Ancient Rome's development from a small farming settlement to a massive empire was due to a number of factors. Trade played a significant role. Warfare, too, was vital to its growth. Battle victories or negotiated peace treaties meant new territories to control. This meant, in turn, new resources, potentially new skills and an increased labour force for Rome.

Alongside this were the more subtle changes brought about by contact with different peoples. These contacts introduced, for example, new ideas about religion (such as the cult of Isis). They also introduced new fashions (such as the silks from ancient China) and new ways of doing things (such as temple designs from Greece).

Changes through migration

The Etruscans were a migrating sea people, but historians still debate where they originally came from. Some now confidently say it was southern Turkey. This view, shared by the ancient Greek historian Herodotus, has more recently been supported by DNA studies.
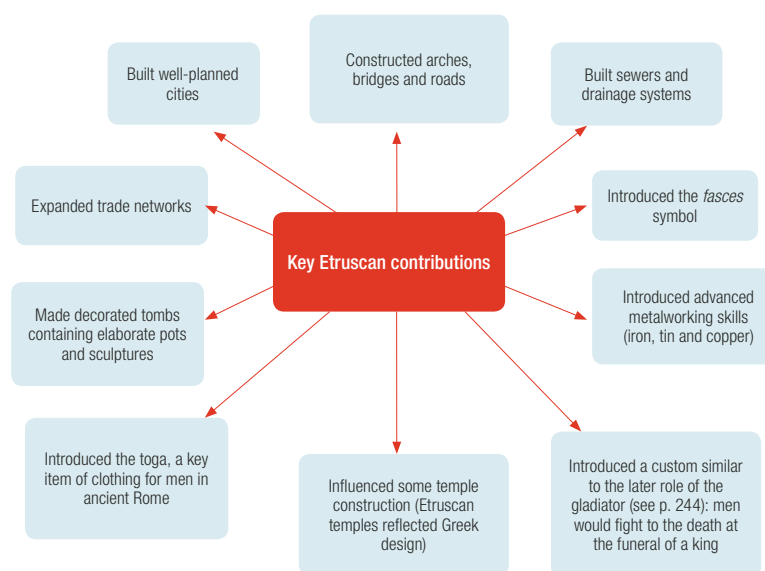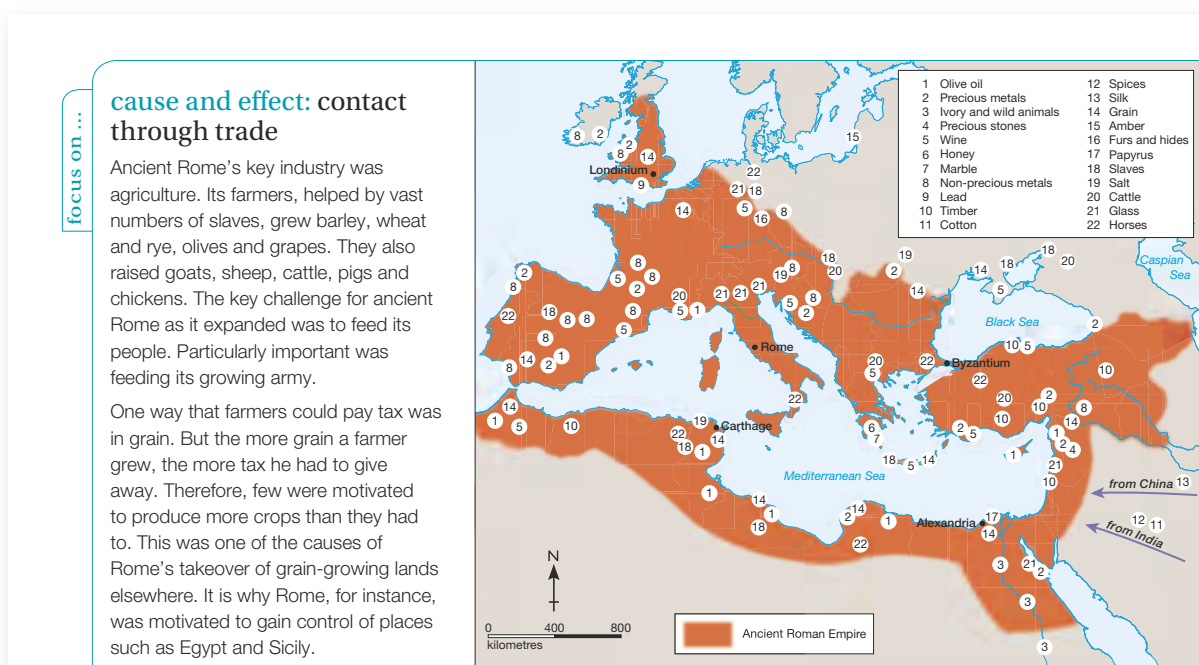
The Etruscans were settling in the north of modern-day Italy from about 800 bce. From there they drifted south into Etruria (see Source 5.75). By about the 7th century bce, they were ruling Latium.

The Etruscans were more advanced, wealthy and civilised than the local Latins. They had a written language (we know this from inscriptions that have been found); however, so far, no-one has been able to decode it. The Etruscans made many contributions to the early development of the society of ancient Rome, such as architecture, music and some family institutions.

Etruscan rule ended in 509 bce with a revolt by the Roman people, who drove out the last Etruscan king. Rome then became a republic.

Source 5.75 The central region of ancient Rome, and the directions of early migration patterns

Source 5.76 Some Etruscan contributions

Skillbooster: Connecting ideas

Review the information about the physical geography of the Italian Peninsula on page 213 and compare this to the map in Source 5.75.

1 How did the physical geography of the region (such as mountains, plains, rivers and seas) affect the early migration patterns?

2 Consider why all the settlements seemed to be in the western area. What did it offer that possibly wasn't found to the east? Why were the southern region of Italy and the coasts of Sicily also settled?

3 What were some of the geographical hazards in these regions?

4 Why is the climate good for settlement compared to other parts of Europe?

Examine Source 5.76:

1 Many of these Etruscan contributions are often listed as being Roman inventions and contributions. Why do you think this is the case? What does this tell us about the Romans?

2 Why would some of these Etruscan contributions have helped to lead to the establishment of a powerful Roman civilisation?

3 Construct a similar diagram showing the key contributions of the Romans to the civilisations that followed.

responsibility for one aspect and reports back to the rest of the class. To help these teams work together well it is a good idea to allocate roles within the group. Here are some roles that work well:

- Reporter. This team member reports the group's findings to the rest of the class.
- Recorder. This team member writes down the main points the team raises in the discussion and passes these on to the recorder.
- Facilitator. This person keeps the team 'on track' in discussion and ensures that all team members are aware of their responsibilities.

- Time-keeper. This person keeps the team aware of any time constraints and allocates time to complete each task.

It can also be useful to ask your students to complete a listening task while the other groups report their findings to the class. You may, for example, ask them to list the three most important points from each group's report. An alternative is to ask each student to write down one thing he or she would like to know about each topic. If what a student wants to know is not revealed by the group's report, the student should ask the group a question to help determine the answer.

Here are some topics for group work based on Source 5.74:

1 The style and types of ships depicted. Compare and contrast the ships used by the Romans and their opponents. What did they have in common and how did they differ?

2 The means by which the ships were propelled. There are two methods shown: which would have been more effective in battle and why?

3 The weapons being used by both sides. Again look for similarities and differences.

4 The corvus. What was it and how do the students believe it was used? Why would it have been effective as a means of attacking the opponents' ships?

5 Transferring fighting skills. How did the Romans use their expertise as fighters on land as fighters at sea?

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- Use historical terms and concepts.
- Identify a range of questions about the past to inform a historical inquiry.
- Locate, compare, select and use information from a range of sources as evidence.
- Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged.

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Digging deeper: Examining Roman trade

Examine the map that depicts the extent of the Roman empire and the sources of goods flowing into the empire (Source 5.77). Study the map carefully and discuss with your students the factors behind the spread of Rome and what skills or abilities the Romans gained as their empire expanded. Students could cross-reference Source 5.77 with an equivalent map (for example, one from the *Oxford Atlas*) to record, perhaps in pairs, the names of modern countries from which supplies of each of the commodities listed in the key were imported by ancient Rome.

Students could take this a step further by researching some of the civilisations that Rome overtook and then suggest how those civilisations might have helped develop Rome and added to its dominance.

For your information

The Romans used a boat called a corbitas, which, depending on its size, could carry between 70 and 350 tonnes of goods. The larger ships could carry 600 passengers or 600 amphorae in which products such as wine, oil or other liquids were stored. The main port for Rome was Ostia, which was almost 25 km away. A canal was built from the port to the centre of the city and has recently been rediscovered. (A weblink for the Portus Canal is provided in the obook extras panel on this spread.)

Sea travel was mainly in the Mediterranean Sea with trips taking two to three weeks from ports such as Alexandria to Ostia. Rome had many difficulties with ships being lost to pirates. Lighthouses also

focus on ...

cause and effect: contact through trade

Ancient Rome's key industry was agriculture. Its farmers, helped by vast numbers of slaves, grew barley, wheat and rye, olives and grapes. They also raised goats, sheep, cattle, pigs and chickens. The key challenge for ancient Rome as it expanded was to feed its people. Particularly important was feeding its growing army.

One way that farmers could pay tax was in grain. But the more grain a farmer grew, the more tax he had to give away. Therefore, few were motivated to produce more crops than they had to. This was one of the causes of Rome's takeover of grain-growing lands elsewhere. It is why Rome, for instance, was motivated to gain control of places such as Egypt and Sicily.

Rome also had other needs besides food. There were temples to build, tools and weapons to forge, and infrastructure such as bridges and aqueducts to construct. Large numbers of slaves were needed to work the farms and local mines. This demand caused Rome to build a large trading empire, where huge volumes of goods were imported.

Source 5.77 Map showing some of the sources of Roman imports

1	Olive oil	12	Spices
2	Precious metals	13	Silk
3	Ivory and wild animals	14	Grain
4	Precious stones	15	Amber
5	Wine	16	Furs and hides
6	Honey	17	Papyrus
7	Marble	18	Slaves
8	Non-precious metals	19	Salt
9	Lead	20	Cattle
10	Timber	21	Glass
11	Cotton	22	Horses

Source 5.78 Ancient Roman glassware, made in the Roman port city of Pompeii

The effect of this booming trade was that Rome became very prosperous and many individuals (especially merchants) became wealthy. This then caused a demand for imports such as animal skins, gold, ivory and amber (fossilised tree sap used for jewellery). Other less luxurious imports boosted Rome's manufacturing industries and workers: cloth weavers, tool and weapon makers, potters, jewellers and glassmakers. The products they made added to Rome's exports.

Check your learning

1 How did the Etruscans change the early society of ancient Rome?

2 What motivated Rome to acquire new grain-growing territories?

3 Draw an exports–imports diagram to depict the flow of some of the goods that made up ancient Rome's trade with its various markets.

4 How did Rome's importing of a range of precious metals (such as gold and silver) ultimately have an impact on the trading practice known as bartering?

5 Do you think migration significantly changes societies in the world today? Discuss as a class, giving examples.

Trade networks

Ancient Rome was well located, and made contact with a large number of markets around the Mediterranean Sea. Sea travel was cheaper and faster than land travel, especially for large, bulky loads such as timber, metals and grain.

Harbours, lighthouses and ports were built to service Rome's growing sea trade. The largest port was Ostia, at the mouth of the Tiber River; others included Portus (see p. 217) and Pompeii. Many Roman ports grew into thriving cities. A number of ancient Roman shipwrecks and their cargoes of **amphoras** have been found along key shipping routes in the Mediterranean Sea (see Source 5.80).

Roads

The heart of ancient Rome was also connected by land to mainland Europe—and beyond, by way of the **Silk Road**, to distant lands such as China and India. When expanding Rome's territory (through conquest), Roman leaders had used the army to create a vast network of well-built roads. These began to be used by travellers and merchants. Goods were carried on the backs of donkeys and camels and in carts pulled by oxen.

Loaded donkeys and carts became a common sight in the streets of many Roman towns and cities. They became bustling places, full of the noise of buying and selling. In fact, the streets of the city of Rome became so busy that a law was passed that meant people could only use carts at night. The ancient Roman writer Martial (c. 40–100 BCE) noted there was 'nowhere a poor man can get any quiet in Rome'.

Source 5.79 Stone relief showing a woman selling her wares (fruit and vegetables) in Ostia

focus on ...

evidence: smelly amphoras

In 2000, divers off Spain's south-eastern coast found the wreck of a large Roman merchant ship. The evidence revealed by dating analyses confirms that the ship sank about 2000 years ago.

The wreck was wedged in mud on the sea floor. Its cargo (much of it still in good condition) included over 1200 amphoras, some still with their seal (a pine resin plug) in place. Smell tests provide evidence that the amphoras had contained garum, a costly Roman delicacy. This stinking sauce was made by fermenting the blood and intestines of fish. Curious octopuses and salt water corrosion are the chief suspects for those seals that are missing!

Source 5.80 Amphoras from the wreck of an ancient Roman merchant ship

2 Roman farmers tended not to grow too much grain as this increased the amount of tax they had to pay.

3

Imports into Rome	Exports from Rome
Food such as grains	Glass
Luxury items, such as animal skins	Cloth
Cotton	Tools and weapons
Spices	Pottery
Silk	Jewellery

4 The precious metals were eventually used to make coins, which were used for trade. Traders preferred this over the bartering system of trade, which gradually declined.

5 Individual responses will vary.

had to be established so that ships could be guided into the port. Over time more than forty lighthouses were established. Many of these lighthouses, such as the one at Ostia were later depicted on many Roman coins.

Skillbooster: Examining evidence

The information on the discovery of the smelly amphoras could be used as the basis for an activity that gives students time to think, to be curious and investigate and collect information as they explore in a manner similar to that of an archaeologist.

This activity can be approached in a number of ways:

1 In groups, decide what information can be gained from the divers' discovery.

2 What does the age of the wreck indicate?

3 Was the ship probably sailing to or from Rome? Students need to explain their reasoning.

4 What information do we gain about Roman tastes from the amphoras?

5 What do we learn about Roman methods of food storage and transport?

6 Develop a set of questions that you would like to ask the divers about their discovery.

For your information

If you look at maps of the Roman empire you can see that Rome sits almost in the centre of its empire. The Romans' ability to build excellent roads, which they used to move their armies and trade, led to the saying that all roads lead to Rome. It was the centre of control and trade. Political influence and power emanated from Rome, and surrounding nations ensured that they entered diplomatic relations with it for if they did not they faced battle and control.

A messenger sent from Rome to Britain travelling on the 'cursus publicus' (the public course) and

using a series of relay stations could travel 270 km in 24 hours. This speed of message delivery was not equalled by groups such as military or postal services until the nineteenth century.

Answers: Check your learning

1 The Etruscans influenced Roman society in numerous ways. Many examples of Roman buildings (such as bridges, sewers, temples and entire cities) came from the Etruscans. Everyday Roman objects (such as tin and copper, pots, sculptures and the toga) were also Etruscan in origin, as was a large trading empire.

obook extras

Enter the ID numbers below into the search field of your obook to access these resources.

ID05.50 Weblink: Portus Canal

Website for the Portus Project by the University of Southampton. As well as information about the discovery of the Portus Canal, the site has a virtual reconstruction of the canal as it would have looked in Roman times.

For your information

Carthage

Carthage was Rome's first great imperial enemy and took Rome close to defeat. Rome's vengeance was to wipe Carthage from the map by destroying the empire and demolishing the city. Carthage started as a port for the Phoenicians who traded in the Mediterranean. It was established between the late 9th and early 8th century BCE. An empire grew up under a series of strong leaders. Carthage established a treaty with Rome in 306 BCE, which saw them defeat established Greek colonies in the south of Italy and in Sicily, with Rome controlling the mainland and Carthage, Sicily. Divisions arose between these two allies and by the end of the Third Punic War this division resulted in the destruction of the Carthage Empire, which covered the area of North Africa, Sicily, the Balearic Islands, Sardinia and Corsica and trading posts in Morocco, Spain and Portugal.

It is interesting to note that Carthage is now a suburb of Tunis, the capital of Tunisia, and has been continually inhabited for over 3000 years. Carthage is home to over 20 000 people and parts of the region have been protected with World Heritage listing. (A weblink for UNESCO'S World Heritage page for Carthage is provided in the obook extras panel on this spread.)

Digging deeper: Hannibal

The story of Hannibal taking his elephants across the Alps is one of the most enduring from this era of warfare. While many people have heard of Hannibal and the elephants, fewer are able to place the story in
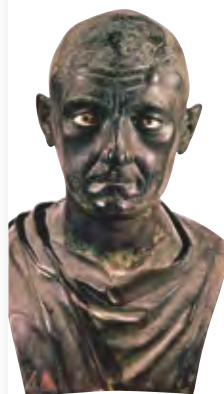
Source 5.81
Bust of Scipio

Impact of conflict on ancient Rome

In time, the ancient Romans built up a very powerful army. In fact, most of the territory they gained was through land battles. But, until the First Punic War of 264–241 BCE, Rome did not have war ships. This had to change if it was to have any chance of defeating Carthage, then a large empire and a strong sea power in the Mediterranean.

The ancient Greek historian Polybius reports that the Romans learned how to build war ships by being 'copy cats'. They found a stranded Carthaginian vessel and used it as a model. Very quickly, they built about 140 ships. Given their lack of experience in sea warfare, Rome's early defeats at sea are not surprising. This changed when the Romans invented the **corvus**. When hooked in place, Roman sailors could quickly board an enemy ship and do what they were very good at: fight as soldiers.

The society of the western empire of ancient Rome was also changed drastically by the invasion of barbarians that began pushing into the empire during the 3rd century CE. In fact, this conflict ended the empire.

Punic Wars

The Punic Wars were fought between Rome and Carthage. This conflict eventually gave Rome supreme control of the Mediterranean Sea.

The port city of Carthage was set up around 900 BCE as a colony of the Phoenicians (Punics). It became the centre of a large trading empire. As such, it was a major threat to the emerging power of ancient Rome.

First Punic War

The First Punic War (264–241 BCE) involved battles on land and sea. This was the war that forced Rome to build a navy (see above). There were heavy losses on both sides. Carthage's ships were better, and their sailors more experienced. But Rome won in the end. It took from Carthage the territory we know as Sicily.

Second Punic War

The Second Punic War was fought between 219 and 202 BCE. Carthage's leader at that time, Hannibal, was a very strong military commander. He was also good at developing battle strategies. His stated motive for war was that he hated the Romans with a passion. His father had fuelled this hate since Hannibal was a boy because of what Carthage had lost in the First Punic War. Hannibal's war planning began in southern Spain in 221 BCE. From there he marched his army nearly 2000 kilometres to battle.

Source 5.82

Hannibal's army included some 38 000 foot soldiers, 8000 horsemen and 37 elephants. During its long march, the army crossed many rivers and the Pyrenean Alps (in winter). Thousands of men and horses died, along with 34 elephants. Yet Hannibal had stunning victories in battles at Trebia, Lake Trasimene and Cannae. The loss of Roman soldiers was reported to be massive. Afterwards, the Romans referred to the battle at Cannae…which was their greatest defeat…as clades Carnesis (the disaster at Cannae).

Source 5.83

The descending path was very narrow and steep, and as both men and beasts could not tell on what they were treading owing to the snow, all that stepped wide of the path or stumbled were dashed down the precipice…Hannibal…set the soldiers at work to build up a path along the cliff… sufficiently wide for the pack train and horses…with great difficulty in three days he managed to get the elephants across.

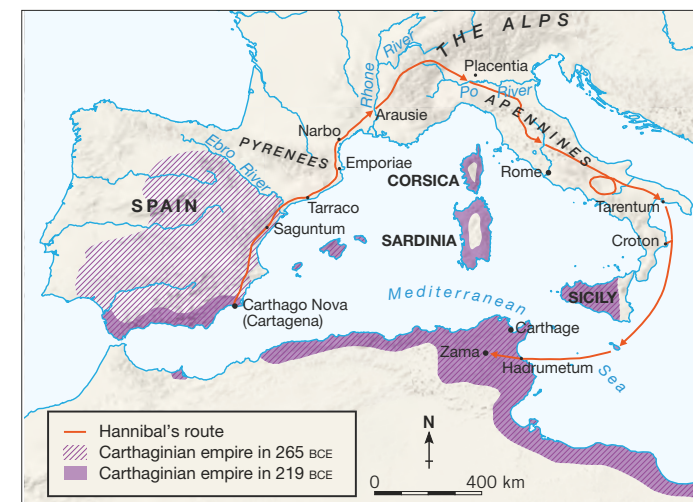Translated extract from *Histories III* by Polybius

Source 5.84 Artist's impression of Hannibal's crossing of the Alps.

The Roman general Publius Cornelius Scipio was, however, a military match for Hannibal. Scipio won the battle fought against Hannibal in 202 BCE at Zama in north Africa. It is thought Hannibal died about 20 years later, still fighting the Romans.

Third Punic War

By the middle of the 2nd century BCE, Rome had defeated the kingdom of **Macedon**, to Greece's north. In 146 BCE, it looted Corinth, the last Greek city-state to hold out against Roman rule. That year, the Romans also decided to destroy Carthage, their troublesome rival. Its people were killed, taken captive or sold as slaves. The outcome of all these conflicts was that Rome greatly increased its territory.

Source 5.85 The route followed by Hannibal

While modern historians see this as a turning point in history, the beginning of the Middle Ages, it was not viewed that way at that time. It was not a 'significant' event as such but instead reflected the collapse of what had once been a sound and mighty empire.

its historical context: the Second Punic War between the Romans and the Carthaginians. It is also a surprise to many people that Hannibal was defeated by the Romans.

Use the resources of the school library and the Internet to research the historical figure of Hannibal. Begin with the few details given in this spread; that is, he hated the Romans because his father did and he was a clever military strategist who ultimately lost his crucial battle. Based on these details, develop a set of inquiry questions. It is an important historical skill to be able to ask the right questions as this helps to focus your research. The Australian

Curriculum defines historical inquiry as 'the process of investigation undertaken in order to understand the past. Steps in the inquiry process include posing questions, locating and analysing sources and using evidence from sources to develop an informed explanation about the past.'

It may be useful to use a mind map, perhaps with a program such as Inspiration, to develop some inquiry questions. Here is an example of the way in which this might work:

Known fact: Hannibal used elephants to fight the Romans.

Other known facts:

- Hannibal hated the Romans.
- Hannibal was a brilliant strategist.
- Hannibal was defeated by Scipio.

For your information

The word 'barbarian' comes from the Greek 'bárbaros', which translates into 'one who is not Greek'. It has, however, taken on a different connotation, being used to describe an uncivilised and wild person. The Romans referred to anyone who was not Greco-Roman as a barbarian. As the Roman empire began to fail due to political

instability its military power waned as well. Various groups referred to as 'barbarians' began to attack constantly. They were the Goths from what is modern-day Poland, the Huns from the East and the Vandals who were originally Germanic in origin.

In 476 CE one of these barbarian leaders, Odoacer, forced the then Roman emperor to give up his throne. Odoacer was an Ostrogoth from a Germanic tribe. He had been in the Roman army but was able to force Romulus Augustus to give him power. He did not have to kill him but just forced him into retirement.

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- Identify and locate relevant sources, using ICT and other methods.
- Locate, compare, select and use information from a range of sources as evidence.
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Getting started

This is a great group task, particularly if you have some students who are interested in strategy games. If you do have these students, get them to explain a little about how strategy games work and how they play them. Those students who play chess will also have an understanding of strategy games, and connecting chess to this war-based strategy game may help them understand why chess pieces are knights, castles (rooks), kings and queens.

Skillbooster: Comparing cultures

The map in Source 5.88 provides an opportunity to compare the Roman Empire with other empires throughout history. Find maps that show major world empires at one or more of the time periods show in Source 5.88. (Maps showing approximately the same period will be acceptable.) Students could research one of the empires shown on these maps and compare it to the Roman Empire.

If this is a Commonwealth Games year you may like to compare the Roman Empire with the British Empire. Some key questions for study might be:

1 Which empire was the larger?
2 How did the empires expand?
3 What was life like for people whose cultures were incorporated into the empires?
4 Why and how did these empires fall?
5 What are the legacies of these empires? (This is where the Commonwealth Games come into it.)

freshideas
Strategic thinking

At the Battle of Zama, Scipio's troops faced a row of 80 elephants. Each elephant carried a walled platform on its back packed with armed soldiers. Behind the elephants were the rest of Hannibal's troops. Yet this fearsome force was no match for Rome's Scipio. Scipio and Hannibal were both clever military leaders. But Scipio won at Zama because, this time, he had the better strategy.
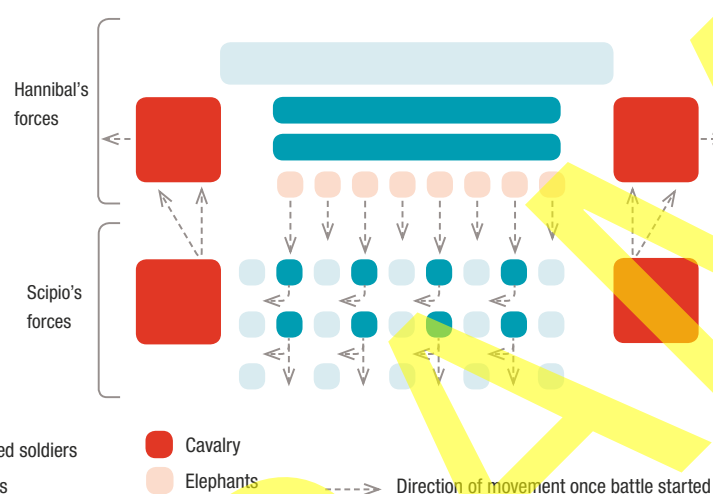
Strategic thinking is critical for military leaders. It is often the difference between life and death. It is also a skill *you* will use often in life, no matter what you do. It involves working out what you plan to do. Often, it also involves working out what your opponent might do in response—and what you might then do in turn. It means thinking ahead. It also means planning for the unexpected.

This task is to be completed in small groups. It gives you a chance to exercise your strategic thinking skills. You may like to work it out on paper. Some groups might prefer to act it out.

Study Source 5.87 carefully. Your task is to come up with a battle strategy that might have allowed Hannibal, instead of Scipio, to win at the Battle of Zama. Defend your strategy to members of another group.

Source 5.86 Artist's impression of Hannibal's elephant troops at Zama

Hannibal's forces

Scipio's forces

- Experienced, heavily armed soldiers
- Lightly armed foot soldiers
- Cavalry
- Elephants
- ---> Direction of movement once battle started

Source 5.87 Scipio's battle-winning strategy

bigideas

5.4 How do contacts and conflicts change societies?

Remember

1 How did the arrival of the Etruscans change the settlement of Rome?
2 How did the Punic Wars change the territory of ancient Rome and of ancient Carthage?

Understand

3 Think about the location of the Italian peninsula, which was the heart of the empire of ancient Rome. Explain how its location would have been a benefit for sea trade.
4 Why was the Silk Road significant for Rome's contact with other societies?

Apply

5 In small groups, brainstorm the various ways (in broad terms) that Australia has been changed (for good or bad) as a country since the first arrival of Europeans in 1788.

Analyse

6 Study Source 5.77.
   a List three metals, three foods and three clothing goods that Rome imported.
   b Suggest some ways in which the three goods you have listed for 6a might have been used by the Romans. How might these have changed people's lifestyles?
   c Use an atlas to name a modern country from where ancient Rome once imported *each* of the following: marble, ivory, timber, horses.
7 Look carefully at the map shown as Source 5.88.
   a Between which time periods did ancient Rome grow the most?
   b In pairs, come up with a strategy to measure the approximate area of the ancient Roman empire at its greatest extent.

Evaluate

8 Hold a class debate on *one* of these statements:
   - 'Without conflict, societies anywhere in the world would never change.'
   - 'Without trade, societies anywhere in the world would never change.'

Create

9 Prepare and role-play a discussion between either an ancient Roman merchant and a modern businessperson OR an ancient Roman centurion and a modern army sergeant. Your discussion will be about how significant you think your roles are as 'social changers'. You may need to conduct some research.
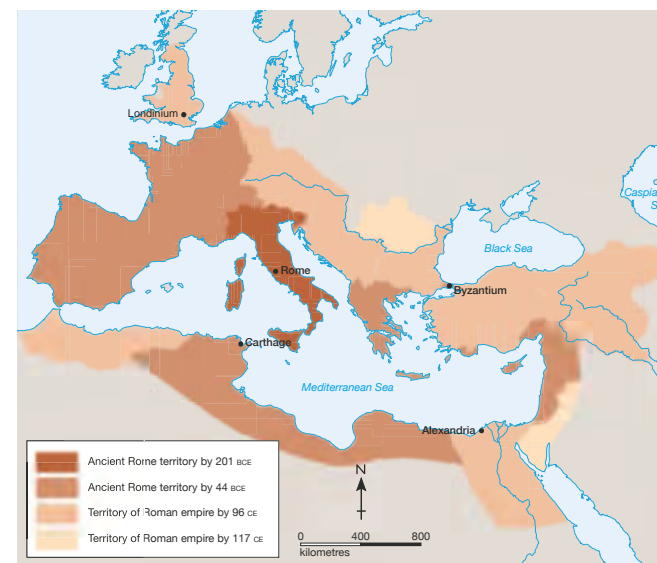
Source 5.88 The expansion of ancient Rome over time; most territory was acquired as a result of conflict, motivated (in many cases) by a need for trading markets.

Legend:
- Ancient Rome territory by 201 BCE
- Ancient Rome territory by 44 BCE
- Territory of Roman empire by 96 CE
- Territory of Roman empire by 117 CE

6 a Three metals that Rome imported were lead, gold and silver. Three foods were honey, olive oil and grain, while three clothing goods were silk, cotton and furs.
   b Metals could be used for coins, jewellery and weapons. Foods were eaten by the Romans and supplemented those foods that were produced within the empire, while silk, cotton and furs were used for luxury clothing items as Rome's influence and wealth expanded.
   c Modern countries that Rome imported goods from were Crete (marble), Egypt (ivory), Libya (timber) and Turkey (horses). (Other answers are possible.)
7 a 44 BCE to 96 CE
   b Individual answers will vary.
8 Individual answers will vary.
9 Individual answers will vary.

For your information

Hannibal was only 26 when he became a general. He extended Carthage's territory and fought the Second and Third Punic Wars against Rome. He stunned the Romans by attacking across the Pyrenees with an army of 50 000 infantry, 9000 cavalry and 37 elephants; although a great number died in this movement through the 'impassable' mountains. His forces grew as he defeated the Romans but in retaliation the Romans attacked Carthage, rather than his troops.

In the battle of Zama in 202 BC, Scipio, the Roman general, predicted that the elephants would be used against him and allowed them to pass through gaps in his troops and, in one area, used cavalry horns to scare them and turn them against the Carthaginian's left wing, dispersing the troops there. He then wanted to use his cavalry advantage over Hannibal to defeat him but the Carthaginian cavalry led the Romans away from the field. It was only with the return of the cavalry that they were able to attack the Carthaginian infantry from the rear; Scipio gained the advantage as the infantry were encircled by the

cavalry and wiped out. Hannibal escaped along with many of his army but over 20 000 troops were killed and another 20 000 captured, with the Romans suffering only a few thousand deaths. After this battle the Romans dominated the Mediterranean. Seventy years later, in the Third Punic War, Carthage was destroyed completely.

Answers: Big ideas

1 The Etruscans were a more advanced civilisation than the Latins of the Italian Peninsula. They bought new skills in architecture, building, metalworking, clothing and trade that transformed Latin society.
2 Following the three Punic Wars, the Carthage territories had essentially disappeared while the size of the Roman territory increased greatly, particularly in North Africa, Sardinia, Corsica and Spain.
3 The Italian peninsula extends into the heart of the Mediterranean Sea. The capital, Rome, became the central trading port because of its location in the sea.
4 The Silk Road connected Rome with distant lands in China and India. Goods and people could move more freely between these places along the Silk Road and this allowed trade to expand.
5 Individual answers will vary.

Teacher resources

Chapter 5 Ancient Rome Editable chapter test

Available online at www.oup.com.au/bigideashistory7

Click on the 'Teacher Resources' tab and enter the password (which can be obtained by contacting your Oxford representative).

Workbook resources

Activity 5.1 Ancient Rome crossword

obook extras

Enter the ID numbers below into the search field of your obook to access these resources.

ID05.53 Weblink: The Battle of Zama
Goes through the battle in detail including strategy

ID05.01 Flashcard glossary: Ancient Rome

Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING

- The significant beliefs, values and practices of the ancient Romans, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs

HISTORICAL SKILLS

- Use historical terms and concepts.
- Identify a range of questions about the past to inform a historical inquiry.
- Locate, compare, select and use information from a range of sources as evidence.
- Identify and describe points of view, attitudes and values in primary and secondary sources.
- Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged.

This is an extract from the History Australian Curriculum (Sydney, 2012: Australian Curriculum, Assessment and Reporting Authority [ACARA]. ACARA does not endorse Oxford University Press or this product.

Teaching tips

This final spread gives you the opportunity to take one aspect of Roman life and to compare it to modern practices that are similar. While the topic explored in this spread is public entertainment, the template used can be applied to many other aspects of life in the Roman Empire. This template involves selecting a topic explored in your study of ancient Rome, finding a modern equivalent and then comparing and contrasting the two. In the example given in this spread the comparison is between Roman entertainments and modern equivalents, such as UFC and bullfighting. The purpose is to show both continuity and change in values, beliefs and practices. It is important at the end to test the idea that values and beliefs change or stay constant.

Here are some other aspects of Roman life that you could examine using this template along with their modern counterparts. Some of these have been given as examples throughout this teaching guide, others have not.

The class system

The Romans had a clearly defined class system where a person's role in society was based on the class into which the person was born. Is Australia a truly classless society or is your destiny still largely determined by the family or social group into which you are born? Alternatively, compare the Roman system with the Indian caste system. What are the similarities and differences between the Roman and Indian systems and what are the advantages and disadvantages of such systems for individuals and for society as a whole. Another option is to compare the life of a slave in Rome with other examples of slavery from history (such as the African slave trade) or modern slavery.

Religious beliefs and practices

The Roman persecution of the Christians and other religious minorities has many modern-day equivalents. Religious intolerance exists in many places, most obviously in the Middle East. It may be difficult for Year 7 students to fully grasp the similarities and differences between religious intolerances in modern times and Roman times so keep it fairly simple. It is also interesting to note that although the Christians were widely persecuted Christianity continued to spread and eventually became the official religion of Rome. Indeed the head of the Roman Catholic Church, the Pope, is still known as the Bishop of Rome and lives in the country of the Vatican City within the city of Rome. Students are often fascinated with the Vatican City and this may be a topic that links ancient Rome with modern Rome.

Methods of warfare

The Romans expanded and maintained their empire largely through military might. The obvious modern equivalent is the United States, which often uses military means to achieve foreign policy outcomes. Another interesting angle to take may be the Carthaginians' use of elephants to try to defeat the Roman army. This is an example of weapon escalation in the same way that nuclear bombs or stealth bombers can give an attacking force a military advantage. There are comparisons to be made between Roman tactics and Carthaginian responses and the escalating military build-up between the Americans and the Russians in the period known as the Cold War.

Death and funerary customs

Depending on your student cohort this topic may provide you with an opportunity to explore different customs surrounding death practised by different religious or ethnic groups. Within your class there may be a range of different ethnic and religious groups and you could ask individuals or groups to outline the beliefs and traditions surrounding death within their religious or ethnic group. Alternatively,

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connecting**ideas**

Ancient Rome

Bread and circuses

As you read earlier in this chapter, the ancient writer Juvenal said that two things held the Romans together: bread and circuses. His view, like Fronto before him, was that people who had a regular supply of food and entertainment were less likely to complain about their government or ruler. Clever Roman rulers recognised this and acted accordingly. Do you think this principle still applies today?

Today people around the word flock in their thousands to watch high-speed cars and bikes, as well as horses and horse-drawn buggies, race around circuits. For the winner, as in ancient Rome's chariot races, there is wealth and prestige. There is also the risk for all participants of accidents, even death.

1 **a** List six words you would use to describe modern events such as those mentioned.

  b How many of these words would you say also apply to the chariot races in Rome's hippodrome?

  c Explain why such events (both today and in ancient Rome) would be likely to distract people—at least for the moment—from day-to-day irritations.

2 In ancient Rome, accidents happened regularly in the hippodrome. Maiming or death, for both riders and horses, was common. For the crowd such accidents were all part of 'a day out at the races'. Do you think this attitude is still true today? Discuss in groups, giving reasons for your views.

Source 5.89 Cars line up for the start of the NASCAR Daytona 500
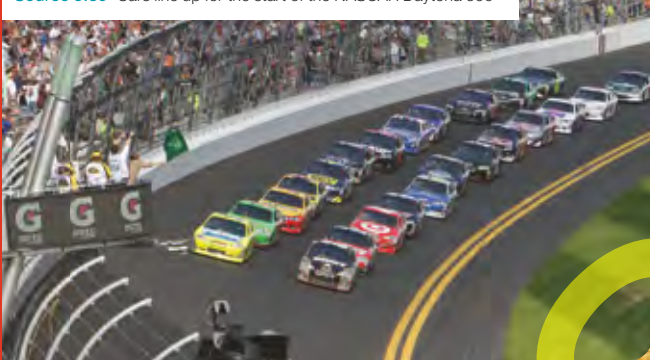
Source 5.91 Two UFC fighters battle it out in 2010

The modern sport called Ultimate Fighting Championship (UFC) is often fought within a cage. It attracts wild, cheering crowds. In 2006, it brought in earnings of a quarter of a billion dollars. It is similar to the *pankration*, a sport introduced to the ancient Olympics in 648 BCE. (The Greek Olympics were for a time a part of Rome's sporting culture.) The *pankration* involved boxing and wrestling. UFC also has boxing and wrestling as well as some martial arts. At first, UFC was marketed, like the *pankration*, as a 'no rules' sport, but this has changed. Contestants now cannot bite one another or gouge eyes, but they can pull hair.

1 *Pankration* fighters and Roman gladiators frequently faced death. Things have changed—but how much? Rate the following from 1 (very violent) to 5 (not violent at all): boxing, UFC, computer games with physical aggression, horror movies, wrestling, rugby brawls. Share your ratings as a class. What do you conclude?

Rome's **gladiators** sometimes fought wild and hungry animals, such as tigers and lions. Sometimes the animals were pitted against each other. Thousands of animals were slaughtered in the name of public entertainment. Today, some people still find activities such as cock fighting, dog fighting and bullfighting entertaining.

1 If you don't already know, find out what a bullfight involves.

2 Many tourists who visit places such as Spain regard a bullfight as a cultural 'must see'. What are your views? Is it entertainment? Give reasons for your response.

3 What do you think an ancient Roman might have thought about today's bullfights? Write their thoughts about this. Remember to write from their point of view.

Q Do you think Juvenal's 'bread and circuses' observation applies to modern Australia as much as to ancient Rome? To help you decide, predict how Australians might react if:
  a food suddenly became very scarce
  b all forms of sport and public entertainment in this country were forbidden.

Source 5.90 Bullfighting in Spain

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students could use the Internet to research this topic and provide an example of a practice similar to or the same as those practised by the Romans and one that is quite different. Note that the Australian Curriculum requires students to develop and use a level of intercultural understanding. History provides many opportunities to develop this general capability and an exploration of a range of funerary customs is a good example of this.

Answers, p.262

1 **a** Individual responses will vary. Points raised might include: dangerous, thrilling, death-defying, exciting, fast, intense, popular, sport, fame, and fortune.

  b Individual responses will vary.

  c Answers may include: they give people something to focus on other than their personal problems, people get caught up in the excitement of the events, and they give people something to look forward to no matter what problems they encounter in day-to-day life.

2 Individual responses will vary. Points raised might include: Yes: modern races occur at even greater speeds, increasing the risk of death or serious injury, and some fans of the races still find crashes exciting. No: ambulances, paramedics, and fire-fighters usually attend modern races to minimise the impact of crashes, and death or serious injury in such races is generally regarded as abnormal and is widely reported on in the media.