

7TH GRADE SOCIAL STUDIES

ANCIENT  
ROME REVIEW  
UNIT

PART 1 - OVERVIEW OF MATERIAL  
PART 2 - COMPLETION OF  
SUMMATIVE ONE-PAGER

DUE: AUGUST 17TH

# GEOGRAPHY OF ANCIENT ROME

THE ROMAN EMPIRE, 44 BCE - 117 CE



There was a saying that “All roads lead to Rome.” At the height of the Empire, Rome ruled lands covering most of Europe, northern Africa, and western Asia. At the center of the Roman Empire was the city of Rome located on the Italian Peninsula. There are 7 hills that circle Rome. The Italian Peninsula is a boot shaped landform surrounded by water from the Mediterranean Sea on 3 sides.

Rome was naturally protected by geographic barriers, including the Italian Alps mountain range to the North and the Apennines Mountains to the East. The Mediterranean Sea provided easy water access for trade and movement of armies. Rome was regularly conquering other lands to continue to grow and expand, the location on the Mediterranean Sea helped them to move armies and supplies. It also helped the Romans regulate trade throughout the Sea.

The land of Italy was generally flat and fertile, meaning crops grew easily in the soil. The climate of the region was mild, meaning not too cold and not too hot, with lots of sunshine. The previous volcanic action of the peninsula plus the Tiber River helped nurture crops for the Roman populace.

How did the geographic location of Rome help grow the empire economically?

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How did the geographic location of Rome help grow the empire politically?

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Predicting Outcomes: What possible problems do you see the Roman Empire having to deal with because they are too big?

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The saying, “All roads lead to Rome” was created during the Roman Empire. Using the map above and your background knowledge, what do you think that means about the importance of the city of Rome?

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# THE ROMAN CLASS SYSTEM

## Patricians



Patricians were wealthy land owners that made up 5-10% of the population. They often owned multiple properties both in the city of Rome and in the countryside and held the majority of the wealth of the empire. Political power was typically held by the Patricians as they were elected to the Roman Senate for life. They lived lives of luxury and ease. They often owned multiple slaves.

Patrician boys received extensive education opportunities, usually involving private tutors. Patricians women created elaborate parties, wore expensive clothes and decorated their villas (Roman houses) with the finest decor. Patricians often married for business or political purposes.

## Plebeians

The Plebeians made up about 90-95% of the free population of Rome. While they were free, the plebeians still had to live within the parameters of unfair rules. They could only live in certain places, could only wear certain clothes, and did not have much of a say in government. Plebeians typically lived in overcrowded apartments. The living conditions were not good. Sanitation was poor and disease often spread quickly.

Plebeians made up the working class. Made up of laborers, they performed multiple jobs; including, farmers, merchants, tradesmen, soldiers, artisans, and other service providers. Plebeians typically did not receive much of any education. Eventually the plebeians fought for the rights and implemented the 12 Tables.



## Slaves

Slaves in Ancient Rome typically came from the surviving citizens of conquered territories. Slaves ranged from being extremely educated and specialized in a trade to common laborers.



Physicians, accountants, carpenters, secretaries, and other educated positions were often held by slaves in Ancient Rome. Slaves in patrician homes tended to live well. They wore nice clothing, had comfortable lodgings, and ate quality food. Slaves who worked in the fields and mines or as city laborers did not have a nice life. All slaves could be subjected to physical punishment. It was not uncommon for the poor to sell their children into slavery, or for children to be put into slavery to pay off a family debt.

Write one word to describe each of the social classes.

**Patrician**

**Plebeian**

**Slave**

**“Would you have a great empire? Rule over yourself”**

- Publius Syrus, Roman slave, 85-42 BCE

What does this quote say about freedom? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How can this quote relate to each of the 3 social classes? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# THE ROMAN REPUBLIC

The Roman Republic used a system of **checks and balances** in order to keep one branch of government from becoming too powerful. While each branch could limit the power of the others, each branch also had the ability to work within the other branches. For example, a judge in the judicial branch may also serve as a military general.



## An Outline of Roman Government during the Republic:

Executive Branch	Legislative Branch	Judicial Branch
The two leaders of the executive branch, the <i>consuls</i> , were elected for just one year by the upper class. They supervised the Senate and ordered the Roman army during wars. Other members of the executive branch were the tax collectors, mayors, city police, and other people in positions of power in cities.	The most powerful part of the legislative branch was the Senate. The Senate was a group of about 300 male citizens who owned land. They could tell the consuls how much money they could spend and on what. These men were appointed by the consuls.	The judicial branch had six judges who were elected every two years. They were in charge of deciding punishments that criminals would receive. Their job was similar to the job that judges have today in the United States.

Directions: Complete the chart using the

	Executive	Legislative	Judicial
Who was in it?			
What was their job?			

How did the Romans keep someone from becoming too powerful?

What is the value of civic participation?

The Romans were originally run by Etruscan kings. In 500 BCE, they overthrew the kings and established their own republican form of government. A republic is when the people select officials to represent them. There were two consuls elected each year and they had the power to veto, or reject, the other's laws. The Consuls selected 300 patrician men to serve on the Senate. The Senate oversaw the spending of money, determined military agendas, and passed laws. Senators served for life. The plebeians also had a smaller say in government. They had their own Assembly and the Assembly is who elected the Consul. So while the Consul was a patrician and already a Senator, to be elected as Consul, they had to cater to the needs of the plebeian assembly. The Assembly was also able to elect a Tribune who had similar powers to the Consuls. The Romans believed in **civic participation**. They expected their citizens to get involved in government and in betterment of their communities. All male citizens were encouraged to vote and engage with their officials.

# THE TWELVE TABLES

Around 450 BCE, the plebeians began to resent the power the patrician class had over them and sought to make some real change. The plebeians forced the passing of the Twelve Tables. These were a code of laws that provided structure by outlining crime and punishment, solving community and civic issues, and issues amongst citizens and families. Both patricians and plebeians were required to follow the laws laid down by the Twelve Tables. The laws were inscribed on bronze frames and were put on public display in the Roman Forum.

Why is it significant that both the plebeians and the patricians had to follow the laws of the Twelve Tables?

What do the laws from the Twelve Tables reveal about the Roman culture?

## *Roman Law - The Twelve Tables*

The following document dates from the early Roman Republic (c. 449 BCE). Covering both civil and criminal matters, it was inscribed on large bronze plaques for all to see.

### **TABLE IV: PATRIA PROTESTAS: RIGHTS OF HEAD OF FAMILY**

- Ø Quickly kill ... a dreadfully deformed child.
- Ø If a father thrice surrender a son for sale, the son shall be free from the father.

### **TABLE XI: SUPPLEMENTARY LAWS**

- Ø Intermarriage shall not take place between plebeians and patricians



The picture provided shows Romans examining the Twelve Tables.

1. What emotions do you see the people showing in the illustration?

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2. What kind of people do you think are being illustrated? Plebeians or patricians? Explain your answer.

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3. Why do you believe the Romans put the Twelve Tables on display in such a public location? Who does that benefit most?

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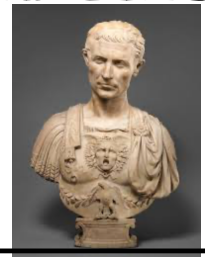
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# JULIUS CAESAR



**SUMMARY:** Julius Caesar was a patrician, but he was also a Roman military general. During his military experience, he helped Rome expand their borders in Spain, Asia, and Gaul, now present day France and Germany. With each victory, he gained wealth, lands, and resources for Rome, which made him very popular both with the patricians and the plebeians. Once he returned back to Rome after his military conquests, he was elected Consul. He began to make many public changes that helped the plebeians and took some wealth away from the patricians. He allowed for conquered people to become citizens, he offered free lands to poor Roman citizens, and he replaced corrupt officials. Caesar was known to have parades where he threw gold coins and loaves of bread to the people. As his popularity amongst the plebeians grew, discontent amongst the patrician also grew. Caesar asked the Senate to name him Dictator for life, a huge overreach of power. This was the excuse the patricians needed to get Caesar out of office. On March 15th, 44 BCE, a group of senators surrounded Caesar and stabbed him multiple times. Caesar ultimately will die from his wounds on the Senate steps. The assassination then threw Rome into uproar.

What are 5 things you have learned about Julius Caesar based upon this short summary?

- 1
- 2
- 3
- 4
- 5

Why was Caesar assassinated?

“The arrival of Caesar was welcomed by all the boroughs and colonies with honour and affection beyond belief; for it was his first coming since the glorious campaign against a united Gaul. Nothing was omitted (left-out) that wit could devise for the decoration of gates, roads, and every place where Caesar was to pass. The whole population, with the children, went forth to meet him, victims were sacrificed everywhere, festal couches, duly spread, occupied market-places and temples, so as to anticipate, if possible, the joy of the triumph so long, so very long expected. Such was the magnificence shown by the richer folk, such the eagerness of the humbler sort.”

Caesar, Julius. “Caesar: Gallic War” 52-51 BCE

What are 2 pieces of evidence of Caesar’s popularity amongst the people?

- 1
- 2

While Caesar was in Gaul (trying to gain more territory for the Roman Empire) he ordered some laws to be carried out while he was away. (BC 58-521)

(Law 1)

“Caesar passed a law that grain should hereafter be distributed to the Roman people free of all expense.”

(Law 2)

“To carry out the second part of his task was not so easy—to remove from the senate its chief leaders.”

Source:

Morey, William C. *Outlines of Roman History: To the Revival of the Empire by Charlemagne*. New York: American Book, 1901. Print.

Based upon these laws, why do you believe the people would like and respect Caesar?

Based upon what you know about Roman government, why is Caesar taking on the role of dictator for life against the Republic?

**SUMMARY:** Augustus Caesar was originally named Octavian. He was the nephew of Julius Caesar. After Caesar's assassination, multiple people attempted to gain control of Rome. Civil war broke out. When the dust settled, it was Augustus who maintained control of Rome as the emperor. The republic was dead. Augustus will rule Rome from 27 BCE to 14 CE. He will be a strong leader and will start a time period known as the Pax Romana, a 200 year stint of peace for Rome. While emperor, Augustus will significantly strengthen Rome. He will implement an empire wide currency called the "denarius". The coins will make trade significantly easier.

Augustus will also greatly expand the boundaries of Rome. He used natural geographic barriers such as rivers and mountains to create boundaries. He also implemented a professional army that had the sole purpose of protecting the city.

While emperor, the Augustus will also implement several civil positions. These people will be responsible for collecting taxes, distributing mail, maintaining roads, aqueducts, and other infrastructure, and keeping the peace.



AUGUSTUS CAESAR

"Augustus won over the soldiers with gifts, the populace with cheap corn, and all men with the sweets of repose, and so grew greater by degrees, while he concentrated in himself the functions of the Senate, the magistrates, and the laws. He was wholly unopposed, for the boldest spirits had fallen in battle, or in the proscription, while the remaining nobles, the readier they were to be slaves, were raised the higher by wealth and promotion, so that, aggrandised by revolution, they preferred the safety of the present to the dangerous past. Nor did the provinces dislike that condition of affairs, for they distrusted the government of the Senate and the people, because of the rivalries between the leading men and the rapacity of the officials, while the protection of the laws was unavailing, as they were continually deranged by violence, intrigue, and finally by corruption."

- Tacitus, a Roman Senator on Augustus Caesar (109 CE)

According to the quote, how did Augustus gain and maintain his power in Rome?

**Cause and Effect Chart**

Directions: Fill in your predicted or known effects of Augustus' time as emperor.

Causes	→	Effects
<ul style="list-style-type: none"> <li>- Creating a standard form of currency with the "Denarius" coins</li> </ul>		<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>		Civil projects like collecting taxes and maintaining roads are run effectively.
More lands were added to the Roman Empire under Augustus.		<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>		Rome enters into a 200 year time of peace called the Pax Romana

# ROMAN ARCHITECTURE AND ENGINEERING

The Romans made great achievement in architecture and engineering. These achievements led to the building of phenomenal structures like the Colosseum and the Forum, among others. It also led to the ability to easily move water with the aqueducts and the provide easy transportation with the development of paved roads. It also helped with sanitation in the city, encouraging cleanliness, removal of waste, and regular fresh water. Arches and domes allowed the Romans to create massive, yet strong, structures that would demonstrate the innovation of the Roman empire, often discouraging attack from others.

Directions: Below are a series of images of Ancient Roman architecture. Determine an example of modern day structures that are influenced by the Roman engineering.



1. Aqueducts  
Modern example:



2. Arches  
Modern Example:



3. Domes  
Modern Example:



4. Roads  
Modern Example:



5. Colosseum  
Modern Example:



6. Amphitheater  
Modern Example:

Write the number of the innovation being described. Some may have more than one.

- \_\_\_\_\_ Made it easier to rule newly conquered lands.
- \_\_\_\_\_ Created an ease in farming and watering crops
- \_\_\_\_\_ Provided a large place for entertainment, gladiatorial games, and political speeches
- \_\_\_\_\_ Allowed the Roman army to move with ease
- \_\_\_\_\_ Helped maintain the health of Roman citizens by moving water in and out of large cities
- \_\_\_\_\_ Built pride and discouraged attacks by demonstrating Rome's engineering strength
- \_\_\_\_\_ Allowed Rome to create strong structures of advanced engineering



# GREEK AND ROMAN MYTHOLOGY

The Greeks and Romans believed in a polytheistic religion, meaning they believed in multiple gods. They used their religious beliefs to explain their natural situations. For example the changing of the seasons, natural disasters, the sun and the moon, etc. Families used religion in their daily lives, worshipping the gods that most impacted their days.

## 12 Olympian God/Goddesses (Greek Pantheon)

Greek Name	Roman Name	God/Goddess of	Symbol
Zeus	Jupiter	King of Sky and weather; King of the Gods	Lightning bolt
Hera	Juno	Queen of Sky; Women; Marriage; Queen of the Gods	peacock
Poseidon	Neptune	King of the Seas & earthquakes	Trident
Demeter	Ceres	Agriculture	Cornucopia
Apollo	Apollo	Music, Prophecy, Education	Laurel wreath; bow & arrow
Artemis	Diana	Hunting, children	Bow & arrow
Athena	Minerva	War, wisdom, & pottery	Aegis; Owl
Ares	Mars	War & battles	Spear
Aphrodite	Venus	Love & Beauty	Apple & dove
Hermes	Mercury	Messenger of the Gods; Travel & trade	Winged boots; Caduceus (staff with snakes)
Hephaestus	Vulcan	Metal working and fire	Hammer & Anvil
Dionysus	Bacchus	Wine & parties	Grapes

Directions: Use the chart above to determine multiple references to modern day terms and names

Example:

1. Jupiter - the planet is named Jupiter

2

3

4

5

# THE STORY OF PERSEPHONE AND HADES

Jupiter, the king of all the Roman gods, had three sisters. Hera, his wife and sister, was the goddess of marriage and the queen of all the gods. Vesta, another of his sisters, was a much loved goddess by the woman of Rome - Vesta was the goddess of home and hearth. His third sister, Ceres, was in charge of the harvest. If Ceres was upset, the crops could die. Everyone, gods and mortals, worked hard to keep Ceres happy. What made her the happiest was enjoying the company of her daughter, Proserpine.

## As the story goes ....

Proserpine had grown into a beautiful young woman. She had a smile for everyone. One day, while picking flowers in the fields, Pluto, her uncle, the god of the underworld, noticed her. Pluto was normally a gloomy fellow. But Proserpine's beauty had dazzled him. He fell in love instantly. Quickly, before anyone could interfere, he kidnapped Proserpine and hurled his chariot down into the darkest depths of the underworld, taking Proserpine with him.

Locked in a room in the Underworld, Proserpine cried and cried. She refused to speak to Pluto. And she refused to eat. Legend said if you ate anything in Pluto, you could never leave. She did not know if the legend was true, but she did not want to risk it in case someone came to rescue her.

Nearly a week went by. Finally, unable to bear her hunger, Proserpine ate six pomegranate seeds. It seemed her fate was sealed. She would have to live in the Underworld forever.

Meanwhile, back on earth, Jupiter was worried about the crops. The people would die if the crops failed. If that happened, who would worship Jupiter? He had to do something. Jupiter did what he often did. He sent Mercury, his youngest son, the messenger, to crack a deal, this time with Pluto.

Even as a baby, Mercury was great at making deals. Everyone knew that. But this deal might be the challenge of his life. His uncle Pluto, king of the underworld, was really in love. This was no passing fancy.

When Mercury heard that Proserpine had eaten six pomegranate seeds, he had to think quickly. The deal he made with Pluto was that if Proserpine would marry Pluto, she would live as queen of the underworld for six months out of the year. However, each spring, Proserpine would return and live on earth for the other six months of the year. Pluto agreed. Jupiter agreed. Proserpine agreed. And finally, Ceres agreed.

Each spring, Ceres makes sure all the flowers bloom in welcome when her daughter, Queen of the Underworld, returns to her. Each fall, when Proserpine returns to Pluto, Ceres cries, and lets all the crops die until spring, when the cycle starts again.

Directions: Summarize what is happening at each point of the story

Example: Background information about the family connections of the gods and goddesses.

1

2

3

4

5

6

What are the real world situations that mythology is attempting to explain with this story?

# THE BIRTH OF CHRISTIANITY



In the last century before the Common Era, the Romans took over Judea and the Jews living there. The Jews wanted to get out from under Roman rule, and they prayed that God would send a "Messiah" to save them.

## Central Features of Christianity

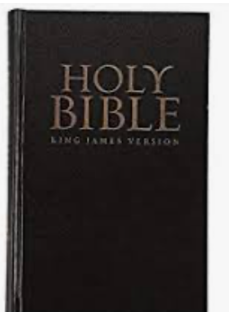
- Monotheistic religion based on one god
- Jesus was the Messiah, Son of God
- By his death, Jesus atoned for sin, and those who believe in him will have their sins forgiven
- Christians will experience eternal life in Heaven
- Sacred text is the Bible.

In approximately the year 1 BCE, a Jewish boy named Jesus was born in Bethlehem, a small town in Judea. Around the age of 30, Jesus began traveling the Middle East, teaching religious ideas about love and forgiveness. Many people flocked to hear him speak and hope to see him perform miracles. Some Jews believed Jesus was a prophet. After some time, his early followers believed him to be the Son of God and their savior. They began to call him Christ, which is the Greek word for "Messiah".

The Roman government that controlled Jerusalem believed Jesus to be a threat to their power.

He was arrested and tried in a Roman court, where he was found guilty. Jesus was crucified at age 33, and died. According to scripture, Jesus was brought back to life three days later, and he then ascended into Heaven. His death was a sacrifice for all people, allowing them to transition to Heaven for eternal life upon their deaths.

After his death, Jesus' teachings were recorded in four Gospels that form the basis of the New Testament of the Christian Bible. One of his followers and apostles was named Paul. He was a powerful messenger for the Christian faith as he travels through Asia Minor, Greece and Rome spreading the word of God. Paul was also an author of much of the New Testament portion of the Christian Bible. The people who followed the teachings of Jesus became known as Christians and their religion is Christianity. Traditional Jewish people however reject the idea that Christ was the Son of God and their Messiah. Even today, Jewish people are waiting for their Messiah to come.



Because Christianity grew out of Judaism, the Christian Bible includes the Old Testament as part of its sacred text. The Christian Bible also includes the New Testament. For two thousand years, Christ' followers have continued, and still continue, to teach his message and spread Christianity to many parts of the world.

Directions: Fill in the blank to complete the sentences

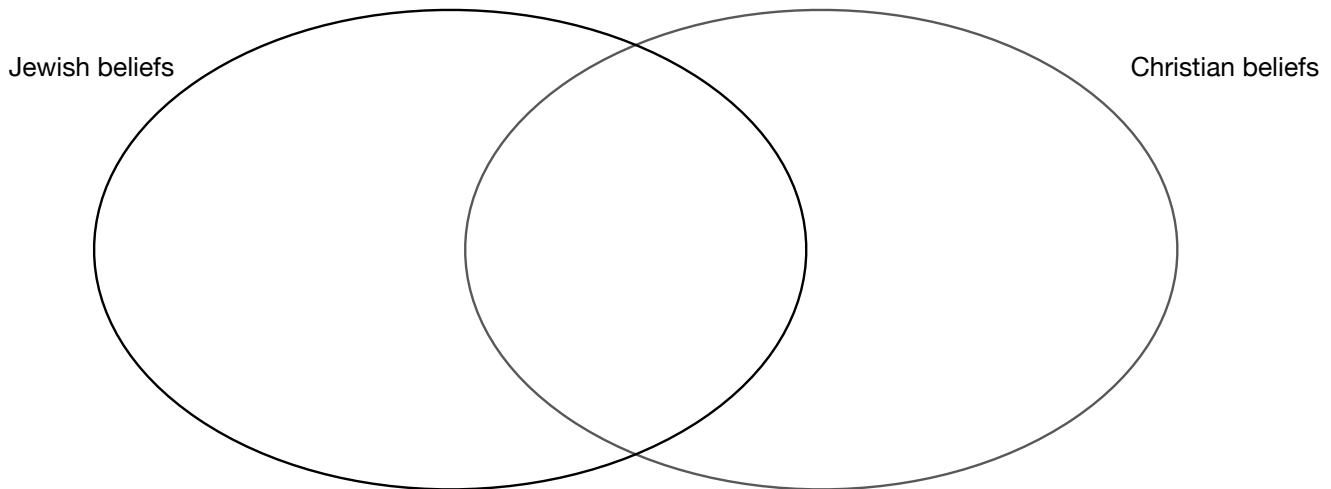
1. Christianity is a \_\_\_\_\_ religion, meaning it is based on one god
2. Christians believe that Jesus was the \_\_\_\_\_.
3. In Christianity, one's sins are \_\_\_\_\_ because Jesus atoned for sin with his death.
4. Christianity teaches that believers will experience \_\_\_\_\_ life after death.
5. The sacred text of Christianity is a book called the \_\_\_\_\_.
6. \_\_\_\_\_ was an apostle of Jesus and spread the word of Christianity through the land.

# JEWES IN THE ROMAN EMPIRE

**SUMMARY:** The Jews differed from the Christians. Christianity came from original Jewish members. However, their opinions on the role of Jesus and the Messiah vary. The Jews do not believe Jesus was the Messiah, they believe they are still waiting. The Jews' sacred text is the Torah, and includes the writings of the Old Testament of the Bible, but not the New. While their religious beliefs differed, the treatment both religious groups received from the Romans was cruel. Both groups were forced to participate in the gladiatorial games where they were murdered and mocked for their beliefs.

The Jews of Judea became under Roman rule in 63 BCE. While Rome was meant to protect the Jewish people, their lives actually became very difficult for them. In 66 CE, the Jews revolted against their Roman rulers. The emperor Nero sent soldiers and weaponry to Jerusalem to squelch the uprising. It took years, but finally in 70 CE the Roman soldiers were able to surround and lay siege to the city till they over took it. The Roman soldiers destroyed the Jewish temples, which was sacred to their faith and stood as the center of Judaism.

The Roman soldiers also killed thousands of Jews during their siege of Jerusalem. After victory, most of the surviving Jews were forced to work as slaves in mining camps. Some were forced into the gladiatorial games of the Colosseum. All Jews were forced for their homeland, which began the Jewish diaspora, which is the



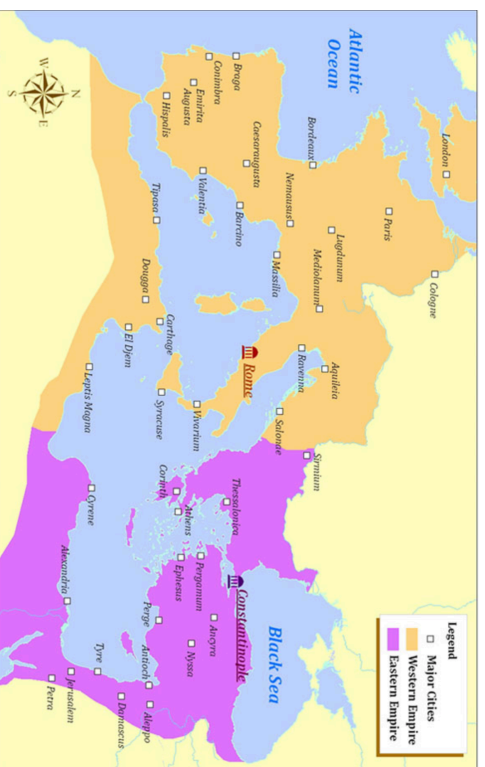
**Sequencing Exercise -** Create a flow chart (similar to a timeline) that has 6 events of the Jewish and Roman relationship in chronological order.

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# ROME IS DIVIDED IN TWO

## Laying out the issues:

- The Roman Army became the dominant factor in the empire, but competing factions within the army created political issues on who should rule.
- Politicians became increasingly corrupt
- The wealthy patricians of Roman society stopped paying their taxes
- Too many slaves meant little work for free citizens, leading to a high unemployment rate
- Rome's economy became weaker
- Invading forces began to attack Rome at all sides
- Food shortages and disease ran rampant throughout the empire



The Pax Romana had ended. The quarreling of the political leaders and the constant changing of emperor left the empire weak and insufficient to sustain itself. In 184 CE a new emperor came into power named Diocletian. He realized that Roman Empire was too big to defend itself and to govern appropriately across all the provinces. He decided to divide the empire into two halves, the Western Empire and the Eastern Empire. In the West, the capital continued to reside in Rome and in the East, the capital was the city of Byzantium (later known as Constantinople). Each half was meant to rule itself, with the emperor still over control of both.

In 312 CE, Constantine took over as emperor. He made many reforms, but the state of Rome continued to decline. He decided to move the capital of the empire to Constantinople. He believed this location was more central to the empire and would be easier to defend.

Theodosius took power after Constantine. After his death, the Roman Empire was completely and permanently split into two factions, the Western and Eastern Empires. This formal division will occur in 395 CE.

## TRUE OR FALSE

Directions - Write a letter T for True and an F for false. If it is false, correct the statement to make it true.

- \_\_\_\_\_ After the period of the Pax Romana, corruption decreased in the Roman Empire
- \_\_\_\_\_ After the period of the Pax Romana, the economy of Rome became stronger due to extended trade
- \_\_\_\_\_ After the Pax Romana, food shortages began in the Roman Empire
- \_\_\_\_\_ The Roman Empire was divided into two halves because it was getting too big to govern effectively
- \_\_\_\_\_ Rome was the capital of the Eastern Roman Empire
- \_\_\_\_\_ Many patricians added extra taxes to their payment to Rome in order to help the empire govern more effectively
- \_\_\_\_\_ Diocletian is credited with formally breaking the empire in two in 395 CE
- \_\_\_\_\_ Unemployment was high during the end of the Roman Empire due to too many slaves

## Document 1

**Source:** Chart compiled from various sources, Roman Emperors, 235-285 CE.

<u>Emperor</u>	<u>Reign</u>	<u>Cause of Death</u>
Maximinus	235-38 CE	Assassination
Gordian I & II (co-rulers)	238	Suicide; killed in battle
Balbinus & Pupin�us	238	Assassination
Gordian III	238-44	Possible assassination
Philip the Arab	244-49	Killed in battle
Decius	249-51	Killed in battle
Hostilian	251	Possible plague
Gallus	251-53	Assassination
Aemilianus	253	Assassination
Valerian & Gallienus	253-60	Died as slave of Persians; assassination
Claudius Gothicus	268-70	Plague
Quintillus	270	Assassination or suicide
Aurelian	270-75	Assassination
Tacitus	275-76	Possible assassination
Florianus	276	Assassination
Probus	276-82	Assassination
Carus	282-83	Assassination
Numerian	283-84	Possible assassination
Carinus	283-85	Killed in battle

### Student Analysis

What message might these frequent and violent changes in leadership might have sent to the people of the Roman Empire?

## Document 2

**Source:** An excerpt from the ancient book *Concerning Military matters by the Roman historian Vegetius, c. 450 CE.*

[Before the year 400 CE] foot soldiers wore breastplates and helmets. But when, because of negligence and laziness, parade ground drills were abandoned, the customary armor began to seem heavy since the soldiers rarely ever wore it. Therefore, they first asked the emperor to set aside the breastplates ... and then the helmets. So our soldiers fought the Goths without any protection for chest and head and were often beaten by archers. Although there were many disasters, which led to the loss of great cities, no one tried to restore breastplates and helmets to the infantry. Thus it happens that the troops in battle, exposed to wounds because they have no armor, think about running and not about fighting.

### Student Analysis

What does the change and lack of protection in the Roman soldier's uniform say about the strength of military?

## Document 3

**Source:** Michael Grant, *The Fall of the Roman Empire: A Reappraisal*, Crown Publishing, 1982.

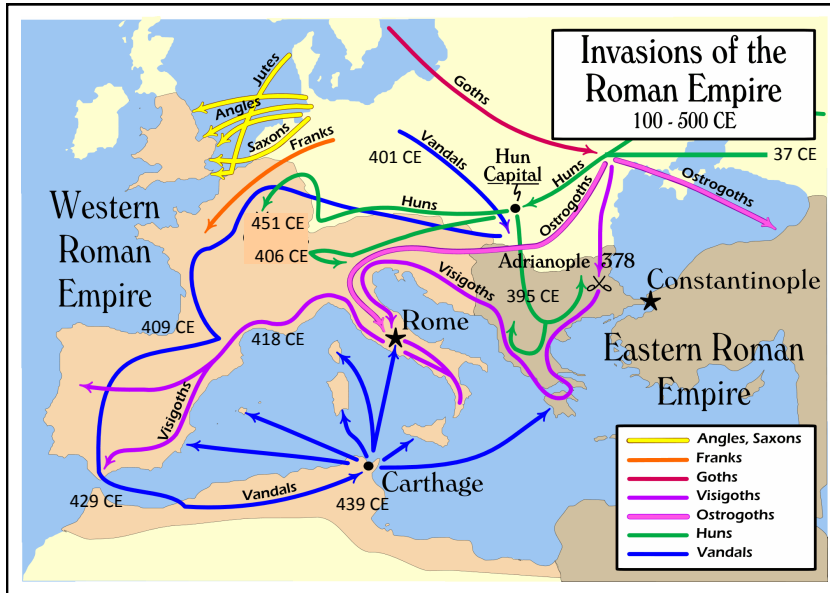
There can be little doubt that the weakness of the late Roman army were largely due to the eventual failure ... to enforce regular conscription [draft of soldiers] ... The exempted categories were ... numerous. Hosts of senators, bureaucrats, and clergymen were entitled to avoid the draft; and among other groups who escaped were cooks, bakers, and slaves.

### Student Analysis

In what ways could the failure to enforce conscription weaken Rome?

## Document 4

Source: Map created from various sources



## Student Analysis

Where are the invaders of Rome coming from?

Many of these invasions required long journeys. What conclusion can you draw about the gradual decline of Rome based upon these invasions?

## Document 5

Source: Excerpts about an Asian tribe called the Huns from *Roman History* by the Roman Historian Ammianus Marcellinus, c. 380 CE.

The Huns exceed any definition of savagery. They have compact, sturdy limbs and thick necks... Although they have the shape... of human beings, they are so wild in their way of life that they have no need of fire or pleasant tasting foods, but eat the roots of uncultivated plants and the half-raw flesh of all sorts of animals. This they place between their thighs and the backs of their horses and so warm it a little ... Huns are never sheltered by buildings, but ... roam freely in the mountains and woods, learning from their earliest childhood to endure freezing cold, hunger and thirst ... Huns are not well adapted to battle on foot, but are almost glued to their horses, which are certainly hardy, but also ugly ... Like refugees—all without permanent settlements, homes, law, or a fixed way of life—they are always on the move with their wagons, in which they leave... Like unthinking animals, they are completely ignorant of the difference between right and wrong. Fired with an overwhelming desire for seizing the property of others, these swift-moving and ungovernable people make their destructive way amid the pillage and slaughter of those who live around them.

## Student Analysis

Describe the style of life of the Huns with 5 : descriptions

- 1
- 2
- 3
- 4
- 5

## Document 6

Source: An excerpt written by Priscus, Roman ambassador to the Huns, 449 CE.

[He]... considered his new life... better than his old life among the Romans, and the reasons he gave were as follows:... The condition of [Roman] subjects in time of peace [is worse than war]... taxes are very severe, and unprincipled men inflict injuries on others... A [wealthy lawbreaker]... is not punished for his injustice, while a poor man... undergoes legal penalty... The climax of misery is to have to pay in order to obtain justice... [He said] that the laws and constitution of the Romans were fair, but deplored that the governors, not possessing the spirit of former generations, were ruining the state.

## Student Analysis

Based upon what you know of the Huns, and this document, why would the poorer citizens of Rome connect more with the Hun way of life?

## Document 7

**Source:** Edward Gibbon, *The History of the Decline and Fall of the Roman Empire*, Strahan & Cadell, 1776-1788.

In the second year of the reign of Valens (366 CE)... the Roman world was shaken by a violent and destructive earthquake... The shores of the Mediterranean were left dry by the sudden retreat of the sea... but the tide soon returned with the weight of an immense flood which was severely felt on the coasts of Sicily... Greece, and of Egypt... fifty thousand persons has lost their lives in the flood [in the city of Alexandria alone]... this calamity... astonished and terrified the subjects of Rome... and their fearful vanity was disposed to [see a connection between] the symptoms of a declining empire and a sinking world.

### Student Analysis

What natural disaster struck the Roman Empire in 366 CE?

What geographic impact will the disaster have?

Based upon your knowledge of mythology, why would the people of Rome feel the gods have forsaken, or forgotten, them (doc 7 and 8)?

## Document 8

**Source:** Peter Stearns, Michael Adas, Stuwart Schwartz, Marc Lason Gilbert, *World Civilizations: The Global Experience*, Pearson Education, 2000.

More important in initiating the process of decline was a series of plagues that swept over the empire... which brought diseases [from] southern Asia to new areas like the Mediterranean, where no resistance had been established even to contagions such as the measles. The resulting diseases decimated the population. The population of Rome decreased from a million people to 250,000. Economic life worsened in consequence. Recruitment of troops became more difficult, so the empire was increasingly reduced to hiring Germanic soldiers to guard its frontiers. The need to pay troops added to the demands on the state's budget, just as declining production cut into tax revenues.

### Student Analysis

What deadly illness arrived from southern Asia?

### Document 9

This excerpt is from *Uses of the Past* by Herbert J. Muller.

First the economic factor ... While the empire was expanding, its prosperity was fed by plundered wealth and by new markets in the semibarbaric provinces. When the empire ceased to expand, however, economic progress soon ceased.... The abundance of slaves led to growth of the latifundia, the great estates that ... came to dominate agriculture and ruin the free coloni (farmers) who drifted to the cities, to add to the unemployment there. The abundance of slaves kept wages low.

What economic issues does Muller identify as causes for decline? Explain

How was slavery a cause for the decline of the Roman Empire?

### Document 10

This excerpt, from *The New Deal in Old Rome* by Henry Haskell, blames the decline on the heavy taxation required to support the government expenses.

...Part of the money went into ... the maintenance of the army and of the vast bureaucracy required by a centralized government...the expense led to strangling taxation... The heart was taken out of enterprising men...tenants fled from their farms and businessmen and workmen from their occupations.

Private enterprise was crushed & the state was forced to take over many kinds of businesses to keep the machine running. People learned to expect something for nothing. The old Roman virtues of self reliance & initiative were lost in that part of the population on relief (welfare)...The central government undertook such far reaching responsibility in affairs that the fiber of the citizens weakened.

Why did the Roman government have large expenses?

What was the effect of high taxation on the people?

What effect did the establishment of a government welfare system have on the people?



# FALL OF THE ROMAN EMPIRE DBQ

Record evidence from the different documents into the right category. Evidence may be used in multiple boxes.

<b>Moral Issues</b>	<b>Military Issues/Invasions</b>	<b>Political Issues</b>	<b>Economic Issues</b>

# ONE PAGER/INFOGRAPHIC DIRECTIONS

You will create a one page document based on your completion of the Ancient Rome unit which answers the following question

“What is the long lasting influence of the Roman Empire?”

Be sure to read the instructions and follow the directions carefully. Your final one pager is due the Monday of the second week of school.

1. All work must be on **ONE** side of the paper (or document screen if doing digitally)
2. Your first and last name must be clearly displayed
3. Include a title for the project
4. Start with a border that reflects the Roman Empire. This can include symbols, words, pictures, etc.
5. Must include at least 5 contributions the Romans made that is still evident today. You choose which 5. Explain their relevance to today
6. Must include 2 primary source quotes about the Roman Empire's legacy
7. Must include 4 images that recognize the impact of the Roman Empire's influence.
8. Must include a 3-5 sentence paragraph that explains why these are the lasting influences of the Roman Empires influence
9. Determine if the Roman Empire left a positive or negative influence on the world. You choose which one, you must support your response with 3 pieces of evidence.

Programs you can use to create your infographic electronically are:

- [www.canva.com](http://www.canva.com)
- [www.venngage.com](http://www.venngage.com)
- [www.picmonkey.com](http://www.picmonkey.com)
- [piktochart.com](http://piktochart.com)
- [www.udemy.com](http://www.udemy.com)

## One-Page/Infographic Rubric – Ancient Rome

Requirement	Advanced (4)	Proficient (3)	Basic (2)	Below Basic (1)	Score
<b>Title</b> 5	Title is creatively displayed and relevant to the topic.	Title is displayed and relevant to the topic.	Title is not clearly displayed and/or is not relevant to the topic.	No title is displayed.	
<b>Border</b> 5	Border is added to all sides of the page and is relevant to the topic	Border is added to most sides of the page and is mostly relevant	Border is added to some of the page and lacks some relevancy	Border is missing and does not have any relevance.	
<b>Images</b> 15	All images are present, relevant, neat, and enhance the project.	All images are present and relevant.	Two of the three required images are present and/or relevant.	One or none of the required images are present and/or relevant.	
<b>5 Lasting Contributions</b> 20	All 5 contributions of the Roman Empire are provided and are relevant to today	4 contributions of the Roman Empire are provided and are relevant to today	2-3 contributions of the Roman Empire are provided and are relevant to today	1 or less contribution of the Roman Empire is provided and are not relevant	
<b>2 primary sources</b> 10	Two primary sources are provided and are relevant to the topic	Two primary sources are provided and are somewhat relevant to the topic	One primary source is provided and is relevant to the topic	One or less primary source is provided and is not relevant to the topic	
<b>Paragraph</b> 20	The paragraph thoroughly explains Rome's lasting influence and impact on the modern world.	The paragraph mostly explains Rome's lasting influence and impact on the modern world	The paragraph somewhat explains Rome's lasting influence and impact on the modern world	The paragraph poorly explains Rome's lasting influence and impact on the modern world	
<b>Positive/ Negative</b> 20	The position thoroughly explains one opinion about the lasting influence of Rome	The position mostly explains one opinion about the lasting influence of Rome on the	The position somewhat explains one opinion about the lasting influence of Rome	The position poorly explains one opinion about the lasting influence of Rome on the	

	on the modern world.	modern world.	on the modern world.	modern world.	
<b>Organization and Creativity</b> <b>5</b>	The project is exceptionally neat, has appropriate use of color, and a clever, organized design and layout.	The project is neat with good use of color and layout.	The project is somewhat messy with some use of color and some issues with layout.	The project is messy and disorganized.	
				Total Student Points:	

