

## Unit 1: Monarchy and Republic

### Activity 1

Visuals / Plenary / 20m

Project Ppt1 related to the mythical past of Rome:

During Ppt1, ask Ss questions to get them to guess the next part, or ask questions as set out below:

- Frame 1: the story of Aeneas
- Frame 2: a town... (ask the Ss if they know: Troy)
- Frame 3: destroyed by the... (Greeks)
- Frame 4: and their king... (Agamemnon)
- Frame 5: some survived (ask Ss who they guess: Aeneas)
- Frame 6: and went to... (Carthage)
- Frame 7: where Aeneas loved... (Dido)
- Frame 8: but the couple split up (focus on what does she have in her hand)
- Frame 9: Aeneas arrived in... (Italy)
- Frame 10: an empire was about to be born
- Frame 11: image of the Colosseum (Rome)
- Frame 12: Julius Caesar claimed to be a descendent of... (Venus, Aeneas...)

### Activity 2

Crossword / Individually or in pairs / 20m

Ss complete crossword according to the information they have got from Ppt.

Ss check their answers in small groups.

Whole class feedback is done (on the board).

Key

	1	2	3	4	5	6	7	8	
a		C				G			ACROSS
b	C	A	E	S	A	R	L		b. Roman general
c		R	A	E	N	E	A	S	c. Trojan hero
d	T	T	L	O	V	E	Z		d. Dido and Aeneas fell in...
e	R	H				K	I	R	g. African princess
f	O	A				S	O	O	h. Romans built a huge...
g	Y	G	D	I	D	O		M	DOWN
h		E	M	P	I	R	E	E	1. Where Aeneas was born
									2. Enemy town of Rome
									6. They destroyed Troy
									7. The land Aeneas finally arrived in
									8. Capital of the world

### Activity 3

Reading and talking / In pairs / 20m

Classify Ss in A or B. Each reads a short text either about Romulus or about Moses.

While reading, they fill in the table (Activity 3b on worksheet) about their text. Ss

share information about their texts so that they fill in the missing gaps in their table.

Ss discuss what is similar and what is different about the stories (using language support on the worksheet). Ss report to the class.

Key

b)	Text A	Text B
The story is about children. Who are they?	Romulus and Remus	Moses
Who are their mothers?	Rhea Silvia	a Jewish woman
Other main characters:	Amulius, Mars, the wolf	the pharaoh
It happens in:	Lazio, Italy	Egypt
What family do the children have?	a farmer	the pharaoh's daughter
Who is killed?	Remus	the Jewish children

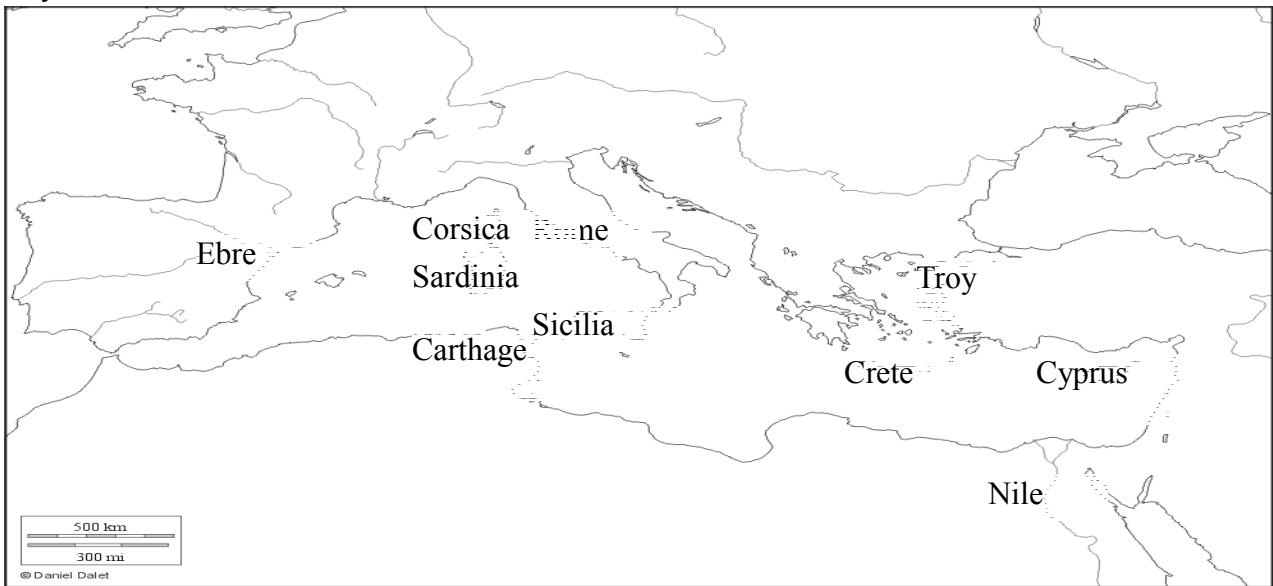
c) (suggested answers)

- *In both stories children are abandoned on the river by their mother because they are in danger*
- *In Text A there are two brothers but in Text B there is only one child*

### Activity 4

Map / Individually / 20m

Key



### Activity 5

Matching / In pairs / 20m

Give ss 4 starters and 4 endings.

Ss have to match them.

Key: b) 3 d) 2 a) 4 c) 1

### Activity 6

Chart / Individually / 20m

Key

<i>Period (dates)</i>	c. XII BC	753-509 BC	509BC - 27BC	27BC - 746AD
<i>Political system</i>	(mythical past)	Monarchy	Republic	Empire
<i>Image</i>	B	D	C	A

## Activity 7

Visuals / Plenary / 20m

Project Ppt. and talk through the slides. Ask Ss to participate in an interactive way and to make notes. Ppt is related to the period 509-27 BC with the following dates and key words:

Frame 1: Roman Republic

Frame 2: monarchy or republic: democracy = elections? (German emperors and Popes...)

Frame 3: etymology of democracy and republic

Frame 4: consul and Commonwealth (modern meanings)

Frame 5: social classes in Rome (plebeians and patricians)

Frame 6: their laws and duties

Frame 7: senate passed... (laws)

Frame 8: 218 BC: ask Ss who was the most famous Carthaginian general

Frame 9: 146-133 BC: Numantia (where it is now?), Corinth, Pergamon

Frame 10: 44 BC: ask Ss who was the Roman general that conquered the Gaul

Frame 11: ask Ss about the name of the assembly (senate); Cicero and Catilina

Frame 12: conspiracy and civil war

## Activity 8

Matching / Individually or in pairs / 20m

Ss match some words and their definitions according to the information they have got from the Ppt.

Whole class feedback is done orally.

Key: a) 7 b) 8 c) 10 d) 2 e) 1 f) 9 g) 5 h) 4 i) 6 j) 3

## Activity 9

Reading and talking / Individually and in groups of 4 / 20m

Ss read the text and to the true/false exercise, then Ss check their answers in small groups. Make sure Ss read the T/F statements while looking at the text.

Whole class feedback is done orally.

Key: 1) F 2) T 3) T 4) T 5) F 6) F 7) F 8) T 9) F (at least some laws were written) 10) F (maybe it is funny but the text does not say)

## Activity 10

Map / Individually / 20m

Explain Punic wars focusing on the character Hannibal and how he went over the Alps with his elephants. Ss complete a map of the West Mediterranean as a revision of lesson 1, Ppt 2, their general knowledge and specifically teacher's explanation. Ss must be able to put in the map the main places of Hannibal's itinerary. Whole class feedback is done on the whiteboard.

Key:



### Activity 11

Matching / 20m

Explain about the end of the Republic and ask Ss to take some notes. Make sure you mention the rebellion of slaves (Spartacus), the conspiracy of Catiline (and the activity of Cicero), the 1<sup>st</sup> triumvirate (Caesar, Crassus Pompey), the 2<sup>nd</sup> triumvirate (Anthony, Lepidus Octavian) and how Egypt became a Roman province (Cleopatra VII). Whole class feedback is done orally.

Key:

a) 10   b) 3 and 4   c) 2, 6 and 9   d) 1, 7 and 8   e) 5

### Activity 12

Time-table of some enemies of Rome / 20m

Ask Ss to complete the time-table and the images using the information from the previous activities.

Whole class feedback is done orally.

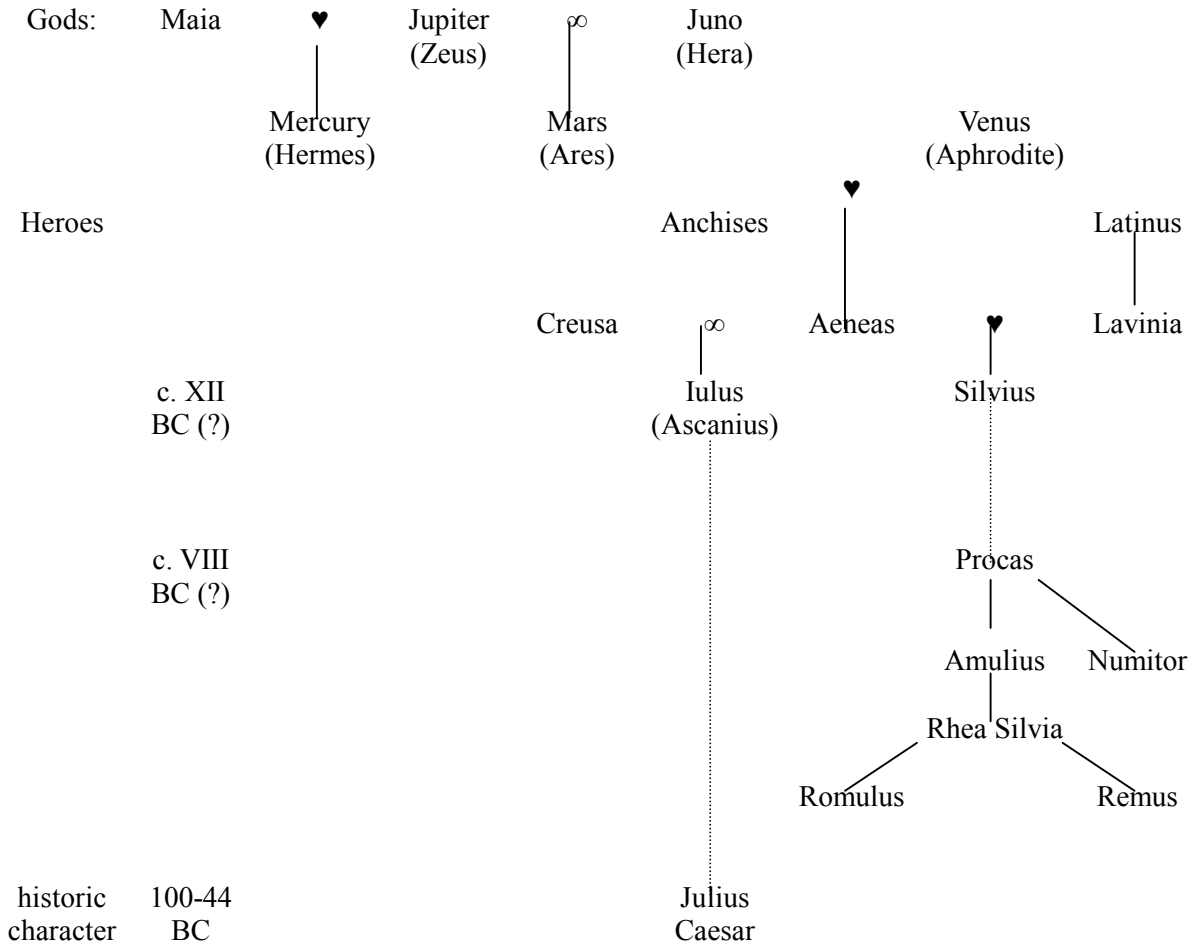
Key

<i>Date</i>	218BC	72BC	62BC	30BC
<i>Character</i>	Hannibal	Spartacus	Catiline	Cleopatra
<i>Image</i>	C	B	D	A

### Activity 13: FAMILY TREE

Individually/20m

Ss complete the family tree according to their previous knowledge and activities.  
As feedback, project the tree on the white board. Ss write the names on it.  
Remind Ss of the main difference between gods and heroes (immortality).



#### Key and comments:

- Dido, queen of Carthage (Tunis).
- She founded the city that was the most important enemy of Rome. From Phoenicia (Lebanon).
- It is a mere supposition but let the Ss guess: maybe the Barca family and its most conspicuous member, Hannibal.
- Mars.
- Because the Romans were a warrior people. Comment on the terms *Campus Martius*, *Martial arts*...
- In order to link his name with the most ancient ancestors of Rome and to be related to the goddess Venus

### Activity 14: ROMAN CALENDAR

a) Ask Ss to do this activity in groups of 3-4: every group has 6-8 deities and look for information on the Internet. Likely some of them are already known by the Ss.

Roman (5)	Germanic (4)	Greek (7)	Hindu (3)	Egyptian (6)
Janus/Quirinus	Frigg/Freyja/Vanadis	Apollo	Brahma	Anubis
Neptune	Odin/Wotan	Artemis	Shiva	Horus/Ra
Saturnus	Thor	Athena	Vishnu	Isis
Vesta	Tyr/Tiw	Demeter		Osiris
Vulcan		Dyonisus		Ptah
		Hephaestus		Thoth
		Poseidon		

Comments:

Some gods have numerous names. The same deity can be identified in different mythologies by its name or its attributes, often confused even by people that believed in them. Ask Ss if they know and explain briefly the meaning of *polytheism* and *pantheon*.

b) Some days of the week take their name from planets, stars and other celestial bodies related to gods or issues of Roman and Judeo-Christian mythology. Identify them:

Roman god(dess) / Judeo-Christian item	<i>luna</i>	<i>Mars</i>	<i>Mercury</i>	<i>Jupiter</i>	<i>Venus</i>	<i>sabbat</i>	<i>Dominus (Jesus Christus)</i>
Name of the day in Latin	<i>dies lunae</i>	<i>dies Martis</i>	<i>dies Mercurii</i>	<i>dies Iouis</i>	<i>dies Veneris</i>	<i>dies sabbat</i>	<i>dies Dominica</i>
Name of the day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Germanic god(dess)/sky body	moon	Tiw	Odin	Thor	Freyja	Saturn	sun

Comments: names of the days come from Latin. *septimana* (Latin for *week*) is related to number seven (Lat. *septem*).

c. Month (*mensis*)

1. January (to *Janus*), March (to *Mars*), May (to *Maia*), June (to *Juno*)
2. Apparently the Roman year seems to have begun on the 1<sup>st</sup> March, hence the 7<sup>th</sup> month was September, the 8<sup>th</sup> was October...
3. 5<sup>th</sup> month (*Quintilis*) changed its name into *Julius*; afterwards *Sextilis* changed into *Augustus*

Comment on the word *menstruation* (monthly)

d. *Cave Idus Martias*

- a. The 1<sup>st</sup> day was called Kalends, which derives from the word calendar.
- b. 5<sup>th</sup> day (7<sup>th</sup> in March, May, July and October) was called Nones.
- c. The 13<sup>th</sup> day (15<sup>th</sup> in March, May, July and October) was called Ides.

Comments: The sentence *cave Idus Martias* is based on SUET. *Dius Iulius*, 81 and inspired “beware the ides of March” (SHAK. *Julius Caesar I*, 2) the words with which a soothsayer warned Caesar the day he was assassinated in the Senate.

**Activity 15: CAESAR’S MURDER.**

Individually. Ss read four texts and put them in order.

Key:

Ordering (and suggested titles): D (Caesar enters the senate), A (First blow), C (The people present are petrified), B (Caesar’s end)

Questions below: a) in the Senate; b) Casca; c) Latin; for d) teacher chooses one group to retell the story to the whole class.

## Unit 2: Empire and Romanization (5 h)

This lesson needs Internet access

### Activity 1. The issue “Empire” (1): throughout History

In groups. Make sure Ss identify every character, his/her empire, the countries under their power and the date (century) to fill in the table.

Key:

*Charlemagne / Frankish kingdom / France, Germany, Northern Italy, Catalonia / VIII-IX*  
*Barack Obama / USA / teacher mentions shortly its influence / 1945-2010...*  
*Napoleon / France and allies / Napoleon occupied shortly Spain, Russia... / 1640-1815*  
*Augustus / Roman Empire / Mediterranean countries, Britain... / 150 BC – 400 AD*  
*Charles V / Spanish Empire / Spain, Germany, Mexico... / 1500-1640*  
*Queen Victoria / British Empire / current Commonwealth / 1815-1945*

Feedback in plenary. Project some visuals of each empire (or even other empires as well: Chinese, Inca, Persian...)

### Activity 2. The issue “Empire” (2): ancient Rome

Individually. Ss match items.

Key

a): 1f, 2g, 3e, 4b, 5h, 6a, 7c, 8d.

b)

- 1) *Lat. princeps > Fr. prince > Engl. prince (crown heir)*
- 2) *Modern dictatorships last more than 6 months. Usually come after a coup d’etat.*
- 3) *Lat. dominus > Sp. dueño and the Engl. v. to dominate*
- 4) *Princeps (27BC-285AD) and dominus (since 285AD).*

Feedback in plenary. Make sure the Ss know the military meaning of term imperator and the modern meanings of They should also be able to know the difference between the “Roman Empire” as a “world power” occupying a huge geographical area (since 146 BC more or less) and the “Roman Empire” as a chronological and constitutional device (since 27 BC).

### Activity 3. Roman Empire: research activity

Divide Ss into groups of 3 (1 for each column). Ss look for information on the Internet about the Roman emperors according to the the dates and complete part a) of the table. Fast finishers do part b). Then all of them share information. Feedback on the blackboard: comment on the issue “dynasty” and the political meaning of “adoption”.

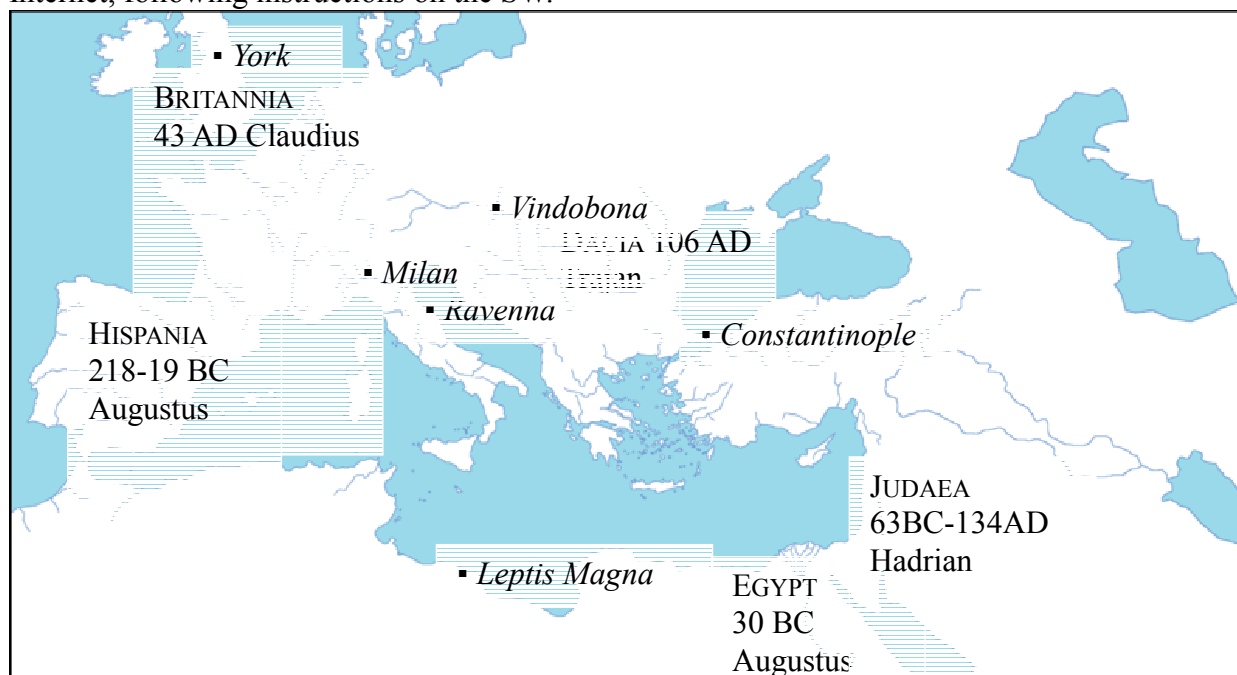
Key:

Principate		Dominate
<i>Julio-Claudian dynasty (27BC-68AD)</i> <ul style="list-style-type: none"> <li>• <u>Augustus</u> ✓</li> <li>• <u>Tiberius</u></li> <li>• <u>Caligula</u></li> <li>• <u>Claudius</u></li> <li>• <u>Nero</u></li> </ul>	<i>Antonine dynasty (96-192)</i> <ul style="list-style-type: none"> <li>• <u>Trajan</u></li> <li>• <u>Hadrian</u></li> <li>• (...)</li> <li>• <u>MarcusAurelius</u></li> <li>• <u>Commodus</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Diocletian</u> (285-305) <ul style="list-style-type: none"> <li>○ 3</li> <li>○ 5</li> </ul> </li> <li>• <u>Constantine</u> (307-337) <ul style="list-style-type: none"> <li>○ 2</li> <li>○ 7</li> </ul> </li> </ul>
The year of the four emperors (69)	The year of the five emperors (193)	<ul style="list-style-type: none"> <li>• <u>Julian</u> (360-363) <ul style="list-style-type: none"> <li>○ 4</li> </ul> </li> </ul>
<i>Flavian dynasty (69-96)</i> <ul style="list-style-type: none"> <li>• <u>Vespasian</u></li> <li>• <u>Titus</u></li> <li>• <u>Domitian</u></li> </ul>	<i>Severan dynasty (193-235)</i> <ul style="list-style-type: none"> <li>• <u>Septimius Severus</u></li> <li>• <u>Caracalla</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Theodosius</u> (379-395) <ul style="list-style-type: none"> <li>○ 1</li> <li>○ 6</li> </ul> </li> </ul>
	Crisis of the 3rd century (235-285)	



#### Activity 4. PAX ROMANA

Individually Ss write on the map the information they have been looking for previously on the Internet, following instructions on the SW.



Key:

1. Project map on the whiteboard (*Ppt 3, sl. 2*)
2. Project map on the whiteboard (*Ppt 3, sl. 2*)
3. *Septimius Severus was born in Leptis Magna and died in York.*
4. *Marcus Aurelius died in Vindobona, now Vienna. The river is the Danube. Vienna was the de facto capital of the Holy Roman Empire in centuries XVI-XVIII*
5. *Constantinople refers to Emperor Constantine, who refounded the ancient Byzantium with his name (Κωνσταντινου πολις). It was the capital of the Eastern Empire since 330 (and capital of the latter Byzantine Empire until 1453), whereas in the West the capitals were Milan (286-402) and Ravenna (402-476). Nowadays this town of the European Turkey is called Istanbul (εις την πολιν 'in the city'); the capital is Ankara, in the Anatolian peninsula.*

Comments

- 1) Lat. *Britannia* > Britain / Brittany (Fr.) and other Celtic nations: Ireland (*Hibernia*), Scotland (*Caledonia*), Wales (review: British Isles / UK of GB and NI). Other names: *Albion* is the oldest known name of the island of [Great Britain](#) and it is thought to derive from the white (Lat. *Albus* 'white') [cliffs of Dover](#).
- 2) Dacia is nowadays Romania. Focus on the modern name and which language is spoken there, ask Ss what it refers to, where it is (north of which river), the isolation from the other Romance languages... As a curiosity, there is a branch of cars called Dacia.
- 3) Ask Ss when Hispania entered in the Roman area of influence (2<sup>nd</sup> Punic war) and the main characters of this period (Scipio, Hannibal, Cato...), how long the conquest took. Refer to the issue PAX ROMANA.
- 4) Judaea entered in the Roman area of influence in 63BC. Under Herod the Great (40-4BC) it became a satellite state of Roman Empire. After several riots, emperor Titus sacked Jerusalem and destroyed the Temple (70 AD); the emperor [Hadrian](#) (135AD) changed the name of the province to [Syria-Palaestina](#) and Jerusalem to [Aelia Capitolina](#). Refer to the issue 'diaspora'.
- 5) Remind Ss of 2<sup>nd</sup> triumvirate (Lepidus, Octavian and Marc Anthony) and the last Egyptian queen (Cleopatra).

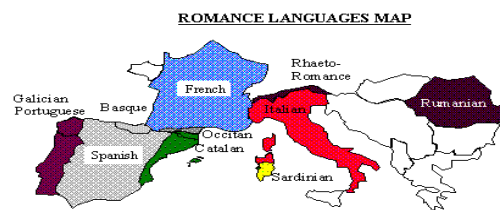
## Activity 5. Romance languages

Ss write the name of 10 Romance and 2 Germanic languages according to their previous knowledge and common sense. Some minority ones can be difficult: project the map and focus on the current places where they are spoken. Ask Ss what could happen in the place occupied by the Roman Empire where today any Romance language is spoken (e. g., Africa, Britannia...). Comment on the official language in the East of the Empire (Greek).

Key

a) Northern borders: rivers Rhine and Danube; Eastern border was river Euphrates; Western border was the Ocean; Southern border was the Sahara desert. A synonym of 'republic' in this context could be 'state'. Comment on the word monarchy meaning 'state' as well.

b) Project Ppt3, sl. 3



<http://srhabay.wikispaces.com/43+ROMANCE+LANGUAGES>

## Activity 6. Hispania

Project Ppt3, sl. 4-5-6 and ask Ss to do activity 7

Key:

	<p><a href="http://commons.wikimedia.org/wiki/File:Hispania_1a_division_provincial.PNG">http://commons.wikimedia.org/wiki/File:Hispania_1a_division_provincial.PNG</a></p> <p>In Hispania <i>Citerior</i> 'near', there are <i>Emporion</i> (Empuries) in the North and <i>Saguntum</i> (Sagunt) in the South.</p> <p>In Hispania <i>Ulterior</i> 'far', there are <i>Gades</i> (Cadiz) in the West and <i>Carthago Nova</i> (Cartagena) in the East.</p>
	<p><a href="http://commons.wikimedia.org/wiki/File:Hispania_2a_division_provincial.PNG">http://commons.wikimedia.org/wiki/File:Hispania_2a_division_provincial.PNG</a></p> <p>In <i>Lusitania</i> there is Emerita (Merida).</p> <p>In <i>Tarraconensis</i> there are <i>Lucus</i> (Lugo) in the West and <i>Caesaraugusta</i> (Zaragoza) in the East.</p>



[http://commons.wikimedia.org/wiki/File:Hispania\\_3a\\_division\\_provincial.PNG](http://commons.wikimedia.org/wiki/File:Hispania_3a_division_provincial.PNG)

In *Baetica* there are *Italica* (Santiponce, North of Seville) in the West and *Corduba* (Cordoba) in the East.

In *Gallaecia* there is *Legio* (Leon).

In *Lusitania* there is *Olissipo* (Lisbon).

In *Tarraconensis* there is *Tarraco* (Tarragona).

**Comments**

1. The possible Semitic origin of the word *Hispania* meaning ‘land of rabbits’; other possibilities are related to Gr. *Hesperia* ‘Westland’ or to the pre-Roman name for [Seville](#), *Hispalis*.
2. Comment the name *Iberia* closely related to the river ‘Ebre’ but of unknown meaning.
3. The modern name ‘Spain’ covers only a part of ancient *Hispania*.

**Activity 7.** Some crazy emperors; three Spanish emperors

Ss complete the table. First row is quite free: some possible answers are suggested here

**Key**

One interesting fact, for instance:	Caligula (37-41) made his horse consul	Nero (54-68) ordered Rome to be burnt	Commodus (180-192) liked to play as a gladiator in the games
Place where he was born:	Trajan (98-117) was born in Italica, now known as Santiponce (prov. Seville)	Hadrian (117-138) was born in Italica, now known as Santiponce (prov. Seville)	Theodosius (378-395) was born in Cauca, now known as Coca (prov. Segovia)

**Activity 8.**

Ask Ss to answer briefly on their SW.

Feedback in plenary.

*Key and comments*

- After 800 years of inviolability, Rome was sacked by the Visigoths in 410. They kidnapped Galla Placidia (picture B on SW), daughter of emperor Theodosius. The Visigoths moved West, namely to Narbonne, where their king Ataulf married her. Afterwards, they went to Barcelona, hence the capital of Catalonia instead of Tarraco, the ancient Roman foundation. Galla Placidia has a place in Barcelona with her name in Gracia quarter; she is buried in Ravenna (pictures A and C on SW).*
- The imperial Mausoleum of Centelles, in Constanti (near to Tarragona, picture D on SW). Maybe he was a son of Emperor Constantine or perhaps he was a bishop.*

**Activity 9.** Symbols of Roman power (1)

Ask Ss to do activity 10

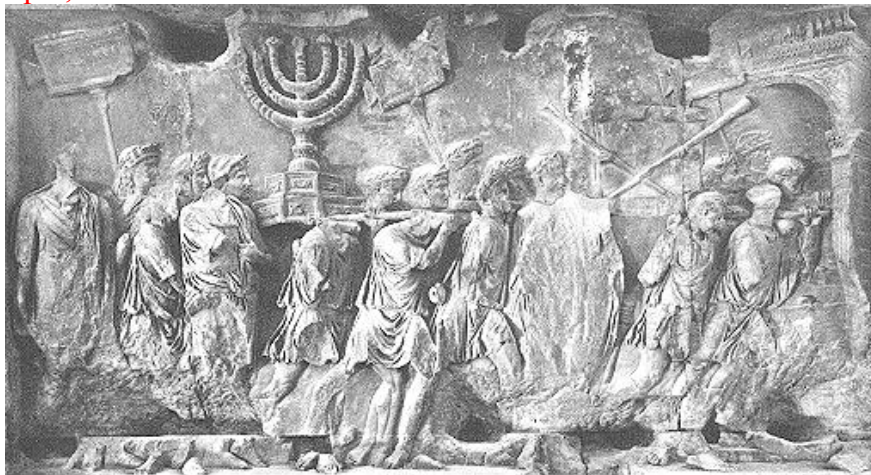
According to the clues: 1 (B/G/H), 2 (C), 3 (F), 4 (A/E), 5 (D)

In the table:

A) Arche of Septimius Severus in Leptis Magna	B) Arche of Titus in Rome	C) Arche de Berà	D) Arche of Constantine in Rome
E) Arche of Septimius Severus in Rome	F) Hadrian Wall, ancient border between England and Scotland	G) Arche of Titus’ inside relief.	H) Flavian Amphitheater or Colosseum

In image G comment that the candelabra as Jewish symbol was brought to Rome in triumphal procession among other treasures of the Temple of Jerusalem. Project this more detailed picture

Ppt3, sl. 7 and focus on the standards:



[http://ca.wikipedia.org/wiki/Fitxer:Sack\\_of\\_jerusalem.JPG](http://ca.wikipedia.org/wiki/Fitxer:Sack_of_jerusalem.JPG)

### Activity 10. Caracalla and the citizenship

Divide Ss into groups of 3. Each student in the group looks at a different picture and researches how Caracalla is related to it. Then Ss share information in their groups using LS provided.

When Ss look at activity 11 ask them what is strange about the first sentence (it is suggested that he did bad things, e. g. killing his own brother Geta or his wife Fulvia

Key

A) Baths of Caracalla

B) The image is a modern map of Roman roads. It refers to the **Itinerarium Antoninum**., a kind of Michelin Guide at the time of Caracalla, although the roads were made and maintained over the centuries. Comment that the name **Antoninum** refers to a former imperial dynasty. Comment on some important ones: **Via Appia**, **Via Augusta**, **Via Domitia**...

C) The **Constitutio Antoniniana** also called **Edict of Caracalla** was a law issued in **212** declaring that all free men in the **Roman Empire** were to be given full **Roman citizenship**.

### Activity 11. Symbols of Roman power (2)

Ask Ss to look at the images and answer the questions using the Internet and previous knowledge.


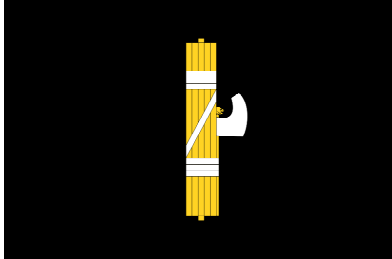
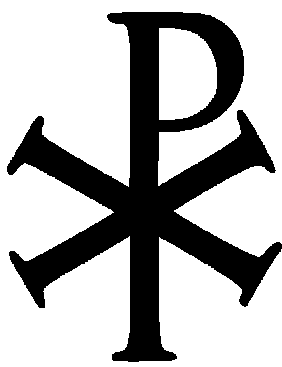
Key:

A) Arc de Triomf (Barcelona)	B) Berlin Wall	C) Marble Arch (London)
D) Coat of arms of the Austro-Hungarian empire	E) Arc de triomphe (Paris)	F) Seal of the CIA

Project these pictures Ppt3, sl. 8-13, ask Ss what they identify and comment:

<p>A)</p>	<p>B)</p> <p><a href="http://fr.wikipedia.org/wiki/Fichier:Arc_de_Triomphe_du_Carrousel.jpeg">http://fr.wikipedia.org/wiki/Fichier:Arc_de_Triomphe_du_Carrousel.jpeg</a></p>	<p>C)</p>
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<a href="http://en.wikipedia.org/wiki/File:PraetorianVexillifer_1.jpg">http://en.wikipedia.org/wiki/File:PraetorianVexillifer_1.jpg</a>		<a href="http://it.wikipedia.org/wiki/File:Aquilifer.JPG">http://it.wikipedia.org/wiki/File:Aquilifer.JPG</a>
D)  <a href="http://es.wikipedia.org/wiki/Archivo:Apoteosis_de_Claudio_(Museo_del_Prado_E-225)_01.jpg">http://es.wikipedia.org/wiki/Archivo:Apoteosis_de_Claudio_(Museo del Prado E-225) 01.jpg</a>	E)  <a href="http://en.wikipedia.org/wiki/File:Italian_Fascist_flag_1930s-1940s.svg">http://en.wikipedia.org/wiki/File:Italian Fascist flag 1930s-1940s.svg</a>	F)  <a href="http://en.wikipedia.org/wiki/File:Chirho.svg">http://en.wikipedia.org/wiki/File:Chirho.svg</a>

A and C are modern reconstructions of a praetorian guard and a legionnaire. Explain the difference between them.

B and E are ancient symbols used in modern times: a triumphal arch built by Napoleon and the fascist flag inspired in the *fasces*, symbol of the biggest power or imperium of several Roman magistrates.

D and F are symbols of Roman power. Focus on the *labarum*, the new *vexillum* of emperor Constantine and explain his vision according to Eusebius' *Life of Constantine*: (Gr.) v Τούτ v Νίκη, (Lat.) in hoc signo vinces: 'with this as your standard you shall have victory'.

### Activity 12. Symbols of Roman power (3)

Ask Ss to look at the images and answer the questions using the Internet and previous knowledge.

Clues:

1. Trajan and Marcus Aurelius were Antonine emperors
2. One was a discoverer, the other was a poet
3. One image is in Vienna commemorating a victory over the Turks, the other in Paris in honour of a French emperor.

Key:

A) Trajan Column (Rome)	B) <i>Karl Kirche</i> (Vienna)	C) Aurelian Volumn (Rome)
D) Columbus monument (Barcelona)	E) Napoleon column (Paris)	F) Verdaguer monument (Barcelona)

### Activity 13. What have the Romans ever done for us?

LS. Some difficult words of this activity:

**bleed white** = **bleed dry** (inf.) to take a lot of money from someone over a period of time.

**sanitation**: the systems for taking dirty water and other waste products away from buildings in order to protect people's health.

**sewer**: a large pipe, usually underground, which is used for carrying waste water and human waste, such as urine and excrement, away from buildings to a place where they can be safely got rid of.

Ask Ss to discuss part a) in pairs, parts b) and c) individually, and then they discuss together. Feedback in plenary

a) **Roman**: aqueduct, education, sanitation, medicine, irrigation, public baths, public order (although other peoples could have had the same or similar achievements)

**Non-Roman**: although Romans built some pyramids (project **Ppt3, sl. 14**, and comment how

Romans were fascinated by Egypt) and sailed, these issues are rather to be attributed to other ancient people. Vaccines were invented in 1796; the word derives from Latin *vacca* 'cow'.

**Water supply:** aqueduct, irrigation, public baths, sanitation

**Abstract:** education, medicine, public order



[http://en.wikipedia.org/wiki/File:Pyramid\\_of\\_cestius.jpg](http://en.wikipedia.org/wiki/File:Pyramid_of_cestius.jpg)

- b) Project <http://www.youtube.com/watch?v=hSELOCMmw4A> (2m, including the plan of kidnapping the wife of Pilate, the Roman governor in Jerusalem) or <http://www.youtube.com/watch?v=ExWfh6sGyso> (1m 22s, just the Roman achievements). See comments on <http://www.schoolhistory.co.uk/year7links/doneforuse.shtml>
- c) 1. aqueduct; 2. sanitation; 3. aqueduct; 4. roads; 5. sanitation; 6. roads; 7. wine; 8. public baths; 9. public order.

Comment on the sentence “Oh, yeah, the sanitation, Reg; remember what the city used to be” and ask Ss to answer briefly what the city used to be like.

Refer the Ss to ‘public order’ and ask them to discuss how important law was in Roman times and why, and what its effect is today.

### Unit 3: Daily life and urban development (4h)

This lesson needs Internet access

#### Activity 1. Walls and roads

Reading and writing in pairs / 20m

Ask Ss if they know what the *miliarium aureum* was and if they know something similar. Explain in brief the importance of the roads to keep the Empire together. However, sometimes unity was menaced and roads allowed enemies to move faster than Roman legions.

Project Ppt 3, sl. 1(Aurelian Wall, Rome) and 2 (Roman Wall, Barcelona). Comment on this second one as a case of Roman building throughout the time and its modern use. Explain when walls of Barcino (c. III) and Rome (under Aurelian, 270AD) were built and ask Ss to find out if these walls could prevent invasions in 410AD or not.

Ask Ss to make sentences using the table. The original five sentences are below, but other combinations are possible, as well.

Key:

All roads lead to Rome

Roman walls of Lugo are a world heritage site

The Appian way connected Rome to Brindisi

The bases of large Cyclopean walls are thought to be pre-Roman

Gades was considered to be the most far away town from Rome

#### Activity 2. *Coloniae et municipia*

Reading and writing in pairs / 20m

Explain briefly what happened with legionaries when they became retired soldiers (Lat. *emeritus*): they obtained pieces of land to cultivate (Lat. *colo*) and to inhabit (Engl. *colonize*).

Comment briefly on the words *city*, *citizen*, *citizenship* and *civilization*, all them from Lat. *civis* 'citizen'.

Key:

*Coloniae* were towns that were inhabited by former soldiers. They were administered in the way of Rome: with a local senate, magistrates...

*Municipia* were towns that paid duties (Lat. *munia*) to Rome. Usually ancient indigenous sites.

*Asturica* > Astorga

*Barcino* > Barcelona

*Caesaraugusta* > Zaragoza

*Complutum* is nowadays Alcalà (cf. Universidad Complutense)

*Dertosa* > Tortosa

*Egara* > Terrassa

*Emerita* > Mérida

*Emporiae* > Empúries (cf. Empordà)

*Gerunda* > Girona

*Ilerda* > Lleida

*Legio* > León

*Lucentum* > Alacant

*Onuba* > Huelva

*Pompaelo* > Pamplona

*Tarraco* > Tarragona

### Activity 3. Town government

Reading and matching in pairs / 20m

Ask Ss if they know what a CV (*Curriculum Vitae*) is and let them talk a while in plenary.

Project Ppt3, sl. 3 (*Cursus honorum*) and explain it in brief while Ss make some notes

Ask Ss to match words in column 1 with definitions in columns 2, and to complete part b.

Key

a.

Aediles (e), Censors (d), Consul (f), Dictator (b), Praetor (a), Quaestor (h), Senate (c), Tribune (g)

b. In colonies

in Rome:

*Duumviri*

consuls

*Duumviri aediles*

aediles (comment Cat. *edil* meaning *councillor*)

*Duumviri quinquenales*

censors

*Ordo decurionum:*

Senate

### Activity 4. A funny thing Happened on the Way to the Forum

Reading and matching in groups / 20m

Project Ppt3, sl. 4 and 5 (ground plans of Leptis Magna and Pompei). Explain what *cardo* and *decumanus* were, the origin of the squared plans and the meaning of *cardinal points*.

Divide Ss in groups of four and ask them to read each a box, to write a title according to the part of the city or the building described and to share information with other Ss of the group.

Key:

a)

box: A) Forum

B) Curia

C) Basilica

D) Temple

1) Engl. *fanatic* comes from Lat. *fanum* 'temple'

2) In Cat. a *basilica* is a church

3) Cat. *fora* is related to the Lat. noun *forum* 'marketplace' and to the adv. *foris* 'outdoors'

4) The Curia means the government and court of the Roman Catholic Church, with the Pope in the highest position.

b)

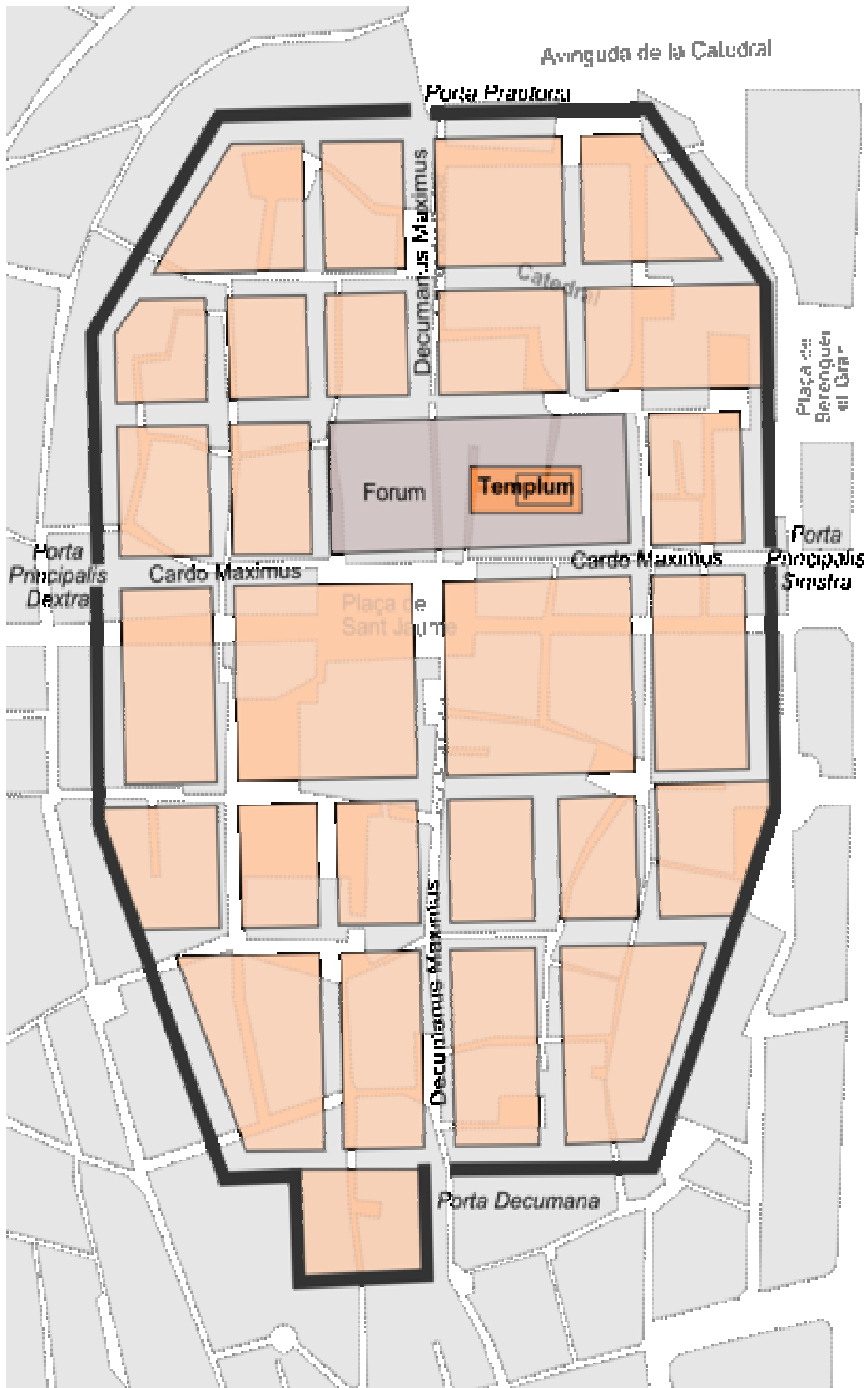
1) The two main roads cross in the forum, now Sant Jaume square

2) The cathedral is now near to ancient temple of August, on the top-right of the image below

3) The Rambla is left of this image and the *porta Decumana* on the bottom of the image leads to the sea

4) The two aqueducts enter the city through the *porta Decumana* on the top of the image. Logically, one of the first devices that they supply must have been the *thermae* or baths.





[http://es.wikipedia.org/wiki/Archivo:Barcelona\\_romana.png](http://es.wikipedia.org/wiki/Archivo:Barcelona_romana.png)

### Activity 5. Bridges and aqueducts

Reading and writing in pairs / 20m

Project Ppt 3, sl. 6 (Aqueduct of *Les Ferreres*, Tarragona)

- a) A and D are roads, B and C are aqueducts. The Puente de Alcántara is still in use: on it runs a national road on river Tajo. Comment on the Arabian origin of the word *cántara* meaning 'bridge'. Comment that most of them are called *pont* ('bridge' in Cat. and Fr.), sometimes with very imaginative names (*del Diable...*)
- b) On the opposite side to the sea. Usually water came from sources in mountains.
- c) *Castellum aquae* 'water castle' is a device where water was tanked and purified.
- d) The Roman population was much smaller than nowadays and they polluted less as well. In spite of that, they cleaned water in the *castellum aquae* through two procedures: flotation and deposition. The lightest materials (insects, leaves...) floated and were often removed; the heaviest sank and the tank was periodically emptied and its bottom cleaned.

### Activity 6. *Salutem per aquam* (SPA)

Reading and writing in pairs / 20m

Ask Ss to look for information on the Internet about these images and answer the questions below.

- a) Because there some of the hottest thermals in Europe: 76°C
- b) In Catalonia: Caldes de Boí, Caldes d'Estrach (Caldetes), Caldes de Malavella, les Escaldes (Andorra); in England: Bath
- c) Lat. *balneum* 'bath' > Engl. *balneary*; Lat. *thermae (aquae)* 'hot (waters)' > Engl. *thermal*
- d) Caracalla (216AD)
- e) Their name refers to the Antonine dynasty (96-192AD)
- f) *caldarium* was the hot (Lat. *calidus -a -um*) water bath, *tepidarium* was the warm (*tepidus -a -um*), *frigidarium* was the cold (*frigidus -a -um*); *sudatorium* was the sauna (from Lat. *sudo* 'sweat')

### Activity 7. A pursuit through the sewers

Reading and writing in pairs; talking in plenary / 20m

- a) A *domus* or *villa urbana* was a ground floor house, usually inhabited by an upper class family; rest of population used to live in an *insula*, lit. 'island' or 'block of flats'
- b) Sewers were useful for draining waters. 'Sewer' in Latin is *cloaca*. The most famous sewer in Rome was the *Cloaca maxima*. According to tradition it may have been initially constructed around 600BC under the orders of the king Tarquinius Priscus. Comment on the Lat. words *lauabo*, *latrina* (cf. Eng. *lavatory*).
- c) Words meaning 'waste': *garbage*, *sewage*, *excrement*, *faeces*. Also *rubbish*.
- d) 50,000 kg : 1,000,000 = 50 gr. per inhabitant. Comment than man should add animals excrement.
- e) Romans had pets as well, but also loading animals like mules... Free debate: teacher can lead the discussion on the topic 'pets and their excrement on the roads?'

### Activity 8. *Panem et circenses*

Look for information on the Internet about these images and answer the questions below:

- a) A is the Spanish race car driver Fernando Alonso and E was the 50's Argentinian race car driver. The equivalents in the Ancient World were the aurigae, chariot drivers in the Roman circuses or Greek hippodromes.
- b) For instance, Circus Maximus in Rome could hold 200,000 people, Amphitheatre Flavium about 50,000 and the Theatre of Marcellus about 12,000.
- c) People used to bet, and every chariot had a colour with political meaning
- d) By *panem et circenses* it was understood that if the mob is not hungry and bored there are not problems. In modern times you can consider football and/or TV as an excellent narcotic.
- e) The gladiatorial games were the most bloody and cruel: B shows a brutal activity still practised in Spain and C shows the ancestral ritual in ancient Crete. Get Ss to discuss for or against bull fighting. For those who like it as a tradition to maintain, ask them if shrinking heads is a worthwhile tradition.

### Activity 9. Show business

In pairs / Reading and talking activity / 20m

Ask Ss to look at these pictures and ask them to match the items below

A)

Key

- 1) is the cross section of an amphitheatre, where gladiatorial games were held
- 2) is the ground plan of a theatre, where tragedies and comedies were performed
- 3) is the ground plan of a circus, where chariot races took place

B)

Key

- a) 1, 4, 5 and 8 are circuses; 2, 3 and 6 are theatres; 7 is an amphitheatre.
- b) *amphitheatre* comes probably from *ambo* 'both' and *theatrum* 'theatre' and this from Greek *theaomai* 'watch'. The modern meaning of the English word *circus* is now related to an entertainment for children with acrobats, clowns and trained animals; even to an open *circular* area where several roads join (in opposition to *square*). In ancient Rome, *circus* was rather related to the word *circulate*.
- c) 1 was the Circus of Nero, now on the picture you can see the silhouette of the Vatican Church; 4 was the Circus Maximus, now an archaeological site; 5 and 8 were circuses are squares in Tarragona (plaça de la Font) and in Rome (piazza Navona); 2, 3 and 6 were theatres: 2 was the biggest theatre in Rome, the Marcelli Theatrum, that has undergone different changes and you can see on it some modern windows of flats, whereas 3 (Orange) and 6 (Sagunt) are restored ones still in use. 7 is the amphitheatre in Tarragona, where in the middle it is still to see the remains of a church (explain why is this church there...)
- d) We have seen in this exercise the Circus of Nero (Vatican), the Circus of Domitian (piazza Navona) and the Circus Maximus. Usually the *spina* was decorated with obelisks, taken from Egypt: the one in the Vatican is still the original one.

### Activity 10. Public religion and private spirituality

A) Ask Ss to answer the questions in plenary / Speaking activity / 10m

Key

It is the temple of Olympic Zeus (or Jupiter) in Athens, built in the years of the emperor Hadrian, but an earthquake destroyed it during construction and works were abandoned. Temples were usually devoted to *Triada Capitolina* (Jupiter, Juno and Minerva) or to the deified emperor. Pagan religion began to disappear in 4<sup>th</sup> century, when emperors Constantine and Theodosius adopted Christianity as the official religion and banned the ancient cults.

B) Ask Ss to fill in the gaps individually /Reading and writing / 10m

Key

In ancient Roman religion the *Manes* were the souls of **deceased** loved ones. Roman **tombstones** often included the letters D.M., which stood for *dis manibus*, or "for the Manes-gods". The Manes were offered blood **sacrifices**. The gladiatorial games, originally held at **funerals**, may have been instituted in honour of the Manes.

The *Lares* (sing. *Lar*) were ancient Roman **protective** deities. Their name comes from Etruscan *lar* 'father', and their origin is uncertain; they may have been guardians of the house or unnamed hero-ancestors, or an amalgam of these. By the late Republican era they were venerated in the form of small **statues** of a standardised form, usually paired. Roman houses used to have a little **shrine** at the entrance dedicated to the goddess Vesta (**goddess** of the home); in this shrine little statues of the lares and penates were kept. Comment the words *larua* 'mask' or 'ghost' and *lamia* 'vampire'.

The *Penates* were among the *dii familiares*, or household **deities**, invoked most often in domestic rituals. When the family had a meal, they threw a bit into the fire on the hearth for the Penates. They were thus associated with Vesta, the Lares and the Genius of the *paterfamilias* in the "little universe" of the *domus*. According to the tradition, they were identified as the sacred objects rescued by Aeneas from **Troy** to Rome and carried by him to Italy; thus the Penates, unlike the localized Lares, are **portable** deities. They can also be associated with the ascendancy of a Roman family, penates being the spirits of the ancestors.

### Activity 11. Gladiators

Listening and reading / Individually and assessment in plenary / 20 min.

Ask Ss to watch some extracts from the film, to read carefully the four selected sections in a) and to answer in plenary the questions in b).

1. Gladiator was born in Trujillo
2. Rome was born as a Republic
3. A gladiator fought once as legionary
4. Women used to fight in gladiatorial games
5. The battle of Zama was won by the Romans
6. Princess Cleopatra was killed by a snake
7. Emperor Claudius was killed by his brother

Key and comments

1. (F) Gladiator is a fictional character who could have been born in *Turris Iulia* (now Trujillo). In the Spanish dubbed version he was born in *Emerita Augusta* (now Mérida).
2. (F) Rome was born as an Etruscan monarchy in the VIII century bChr. It became a Republic in 509 bChr
3. (rather F) Gladiators were in general slaves. Legionaries used to be Roman citizens, therefore, free.
4. (rather F) Women didn't use to fight in gladiatorial games, but there were some exceptions. However, women admired, even loved gladiators in a physical way.
5. (T) The Romans won the battle of Zama in 202 bChr. This is the reason why Commodus says he likes surprises.
6. (T) According to Plutarch, Cleopatra committed suicide having a snake bitten her breast.
7. (F) Suetonius says that Emperor Claudius was killed with venomous mushrooms by his wife Agrippina.

### Activity 12. Gladiators come back

Reading / In pairs and assessment in plenary / 20 min.

Ask Ss to match heads and tails

Key

- 1f, 2i, 3d, 4b, 5e, 6c, 7g, 8h, 9a

## Summative assessment

### Activity 1. Time-line

Reading exercise / In pairs / 10m

Key

Monarchy

753 bChr q

cVI bChr k

509 bChr h

Republic

449 bChr s

390 bChr e

218 bChr n

202 bChr l

146 bChr m

73 bChr r

60 bChr d

30 bChr i

Empire

27 bChr j

19 bChr o

44 AD g

79-80 AD b

125 AD f

395 AD a

410 AD p

476 AD c

## Activity 2. Roman heritage

Writing exercise / Individually / 15m

This is a very free activity. Ask Ss to write about one of these ones and tell them to express what it suggests to them; they can also compare two of them. A is a villa built by Palladio (1550) in Vicenza, North of Italy; it reminds us of the plan of Roman temples, and has a dome in the middle, but it is actually a villa, and it keeps on in this function nowadays. B is Paulina Bonaparte, the sister of the French emperor Napoleon I, portrayed as Venus *Victrix* 'winner' with the apple of Paris in her left hand; this sculpture was made by Canova (1808) and Ss can explain about the symbols of power. C is Lucretia by Damià Campeny (1804), at the same period as the former; Ss can evoke other female suicides in Roman legend (Dido) and history (Cleopatra, whom Campeny dedicated a quite similar sculpture to). D is the Aeneas group by Bernini (1619); Ss can explain briefly about the myth of the destruction of Troy and how it is related to the foundation of Rome.

Sculptures B and D are in the Galleria Borghese among other masterpieces (including the famous mosaic the *Gladiators*). If Ss have been in Rome, it is a good way to summarize their experiences.

## Activity 3. Fill in the gaps

Reading and writing activity / In couples / 10m

Ask Ss to fill in the gaps according to their knowledge about ancient Rome:

The Romans built **roads** all around the Empire. It allowed travels to its citizens and a rapid intervention of the legions to protect the borders, in the same way that **walls** protected the cities. These could be considered a **colonia** (inhabited by veterans) or a **municipium** (by natives who paid duties to Rome). As in the capital, there were a **Senate** and some **magistrates** who ruled in every single town. Usually cities were designed in squares. Vertical streets were called **cardines** and horizontal ones **decumani**. In the middle of the town there was the **forum**, the place where people met, had business, went to market and where the most important buildings were: the **basilica** (or law court), the **curia** (or senate house) and the **templum**. In a Roman town the water was supplied throughout different devices. The most important was the **aqueduct**, that brought water from the sources in mountains and, once in the town, it was stored and cleaned in the **castellum aquae**. Romans bathed in the **balneum**. It was also called by the Greek word **thermae**: specially when it was a big public building that offered hot bath (**caldarium**), warm (**tepidarium**) and cold (**frigidarium**). Only very rich citizen had that in their own homes or **villa**. The rest of the population used to live in blocks of flats or **insulae**.

**Activity 4. Match:**

Reading activity / In couples / 10m

Ask Ss to match items of column 1 with items in column 2. Some are heads and tails, others are Latin phrases and English translation:

<i>morituri te salutant</i>	'Those who are about to die salute you'
when in Rome	...do as the Romans do
Messalina went so far as to compete with a prostitute	...to see who could have the most sexual partners in a night
In Italy, for thirty years under the Borgias they had warfare, terror, murder and bloodshed, but they produced Michelangelo, Leonardo and the Renaissance	...In Switzerland they had brotherly love, they had five hundred years of democracy and peace – and what did that produce? The cuckoo clock.
I found Rome a city of mud bricks,	...and left her clothed in marble
<i>cave Idus Martias</i>	'Beware the Ides of March'
<i>delenda est Carthago</i>	'Carthage must be destroyed'
<i>in vino veritas</i>	'in wine [there is the] truth'
<i>nunc est bibendum</i>	'now is the time to drink (let's get drunk!).'
<i>pecunia non olet</i>	'the money does not smell'
<i>carpe diem</i>	'seize the day (or the moment)'
<i>panem et circenses</i>	'[give] bread and games [to the mob]'
<i>corruptissima re publica, plurimae leges</i>	'the more corrupt the state, the more laws'
<i>nullos esse deos, inane caelum</i>	'there are no gods, and heaven is empty'
<i>ubi solitudinem faciunt, pacem appellant</i>	'where they [the Romans] make a desert, they call it peace'
<i>mens sana in corpore sano</i>	'a healthy mind in a healthy body'

**Activity 5.**

Talking activity / In plenary / 20m

As a final feedback let's talk with the Ss about the things they have learnt with these activities, what they already knew, what has been a surprise, what they hope or would like to learn in the future, what could be better, what they would change...