Downloadable Reproducible eBooks

Sample Pages

These sample pages from this eBook are provided for evaluation purposes. The entire eBook is available for purchase at www.socialstudies.com or www.writingco.com.

To browse more eBook titles, visit
http://www.socialstudies.com/ebooks.html

To learn more about eBooks, visit our help page at
http://www.socialstudies.com/ebookshelp.html

For questions, please e-mail eBooks@socialstudies.com

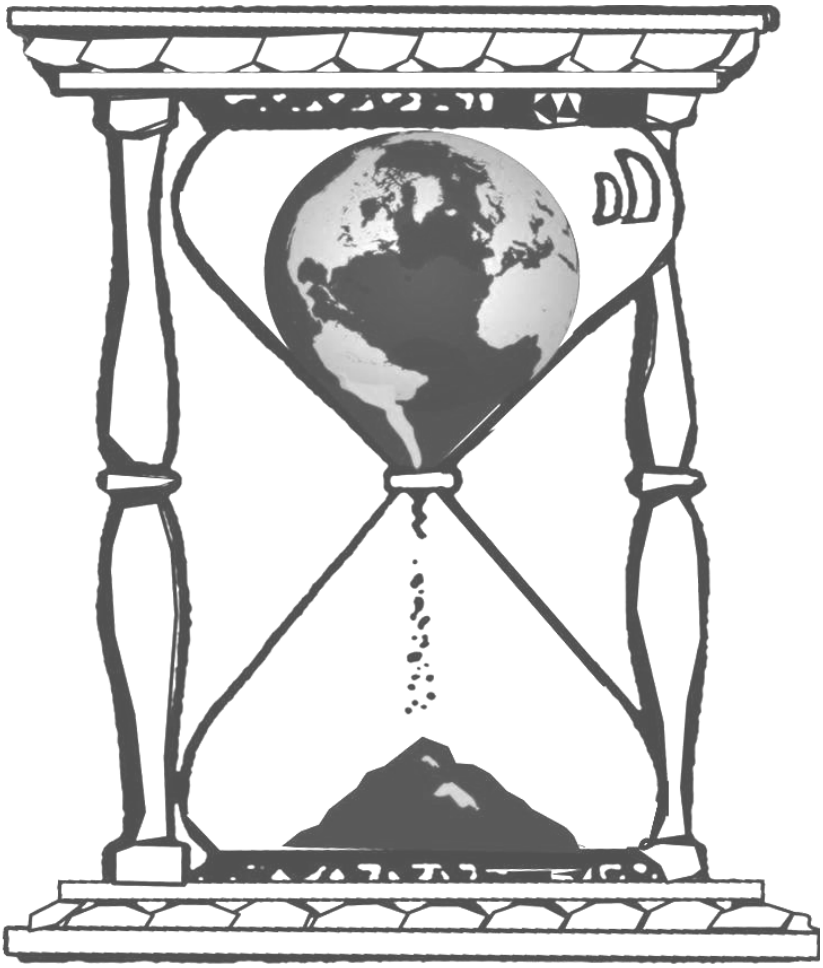
To learn about new eBook and print titles, professional development resources, and catalogs in the mail, sign up for our monthly e-mail newsletter at
http://socialstudies.com/newsletter/

Copyright notice: ***Copying of the book or its parts for resale is prohibited.***
Additional restrictions may be set by the publisher.

Social Studies School Service
Click here to find additional eBook titles. www.socialstudies.com/ebooks.html

I Think: World History

Ancient Rome



A collaborative work by:
Sharon Coletti, Kendra Corr,
Dr. David Messer, and Carol McCullough

© InspirEd Educators, Inc. Atlanta, Georgia

From 'I Think: World History: Ancient Rome'. Product code IG165.
Social Studies School Service. (800) 421-4246. http://www.socialstudies.com/

** It is the goal of InspirEd Educators to create instructional materials that are interesting, engaging, and challenging. Our student-centered approach incorporates both content and skills, placing particular emphasis on reading, writing, vocabulary development, and critical and creative thinking in the content areas.

Edited by Kendra Corr and Christi Szrejter

Cover graphics by Sharon Coletti and Print1 Direct

Copyright © 2009 by InspirEd Educators, Inc.

ISBN # 978-1-933558-59-2

** FOR INDIVIDUAL TEACHER / PARENT USE **

All rights reserved. It is unlawful to reproduce all or part of this publication without prior written permission from the publisher. **Student pages only** (handouts and / or transparencies) may be photocopied or created for individual teacher or parent use. It is a breach of copyright to reproduce part or whole of this publication for any other purposes. Violators will be prosecuted in accordance with United States copyright law.

Printed in the United States of America

TABLE OF CONTENTS

Objectives (terms, questions, and answers) … page 6

Settling In (geography) … page 8

Who's Your Neighbor? (early peoples) …. page 14

Friends, Romans, Countrymen (republic) … page 19

Livin' la Vida Roma (life in Rome) … page 24

Law and Order (12 Tables) … page 34

Turning Point (Punic Wars) … page 38

Hail Caesar! (Julius Caesar) … page 44

Veni, Vidi, Vici! (emperors) … page 49

Feared Fighting Force (army) … page 56

Glory Days (Pax Romana) … page 60

All Roads Lead to Rome (trade) … page 64

CE (Christianity) … page 69

Trouble in Paradise (decline) … page 74

The End (fall) … page 80

Fast Forward (enduring contributions) … page 85

Reviewing Terms (vocabulary puzzle) … page 90

Differentiated Content and Skills Assessments
(A – modified; B – average; C – accelerated) … page 92

Resources (bibliography) … page 97

©InspirEd Educators, Inc.

From 'I Think: World History: Ancient Rome'. Product code IG165.
Social Studies School Service. (800) 421-4246. http://www.socialstudies.com/

Settling In

Springboard:
Students should read "Romulus and Remus" and answer the questions.

Objective: The student will be able to explain the importance of Rome's location to its historical development.

Materials:
Romulus and Remus (Springboard handout)
Look at Italy! (handout)
Does Geography Matter? (handout)

Terms to know:
mythology - stories involving gods and goddesses that explain aspects of the world or world events
peninsula - land surrounded by water on three sides

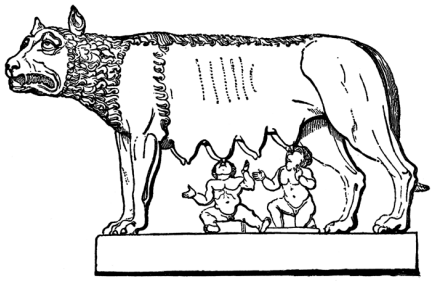
Procedure:

- After reviewing the Springboard, explain that *though the story of Romulus and Remus is well-known in Roman history, the actual explanation for Rome's location is based more on its geography.*
- Distribute "Look at Italy!" and "Does Geography Matter?" Have the student(s) work independently, in pairs, or small groups to study the features of Italy and complete the chart.
- Have the student(s) share and compare their answers and offer predictions as to what role geography and location might play in the history of the Romans. *(Answers will vary, but should be well-reasoned.)*

©InspirEd Educators, Inc.

From 'I Think: World History: Ancient Rome'. Product code IG165.
Social Studies School Service. (800) 421-4246. http://www.socialstudies.com/

Romulus and Remus



King Numitor, ruler of the ancient city of Alba Longa, was overthrown by his brother Amulius. Numitor's daughter was pledged to serve the goddess Vesta and never marry, but Mars, the war god, fell in love with her and she bore him twin sons.

Fearing his nephews might one day steal his throne, Amulius put the boys in a trough in the Tiber River during a flood, assuming they would die. Instead, when the floodwaters withdrew, the trough floated to the shoreline where a she-wolf found the babies and cared for them as her own.

One day when the boys were playing in the woods, the king's shepherd came upon them. When he couldn't find their mother or anyone caring for them, he took the boys home and raised them as his, giving them their names. Romulus and Remus grew into strong men, skilled with weapons for hunting and warfare.

Remus was hunting one morning when he was seen by the king's guards and brought in for questioning. Numitor, who was still alive though no longer king, realized who Remus was and spoke to him. Numitor explain how his evil brother had overthrown him and told the story of the twins' real mother and father.

Romulus and Remus were angry and wanted to avenge their grandfather, so they rose up against Amulius, killed him, and returned the crown to their grandfather, the rightful king of Alba Longa. Romulus and Remus wanted to establish a kingdom of their own, so they decided to found a new city on the shores of the Tiber River at the very place where the she-wolf had saved them. They had just begun construction when a disagreement arose between the brothers. A fight ensued, during which Romulus killed Remus, an act he always regretted.

In the end Romulus ruled the city he named "Rome" by himself and proved to be a great leader. It is said that Romulus never died but disappeared suddenly during a violent storm. The people of Rome believed the thunderstorm took him to heaven where he became a god. He then reappeared from the sky, declaring to all that one day Rome would become the capital of the world.

This passage could **BEST** be described as

A. historical.
B. a biography.
C. mythology.
D. a fairy tale.

Based on the reading, the ___ character was ___.

A. evil … Amulius
B. clever … Mars
C. angry … the shepherd
D. competent … Remus

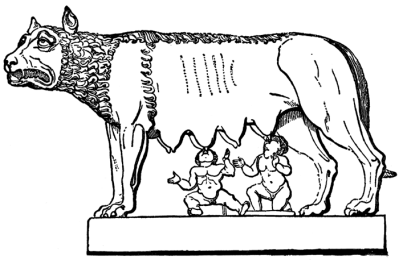
According to the passage, Rome's location was selected because

A. there was fresh water and food nearby.
B. of its close proximity to Alba Longa.
C. it was where Romulus killed Remus.
D. of its importance in the twins' lives.

©InspirEd Educators, Inc.

From 'I Think: World History: Ancient Rome'. Product code IG165.
Social Studies School Service. (800) 421-4246. http://www.socialstudies.com/

Romulus and Remus - Answers & Explanations



King Numitor, ruler of the ancient city of Alba Longa, was overthrown by his brother Amulius. Numitor's daughter was pledged to serve the goddess Vesta and never marry, but Mars, the war god, fell in love with her and she bore him twin sons.

Fearing his nephews might one day steal his throne, Amulius put the boys in a trough in the Tiber River during a flood, assuming they would die. Instead, when the floodwaters withdrew, the trough floated to the shoreline where a she-wolf found the babies and cared for them as her own.

One day when the boys were playing in the woods, the king's shepherd came upon them. When he couldn't find their mother or anyone caring for them, he took the boys home and raised them as his, giving them their names. Romulus and Remus grew into strong men, skilled with weapons for hunting and warfare.

Remus was hunting one morning when he was seen by the king's guards and brought in for questioning. Numitor, who was still alive though no longer king, realized who Remus was and spoke to him. Numitor explain how his evil brother had overthrown him and told the story of the twins' real mother and father.

Romulus and Remus were angry and wanted to avenge their grandfather, so they rose up against Amulius, killed him, and returned the crown to their grandfather, the rightful king of Alba Longa. Romulus and Remus wanted to establish a kingdom of their own, so they decided to found a new city on the shores of the Tiber River at the very place where the she-wolf had saved them. They had just begun construction when a disagreement arose between the brothers. A fight ensued, during which Romulus killed Remus, an act he always regretted.

In the end Romulus ruled the city he named "Rome" by himself and proved to be a great leader. It is said that Romulus never died but disappeared suddenly during a violent storm. The people of Rome believed the thunderstorm took him to heaven where he became a god. He then reappeared from the sky, declaring to all that one day Rome would become the capital of the world.

This passage could **BEST** be described as

A. historical.
B. a biography.
C. mythology. *
D. a fairy tale.

(Refer to the definition of mythology. Gods were involved in this tale, which explains the founding of Rome.)

Based on the reading, the ___ character was ___.

A. evil … Amulius *
B. clever … Mars
C. angry … the shepherd
D. competent … Remus

(In double-blank questions both words must fit and make sense. Only Choice A meets those criteria.)

According to the passage, Rome's location was selected because

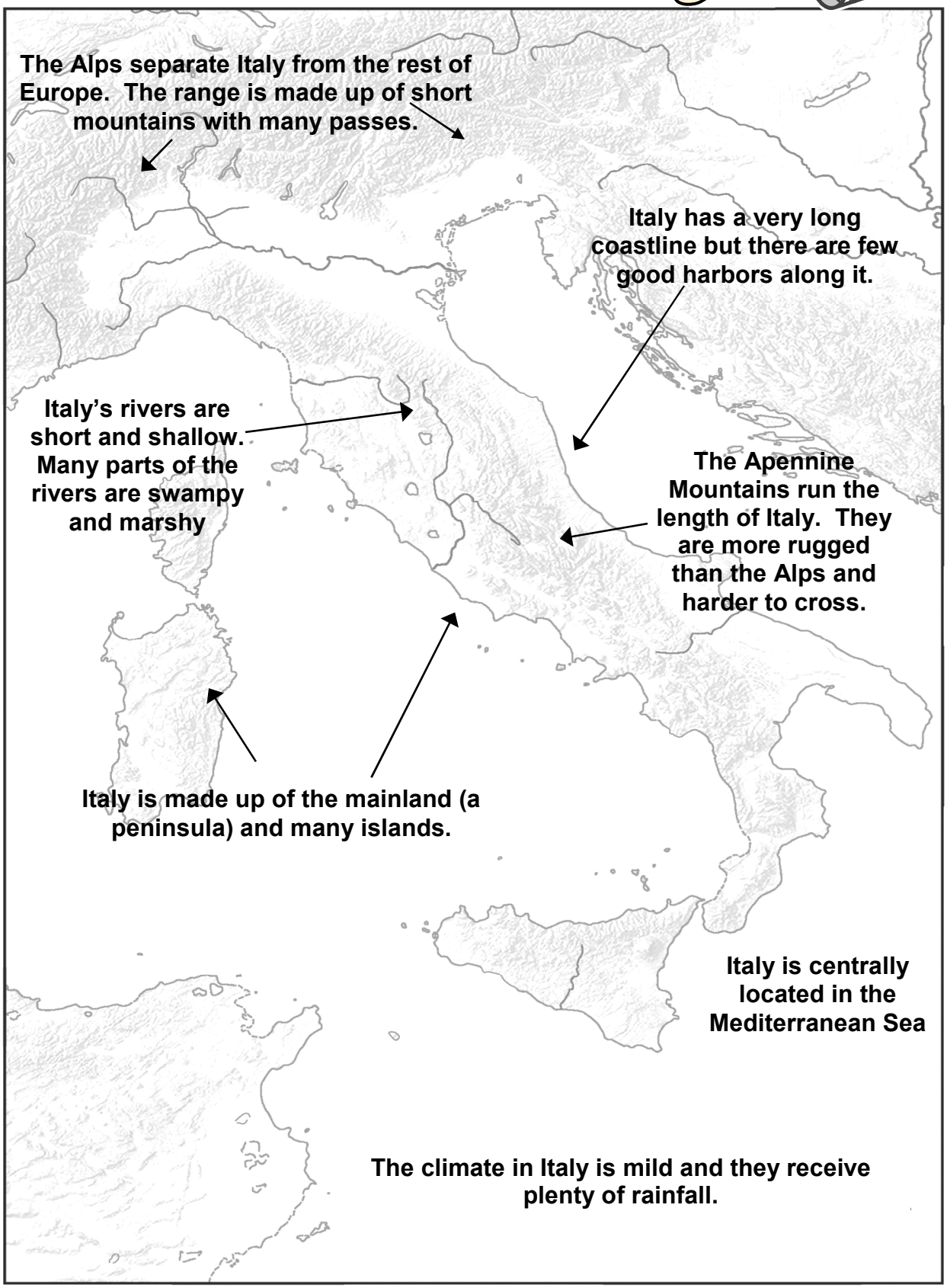
A. there was fresh water and food nearby.
B. of its close proximity to Alba Longa.
C. it was where Romulus killed Remus.
D. of its importance in the twins' lives. *

(While A is true, "according to the passage" the reason is D.)

©InspirEd Educators, Inc.

From 'I Think: World History: Ancient Rome'. Product code IG165.
Social Studies School Service. (800) 421-4246. http://www.socialstudies.com/

Look at Italy!



©InspirEd Educators, Inc.

From 'I Think: World History: Ancient Rome'. Product code IG165.
Social Studies School Service. (800) 421-4246. http://www.socialstudies.com/

Does Geography Matter?

Geographic Feature	Advantages	Disadvantages	Overall Impact
The Alps			
The Apennines			
The Mediterranean Sea			
Rivers			
Islands			
Peninsula			
Climate			
Long coastline			
Few harbors			
Lots of rain			

©InspirEd Educators, Inc.

From 'I Think: World History: Ancient Rome'. Product code IG165.
Social Studies School Service. (800) 421-4246. http://www.socialstudies.com/

Does Geography Matter? Suggestions for Answers

Geographic Feature	Advantages	Disadvantages	Overall Impact
The Alps	*May provide some protection* *Many passes allow travel*	*May make Rome somewhat isolated*	*Answers may vary.*
The Apennines	*May provide some protection*	*Separates people on the peninsula* *Takes up land that could be farmed*	*Answers may vary.*
The Mediterranean Sea	*Provides a way to transport and travel* *Can see enemy coming by sea* *Centrally located*	*This desirable location that is good for farming and trade could be tempting to invaders*	*Answers may vary.*
Rivers	*Provides water for farming and other needs.* *Rivers surrounded by fertile land for farming*	*Too shallow to travel* *Swamps and marshes attract mosquitoes and other insects carrying disease*	*Answers may vary.*
Islands	*Defensible position* *Good climate* *Ports*	*May be isolated from the rest of Italy*	*Answers may vary.*
Peninsula	*Easy access to water* *Ports*	*Three coasts to defend*	*Answers may vary.*
Climate	*Good for growing crops*	*none*	*Answers may vary.*
Long coastline	*Opportunity for trading posts and ports near water*	*A large stretch of land to defend from invaders*	*Answers may vary.*
Few harbors	*Not a lot of places to defend*	*Limited areas for settlements and trade*	*Answers may vary.*
Lots of rain	*Good for crops* *Ample drinking water*	*Could cause flooding*	*Answers may vary.*

©InspirEd Educators, Inc.

From 'I Think: World History: Ancient Rome'. Product code IG165.
Social Studies School Service. (800) 421-4246. http://www.socialstudies.com/

Who's Your Neighbor?

Springboard:
Students should read "Early People of the Peninsula" and answer the questions.

Objective: The student will be able to describe the groups of early people that settled on the Italian peninsula.

Materials:
Early People of the Peninsula (Springboard handout)
Searching for Clues (handout)
Latins and Etruscans (game board)

Terms to know:
civilization - an advanced society with government, arts, written language, etc.
archaeologist - scientist who studies the remains of ancient cultures
republic - form of government in which people elect their leaders

Procedure:

- After reviewing the Springboard, explain that *the student(s) will conduct research to further study the groups of early people that settled the Italian peninsula*.

- Hand out "Searching for Clues." The student(s) should use the Internet and/or other sources to complete the chart individually or in groups. Encourage them to find as much information as they can about the two groups, which they will then use to write questions for the "Latins or Etruscans" game.
- Explain that *to prepare to play the "Latins and Etruscans" jeopardy game, the student(s) should work individually, in pairs, or groups to write AT LEAST 5 questions* (fewer players means more questions are needed) *and answers for each*, rating them for the level of difficulty ($100-$500, and a variety is helpful).
- **For group instruction** divide the students into teams by color as on the "Latins and Etruscans" game board, and have them write their color on the back of the card. When the questions are written, collect them by color. To play each team selects a color and value of question to answer. If the team answers correctly, they earn the assigned point value; or lose those points for incorrect answers. **For individualized instruction** the teacher or parent and student should both develop questions and play each other. (**NOTE:** The student could research and provide information for both to use to develop questions.) Maintain a point tally to determine the winner.
- In a follow-up discussion have the student(s) explain ways they think the Latins and Etruscans have influenced the world. *(Answers may vary and include language, cultural ideas, architectural styling, etc.)*

©InspirEd Educators, Inc.

From 'I Think: World History: Ancient Rome'. Product code IG165.
Social Studies School Service. (800) 421-4246. http://www.socialstudies.com/

EARLY PEOPLE OF THE PENINSULA

Three main groups of people settled on and near the Italian peninsula and influenced Roman civilization. The Latins settled west of the Apennine Mountains and south of the Tiber River around 1000 B.C. While there were many advantages to their location near the river, frequent flooding also created problems. The Latins' settlements were little more than small villages built on the "Seven Hills of Rome," the area Roman civilization is believed to have been founded. The Latins spoke their own language and celebrated many festivals. Most were farmers and raised livestock. Eventually groups of Latin people united to form the city of Rome.

About 400 years later, another group of people, the Etruscans, settled west of the Apennines north of the Tiber River. Not much is known about where they came from, but most archaeologists think they came from the eastern Mediterranean region known as Asia Minor (modern Turkey). It is highly likely the Etruscans had contact with the Ancient Greeks as their alphabets were similar. In addition both groups had human-like gods. Also, the Etruscans were very skilled in pottery, engineering, and building. Archaeologists have discovered many impressive drawings and artwork, leading them to believe they were the first people to use the arch in architecture. Etruscans also built sewers and paved roads which were very advanced activities for the time. Unlike the Greeks, Etruscan women seemed to have rights and greater opportunities.

In addition to their influence through the Etruscans, the Greeks also directly impacted what would become Roman civilization. They settled colonies in the southern part of the Italian peninsula and on the island of Sicily beginning around 900 B.C. While these settlements were established mainly for trade with people on the Greek mainland, they had a strong influence on Rome's art, its alphabet, and religion.

All of these factors provide evidence of Etruscan and Greek contact, <u>EXCEPT</u>

A. similar alphabets.
B. human-like gods.
C. rights of women.
D. art and architecture.

Which is the correct order of settlement of the Italian peninsula?

A. Greeks, Etruscans, Latins
B. Etruscans, Latins, Greeks
C. Latins, Greeks, Etruscans
D. Latins, Etruscans, Greeks

According to the passage, it could be concluded that Roman culture

A. developed with the Latins and remained the same until Greeks arrived.
B. reached its peak around the year 180 B.C. and then gradually declined.
C. was a mixture of the influences of the Etruscans, Latins, and Greeks.
D. grew from the Greek culture which had originally settled in the area.

©InspirEd Educators, Inc.

From 'I Think: World History: Ancient Rome'. Product code IG165.
Social Studies School Service. (800) 421-4246. http://www.socialstudies.com/