

III RICH AND POOR

MOTIVATION TASK: Brainstorming

People in Ancient Rome

A _____

N _____

B _____

O _____

C _____

P _____

D _____

Q _____

E _____

R _____

F _____

S _____

G _____

T _____

H _____

U _____

I _____

V _____

J _____

W _____

K _____

X _____

L _____

Y _____

M _____

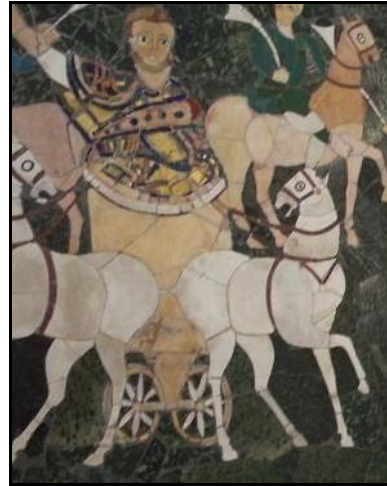
Z _____

Classify the people:

poor	rich	very rich



1. Some women pictured in an Ancient Roman mosaic.



2. Two-horse chariot (*bigae*).

I SOCIETY

Read the following text about society.

Men spent most of their daily lives away from home. Once a man had finished work, he might spend several hours at the baths, meeting with friends as well as bathing and exercising. Later, he might go to a bar to play dice or accept an invitation to dinner. The **patricians** were the wealthy citizens. Their families were very powerful. They offered a group of people who tried to obtain jobs and help. They competed with each other for the control of Rome. Most Romans were poor, they were **plebeians** or plebs.

In Roman society, **women** spent most of their time at home. Housewives left home to go shopping, to go to the baths or to visit their friends. They also went to public festivities with their husbands. Women were not allowed to vote and neither were poor people. Women couldn't possess their own belongings; they were dependent on men. Although divorce was forbidden in the early Empire, later, women were allowed to divorce.

Children. Romans preferred boys to girls. Boys would grow up to carry on the family name. They might bring honour and fame to the family by reaching success in government and war. Between the age of 14 and 19 a boy celebrated becoming a man. He would burn his favourite childhood toys and clothes as offerings to the household gods. He put on a **toga**: the symbol of manhood. Patrician boys were trained to be soldiers and to lead in politics.

Roman boys and girls went to school. They had a primary level – from 7 to 11- and a secondary level for boys only, ages 12-15.

Childhood was shorter for a Roman girl than for a boy. Roman laws allowed girls to get married at 12 years old. Many of them became mothers at the age of 15. Girls, especially if they came from patrician families, couldn't choose whom they married. On the contrary, marriages were arranged by families to increase political power or improve business deals.

II SLAVES

Read this text about the slavery in Ancient Rome.



In the Roman world, **slaves** and their children belonged to their owners just like dogs or horses. They weren't free and they had hardly any rights at all. They used to do the worst jobs.

But, where were slaves from? Slaves were often captured in war. Some of them were born to slave parents and other were sold by their parents, as parents could sell their children as slaves to pay debts. They could also be people condemned to

slavery as a punishment for a grave crime. All of them were bought and sold at market like objects.

What did slaves do? Slaves were trained to do all sorts of jobs. They could work in farms, mines, workshops, or in homes. The state owned slaves too in order to maintain public works such as roads and aqueducts. For example, slaves did all the work in a rich Roman home. They did the cooking, the cleaning, the shopping and the laundry, and looked after the children. There was high demand for slaves with special skills such as musicians and teachers.

Were people slaves for life? Slavery was not always for life. Slaves could earn their own money and could buy their freedom, or they might be freed by their owners for good service over many years, or for doing some exceptional service for their master. Some dying slave-owners gave orders that their slaves should be freed in their will¹. Freed slaves became shopkeepers or craftsmen. Some of them became very rich. But, they weren't fully free men, they were called *liberati*.

1. Do you know who Spartacus was? SPARTACUS: Fill in the blanks with the correct words. Use the word bank.

From 73 BC to 71BC a slave called _____ (1) led a (2) _____ in the south of Italy. He was a _____ (3). He trained thousands of slaves and they fought several battles against the Roman army. 40.000 slaves joined him. The slave army won the battles. In the end, they were defeated by the _____ (4) army. 6.000 _____ (5) were crucified along the road leading to _____ (6) by _____ (7).



3. Thracia map. Spartacus came from this area.

Word Bank

Rome gladiator slaves
Roman Crassus revolt
Spartacus

¹ Will means testament.

b) Answer the Wh- questions:

- a) Who was Spartacus? He_____
- b) What was his job prior to his capture? _____
- c) How many slaves did Spartacus lead? _____
- d) Which general defeated him? _____
- f) What happened to the survivor slaves? _____

2. In the slave market. Answer the questions:

a) Name 4 ways in which Romans acquired slaves. Use the words below.

condemned	born	captured	sold	could	were	war
by conquest	crime	parents	by birth	slavery	by debts	market

They _____

b) Where were most slaves sold? They were _____ in the _____

c) Name 4 kinds of jobs that slaves did.
They worked _____

d) Were slaves considered objects? _____

3. Write what millennium this date belongs to:

73 BC _____ Now write what century this date belongs to: 73 BC _____

4. Underline the oldest date. 73 BC or 71 BC

5. Online task. Imagine you are a slave or a patrician. Write five lines about your life and find a picture in the net.

6. Circle the odd one out. Then give a reason why it is the odd one out.

a) A patricians B knights C slaves D plebeians

Because

b) A *liberati* B slaves C free men D market

c) A emperor B slaves C children D women

d) A debts B born slave C rich man D captured in war

e) A baths B dinner C work D play dice

THE ODD ONE OUT WORD BANK

Medieval, sell/sold, acquire/d, obtain/ed, free time, vote/d, social classes, free, freedom

II FOOD

Most Romans ate very little during the day. They mainly ate cereals and bread. In rich people's homes, a meal would have three separate courses, and could last for hours!

Rich people had a kitchen and they employed a cook and some slaves helped him. Most cooks were slaves, too. At parties Romans ate lying down. Men and women laid on long sofas next to the table. They ate exotic foods from far away.

Poor people ate simple food, such as soups made with lentils and onions, barley porridge, peas, cabbage and cheap meat. Ordinary people went to cheap eating houses or bought snacks from food stalls.

A variety of cakes, pastries, and tarts were baked in bakeries and at home, they often sweetened them with honey. The Romans loved wine but they drank it mixed with water.

1. Write the words in the correct order to make sentences.

- 1) lying / ate / Romans / rich / down _____
- 2) people / ate / bread / poor / cereals / and _____
- 3) snacks / people / in / food / poor / stalls / bought _____
- 4) with / Romans / wine / water / drank / mixed _____
- 5) separate / ate / people / three / rich / meals _____
- 6) day / Romans / very / most / during / the / ate / little _____
- 7) baked / pastries / and / were / in / tarts / bakeries _____
- 8) with / pastries / Romans / honey / sweetened _____

2. Match the following words with the correct pictures on the right.

1. bread

__a



2. soup

__b



3. lentils _

__c



4. onions

__d



5. barley

__e



6. porridge

__f



7. peas

__g



8. cabbage

__h



9. meat

__i



10. wine

__j



11. honey_

__k



3. Bread making in Ancient Rome (look at the power point)

- What does it mean "Panem et circences"? _____

- Do you know the meaning of this Roman saying? Underline the correct sentence.

✓ It means people are hungry.

✓ It means people choosing food and fun.

- Can you explain why bread was so important in Roman times? _____

The recipe

Yeast (Romans kept the sour dough, soaked it in water and used it as a starter for new dough)

Salt (or seawater)

Water

Flour

Bread making process

The grain was ground into flour.

Flour was mixed with water, salt and yeast.

They mixed the dough. The dough was kneaded.

The dough was formed into loaves and baked.

Milling and baking

In town:

There were bakeries, so bread was sold in them.

Milling was also done by the baker.

People made bread at home.

Some people brought the wheat to the baker and grain was converted into flour and baked the bread.

In the country:

Milling was done at home by hand.

Others converted the grain into flour by hand.

QUESTIONS

A) Can you list the bread making ingredients? _____

B) What were the two jobs of the baker? _____

C) Were there bakeries in the country? _____

D) What was the most important food in Rome? _____

4. Try it at home!

❖ **Make sure you ask an adult to help you with this recipe.**

A recipe from *De re coquinaria*, Apicius' cookbook (recipe n. 296, book VII)

ALITER DULCIA (Another Sweet Dish or *Torrades de Sta. Teresa*)

Ingredients:

¼ Kg White stale bread
2 eggs
2 or 3 tblsp honey or 100 g sugar
olive oil
¼ l milk

- ❖ Cut the bread into slices
- ❖ Soak the bread in milk
- ❖ Soak the bread in beaten eggs
- ❖ Fry the slices in hot oil
- ❖ Cover with honey or sugar in hot oil

5. Hidden message word search:

a) **First, you must solve the word search (12 items)**

A	N	C	A	B	B	A	G	E	C	P	L
P	U	O	S	C	I	E	N	T	A	B	E
R	E	O	M	A	N	M	O	S	K	R	N
B	S	G	W	I	N	E	T	T	E	E	T
C	A	O	D	M	M	R	O	N	S	A	I
F	O	R	O	I	I	D	S	W	A	D	L
S	B	R	L	E	R	T	E	A	D	A	S
N	D	W	S	E	R	R	A	T	E	R	F
I	Z	B	X	A	Y	M	O	N	Y	I	Q
T	D	Q	T	G	H	E	Y	P	S	F	P
D	T	Y	G	Y	N	A	L	H	S	A	Z
Z	H	P	L	L	Y	T	A	P	G	I	C

a) **Now, discover the hidden message in the letters that have not been used already!**

Here you have some hints!

(Bread, water)

6. Text comprehension:

Roman ate what archaeologists call the "Mediterranean triad" or three things: wheat and barley (made into beer or porridge or soup), olive oil (soaked into the bread, or on vegetables), and grapes (made into wine, vinegar or raisins so they would keep).

❖ **Can you name the three items which are called the "Mediterranean triad"?**

7. Unscramble each of the clue words.

DAEBR	<input type="text"/>
PUOS	<input type="text"/>
NELTSLI	<input type="text"/>
NOOSIN	<input type="text"/>
BYLAER	<input type="text"/>
ERRIGOPD	<input type="text"/>
SEAP	<input type="text"/>
CABBEGA	<input type="text"/>
TEAM	<input type="text"/>
WENI	<input type="text"/>
OYNEH	<input type="text"/>
SACKE	<input type="text"/>

8. Circle the odd one out. Then give a reason why it is the odd one out.

a) A beer B wine C Coca-cola D water

Because

b) A cabbages B potatoes C lentils D peas

c) A cereals B barley C cornflakes D wheat

d) A soup B porridge C onions D exotic food

e) A tomato B flour C water D salt

THE ODD ONE OUT WORD BANK

Words: modern, America, exotic, expensive, rich.

Verbs: discover, be and have.

9. Extra writing. Compare what food poor and rich people ate in Roman times.

E.g. *Rich people ate _____ whilst poor people ate _____*

10. Oral activity. Ask your classmates about food. E.g. *What do you like for breakfast/lunch/supper?*