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 ancient people are thought to have moved into what we call Italy about 2800 years ago.

As it grew, ancient Rome was influenced by the societies in its surrounding region. As Rome grew, its influence spread. It was eventually overrun by barbarians — people from outside the Roman empire and its civilisation. The last emperor, a boy called Romulus Augustulus, was overthrown by a pope in 476 CE. 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 Augustulus, was overthrown by a pope in 476 CE. The eastern empire continued until 1453.

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 you already know about these men?
3. What else do you know about the importance of these men in ancient Rome?
4. Is this a useful source of information about these men?
5. Compare this to Source 5.4. Which of these two sources of information is most useful?

History of ancient Rome

Ancient Rome is the name given to the Roman civilization from the earliest times to the fall of the Western Roman empire. Ancient Rome was a republic, a state without a king, that grew into an empire.

The Roman Republic was an imperial state that originated in ancient Rome, in the Italian Peninsula, during the 8th century BCE. It developed into an empire and then declined in the Western Roman empire. The Eastern Roman Empire, also known as the Byzantine Empire, survived until the fall of Constantinople in 1453.

The Roman Empire was an offshoot of the Roman Republic, which was once a city-state. It then grew into an empire, with its core around the city of Rome. The Romans conquered many territories, including the regions of the Mediterranean. They had conquered lands as far north as Britain and as far east as China. Their empire included the regions of the Mediterranean and was divided into provinces. These were governed by Roman officials. The Roman army was one of the most important institutions in the empire. It was responsible for maintaining order and expanding the territory of the empire. The Roman army was also the main source of the empire's wealth.

The Western Roman Empire was an offshoot of the Roman Republic. It was once a city-state, but then grew into an empire, with its core around the city of Rome. 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 Augustulus, was overthrown by a pope in 476 CE.

The Eastern Roman Empire, also known as the Byzantine Empire, survived until the fall of Constantinople in 1453.

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 anything they know about ancient Rome on strips of paper. Once everyone has written down as many facts 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 indicate a discussion about how we know about people who lived thousands of years ago and how some evidence is more reliable than other pieces of evidence. For example, you could focus on the image used as a background in these pages. There are thousands of statues and stone reliefs that date from Roman times. Why has the author of this book chosen this particular statue relief? What does it say about the Roman empire? Use the icebreaker questions that follow to demonstrate one of the basic skills of the historian: analysing sources as evidence about the past.

5 ANCIENT ROME

OXFORD BIG IDEAS HISTORY 7: AUSTRALIAN CURRICULUM

HISTORICAL SKILLS

- Identify 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.
- Identify a range of questions about the past to inform a historical inquiry.
- Describe what you see.
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- What else do you know about the importance of these men in ancient Rome?
- Is this a useful source of information about these men?
- Compare this to Source 5.4. Which of these two sources of information is most useful?

HISTORICAL KNOWLEDGE AND UNDERSTANDING

- The physical features of ancient Rome (such as the River Tiber) and how they influenced the civilization 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 (including its material remains).
- The role of a significant individual in ancient Rome’s history, such as Julius Caesar or Augustus.

Australian Curriculum focus

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- The signifi cant 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.

OXFORD BIG IDEAS HISTORY 7: AUSTRALIAN CURRICULUM

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The farming settlements that became the city of Rome were located about 25 kilometres upstream from the mouth of the River Tiber. 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) about the legendary date of 753 a.c.e. 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.

**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. 73), which outlines these and other important terms and ideas.

Ask these questions:

1. How many years passed between the start of the city of Rome and the start of the Roman Republic?
2. When did Rome become a republic?
3. When did the Roman Republic end?
4. What does this legend tell us about the Roman people?
5. 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 deviate 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 to decide 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 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.

**Skillbooster: Glossary**

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

- Etruscans
- Latins
- Republic
- Empire
- Western civilisation
- Orthodox and Viengals
- Huns
- Barbarians
- Aristocrat

**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 interpretive 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 status 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?
**Oxford Big Ideas History 7: Australian Curriculum**

**Chapter 5: Ancient Rome**

**How do geographical features influence human settlements?**

**Australian Curriculum focus**

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

- **HISTORICAL KNOWLEDGE AND UNDERSTANDING**
  - The physical features of ancient Rome (such as the River Tiber) and how they influenced the civilization that developed there.
  - The influence of natural disasters, including volcanic eruptions and earthquakes.
  - The use of military advantage in war and invasion.

**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.

**Discussion**

- Close to a river or other source of fresh water
- Fertile soil for crops
- Mild climate with reliable rainfall
- flat land
- mountainous to hilly

**Exercise**

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?

**Skillocker: 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. **Zoom in so the image covers the Italian peninsula.**
   - Turn on the ‘Photos’ layer on Google Earth.
   - Add millions of photographs that are shown at the location where they were taken. Use this feature to find images of each of the following:
     - Mount Vesuvius
     - Mount Etna

2. **Identifying features**
   - Volcanoes
   - Fertile plains
   - Mountains
   - Seaports

3. **Trade routes**
   - Trade made sea ports busy centres, where peoples of different cultures exchanged goods, ideas, technologies and processes. The ancient Romans called the Mediterranean Sea ‘Mother Ocean’—not in the sense of popular song, but to the sea’s importance to the economy of ancient Rome.

4. **Earthquakes and volcanoes**
   - Earthquakes and volcanic eruptions made the region prone to earthquakes. One earthquake was caused by the eruption of Mount Etna and other nearby volcanoes such as Mount Vesuvius.

5. **Geographical features**
   - The Mediterranean Sea
   - Rivers
   - Mountains

6. **Geographical features**
   - The Mediterranean Sea
   - Rivers
   - Mountains

**Exercise: 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:

- Mount Vesuvius
- Mount Etna
- The Apennines
- The Alps
- Fertile plains
- Rome
- Sea ports

**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.


Pompeii

The eruption of Mount Vesuvius on 24 August 79 CE was a significant event in Roman history. The eruption buried the city of Pompeii, preserving it for future archeological discovery. Pompeii was an important city in the Roman Empire, known for its rich cultural life and architectural achievements.


**Australian Curriculum focus**

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

- **HISTORICAL SKILLS**
  - Identify 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.
  - Local, company, 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.

**Teaching tips**

The focus on a study of the eruption of Mount Vesuvius in 79 CE is based on the evidence of Roman historians. The initial account was by Pliny the Elder, the nephew of Pliny the Younger, who was also at the eruption and later wrote a letter about it.

**Extracted evidence**

Pliny the Younger wrote that the eruption was catastrophic. The ash and pumice were thrown into the sky, and the city was buried.

**Check your learning**

1. Match these sources to primary sources for a study of Pompeii. Why do you think they would be useful?
2. Write down a question for each source that would help you discover more about it than you currently know.
3. Study Source 5.4. What is the approximate distance between Mt Vesuvius and the Bay of Naples?
4. Check your understanding against Source 5.5, using the map's scale.
5. Take Source 5.6. What evidence does it provide about Pompeii? How useful was it in helping you to better appreciate the discoveries in the city.
6. Why is artefact Source 5.7 useful? How does it help you identify the locations of artefacts?
7. Which of these sources are primary sources for a study of Pompeii? Why?
8. Write down a question for each source that would help you discover more about it than you currently know.

**Skillboosters: Virtual site study**

Go to the virtual site study using the link in the ebook. This provides an overview of the city of Pompeii. You 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 review of films, websites and activities, you will be required to produce a final report. Based on what they discover, 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 written and by whom.
   b. Individual answers will vary.
2. a. Vastly, the distance would appear to be 15 to 10 km. b. Using the map scale it appears that the distance is about 10 km.
   c. Source 5.6 shows that Pompeii was a very well laid out place. Housing was impressive and there were other roads that were very inefficient. It is an artist's impression as we cannot be sure but it would have been based on discoveries in the city.
   d. Individual answers will vary. Source 5.7 shows the ash and debris being thrown over the city which could happen.
3. 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.
   c. Individual answers will vary.

**Additional resources**

- **Weblinks**
  - A Day in Pompeii
  - Weblink: Pompeii
  - The official webpages for the A Day in Pompeii exhibition held at the Melbourne Museum. Includes a virtual tour as well as videos and educational resources.
Examine the ways in which the physical geography (the River Tiber and how it influenced the civilization that developed there)

HISTORICAL SKILLS
1. Identify a range of questions about the past to inform a historical inquiry.
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Develop historical 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, 2013: Australian Curriculum, Assessment and Reporting Authority (ACARA). ACARA does not endorse Oxford University Press or this product.]

The River Tiber

The River Tiber begins as freshwaters springs in the Umbrian and Etruscan hills and flows for some 480 kilometers across the Italian peninsula into the Tyrrhenian Sea. It is one of the few large rivers that make up the Mediterranean Sea.

In the city of Rome, it is one of the few large rivers that make up the Mediterranean Sea.

The river also served as an outlet for a huge sewer, the Cloaca Maxima, built around 449 BC. The sewer remains are still visible today.

It extended for approximately 960 kilometers and was 150 km wide.

It then flows west some 400 kilometers across the territory of tribes in the region. As the city of Rome grew, the river became increasingly important as a transport route. Streets from its mouth, it could be navigated for about a quarter of its length. Yeasts that sailed in wooden bound boats propelled by oarsmen and barges dragged along by men walking the banks of the river saw successively.

The river also caused some problems for Rome. The river also served as an outlet for a huge sewer, the Cloaca Maxima, built around 449 BC. The sewer remains are still visible today.

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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 in ancient Greece. For example, only certain people could be citizens. There was also a clear distinction between roles 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. (Those who were born to two parents changing their status before becoming citizens from free-born status to citizen or vice versa could not be considered citizens until they were 21.) That was when the empire was finally formed in 27 BCE.

Slaves were not citizens and had no rights. If slaves died, they were considered property and were not entitled to any inheritance. Freed slaves could become very wealthy and run businesses. Women were not citizens, although they had limited rights and a degree of personal freedom.

Patricians

Patricians were people who typically traced their line of descent back to the leaders of the influential families who made up the original Senate in Rome. (This was an abstract idea set up as part of the religious king.)

Patricians were wealthy and typically owned large estates. For a long time, they held all the positions of political importance, such as that of consul in Rome 445 BCE. Only they could control the laws (until 426 BCE). It was considered a great honor to be a consul in Rome.

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

To function well, all social groups, whether families or civilizations, need a system of controls. Otherwise, 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 introductory 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 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? This works well as a class discussion. 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 civilizations, need a system of controls. Otherwise, the group would not operate coherently. 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 behaviors) and a fear of non-compliance (with threats of punishment).

Skillbooster: Comparing cultures

Read this spread and discuss the following:

- How people became Roman citizens
- The rights of citizenship in Rome
- The divisions within the citizenship

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

Skillbooster: Comparing cultures

Here are some of the privileges of Australian citizenship:

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

They could also note who is not in the Senate meeting. There are, for example, no women. The topics seem to all centre on the Senate meeting. 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?
THE ROLES OF SLAVES

The 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 the community. They had some say in how they were ruled through their membership of the Popular Assembly. However, they were often still dominated by patricians. The position of the plebeians rested so property at all. Wealthy plebeians (including some rich senators and moderately rich landowners) had somewhat more freedom than plebeians without property, but were still dominated by patricians.

During the years of the republic, the plebeians began to challenge the long-standing power of the patricians. Unrest grew. As a result, the plebeians often revolted in secret. The plebeians were very concerned for the plebeians greatly outnumbered them, and they also needed political support and respect. And so began the first of many constitutional measures taken by the plebeians over the next 200 or so years. There included changes to the law.

Answer: Check your learning

1. This answer is too big, and map like above. Points that could include named. Citizenship: citizen: a person who was born or has the rights of a citizen in a country or state. Question: 4. What was the role of the plebeians in ancient Rome?

2. This answer is too small: a person who was born or has the rights of a citizen in a country or state.

3. Citizenship: citizen: a person who was born or has the rights of a citizen in a country or state.

4. This answer is too small: a person who was born or has the rights of a citizen in a country or state.

Check your learning

1. This answer is too big: a person who was born or has the rights of a citizen in a country or state.

2. Citizenship: citizen: a person who was born or has the rights of a citizen in a country or state.

3. This answer is too small: a person who was born or has the rights of a citizen in a country or state.

4. Citizenship: citizen: a person who was born or has the rights of a citizen in a country or state.
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 patricians, the richest men in the family, had all the power. In fact, in ancient Rome, women typically owned property, married and unmated children and slaves. The patricians decided who a daughter married and whether a woman lived or died.

Source 5.23

Changing women’s roles
The 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). This further lowered their social and political status.

Source 5.24

Sending media

For your information
Cornelia Gracchus, as quoted in the text, was quite significant in Roman history. She was married to a 14-year-old senator, Tiberius Gracchus Major. They were married for 17 years until his death. Her children were Lutatius, Sempronilla, Sempronius and Messa, and were respectively 36, 34 and 4 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 son to her and said, “My own are my jewels.” Her son became major reformer 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 BC. His brother Gaius became a tribune in 123 BC. He created a coinage of the poor and equitarians and gained success until he lost his control of the 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?
• Investigate the position of women, especially those of the higher class, in ancient Rome.

Check your learning
1. How did the Punic Wars influence the role of women in ancient Rome?
2. Why is there no evidence of significant changes in women’s roles?
3. What is the role of women in the modern world?

For your information
Cornelia Gracchus (190–100 BCE) was one of the most remarkable women in ancient Rome. She was a wife, a widow, a mother, and a politician. When her husband was killed, she took over his position as tribune and used her influence to help the poor and the less fortunate. She was a strong and independent woman who fought for the rights of the poor and the less fortunate. She was a modern woman in her day and she set an example for modern women today.

Source 5.25

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

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 societies and to identify the reasons for changes 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 other societies. Ancient Greece (see pp. 170–73), ancient China (see pp. 248–51) and modern Australia (see the weblink provided) in the ghosh extra 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 will vary depending on the starting point. Add others of your own, perhaps following a discussion about the role of women in your class.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ancient Rome</th>
<th>Ancient Greece</th>
<th>Ancient China</th>
<th>Modern Australia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Held a vote</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Could own land</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Could work</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Could fight in war</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

OXFORD BIG IDEAS HISTORY 7: AUSTRALIAN CURRICULUM

5 ANCIENT ROME

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.
• Identifies and describes points of view, attitudes and values in primary and secondary sources.
• Develops tests, 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.

ABBREVIATIONS
ACARA = Assessment and Reporting Authority
Oxford University Press or this product.

Oxford Big Ideas History
The role of emperors

Emperors often talk about Rome being ruled by emperors alone. Of course, emperors assumed almost total power in 27 BCE (see Source 1.8). This is because in the easiest way to rule the rich they had. However, the ancient Romans never used the word ‘emperor’.

In theory, the republic continued after 27 BCE. But this was a pretence, a practice, ruling power became more and more concentrated in one person. The Senate, which had been the supreme body during the republic’s last years, lost much of its influence. These rulers (hereafter called emperors) because so powerful they took on an aura given by the Senate, so many titles, rights and official roles.

Emperors ruled well and worked well with the Senate. Others were corrupt and brutal about almost all power. Some, such as Augustus, were declared to be gods after their deaths. 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.

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If you know a god-emperor as a central figure, you will expect to read about the emperor’s rule, but this is not always the case. Some emperors, such as Marcus Aurelius (161–180 CE), were known for their philosophy and their concern for the welfare of their people.

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Skills booster: Research and report

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

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, the palace was burnt out and in, a move that alarmed 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 execution as well. Soon after this in 62–65 CE Nero’s role began to worsen. He lusted himself on wealth 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.

Skill booster: Research and report

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

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.

1. Why or how did he become emperor?
2. What supported did he need to build his position?
3. Did he suffer from any illness or disability and how did that affect him?
4. Did he see himself as a Roman god and, if so, why?
5. Where did he lose his power?
6. What great public buildings did he erect or what events did he sponsor?

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Julius Caesar

5 ANCIENT ROME

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.
  • Local, region, 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) to explain and demonstrate knowledge and understanding.

This is an extract from the History Australian Curriculum (Sydney: 2016). Australian Curriculum and Reporting Authority (ACARA). ACARA does not endorse Oxford University Press or this product.

Teaching tips

The role 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 civiliation, 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 (Roman becomes a republic), 27 BCE (Augustus forced to flee by Pompey). The Roman Senate was convinced that Caesar was too powerful, and Pompey and Caesars’ supporters disagreed. Caesar was defeated and Pompey was appointed to take his place. The Senate was convinced that Caesar was too powerful, and Pompey was forced to flee. He took refuge in Gaul, and was killed by the Parthians in 60 BCE. He became the first ‘Emperor’ of Rome, after the death of Julius Caesar in 44 BCE. He declared that new laws were needed and that these should be presented with Pompey’s head. He received twenty-three wounds, and many of the conspirators were wounded by one another as they directed so many blows. But those who had come prepared for the murder bared each of their bodies to receive the blows.

Cleopatra, then the rightful ruler of Egypt. (The bloody deed was the work of the Pompey’s widow, Julia, who had been morbidly in love with one of the conspirators. They had met at school.) Caesar had Ponthius killed and then decided to return to Rome to live. There he was murdered. To this day, the day of his death is marked by farmers and merchants as the last day of the year.

Julian calendar

The Julian calendar, introduced by Julius Caesar in 45 BCE, was intended to correct the drift of the solar year relative to the calendar year. The Julian calendar was established to replace the Roman calendar that had been in use from the time of Romulus. The Julian calendar was based on the solar year and was intended to be in agreement with the solar year to within about 20 minutes. It was based on the observation of the sun and was intended to be in agreement with the solar year to within about 20 minutes. It was based on the observation of the sun and was intended to be in agreement with the solar year to within about 20 minutes. It was based on the observation of the sun and was intended to be in agreement with the solar year to within about 20 minutes. It was based on the observation of the sun and was intended to be in agreement with the solar year to within about 20 minutes.
**5.2 What shaped the roles of key groups in ancient societies?**

**Remember**
- Decide whether the following statements are true or false. Correct any false statements and write them in your workbook.
- The provinces made up most of ancient Rome’s population.
- Some slaves who lacked freedom could become Roman citizens.
- A battle was only declared as civil war if it was in Italy.
- The Senate was abolished after October came to power in 27 BCE.
- A man named Marcus Antonius Pallas was the equivalent of the Roman statesman Claudius and Nero. What was significant about Pallas?
- What else did religion play in the way some emperors’ roles were viewed?

**Understand**
- Look at Source 5.4. What evidence does this provide about how the emperor was viewed?
- What do you think Comite’s (general) perspective might have been on the issue of slavery?
- What evidence is there that Augustus was prepared to put to use money where his heart was with respect to the concern about the growing crisis in women’s behavior?
- The statues listed in Source 5.40 were discovered by the Roman statesman Catullus in the 4th century BC in Greece. What evidence does this provide about the societal rights and entitlements of slaves in Rome?

**Exercise**

**Task**
Find out why Spartacus and Vipsania were significant by historically.
Frame two questions that would guide you in researching them.

**Answers:**

1. **Falls.** Most of the people in Rome were plebeians.  
2. **False.** In 442 BC the Law of the Twelve Tables was drawn up.
3. **False.** Octavian, also known as Augustus, did not abolish the Senate although his powers were diminished.
4. **False.** Pallas had been a slave.

**Key terms:**
- tribune: a representative of the Roman people to the Senate.
- Law of the 12 Tables: a code of law that governed life in Rome.

**Source 5.39**

The story of Spartacus has been told in films, plays, books, and even in the form of a video game. To what extent do the characters in these stories reflect the life of Spartacus? Is the story of Spartacus significant? Why?

**Source 5.40**

Bread Four pounds a day in winter for those working in chains

What shaped the roles of key groups in ancient societies?

**Source 5.41**

The emperor was the supreme authority in Roman society. What evidence does this provide about the emperor’s role?

**Source 5.42**

The story of Augustus, the first emperor, has been told in books, plays, and films. To what extent do these representations reflect the life of Augustus? Is the story of Augustus significant? Why?

**Source 5.43**

The story of Nero has been told in books, plays, and films. To what extent do these representations reflect the life of Nero? Is the story of Nero significant? Why?

**Source 5.44**

The story of Caligula has been told in books, plays, and films. To what extent do these representations reflect the life of Caligula? Is the story of Caligula significant? Why?

**Source 5.45**

The story of Constantine has been told in books, plays, and films. To what extent do these representations reflect the life of Constantine? Is the story of Constantine significant? Why?

**Source 5.46**

The story of Aelia Pulcheria has been told in books, plays, and films. To what extent do these representations reflect the life of Aelia Pulcheria? Is the story of Aelia Pulcheria significant? Why?
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, centuries or even millenniums. Others may reflect the recent influence of friends of a different age group, unlike, or even the fashion we choose to wear today.

It was 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 them believed in the mythologies of ancient Greek gods and goddesses (see Source 5.43). They also included deities of other composing peoples, such as the Etruscans and Celts, and the Egyptians.

Roman deities were worshipped in temples and in the home. Sacrifices and offerings were made to the gods during rituals and ceremonies (not a the most important parts of Roman religious practice. For example, certain parts of sacrificial animals were burned as an offering to the gods. The Romans believed such practices kept the gods happy. To illogically show their thankfulness, they had to offer the gods the things they did not want. This is why Rome was known as ‘the centre of Christianity with its stopover of one god’. This was because the Romans believed in many gods. In fact, not at 300, one religion that became popular was the art of writing. Today, the traditions of Rome’s early Christian church have been used to influence the beliefs and practices of many people in the modern world.

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### Australian Curriculum focus

**HISTORICAL KNOWLEDGE AND UNDERSTANDING**
- The significant beliefs, values and practices of the ancient Romans, with particular emphasis on: the daily life of ordinary people; the role of the emperor; changes in the role of the army; changes in the role of women.

**HISTORICAL SKILLS**
- Identify the origin and purpose of primary and secondary sources.
- Local, 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, attributes and values in primary and secondary sources.

---

**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 extensive and disciplined training, Rome's army became very strong. It was fuelled by a belief in Rome and particularly by the value seen in Gallia. The look and order in which the army was one of the reasons Rome's enemies eventually crumbled.

### 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 have armor and weapons. These men formed the cavalry.

By 350 BC, the army had control of the country that we call Italy. Rome needed a larger and more permanent army. Leadership was fought among two men. In the end, the men fought on their own. Rome needed a larger army. This army was called the permanent army.

By 260 BC, Rome had the army it needed. The army was made up of a large number of men of various ages.

Armed with a sword, a man could defend himself. In fact, for a time the main Roman god was Mars, the god of war. In fact, for a time the main Roman god was Mars, the god of war. The army comprised many different units. Each legion had a special role.

As a teacher, you might look at how the Roman army was organised for battle. Students can identify the different roles of the army and how it contributed to the successful expansion of Rome.

---

**Evidence: a tough life**

Evidence provided by ancient writers suggests that life for these men was hard. A soldier earned a wage as a reward for doing the job. He was also paid for everything he was ordered to do, without fear or backchat.

Training was rigorous and conditions were often difficult. There were no air conditioners or fans to cool the soldiers down. There was no modern equipment, just weapons and an army. The soldiers were taught to be tough and flexible.

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

---

### The strategem: Brainstorming the following:

To defeat the Roman army in battle, to make this work, there are some rules of brainstorming. These rules are the same as the ones of the group. To all those who are interested in brainstorming, you can make a chart of the what to do, from the Roman army.

**Strategem: Brainstorming**

Students could look up and then write the meaning of the following words or terms into their notebooks:
- aquilifer
- legate
- centurion
- tactician
- testudo

---

### Teaching tips

- **Teach the information**: As a class, you might look at how the Roman army was organised for battle. Students can identify the different roles of the army and how it contributed to the successful expansion of Rome.

- **Check your learning**: Students could be asked to write down what they think a Roman soldier would have done in a similar situation.

---

**Check your learning**

1. What was the 1st centenary? It was the 100th year after the end of the Roman empire.
2. How did the decision of the consul Marius change the makeup of the Roman army?
3. What is the significance of the battle of Actium? It was the last battle in the series of wars that led to the fall of the Roman empire.

---

**Skillbuilder: 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 this? This spread.

---

**Skilbuilder: Sequential**

Students could look up and then write the meaning of the following words or terms into their notebooks:
- aquilifer
- legate
- tactician
- testudo

---

### Answers: Check your learning

1. Mars, the Roman god of war, was a very powerful god. This shows that for the Romans, war was an important part of their way of life.

2. The impact that this decision had on the rest of Roman society was great. It meant that Roman soldiers could now join the army. They did not have to settle down.

---

**Additional resources**

- **Booklet**: Heritage, History and Identity: Key Concepts and Sources in Ancient Rome, War and Peace, by John Haynes Blunt.
- **Weblink**: The Roman Army, by Michael Grant.
- **Weblink**: The Roman Army: Facts and Figures, by the Roman Army.

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**Resources for teachers**

- **Downloadable resources**:
  - PowerPoint presentation: The Roman Army
  - Worksheet: The Roman Army
  - Activity booklet: The Roman Army

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**Enter the ID numbers below into the search field of your eBook extras account**

- ID 05.22: Weblink: John Haynes Blunt, Heritage, History and Identity: Key Concepts and Sources in Ancient Rome, War and Peace
- ID 05.23: Weblink: Michael Grant, The Roman Army

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**Additional resources for students**

- **Weblink**: The Roman Army, by Michael Grant.
- **Weblink**: The Roman Army: Facts and Figures, by the Roman Army.
HISTORICAL KNOWLEDGE AND UNDERSTANDING

- The significant beliefs, values and practices of the ancient Romans, with a particular emphasis on the beliefs of the following areas: everyday life, warfare, and 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 skills, 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 to students with aspects of the Roman army. Many schools are organised at your school. Many schools

3. a. The princeps (see Source 5.53). Standard-bearers were chosen for their leadership qualities and the level of discipline of a legion on the battlefield.

b. They were behind the spearmen because this protected them from the opposing soldiers in the collapse, as did the tunnelling. It was important for a Roman soldier as it is today to be able to advance to, and to exit from, the tunnelling tunnels under a weak section of a wall (often a corner) to undermine it. The tunnel was about 25 kilograms.

4. They may have been involved in special skills required by the army.

5. After manoeuvring the structure into place, the two soldiers would send the vangardi back outside as they could not use them to fly forwards. It worked like a giant crocodile. 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 gate. If the soldiers fired on themselves, the wall would not hold them back. Perhaps they could design one for students with aspects of the Roman army.

7. a. The aquilifer carried a silver eagle, a symbol of strength, into battle.

b. It may demoralise the Roman soldiers and result in their defeat.

c. It gives the soldiers a symbol of what they were fighting for and it also made it clearer to observers where the various armies were located.

Individual answers will vary.

Answers: Check your learning

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

2. Individual answers will vary.

3. a. The principle was the soldier in their primes who intended to fight behind the younger spearmen.

b. They were behind the spearmen because the protection they offered to the younger spearmen.

4. They may have been involved in special skills required by the army.

5. After manoeuvring the structure into place, the two soldiers would send the vangardi back outside as they could not use them to fly forwards. It worked like a giant crocodile. 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 gate. If the soldiers fired on themselves, the wall would not hold them back. Perhaps they could design one for students with aspects of the Roman army.

7. Perspectives of the Roman army about a siege on a city

a. Decimus Junius Secondus made up the conquest, he is a Roman soldier. Based on what else you know about ancient Rome, there was the prospect of a successful army commander, there was a chance a soldier to win glory and fame, there was the chance to prove themselves a good soldier and to show their prowess on the battlefield.

b. It was a chance to prove themselves a good soldier and to show their prowess on the battlefield.

c. It was the chance to prove themselves a good soldier and to show their prowess on the battlefield.

d. It was the chance to prove themselves a good soldier and to show their prowess on the battlefield.

8. a. The aquilifer carried a silver eagle, a symbol of strength, into battle.

b. It may demoralise the Roman soldiers and result in their defeat.

c. It gives the soldiers a symbol of what they were fighting for and it also made it clearer to observers where the various armies were located.

Individual answers will vary.

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

ID05.23: Webbink: Australian Army

Australia War Memorial webpage with information about the structure of the Australian Army.
Roman forts

Many soldiers were skilled builders or stonemasons. Some had engineering skills. As the army pushed outwards, it built roads, bridges and fortifications, which needed skilled workers. Some of the more permanent forts grew into towns and cities. For example, the castle in Paris where King Louis XVI lived until 1793 was once a Roman fort. Each town was built near the former boundary of Roman territory to secure its boundaries. The forts also provided a supply base for further army expansion. They were generally chosen to take advantage of existing natural features. These might be a river, a river valley or a natural barrier. This meant that the road networks could improve trade, and the town had a large number of Roman workers, but the town had to be supplied by an aqueduct.

HISTORICAL SKILLS

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 so 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?
4. Were civilian buildings allowed inside a fort?
5. Did forts differ depending on their size?
6. How did forts fit into or near natural resources?
7. What materials were used in the permanent forts?

Why?

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 links, particularly descriptions and explanations, that are 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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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 ebook 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 other forts, is protected under UNESCO World Heritage listing.
- Boppard, Germany.

For your information

• 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

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Everyday life

Everyday life in ancient Rome varied according to whether people were male or female, rich or poor, citizens or not, and whether they had slaves. Romans 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 turned the father figure. (The emperor and other Roman leaders also had father figures—adoption was common.) 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 fitness man.

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

Education

Educators and society praised the qualities of the wife and then usually for their sons. Girls learned to spin and weave. Teachers in the home were often educated and (frequently) Greek. Subjects studied typically included history, geography, astronomy, mathematics, reading, writing, and Greek and Latin. (Men learned; women usually did not.)

Men and women were encouraged to consider: the role and structure of the family and extended family. Students can look at it and consider how this was a change and continuity: weddings

Traditional religious weddings were the typical ceremony. It was conducted by a priest and involved an augur, who interpreted the signs. The augur would examine the sacrificial lamb to determine whether it was fit for sacrifice. If it was, the couple would then sit on the skin of a sacrificed lamb, a symbol of the couple’s commitment to their new life. This ceremony was followed by feasting at a luncheon meal.

Fashion, grooming and cleanliness

Men and women wore toga (with and without sleeves) made from linen or wool. Women’s torsos wore a scarf length, men’s wore shorter. Only citizens music could wear a kog or scarves. The dress varied when in public. Women wore a public. Women covered their heads in public, with a veil or part of the hair. Making their house public, 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. Hair was lightened with chalk, and lips were coloured with wine dregs or mulberry juice. Legs were made from the hair of cows, which were often wept by men and women. Plaited and coiled hair were popular among women. Some women wore special hair and face accessories. These were taken short after the 29th century.

Diary deeper: Toilets

The graph of the public latrines may cause a little bit of discussion in the class. Students can look at it or pictures of an existing Roman public latrine. The society system differed in many ways from public latrines 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 holes (or not).

3 What does this provision of running water imply about the level of technology in the Romans?
4 Where do students think the sewage then
5 Why would there be a need for public toilets like these rather than having them in each house?

Activity 5.5

Bring in some Roman toilets and talk about them. 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 to for others.

Workbook resources

Activity 5.5 Host a Roman banquet

Weblink: Roman recipes

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

Weblink: Roman latrines

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

The poor in ancient Rome usually lived very hard lives. In urban areas, they typically crowded into dank, slum areas in multi-storey apartment blocks calledinsulae. These areas were often shared with other families. These areas were often dirty, smelly, and poorly maintained. Some people kept animals, animals alike.

These were harsher conditions for the poor in ancient Rome than in the villas. The life of a wealthy Roman household was very different. They typically lived on spacious country estates, such as illustrated here.

Check your learning

Use Source 5.58 to write a diary entry of a day spent on this villa. The poor in ancient Rome typically lived in urban areas. The life of a wealthy Roman family was very different.

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 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 them towards an understanding of the past, 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. They could provide headings such as ‘features that are about the same’, ‘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 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 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

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 223 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 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.
Students might like to investigate why oil and a complex they are familiar with, then complete a

Discuss with students modern swimming and /f_i tness at the baths included things such as hair-dressing. They were a place for all people to go to. The services of public cleanliness.

facilities, so the Roman baths were not totally like

Explain to the students that few homes, apart from
times.

like students to focus on other legacies of Roman

While these activities focus on the baths, you may

design/layout principles are there in common?

with (such as Wet ‘n’ Wild in Queensland)? What

here similar to and different from public bathing/

and discuss Source 5.60. In what way is the facility

to the technology and architecture of ancient Rome

is a good place to focus on this question. Shown

5 ANCIENT ROME

OXFORD BIG IDEAS HISTORY 7: AUSTRALIAN CURRICULUM

PUBLIC BATHS

Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING

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

HISTORICAL SKILLS

• Identify 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 terrae (such as roads, drains, reticulated water systems and the baths themselves) that are obvious legacies of the Roman empires. Explain the legacy our world owes to the technology and architecture of ancient Rome and discuss Source 5.61. 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 wealthy, had their own bathing facilities, so the Roman baths were not totally like our modern swimming pools but also a vital part of public cleanliness.

They were a place for all people to go. 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 What are there quite obvious differences? Students might like to investigate why oil and a scrubbing were used at that time. How would they, combined with water and steam, help get the body clean? Are these modern equivalents of oil and scrubbing?

For your information

On a typical day at the bath, the clients, male and female, would enter the baths and go first to the tepidarium. There oil would be rubbed into their skin. From there they would move to the sudatorium, which was a warm room where they would be in oil and soiled 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 it, they would either scrub the oil off themselves, or be scrubbed by a slave with a strigil, which would take the oil and dirt off. They could eat and drink in this room too and move from it to the calidarium or hot dip followed immediately by another dip in the tepidarium, 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 ‘gloss extras’ page 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 on 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, use 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 aqueducts. All human settlements need a reliable source of freshwater, 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 ‘gloss extras’ page on this spread.)
Public entertainment

Many ordinary Romans lived hard lives. As today, it would have been far too times a source of envy and irritation for the poor to see how rich they lived, and the privileges enjoyed by the rich. It is not, therefore, a rare practice for Roman rulers to provide festivals for entertainment for the people. This created that they did not become restless and rebellious.

Firstly, an ancient Roman writer, Sallust, said the people were held together by two things: gain and supply and shows.

Another Roman writer, Suetonius, later expressed it as: “lead and citizenry.”

By the end of the 1st century BC, entertainment was provided for the poor. By the end of each year in Rome. 4 days out of the year, the Great Massenians, which could seat 25,000 spectators, would be watching horse and chariot races, shows, and the like, and people were entertained. The Venetian and numerous injuries were common for both horses and their carriers. The trade was very much a part of entertainment.

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Digging deeper: Gladiators

Base a lesson on one of the websites provided in the "Connecting ideas" feature at the end of this chapter. Each of these provides different perspectives on gladiators. Here are some suggestions for extending your students through these websites.

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 characters 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.

Types of gladiators

Most gladiators fought on foot. Often, such as the appule, knight on horseback. Some were heavily armed, while others were almost naked. Those were called "luriers" gladiators, known as "luriers". 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 helmet adorned with a short, straight sword and a light, narrow shield. The model was used to emulate the opponent’s weapons. Hands or feet, in the air, were to keep them on guard. The shield was as thick as the legs in front.

A sword strapped to a belt, a light sword and a small shield. It was a battle suit that protected his legs, and a deep, diaphragm protected too.

A bow and arrow was used, a curved bow and a small arrow. Two bow and arrows were employed, one bow and arrow, and the head of a griffon shaped like a storied serpent. The net was a protects that would be used, and a deep, diaphragm protected too.

An interactive exhibit of typical gladiator duels. The gladiators and their artefacts were housed in the rooms and corridors under the arena.

The rooms are built from wood, metal, stone, and concrete, and were designed to look like an ancient Roman arena.

Source 5.61

The weapon and shield. The gladiators, sword, and shield were focused on the museum and on the arena.

Chapter five: ancient Rome

Check your learning

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

2. Name three wedding traditions today that have their origin in ancient Rome.

3. What would be some of the other reasons why Roman emperors would support blood sports?

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

Activity 5.8: Researching gladiators

1. Boys were able to register as full citizens of Rome. This was a chance for great status and prosperity.

2. Brides often wear a white dress, they traditionally wear a red 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 basin. 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.

Answers: Check your learning

Workbook resources

Activity 5.8: Researching gladiators

Enter the 1D numbers below into the search field of your ebook to access these resources.

iD05.38: Weblink: Gladiators

iD06.37: Weblink: Gladiators

iD05.38: Interactive: Gladiators
5 ANCIENT ROME

THE COLOSSEUM

Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING

• The significant beliefs, values and practices of the ancient Romans, with a particular emphasis on the following areas: everyday life, warfare, or death and dying.

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.
• Locals, company, 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).

HISTORICAL THINKING SKILLS

• Develop texts, particularly descriptions and explanations, that use evidence from a range of sources that are acknowledged.
• Identify and locate relevant sources, using ICT and other methods.

HISTORICAL UNDERSTANDING

• Students explain why the Colosseum is so famous
• Students explain why the Colosseum makes it equal to modern stadiums
• Students identify and locate relevant sources, using ICT and other methods.

Answering the questions: What do the Colosseum, the Melbourne Cricket Ground and the Olympic Stadium all have in common?

The Colosseum could host a variety of events such as fights between gladiators or animals from the arena’s underground area.

Check your learning

1. A link to a video about the Colosseum is available on the book. Use the information provided in the video and in Source 5.64 to answer these questions:
   a. What did the Romans build it for?
   b. What purpose did the arena serve for the public?
   c. What was unique about the Colosseum?
   d. What were some of the gladiatorial combats in the Colosseum?

2. a. Today the Colosseum is one of the most well-known ancient structures in Rome. Discuss how it is a testament to the Romans’ engineering skills.
   b. How does the Colosseum’s design reflect its use as an entertainment venue?

3. a. What were some of the most common animal combats in the Colosseum?
   b. How did the Colosseum differ from modern stadiums in terms of seating and spectator entrances?

4. a. How similar or different is their engineering? Why
   b. How does the Colosseum’s engineering impact modern stadiums?

5. a. What was the role of spectators in the Colosseum?
   b. How did the Colosseum influence modern stadiums?

Teaching tips

The drawing of the Colosseum provides a wonderful opportunity for students to realise that buildings such as the Colosseum had highly advanced engineering that has been used and re-used for modern buildings.

Using the Google Earth interactive, students select a site in Rome, Italy and locate the Colosseum. They can use various tools provided in the obook extras panel on this spread to inspect the area without damaging it.

For your minister

Build by Vespasian, Titus and Domitian between 72–80 CE, the Colosseum was a gift to the Roman citizens. It was built where the previous Emperor Nero (54–68 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. 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 495 years, surviving a fire started by lightning and earthquake. 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 1939 and 1940 finally reaching the floor of the arena. It was only then that the subterranean area was discovered. Major restoration started in 1979 and has continued with the building of underground 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 linked in the e-book extras panel on this spread shows the whole digital model in a fly-through tour.

From there, students can carry out further, more detailed research that looks at the original use of the 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 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 on ancient Rome? Should this building be preserved?

Answers: Check your learning

1. Animals and gladiators were held in cages ready to be put into the arena.

2. The arena could be flooded with water.

3. A large, flat arena, covered in sand.

4. Because it was so large and because it included so many engineering innovations, such as drainage, under four areas and tiered seating.

5. The wall surrounded the arena floor. Source 5.61, this is equal to modern times.

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 violence and bravado but they were also thrilled by blood sports.

Enter the 10 numbers below into the search field of your qbook 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
ID05.42 WebLink: The Colosseum in the Roman Empire
ID05.43 WebLink: Rome reborn: Great roman websites with a detailed history and description

For more information, visit www.history.oup.com

Digging deeper: Ancient Roman buildings

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Death and funerary customs

Roman law to set limits about what happened after death. This at least was the case until Christian ideas began to dominate. Myths and beliefs of conquered peoples influenced some people’s lives. Those included, as mentioned earlier, the cult of Egypt’s goddess Isis and Persia’s god Mithras. Ancient Romans also had great reverence for their ancestors. Often they kept their dead ancestors’ souls in their homes, which they might place on special occasions (see Source 5.60).

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 gravity Underworld. Dead souls were judged by the Fates (or three Fates). Also involved were the souls of heroes making it to the Olympus Fields (see p. 198).

Despite not having certainty about life after death, the ancient Romans were aware about their dead. Many believed the spirits (or souls) of the dead would roam around, haunting them, if certain rituals, such as donating

Graves for the poor

Something had to be done for the dead among the poor and the victims of ancient Rome. The historian Suetonius (see p. 418) describes the trials of having their bodies left in the city streets. He tells of a horrifying incident where a man was thrown on the Via Appia outside Rome. Typically, the corpse of the poor were carried there eight times, often by slaves. Each corpse might be wrapped in cloth or clothed with sack. They were not placed in coffins. When the grave was starting to fill up with corpses, it filled in with dirt.

Graves for the brave … and the despised

Many graves were also a burial 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 pollutants, and those who treated them as ‘polluting’. Polluted people could not carry out certain rites and religious acts until they had carried out purification rituals. This meant that funeral processions and overcoats were constantly ‘tainted’. They thus became social outcasts, and had to live inside the city.

Grains their love, and the way Roman felt about dead bodies, in a puzzling way they seemed to want to reach out to people who, for example, thrived to the animals to snatch gluttons. Those who were tortured to death in public could become a ‘tainted’ act the crowd black. Antony, for instance, had the head and right hand of his political rival Caesar cut off in 44 bCe and displayed it on the forum in Rome. His rival Marcus Crassus’ nose with his moustache.

Perhaps these actions had something to do with answering the question of death. In Italy, and not to someone dying naturally. The woman Svetlana is … 200 bCe still suggest instead. He said that dead souls were packed inside bottles using the shedding of human blood.
**CREMATIONS AND BURIALS/FESTIVALS/FUNERAL CLUBS**

### 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: 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 and articulate 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.

### 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 profound element of this civilization. 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 involved education, fashion, cleanliness, architecture, housing, public entertainment and funerary customs. Cremation and burial practices 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 that the foreigners do not unintentionally insult Roman beliefs and they want to partake 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 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 rowed across the River Styx. The ferryman was Charon, who charged five denarii (silver coins) for passage. The dead person's eyes were opened again (as they were when they were alive) and a coin put in their mouth to ensure they could pay Charon.

2. The signifi cants beliefs, values and practices of the ancient Romans, with a particular emphasis on one of the following: everyday life, warfare, or death and funerary customs.

### Check your learning

1. Write a paragraph to explain how Roman beliefs about what happened after death influenced their funeral practices.
2. Why might people have refused to go to a funeral if they knew it would be a poor person's funeral?
3. What action was taken to try to give the poor some hope for the ‘journey’ at the end of life?
4. Where were the graveyards and crematoria in ancient Rome?

### Festivals

Two festivals of ancient Rome honoured the dead. The Festival was a time to remember all those who had died.

1. **Step 1:** The deaths of the deceased members of the family were remembered at the festival.
2. **Step 2:** A ceremony was held at the gravesite of the deceased person. The ceremony would be performed the sacred customs in the proper place.
3. **Step 3:** At the festival, a procession of friends, family and others would follow the body to the grave.
4. **Step 4:** At the grave, a ceremony was held. Cremations and burials

Cremation was the burning of the corpses of people who had died as the preferred procedure for a dead body during times of war and the population ended the century—or indeed after Christianity became more popular—burial became more common.

The body of a person to be cremated was either placed into a trench filled with wood or was placed in a clay or stone container being burned with the body. The ashes and remains of these 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 extra work负担ed the burials were barred. The ashes were then put out with wine.

Festivals reflect cremations or burials usually organised by undertakers who often provided dancers, singers, musicians and entertainers for the event.

### Check your learning

1. Write a paragraph to explain how Roman beliefs about what happened after death influenced their funeral practices.
2. Why might people have refused to go to a funeral if they knew it would be a poor person's funeral?
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4. Where were the graveyards and crematoria in ancient Rome?

### Funerary clubs

Today we have gardening clubs, books and TV trash. In ancient Rome, they had funeral clubs called collegia. Members were mostly the poor. Membership gave funerary -in a poor socio economic status. The rich had a domicilium. Middle class were mainly buried in a domus. The rich were often buried in a basilica.

1. Write a paragraph to explain how Roman beliefs about what happened after death influenced their funeral practices.
2. Why might people have refused to go to a funeral if they knew it would be a poor person's funeral?
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4. Where were the graveyards and crematoria in ancient Rome?
5 ANCIENT ROME

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, 3, 4, 6, 10, 13, 15, 21.

Death and funerary customs: Complete questions 1, 2, 5, 9, 10, 12, 16, 18, 20.

**Remember**
- Explain how the ancient Romans initially treated children.
- What did the Romans do with their dead?
- What were the Roman family equivalents to our modern family members?
- What was the Roman family way and why is it so effective?
- Write definitions in your own words for each of the following Latin words: principes, auxiliaries, slaves.
- Write definitions in your own words for each of the following Latin terms: legions, augurs, plebeians, civilians.
- What was the character of Lemuria, and what did it do in society?

**Understand**
- Why was the practice of putting on a toga such a big deal for Romans?
- One of the reasons ancient Rome’s economy was so successful is that... (Think about how much similar to modern economies it was.)
- Copy an extended version of this tale in your workbook and complete it with as many ideas as you can think of.

**Factor**
- Religious belief
- Fear of punishment
- Tradition
- Long absence from home
- When a Pope dies, his name is repeated three times. Explain why this is an example of change and continuity.
- What evidence does Source 2.1 provide of a divinity worshipped at Lemuria?

**Likely influence on behaviours and beliefs**

- Religious belief
- Fear of punishment
- Tradition
- Long absence from home

**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 was because Roman leaders felt threatened by a religion that seemed to compete one god they believed in with many gods.

2. Patrician: Jupiter, Neptune, Serapis; Plebeian: Bacchus, Hestia, Vesta; Slave: Zues, Jupiter.

3. The paterfamilias was the oldest male in a family. He was recognised as the head of the family and could pass judgment on his or her daughters should any of them have power over deciding whether or not a newborn child should be able to live.

4. Legion is equivalent of about 100 soldiers in the Roman army made-up of cavalry (on horseback) and foot soldiers, who had special skills that were useful to the army. They were useful in battles in which soldiers had to kill the enemy by shooting arrows at them.

5. The Romans asked questions in their own language, which was similar to English.

6. In times of war, the dead person’s name was repeated many times to ensure that he or she was safe.

7. One of the outcomes of studying ancient Rome is to ask to make a special contribution, as many of them would make.

8. Here is an extract from the History Australian Curriculum (Sydney, 2012: Australian Curriculum, Assessment and Reporting Authority [ACARA]). ACARA does not endorse this is an extract from the History Australian Curriculum... (Think about what this would mean for Romans and what it would mean for modern citizens.)

9. The signifi cant beliefs, values and practices of the Australian Curriculum focus on a number of main ideas: Use a Venn diagram (see p. 161) to compare and contrast the beliefs, values and practices of ancient Rome and the Australian Curriculum... (Think about how you would feel if ordered by some higher authority to review this point.

10. This is meant as a fun activity. Here is a modern word with a similar sound and meaning... (Think about what this would mean for Romans and what it would mean for modern citizens.)

11. The classroom has been found that indicates that there were Roman gladiators.

12. Make a digital robot that explores the six things you think are most important to new recruits to the Roman army... (Think about how you would feel if ordered by some higher authority to review this point.

13. Compare and contrast funeral ceremonies in ancient Rome... (Think about how you would feel if ordered by some higher authority to review this point.

14. Analyse... (Think about how you would feel if ordered by some higher authority to review this point.

15. In a life-story website, you may choose to be... (Think about how you would feel if ordered by some higher authority to review this point.

16. Create... (Think about how you would feel if ordered by some higher authority to review this point.

17. Answers: Big Ideas... (Think about how you would feel if ordered by some higher authority to review this point.

18. Answers: Big Ideas... (Think about how you would feel if ordered by some higher authority to review this point.

19. Answers: Big Ideas... (Think about how you would feel if ordered by some higher authority to review this point.

20. Answers: Big Ideas... (Think about how you would feel if ordered by some higher authority to review this point.

21. Answers: Big Ideas... (Think about how you would feel if ordered by some higher authority to review this point.

22. Answers: Big Ideas... (Think about how you would feel if ordered by some higher authority to review this point.

**Responses**
- Imaginary question: You are a Roman citizen. What qualities do you think are most important for new recruits to the Roman army? (Think about how you would feel if ordered by some higher authority to review this point.

**ebook extras**

- Weblink: Design a Roman mosaic

- Enter the ID numbers below into the search field of your obook to access these resources.
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, played a role in growth. Alliance 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 these 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 toga) from ancient Greece and new ways of doing things (such as simple designs from China).

**Changes through migration**

The Etruscans were a migrating sea people, but historians still debate where they originally came from. Some even confidently say that they were from southern Turkey. This view, shared by the ancient Greek historian Herodotus, has more recently been supported by DNA studies.

The Etruscan were settled along the north of modern day Italy (Fig. 1) more than 800 years before they founded cities south in Etruria (see Source 5.76). By about the 6th century BC, they were ruling Latium.

The Etruscan were more advanced, technologically and socially, than the local Italians. They had a sophisticated irrigation system that has been found among the ruins. One reason they were to descend on the Romans was that the Etruscan were many generations from the culture that once defended the society of ancient Etruria, which included aristocratic, many and some family institutions.

By 341 BC the Etruscan king Rome then became a republic.

**How do contacts and conflicts change societies?**

Section 5.4 examines the ways in which the Roman empire was influenced and changed by outside forces. This includes contacts brought about by the movement of people, ideas and goods as well as conflicts with other nations-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 these factors that connect 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: 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 regions of Italy and the coasts of Italy also settled?
3. What were some of the geographical hardships in these regions?
4. Why is the climate good for settlement compared to other parts of Europe?

Examine Source 5.76:

- Many of these Etruscan contributions are often listed as being Roman inventions and contributions. Why do you think this is the case?
- Why would some of these Etruscan contributions have helped to lead to the establishment of a powerful Roman civilisation?

Examine Source 5.74:

- A number of these Etruscan contributions are often listed as being Roman inventions and contributions. Why do you think this is the case?
- Why would some of these Etruscan contributions have helped to lead to the establishment of a powerful Roman civilisation?

Examine Source 5.75:

- A number of these Etruscan contributions are often listed as being Roman inventions and contributions. Why do you think this is the case?
- Why would some of these Etruscan contributions have helped to lead to the establishment of a powerful Roman civilisation?

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

**Australian Curriculum focus**

**HISTORICAL KNOWLEDGE AND UNDERSTANDING**

- Uses historical terms and concepts.
- Sequence historical events, developments and periods.
- Use historical terms and concepts.
- Sequence historical events, developments and periods.
- Examine Source 5.74.

**HISTORICAL SKILLS**

- Sequence historical events, developments and periods.
- Uses historical terms and concepts.
- Sequence historical events, developments and periods.
- Examine Source 5.74.
The effect of the 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, silver and bronze (which were also used in making weapons), as well as precious metals and antiques. The effect of this new trade was that Rome became very wealthy and many people became rich.

### Check your learning

1. How did the Etruscans change the early city of Rome?
2. What encouraged Rome to acquire new grain supplies?
3. Clear a research topic in Roman history. In the Roman forum, write an essay that connects this forum to a particular site or artifact. Include the following:
   - A description of the site/artifact
   - A conclusion that ties the two together
4. Postulate a migration that would change societies in the Mediterranean world. Discuss it as a class, giving examples.

### Understanding the commodities

The information on the discovery of the smelly amphorae can be used as the basis for an activity that gives students time to think, to be curious and investigate and collect information as they learn in a manner similar to that of an archaeologist.

**cause and effect: contact through trade**

A coast Roman key industry was agriculture, but farmers, helped by vast numbers of slaves, grew barley, wheat and two, three and four grains. They also raised goats, sheep and cattle. The key challenge for ancient Rome was to ensure sufficient food for their people. Partly important was feeding its growing army.

One way that farmers could pay their taxes was in grain. But more grain was often paid, the more tax the land paid to the state. Therefore, it was motivated to grow more grain than they had to. This was one of the causes of Rome's takeover of grain-growing and trade elsewhere. It was only, for instance, 10 million bushels in 300 BC to 50 million bushels in 50 AD, as the Roman army expanded.

Rome also had other trades besides food. There were temples to build tools and weapons for forge, and infrastructure such as aqueducts and sewers to construct. Large numbers of soldiers were needed to secure the frontiers and local roads. The demand for Roman coins to build large trading empires, where huge volumes of goods were imported.

### 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 how those civilisations might have helped develop Rome and added to its dominance.

### For your information

The Romans used a boat called a corvus, 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. These larger ships could carry between 70 and 350 tonnes of goods. The larger ships could carry up to 350 tonnes of goods.

The smaller boats were used for transporting slaves, weapons to forge, and infrastructure such as bridges, sewers, temples and weapon makers, potters, jewellers and glassmakers. The trade goods made Rome a wealthy country.

- **Trade network**
  - Ancient Rome was well located, and made contact with a large number of states around the Mediterranean Sea. Rome traded more than the other large cities, especially for large, bulky goods, and for the production of tertiary goods.
  - Black Sea, luxury goods, as was a large trading empire.

- **Roads**
  - The road from ancient Rome was the main road of land on land, and was known by the Silk Road, the main road that linked China and India. This road was expanded to supply the Roman army, as well as to provide a trade route to create a road network of roads. These roads were then used by traders to trade the goods. There were many roads, with the trade goods, and goods to carry the goods. Rome then used these roads to carry the goods from the Black Sea to the Mediterranean Sea, where goods were then traded.

- **Seas and ships**
  - The main road of Rome was the main road of the Roman empire. It was used by sailors to trade the goods, and ships were used to transport the goods. The main road of Rome was the main road of the Roman empire.

- **Marble**
  - Marble was used in Roman buildings (such as bridges, sewers, temples and roads). It was used in Roman buildings.

- **Black Sea**
  - The Black Sea was used in Roman building. It was used in Roman building.

- **Slaves**
  - Slaves were used in Roman building. They were used in Roman building.

- **Papyrus**
  - Papyrus was used in Roman building. It was used in Roman building.

- **Spices**
  - Spices were used in Roman building. They were used in Roman building.

- **Cloth**
  - Cloth was used in Roman building. It was used in Roman building.

- **Tools and weapons**
  - Tools and weapons were used in Roman building. They were used in Roman building.

## 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

<table>
<thead>
<tr>
<th>Imports into Rome</th>
<th>Exports from Rome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food such as grain</td>
<td>Glass</td>
</tr>
<tr>
<td>Luxury items, such as cloth</td>
<td></td>
</tr>
<tr>
<td>Animal skins</td>
<td>Spices</td>
</tr>
<tr>
<td>Pottery</td>
<td>Metal tools and weapons</td>
</tr>
<tr>
<td>Slaves</td>
<td></td>
</tr>
</tbody>
</table>

## 4. The precious metals were usually traded to make coins, which were used for trade. Traders preferred this medium of exchange, which gradually declined.

## 5. Individual responses will vary.

## Answers: Check your learning

1. The Etruscan 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, bronze, sculptures and the tavo) were also Etruscan in origin, as was a large trading empire.
Impact of conflict on ancient Rome

In 218 BC, the ancient Roman army built a very powerful army. In fact, most of the territory they gained was through land battles. But, until the First Punic War (264–241 BC), Rome did not have any ships. This meant Rome had to rely on 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 hiring very poor sailors. They trained a squad of Carthaginian crews and used them as a model. Very quickly, they built ships that had less expectation of success in sea battles. Rome’s early defeats at sea were not surprising. This changed when the Romans invented the corvus.

When hooked in place, Carthage’s ships were better, and their sailors more experienced. But Rome won in the end. It took Rome to gain the Mediterranean Sea.

First Punic War

The First Punic War (264–241 BC) involved battles on land and sea. This was the war that brought Rome to build a navy for Rome. 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 Rome to gain the Mediterranean Sea.

First Punic War

The Second Punic War was fought between 218 and 202 BC. Carthage’s leader at that time, Hannibal, was a very strong military commander. He was also good at developing battle strategies. His main strategy was to take what he had trained the Romans with a passion. He had trained this vast force, Hannibal, to be a force of what Carthage had lost to the Second Punic War. Hannibal’s army marched to the Italian Peninsula and entered at the city of Tarentum.

The ancient Greek historian Polybius reports that Hannibal had learned how to build war ships. He taught the Romans to build war ships. He taught the Romans to build war ships. He taught the Romans to build war ships.

Second Punic War

The main conflict between Rome and Carthage was the Second Punic War (218–202 BC). Carthage had lost a lot of its territory. Rome had defeated Carthage, its troublesome rival. That year, the Romans also decided to capture Carthage. Their conquerors executed 30,000 of its people were killed, taken captive or sold into slavery. The outcome of all these conflicts was that Rome greatly increased in territory.

Third Punic War

By the middle of the 2nd century BC, Rome had defeated the kingdoms of Macedon in Greece’s north. In Africa, it located Carthage, the last great city-state to fall and was defeated by Rome. That year, the Romans also decided to destroy Carthage. Their conquerors executed 30,000 of its people were killed, taken captive or sold into slavery. The outcome of all these conflicts was that Rome greatly increased in territory.

Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING

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

HISTORICAL SKILLS

• Sequence historical events 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.

• Locate, compare, select and use information from a range of sources as evidence.

• Draw conclusions about the usefulness of sources.

• Forms of evidence.

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 Carthaginian empire in 218 BC. Rome, the capital of Tunisia, and has been a major threat to the emerging power of ancient Rome.

First Punic War

The First Punic War (264–241 BC) involved battles on land and sea. This was the war that brought Rome to build a navy. 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 Rome to gain the Mediterranean Sea.

For your information

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 its historical context: the Second Punic War between the Romans and the Carthaginians. It is also a story that many people who heard Hannibal’s defeat by the Romans. Use the resources of the school library and the Internet to research the story 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.

Impact of Hannibal’s defeat on the Romans

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.

Hannibal

Other known facts

• Hannibal hated the Romans.

• Hannibal was a brilliant strategist.

• Hannibal was defeated by Scipio.

For your information

Hannibal

The Roman general Fabius (Curculio) was, however, a military match for Hannibal. Scipio won the battle fought against Hannibal in 218 BC at Zama in north Africa. It is thought Hannibal died about 20 years later, still fighting Romans.

Third Punic War

By the middle of the 2nd century BC, Rome had defeated the kingdoms of Macedon in Greece’s north. In Africa, it located Carthage, the last great city-state to fall and was defeated by Rome. That year, the Romans also decided to destroy Carthage. Their conquerors executed 30,000 of its people were killed, taken captive or sold into slavery. The outcome of all these conflicts was that Rome greatly increased in territory.

Digging deeper: Hannibal

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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

• Sequences historical events, developments and periods.
• Use historical terms and concepts.
• Identify and locate relevant sources, using ICT and other media.
• Locals, 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.

This is an extract from the History Australian Curriculum (Sydney, 2012). Australian Curriculum, Assessment and Reporting Authority (ACARA). ACARA does not endorse or take responsibility for this product.

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. These 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 what they are and how they work. If you do have these students, get them to explain a little about how strategy games work and how they play them. These 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 what they are and how they work.

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 empires at one or more of the time periods shown 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 largest?
2. How did the empires expand?
3. What would it be like for people whose cultures were incorporated into the empire?
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.)

For your information

Hannibal was only 26 when he became a general. He entered Carthaginian territory and fought the Second and Third Punic Wars against Rome. He stunned the Romans by attacking across the Pyrenees with an army of 60,000 infantry, 600 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 horses to scare them and turn them against the Carthaginian’s left wing, dispersing the troops there. He then used this to get 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 routed 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. Scipio Nasica in the Third Punic War, Carthage was destroyed completely.

big ideas

5.4 How do contacts and conflicts change societies?

Remember

1. How did the arrival of the Etruscans change the settlement of ancient Rome?
2. How did the Punic Wars change the territory of ancient Rome and of ancient Carthage?

Understand

3. Think about the location. Is it a fertile plain or was the heart of the empire on the Adriatic coast? How do you think that location would have been a barrier to trade?
4. Why did the Roman Republic sign treaties with Carthage’s? What are the consequences?

Apply

5. Suppose Hannibal defeated Scipio at Zama. How might that have affected the outcome of the Third Punic War?

Evaluate

6. Build or sketch a battle strategy that you think the Romans might have used at Zama. Defend your strategy to members of another group.

Create

7. Prepares and role play a dissertation between either an ancient Roman emperor and a modern business executive at an ancient Roman century and a modern executive. Your discussion will be about how significant you think your role is as a social change agent. You might need to conduct some research.

Teacher resources

Chapter 5 Ancient Rome. Editable chapter text.
Available online at www.oup.com.au/or7c
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 crossover

Enter the ID number below into the search field of your gizmo to access these resources.

ID05.03 WikiLive: The Battle of Zama

5  ANCIENT ROME

STRATEGIC THINKING/BIG IDEAS

free ideas

Strategic thinking

At the Battle of Zama, Scipio’s thirteen-faced icon of 80 elephants. Each elephant carried a standard (or to the back packed with armed soldiers. Behind the elephants were the rest of Hannibal’s troops. Yet the elephant line was no match to Rome’s Scipio. Scipio and Hannibal were both clever military leaders. But Scipio won at Zama because, he had the better strategy. Strategic thinking is crucial to military leaders. It is often the difference between life and death. This is also a skill you will often need in no matter what you do. Involve working out what people are likely to do. Often, it involves working out what your opponent might do in response – what you might fear they might do. It can mean thinking ahead, which can mean planning for the unexpected.

The Romans were divided in small groups. It gave you a chance to experience a strategy thinking question. You may have 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 Zama. Defend your strategy to members of another group.

military terms

1. cavalry
2. infantry
3. elephants
4. army
5. generals
6. strategy

in the news

Hannibal’s forces

Hannibal’s forces

Cavalry

Elephants

Infantry

Source 5.87. Scipio’s icon for war strategy

 devised a battle strategy that you think the Romans might have used at Zama. Defend your strategy to members of another group.

Hannibal was only 26 when he became a general. He entered Carthaginian territory and fought the Second and Third Punic Wars against Rome. He stunned the Romans by attacking across the Pyrenees with an army of 60,000 infantry, 600 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.

Scipio’s forces

Experienced, heavily armed soldiers

Lightly armed foot soldiers

Directions of massed enemy force attack

Silver, one of the three metals that Rome imported, was lead, gold and silver. Three metals that Rome imported were lead, gold and silver. Three metals that Rome imported were lead, gold and silver.
Today people around the world 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. List six words you would use to describe modern events such as chariot races in Rome’s hippodrome.

2. How many of these words would you say also apply to the chariot races in Rome’s hippodrome?

3. Explain why such events (both today and ancient Rome) would be likely to distract people—at least for the moment—from day-to-day realities.

4. In ancient Rome, accidents happened regularly in the hippodromes. Naming 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 the attitude is still true today? Discuss in groups, giving reasons for your views.

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 intolerance in modern times and Roman times so it keep it 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. This was a common modern equivalent in the United States, which often uses military means to achieve foreign policy outcomes. Another interesting angle to this 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, 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 the 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 in the media.