

#3652

THE ROMANS

Grade Levels: 8-13+

25 minutes

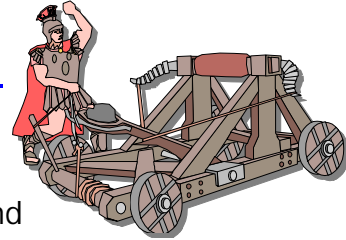
AMBROSE VIDEO PUBLISHING 1998

DESCRIPTION

Rome used its professional soldiers to keep peace in its far-flung empire. Follows Tiberius, a typical legionnaire, on a campaign to defeat Dacia, a border barbarian tribe. Describes his constant training, discipline, weapons, endurance, and armor. Also addresses the legion's battle strategies. Notes the army trains to obey without question, making discipline the greatest weapon of the Roman army.

ACADEMIC STANDARDS

Subject Area: World History



- ◆ Standard: Understands how major religious and large-scale empires arose in the Mediterranean basin, China, and India from 500 BCE to 300 CE
 - Benchmark: Understands shifts in the political framework of Roman society (e.g., major phases in the empire's expansion through the 1st century CE; how imperial rule over a vast area transformed Roman society, economy, and culture; the causes and consequences of the transition from republic to empire under Augustus in Rome; how Rome governed its provinces from the late republic to the empire; how innovations in ancient military technology affected patterns of warfare and empire-building)
 - Benchmark: Understands the origins and social framework of Roman society (e.g., the geographic location of different ethnic groups on the Italian peninsula in the late 6th century BCE and their influences on early Roman society and culture, how legends of the founding of Rome describe ancient Rome and reflect the beliefs and values of its citizens, what life was like for the common people living in Rome and Pompeii)
 - Benchmark: Understands influences on the economic and political framework of Roman society (e.g., how Roman unity contributed to the growth of trade among lands of the Mediterranean basin; the importance of Roman commercial connections with sub-Saharan Africa, India, and East Asia; the history of the Punic Wars and the consequences of the wars for Rome; the major phases of Roman expansion, including the Roman occupation of Britain)
- ◆ Standard: Understands the Imperial crises and their aftermath in various regions from 300 to 700 CE

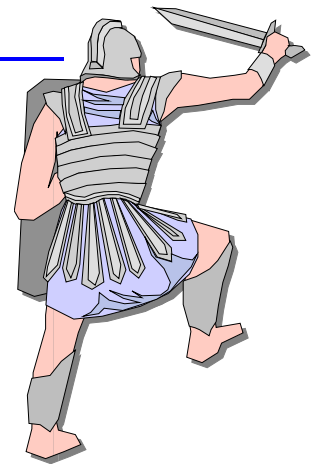
- Benchmark: Understands possible reasons for the decline of the Roman and Han Empires (e.g., possible factors that motivated nomadic peoples to move into the Roman Empire and China, common patterns of decline and fall in the Roman and Han Empires, the chronological order of significant historical events for Rome from the late empire through the reign of Justinian, how differences in architecture can illustrate unity and alienation between the eastern and western halves of the Roman Empire)
- Benchmark: Understands political and social elements during the decline of the Roman and Han Empires and the rise of the Byzantine Empire (e.g., the strengths and weaknesses of the eastern and western Roman Empires and the factors that enabled the Byzantine Empire to continue as Rome fell; how Constantine selectively supported aspects of Western rule with Eastern institutions to create a new, independent, Byzantine state in the 4th century CE; the links between military, social, and economic causes for the decline in the Han and Roman Empires; the impact of barbarian movements on the regions of Europe, China, and India by the end of the 7th century CE; the life of Germanic peoples and society including the status and role of women)

INSTRUCTIONAL GOALS

1. To depict life for a soldier in the Roman legion.
2. To examine reasons for the strength of the Roman Empire.
3. To illustrate the conflict between the Roman and Dacian Empires in the first century A.D.

VOCABULARY

- | | |
|-------------------|------------------|
| 1. entrails | 11. fortress |
| 2. legionaries | 12. haphazardly |
| 3. stone masons | 13. catapult |
| 4. paying tribute | 14. Spartan meal |
| 5. veteran | 15. watch |
| 6. swore an oath | 16. auxiliaries |
| 7. vices | 17. discharge |
| 8. diversions | 18. wield |
| 9. mundane | 19. siege |
| 10. melancholy | 20. artillery |



BEFORE SHOWING

1. Find the following places on a map of the world. Note places found on historical and modern maps.
 - a. The Danube River
 - b. Rome
 - c. Britannia
 - d. Judea

- e. Italy
 - f. Macedonia
 - g. Tibiscum
 - h. The pass of Tapae
 - i. Romania
2. Discuss the lasting contributions of the Romans. Include architecture, travel, agriculture, aqueducts, estate-living, public baths, amphitheaters, and art.
 3. Read the legend of the founding of Rome via Romulus and Remus. (See RELATED RESOURCES.)

AFTER SHOWING

Discussion Items and Questions

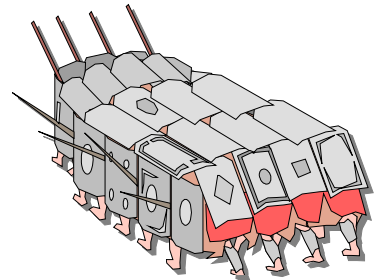
1. Discuss the Roman Empire.
 - a. Why was the Danube River referred to as the "end of the world"?
 - b. For what reasons was Rome paying tribute to barbarians at the height of its power?
 - c. How did a person become a Roman citizen?
 - d. Why was Rome forever at war?
 - e. How did Rome change from its early days?
 - f. What were the comforts of Rome?
2. Discuss the life of Tiberius Claudius Vitalis.
 - a. How did Vitalis begin his life as a soldier?
 - b. After years in the legion how did he regularly train?
 - c. How did his promotion to the Legion One Italia show his success as a soldier?
 - d. How did his career in the legion end?
3. Discuss life as a soldier.
 - a. How many years must a legionary promise to Rome?
 - b. What were the requirements for becoming a legionary?
 - c. What roles were specifically held by Roman citizens and non-Roman citizens?
 - d. What were the short- and long-term benefits of joining the military?
 - e. What were the chances of living through the committed time of military service?
 - f. What were the benefits of the army changing from part-time soldiers to a professional army?
 - g. What was the key to the legionaries' success? Why did they so easily stand the strain of battle?
 - h. How did the legion guard against lack of discipline?
 - i. In what ways did the legions show attention to discipline and security?
 - j. Why was a legionary called a *Mule*?
 - k. Why were soldiers forbidden to marry?
 - l. What are the typical vices of soldiers?
 - m. How did soldiers supplement their provided Spartan meals?
 - n. What were the consequences of falling asleep on a watch?



4. Describe the Roman legions' battle equipment.
 - a. How had the Romans improved on their predecessors' armor?
 - b. How did the Romans prevent their enemies from using javelins thrown by the Romans?
5. Discuss the disciplined way Romans fought. In what ways was a Roman soldier part of a machine?
6. Discuss the conflict between the Dacians and the Romans.
 - a. How did the Dacians win the first conflict with the Romans?
 - b. Why did the Romans begin their war against the Dacians by building?
 - c. Why did Emperor Trajan lead the attack?
 - d. What was the purpose of sending the cavalry ahead of the legion?
 - e. What were the benefits of the Dacians' loud attack and the Romans' silent advance?
 - f. What did the Romans do after they won a battle but failed to take the capital of Dacia?
 - g. How did the Roman siege test the strength of the Dacian strongholds?
 - h. How did Rome respond after Dacia broke the treaty of peace?
 - i. Why did the Romans choose to settle among the conquered Dacians?
7. Discuss the pros and cons of the Roman position to refuse to do battle until they have fortified their camp and to not construct haphazardly.

Applications and Activities

1. Imagine being one of the professionals who accompanied the legion. Write a letter to a family member or a diary entry. Include mundane and melancholy information about daily life. Consider the following roles:
 - a. blacksmith
 - b. bookkeeper
 - c. veterinarian
 - d. doctor
 - e. engineer
 - f. architect
2. Research Roman religion.
 - a. Which gods may the Romans have been sacrificing the ox, the sheep and the pig?
 - b. How did religion play a part in military and daily life?
3. Write an epitaph or eulogy for Tiberius Claudius Vitalis.
4. Research various aspects of ancient Rome.
 - a. Create two casts of characters representing the gamut of Roman society (e.g., slaves, plebeians, patricians, senators) from the dawn of the republic to the final days of the empire.
 - b. Create diary entries describing a day in the life of one of the characters. Include accurate descriptions of the following:
 - 1) Daily life in Rome
 - 2) The social framework of Roman society



- 3) Changes in Roman political institutions (e.g., Caesar's grab for power, Augustus' Pax Romana, etc.), changing values (e.g., Nero's persecution of the Christians, Constantine's conversion, and others.)
 - 4) Changes in Roman social institutions (e.g., growing poverty in Rome, the rise of private armies, and others.)
- c. Compile their diary entries in a class book.
 - d. Read the diary entries together.
 - e. Use a graphic organizer to record the important changes in Roman life as the society changed from a republic to an empire.
 - 1) Column headings might include: Roman Republic and Roman Empire.
 - 2) Rows might include topics such as: Politics, Society, and Values.
5. Investigate modern military service.
 - a. What are the requirements of becoming a soldier?
 - b. How long must a recruit commit to military service?
 - c. What are the benefits of joining the military?
 - d. What percent of recruits live through to full military retirement?
 - e. What are the common vices of soldiers?
 - f. Why is armor no longer used?
 6. Compare modern military experiences with ancient Rome. Consider equivalents for recruitment, boot camp, training, rank, advancement, retirement and the reserves.
 7. Research the influence that the Roman Empire has on modern life.
 - a. List the number and titles of videos and fiction available at local and school libraries regarding ancient Rome.
 - b. Read Biblical accounts of the Roman Empire.
 8. Sketch a Roman legionary. Include details of his *lorica segmentata* armor: breastplate of metal sheets, iron helmet, shield, pilum (javelin) and gladius (short sword).
 9. Investigate the fall of the Roman Empire. Contrast the fall of Rome with the fall of the Byzantine Empire. Consider possible reasons for the demise.



RELATED RESOURCES



Captioned Media Program

- Discovering Italy #7943
- An Empire Conquered #7575
- Julius Caesar #8134
- Myths & Legends of Ancient Rome #3274
- Roman City #3292
- The Romans on the Rhine and the Danube #3076

- Safekeeping #3077
- The Siege of Constantinople #3516
- Western Europe: Our Legacy #3317

World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid-safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **DAILY LIFE IN ANCIENT ROME**

<http://members.aol.com/Donnclass/Romelife.html>

This comprehensive site includes subtopics on baths, entertainment, breakfast, families, clothing, hair styles, houses, weddings, toys and games. Additional offerings include lesson plans and links.

- **DECORATED SOLDIERS**

<http://www.43dln.freemove.co.uk/legxx/xxdona.html>

Lists historic details of honored Roman legionaries including Tiberius Claudius Vitalis.

- **THE INTERNET CLASSICS ARCHIVE**

<http://classics.mit.edu/index.html>

This primarily text site includes a fully searchable selection of 441 works of classical literature by 59 different authors, including user-driven commentary and "reader's choice" Web sites. Mainly Greco-Roman works (some Chinese and Persian), all in English translation. Provides extensive links to related sites and Web rings. Also trivia questions related to ancient texts.

- **ROMANIA: A COUNTRY STUDY**

<http://lcweb2.loc.gov/frd/cs/roto.html>

This Library of Congress country profile includes: geography, society, economy, transportation, communication, government, politics, national security, and introduction to early history.

- **ILLUSTRATED HISTORY OF THE ROMAN EMPIRE**

<http://www.roman-empire.net/index.html>

This mammoth site includes interactive maps, a kids' section and a plethora of information regarding Roman emperors, leaders, time lines, and battles.