

#3653

ROME

Grade Levels: 4-8

17 minutes

SVE & CHURCHILL MEDIA 1999

DESCRIPTION

Hannah dreads learning about ancient Rome until her spirit friend Belle makes the assignment more fun. They review the legend of Rome's founding and discover some of the unique contributions Rome gave the world. Belle recalls how the Romans lived, what they ate, their education, games, language, and architecture. Hannah decides studying about Rome isn't too bad after all.

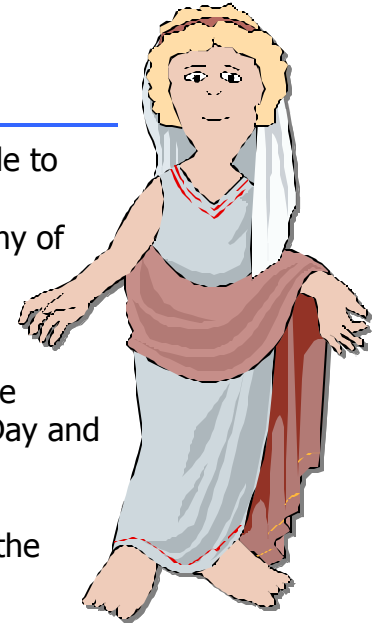
ACADEMIC STANDARDS

Subject Area: History

- ◆ Standard: Understands and knows how to analyze chronological relationships and patterns
 - Benchmark: Knows how to impose temporal structure on their historical narratives (e.g., working backward from some issue, problem, or event to explain its causes that arose from some beginning and developed through subsequent transformations over time)
 - Benchmark: Knows how to diagram the temporal structure of events in autobiographies, biographies, literary narratives, and historical narratives, and understands the differences between them
- ◆ Standard: Understands the historical perspective
 - Benchmark: Understands that specific individuals and the values those individuals held had an impact on history
 - Benchmark: Analyzes the influence specific ideas and beliefs had on a period of history
 - Benchmark: Knows different types of primary and secondary sources and the motives, interests, and bias expressed in them (e.g., eyewitness accounts, letters, diaries, artifacts, photographs; magazine articles, newspaper accounts, hearsay)
 - Benchmark: Analyzes the values held by specific people who influenced history and the role their values played in influencing history
 - Benchmark: Analyzes the influences specific ideas and beliefs had on a period of history and specifies how events might have been different in the absence of those ideas and beliefs

INSTRUCTIONAL GOALS

1. To identify a few of the contributions the ancient Romans made to civilization in general.
2. To identify modern Rome on a map and describe the geography of the Mediterranean.
3. To understand what a republic is and how our system of government is based on this Roman invention.
4. To describe the process the Romans had for choosing marriage partners, and their contributions to traditions like Valentine's Day and engagement rings.
5. To describe what Roman people were like.
6. To describe what the city of ancient Rome was like, including the types of buildings people lived in.
7. To discuss the Roman workday for men, including the midday rest period the Italians still take today.
8. To describe what life was like for Roman students, including the differences between boys and girls and their education; and the types of toys they had and the games they played.
9. To explain what students did for fun, the games they played, and the toys the Romans developed.
10. To explain that the Romans loved Greek art, plays, and even adopted their gods.
11. To be able to name some of the Roman gods.
12. To understand that Latin is the language that is the root of our English language.
13. To relate the story of Julius Caesar and how he was betrayed by his best friend, Brutus, and the story of Caesar Augustus who brought peace to the empire.
14. To describe the rights of citizenship.
15. To understand the significant contributions Romans made to architecture and engineering.
16. To explain what the Colosseum was and what activities took place there.
17. To describe the activities that took place at the Circus Maximus.
18. To describe the Roman baths and the aqueducts that supplied them with water.
19. To explain how the Romans roads were beneficial to Roman armies.



BEFORE SHOWING

1. Ask the students how they got to school today. Did they ride in cars? Did they ride the bus? Did they walk? Explain to them that none of those things would have been possible if it weren't for the ancient Romans. The Romans invented roads and concrete with which to pave the roads. Whether we are walking on a sidewalk or riding in a car, the Romans influenced our way of life through their inventions. They actually built over 50,000 miles of roads, some used up to 100 years ago.
2. Romans also built fantastic buildings. Give examples such as the Colosseum. Inform students that the following video will describe contributions the Romans made as well as the way they lived, almost 2,800 years ago.

AFTER SHOWING

1. Ancient Romans made great contributions to the world and to modern society. There is a fable of the founding of ancient Rome, as Belle relates in the video. What is it? (Romulus and Remus, twin brothers, grew to be strong powerful men and founded a new town. They could not agree on a name for the town, so they made a bet. The first one to spot and count the most birds would have the honor of choosing the name. Romulus won the bet and decided to name the town after himself—Roma [which in English is Rome].)
2. What building do Belle and Hannah pop in front of when they first arrive in ancient Rome? (You can show that part of the video again. It was the Roman Colosseum.)
3. What is a republic? (It is a government where the citizens choose the leaders that make their laws.) What was Rome's government like? (They had senators who made laws, appointed governors for cities, signed foreign treaties, controlled the army, built roads, and collected taxes to pay for government services. They also began a program that gave free food to poor people called annona.) This form of government is much like ours today. Ask students to name examples of how our government is similar.
4. What were the ancient Roman people like? (They were strong and energetic. They loved the arts, but were also fierce warriors who conquered many other countries and built one of the greatest and largest empires in history. Romans were also very romantic and even invented the holiday we know as Valentine's Day. They called it the Festival of Lupercalia, and the young people of Rome would choose their future marriage partners by drawing names from a hat.) What were the rules Roman women had to follow regarding marriage? (Roman women had to publicly agree to the marriage on three separate occasions.) What marriage tradition did the Romans start that we still practice today? (Romans started the custom of wearing an engagement ring on the third finger of the left hand.)
5. What is an empire? (An empire is a group of states or territories that are under the rule of one powerful state. The Roman Empire covered much of what we know today as western and central Europe and even parts of Africa, surrounding the Mediterranean Sea and extending into three continents.)
6. Where does the word empire come from? (It comes from the Latin word imperare, which means, "to command." The leaders of the Roman armies were called "imperators.") How were military leaders treated in ancient Rome? (They were treated like heroes and statues were made in their honor.)
7. What was the city of ancient Rome like? (It was very crowded, noisy, smoky, and dusty from all the people walking on the dirt roads. This was the center of the Roman Empire, so people from Egypt, Spain, Britain, Turkey and other parts of the



empire would come here to do business and speak with politicians.) What kind of houses did ancient Romans live in? (Poor Romans lived in apartment houses that were often shabby and dirty, called insulae. Wealthy Romans lived in large homes built around atriums, which are rectangular open patios.) Why was the atrium so important in the large homes? (All rooms connected to the atrium and it was the center of family life. It was also a place to cool down on hot days.)

8. What was the workday like for Romans? (They would work in the morning, come home in the middle of the day for two to three hours for a light lunch and a nap, and then back to work until evening. Then they would have dinner, their biggest meal of the day, just before dark. The Romans (and Italians) still do this today.) Who went to school in ancient Rome? (Poor families could not afford to pay for their students to be taught at teachers' homes, and it wasn't appropriate for girls to go to school. Only wealthy families could also afford to send boys to school and have Greek teachers, who would teach them about philosophy, mathematics, and politics.) What did students do who didn't go to school? (They would be taught by their mother or father in their homes. They would also play with toys like balls, hobbyhorses, kites, and would play games with friends.)
9. What role did Greece play in developing the culture of ancient Rome? (The Roman army invaded Greece and took smart people back to teach their students. The Greeks taught them about art, theater and religion. The Romans even adopted the Greek gods and gave them Roman names. The religions were based on the same myths.) Explain what is a myth. (It is a story about gods or goddesses that is meant to teach a lesson and tell the history of their religion.)
10. What was the story of Aeneas? (Written by Rome's most famous and loved writer, Virgil, the story is about how Rome was founded by a brave military leader named Aeneas. In the story he is faced with many adventures and challenges.) How are the stories of Aeneas, and Romulus and Remus similar? How are they different? (Both stories are about the founding of Rome, and both are different types of stories. Aeneas is a legend [passed down through time and based on previous stories and historical information]. Romulus and Remus is a fable [a made-up story used to teach a lesson].) Why did Virgil write the story of Aeneas? (So the Roman people would have Aeneas as a hero and a symbol of what a good Roman should be like. The story also promoted pride in the empire. Virgil wanted to show that with courageous leaders like Aeneas and with the protection of the gods, the Roman Empire would have a powerful place in the world.)
11. Who was one of Rome's most respected military leaders and what happened to him? (Julius Caesar was the respected leader who ruled only a little more than a year. He became



very powerful in the Roman government and some senators feared he had too much power, so they decided to kill him. His best friend, Brutus, even participated in the plot. Many years later, William Shakespeare wrote a play about this famous leader and his demise. After



- Who finally brought peace to the Roman Empire? (Fifteen years after Caesar's death, another ruler named Caesar Augustus came to power, which brought peace to the empire.) What did Augustus do for the empire? (He gave all people in the empire the rights of Roman citizenship. Before, they had only the rights of slaves or subjects. Now they could become Romans and share the same laws.) The idea of being ruled by one set of laws, like the Constitution, is an idea that we got from the ancient Romans.
12. Who is Buildus Roadius? (He is Belle's Roman friend who was an engineer.) The Romans made incredible contributions to architecture [designing buildings] and engineering [putting science to practical use]. Describe the Colosseum, one of the most amazing structures built in ancient Rome. (The Colosseum was a huge entertainment center that could seat 50,000 people, as big as many baseball stadiums today. Romans would watch gladiator fights in the Colosseum, which were bloody fights between men to the death. Sometimes, gladiators would even fight with lions brought from Africa. The Colosseum was also sometimes filled with water and people would have battles in the water.) The Roman Colosseum still exists today and many people go to Rome to see its ruins. What was the Circus Maximus? (A place where up to 250,000 people would watch the chariot races. There were often terrible accidents because the chariots [horse-drawn carriage] weren't very sturdy and they would fall apart easily.)
 13. The Romans also developed the Roman baths. What were these used for? (Men and women would bathe at least once a day in the public baths which had hot and cold pools, towels, saunas, steam rooms, exercise rooms, and slaves to wait on people. There were close to a thousand public baths in Rome and large ones could hold 1,500 people.) In ancient Rome, there were no pipes, faucets, or drains like we know them today. So how did they get all that water? (One of the most amazing contributions the Romans made, the aqueducts, brought water from faraway rivers and springs into the city. Through tunnels running underground or channels held up by arches above ground, water was carried downhill and arrived at the city.)
 14. What are the Roman arches? (Developed to support weight and be decorative, they are the trademark of ancient Rome.)
 15. What is the significance of the Roman roads? (There were over 50,000 miles of roads across the empire, all of which led to Rome. The roads were helpful to the Roman army because they helped get them to trouble spots sooner. The roads also

made things easier for mail carriers, farmers bringing their goods to the market, and merchants who traveled from all parts of the empire.) Can you imagine what it was like before there were roads? What did people do when they need new roads? (They would repave the old ones.) How long were the ancient Roman roads used? (Until 100 years ago, some roads were still being used.)

16. If possible, take students on a field trip to a local museum that features exhibitions of ancient artifacts. Many museums have exhibitions that include artifacts and displays of ancient cultures.

RELATED RESOURCES



Captioned Media Program

- Roman City #3292
- The Romans #3652
- The Romans on the Rhine and the Danube #3076
- Safekeeping #3077
- 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.

- **EARLY HUMANS AND THE ADVENT OF CIVILIZATION**

<http://ancientworld.simplenet.com/chapter1/index.html>

A quite comprehensive reference site designed to provide learners with a "great deal of information on the Ancient World--its history, culture, ideas, religions and more." Good for teacher reference. Has audio, video, and links.

- **MR. DOWLING'S ELECTRONIC PASSPORT**

<http://www.mrdowling.com/index.html>

Welcomes visitors to "explore the world in a virtual classroom." Very interesting and user-friendly history site. Download study guides, tests, and related pictures on a wide variety of topics. Recommends history links.

- **THE SEVEN WONDERS OF THE ANCIENT WORLD**

<http://ce.eng.usf.edu/pharos/wonders/>

Though we often know this list of wonders exists, few of us can name them all. Can you? Navigation icons picture each of the Seven Wonders. Click on them one at a time to behold a wonderfully crafted description of the monument and the vivid history that surrounds it.

- **VOYAGE BACK IN TIME**

<http://www.richmond.edu/~ed344/webunits/greecerome/>

Ancient Greece and Rome covered in this comprehensive site in the format of a (side-by-side links) comparative study.

- **ANCIENT EGYPT**

<http://www.memphis.edu/egypt/egypt.html>

Color tour of Egypt along with "Artifacts" section, and other information from the University of Memphis' Institute of Egyptian Art & Archaeology.

- **WORLD HISTORY CHRONOLOGIES**

<http://campus.northpark.edu/history//WebChron/index.html>

A series of hyperlinked chronologies from North Park University developed "by the instructors with historical articles prepared by students intended for use in history classes." Clear and easy to navigate. Greece, Rome, Islamic nations, and more.