

ANCIENT ROME

La Roma Antigua

Optional subject

Materia optativa

12-14 years

12-14 años

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AICLE es refereix a les matèries o part de les matèries que s'imparteixen en una llengua estrangera amb un objectiu doble: l'aprenentatge de continguts i d'una llengua estrangera.

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1. AN EMPIRE TO RULE

Motivation task: the odd one out



1. Road



2. Sandals



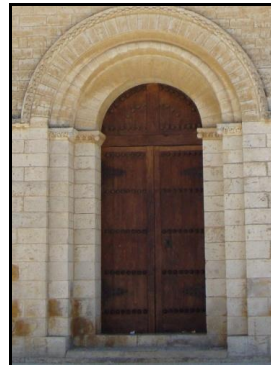
4. Ivory doll.



5. Holy Family church.



6. Laptop.



3. Door.



7. Wax writing tablet.



8. Hadrian's bridge. Rome.



9. Oil lamp.



10. Aqueduct in Tarraco.

❖ Oral and writing activity. In pairs look at these pictures and guess what is Roman and what is not Roman. Use the substitution table.

a) Look at the substitution table and write 6 sentences minimum in your notebook.

I	think	sandals		are	Roman
		a/an	road main door Holy Family church	aren't	
We	believe	the	laptop bridge oil lamp aqueduct writing tablet	is isn't	

b) Now fill in the chart and classify the pictures:

Roman	not Roman
<i>The road</i>	

c) Look for 6 pictures of a modern example from the Internet. Look at the word bank:

road doll aqueduct bridge lamp sandals notebook

A. Historical periods in Rome

THE LEGEND: Romulus and Remus.

The story of Romulus and Remus is a **legend**. They were twin sons of the god Mars and the **Vestal** Rhea Silvia. They were the founders of Rome. Their mother was punished and her two babies were abandoned at birth in a basket on the **River Tiber**. Romulus and Remus were found and fed by a she-wolf and later brought up by a **shepherd's** family.

They found out their origin and decided to found a town. They didn't agree about the place where the town would be established. Finally Romulus decided to place it in the Aventine and killed his brother Remus. The new town was called Rome, named after Romulus.



11. *Romulus and Remus*, a painting by Peter Paul Rubens. (1615-16)

1. Grammar exercise. Put these past tense verbs into the present form.

Past simple	Present tense	Meaning
Found	find	Trobar
Punished		
Fed		
Established		
Could		
Brought up		

2. True or false? (Correct the wrong answers)

1. The story of Romulus and Remus is true. True False

2. Romulus and Remus were both boys. True False

3. Romulus and Remus were found by a cat. True False

4. They both agreed on where to build the town. True False

5. Remus killed Romulus True False

6. The town was named after Romulus True False



12. Capitoline Wolf traditionally believed to be Etruscan, 5th century BC, with figures of Romulus and Remus added in the 15th century by Antonio Pollaiuolo.

THE HISTORY

The first period in Roman History was the **kingdom**. The second period was the **Republic** and the third was the **Empire**.

A) **The Kingdom** (753 BC-509 BC): According to tradition, the ancient city of Rome was ruled by kings from 753 BC until the expulsion of Tarquinius Superbus in 510 BC. Rome **then** became a Republic.

B) **The Republic** (509 BC-27 BC): The Roman Republic ruled from 509 BC to 27 BC. Under the Republic the head government was shared by two consuls who were elected for a year. The consuls' most important power was that they were in charge of the army.

The Senate was led by patricians, the noble and rich families of ancient Rome. They made laws and controlled spending. Senate members were not elected, they were chosen by the Consuls. Once they were chosen they served for life. There were 300 members of the Senate.

The **Assembly** was formed by all the **plebeian** citizens of Rome. They met in the **forum** and voted. At first, the Assembly had very little power. They could vote laws and could declare war but the Senate could stop their decisions. The most important role of the assembly was that it voted every year on which two members of Senate would serve as Consuls. If people voted strategically they could gain power in government.



11. Roman Empire map.



Draw a map of the Roman Empire.

http://img.tripatlas.com:8080/media/images/Roman_Republic_Empire_map.gif

C) The Empire (27 BC - 476 AD): The first Roman **emperor** was Augustus. He called himself “*princeps*,” or first. Augustus’ successors named themselves “imperator”. He is considered the most important emperor in the Roman Empire. He reformed the government to control corruption and he extended Roman citizenship to all Italians too. Augustus turned the army from a voluntary organisation to a professional **army**; the presence of the army throughout the Empire spread the Roman language –Latin and Roman culture throughout Europe and the Mediterranean. He split the Empire into provinces. In Augustus’ kingdom the Roman empire settled a period of peace and prosperity –*pax Romana*.

3. **In pairs find the meaning of the following words.**

army	emperor	king	kingdom	consul	legend
------	---------	------	---------	--------	--------

4. **Writing frames. Complete the sentences about Roman history:**

At first Rome was ruled _____

Later Rome _____

In the end Rome _____

5. **Fill in the chart about the political Roman periods.**

	Kingdom	Republic	Empire
Chronology			
Leaders			
Main features			

6. **Fill in the table about the Republic period.**

	2 Consuls Head of Government	Senate (300 members)	Assembly
Social classes			
Time	1 year term		
Function			Elected the 2 Consuls

7. Write what millennium these dates belong to:

2007 _____ 753 BC _____

Now write what century these dates belong to:

27 BC _____ 510 BC _____

753 BC _____ 476 AD _____

Can you say why these dates were important? Use the notebook.

8. Reading activity:

PAX ROMANA

Augustus ruled the Empire for 45 years. For 45 years, Rome was at peace. This period is the beginning of the Pax Romana, or Roman Peace. The expression "Roman Peace" is a bit confusing. The Roman empire expanded during this period but the Empire was steady.

❖ **Answer the following short questions:**

- a) What is the opposite of **pax** in English? _____
- b) Why is the expression "pax Romana" confusing? _____

B The army

a) The men in the army

The Roman army was formed by men from all over the Empire. The men were only professional soldiers and their job was to fight. In the beginning, only property owners could join the army. From the 1st BC century onwards anybody could join it. Soldiers stayed in the army for 25 years minimum.

A tough soldier could become a **centurion**. 80 soldiers, called legionaries, were in his charge. A century was a group of 80 soldiers or legionaries. There were 59 centuries in a legion and 30 legions in the Roman army. Centurions carried a stick and special armour. Soldiers were given a uniform when they entered the army.

b) The weapons.

A Roman soldier had two kinds of weapons; first of all they had a short **sword** and a **pilum**, a sort of spear. They wore **armour**, a **helmet** and a rectangular **shield**.

Roman soldiers marched 20 miles a day carrying their armour, shield, some food and camping equipment. They were trained to fight and they marched together carrying

shields to protect them. When the enemies threw arrows the soldiers raised the shield on their heads like a cover or a roof. This technique was called **testudo**, which means tortoise. Look at the picture below.

1. The army quiz:

a) How did the Rome army change in the first century BC?

- All men could join the army and become professional soldiers.
- The soldiers were called centurion
- The soldiers started to wear armour

b) How long did a soldier stay in the army for?

- For five years
- For 10 years.
- For 25 years.

c) A century of Roman legionaries marching into battle was called a 'tortoise' because

- They walked very quickly.
- Their shields partly covered the soldiers and they looked like a tortoise.
- They walked like a tortoise.

2. Solve the double quiz about the army. Find the word in the bottom.

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PUIML	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>				
WORDS	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1			
DESTUTO	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	2
COUNINTER	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	5
AMRORU	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		7
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
	1	2	3	4	5	6	7		

3. The Roman soldier. Fill in the gaps with the words in the word bank.

The Roman soldier dressed in a helmet, armour, leg and arm protectors, a belt, a tunic, and a pair of shoes.

The Roman helmet was made of _____ (1). The helmet was bowl-shaped with a neck guard or protector. The inside was lined with leather to protect the soldier's head. The helmet also had cheek guards to protect the face. Many helmets had fittings for _____ (2).

The Roman soldier's armour was made from iron. The shoulders were reinforced with metal. Rings ran horizontally around the body. These rings were wired together then sewed to leather backing. Leg and arm guards were used which chiefly consisted of iron plates sewn to leather. The soldier's tunic was probably _____ (3) although not all historians agree about this.

Tunics were usually made from _____ (4) in summer and _____ (5) in winter. The tunic was worn above the knee.

Only soldiers and slaves were allowed to show their _____ (6). Around the waist the soldier wore a _____ (7). The belt helped to protect the groin. Sometimes two belts were worn, one for the sword and one for the dagger.

The shoes looked more like _____ (8); they were laced up the front. The upper part consisted of one piece of leather cut into many narrow strips and the top was attached to a sole. The sole had a nail design.

WORD BANK

legs metal red wool linen belt sandals centurions

4. Now dress a Roman soldier in the web and on real paper. This are the webs

<http://www.schoolsliaison.org.uk/kids/Romacent.htm>

<http://www.schoolsliaison.org.uk/kids/siteactivities/romadress.pdf>

Dress a Roman soldier

http://www.exeter.gov.uk/timetrail/dress_the_soldier/roman_legionary.htm

<http://www.dl.ket.org/latin1/things/romanlife>


5. Drawing activity (from BBC ROMAN SOLDIER)

ROMAN LIFE I - A ROMAN SOLDIER

Label the armour, using the words from the bottom of the page.

Draw the Roman eagle at the top of the standard and make a design on the shield.

Colour the soldier correctly, using information on this page.



HELMET

STANDARD

SHIELD

WORD

ARMOUR

TUNIC

Armour and helmet were made of metal

Tunics were usually red, and made of wool in winter, linen in summer.

The shield was plywood or leather. It curved round the body. The paint used was red, brown and beige.

Sandals were worn all the year. They were made from leather. The soles had iron hobnails to make them last longer.

I ROMANS BUILT THE FIRST ROADS



Motivation task. Read the text and answer the questions: Use the word bank.

The Romans built **roads** all over the Roman Empire. Rome was the center of an important network of roads and they were built to link all parts of the empire to the capital. To travel as quickly as possible they were built in straight lines. Roman roads were built by engineers. They had tools to build a building, a new road or a wall in a city. In the road there were **milliaria** to mark the way and the distance.

The roads were used by the army or government officials. The army marched from one city to another. The soldiers could march 30 km. a day.

Via Appia was the first Roman road built in 312 BC. (**Via** is the Latin word for road). *Via Appia* went from Rome to Brindisium in the south-east of Italy.

Some roads have survived for over 2.000 years because they were made by several layers of stones. You will see how a road was made in the diagram and in the explanation.

 <p>1. Milliarium. Capara (Spain)</p>	 <p>2. Roman road.</p>	<p>a) What do these pictures show?</p> <p>b) What were they for?</p> <p>c) Can you name a Roman road?</p> <p>d) Can you name some Roman cities?</p> <p>e) What is the name in Latin for roads?</p> <p>f) Why do you think many roads have survived?</p>
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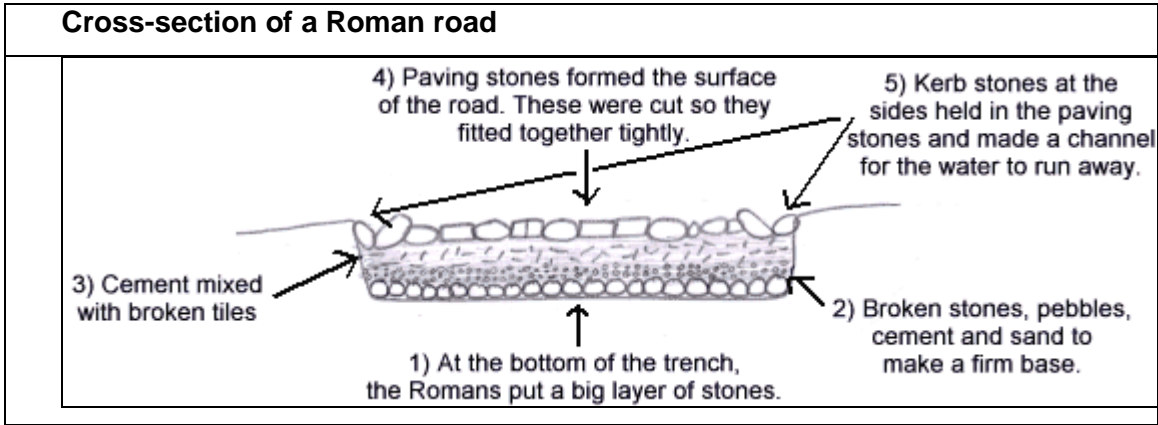
WORD BANK

Distances directions way travel/travelling show well done
well built via road

ROAD MAKING

- First, the soldiers cleaned the ground and they dug a **trench** and filled it with a row of big **stones**.
- Next, they added a **layer** of broken stones, **pebbles**, cement and sand to make a base.

- c) The third layer was **cement** mixed with broken **tiles**.
- d) On the top they put a layer of **paving stones** to make the surface of the road. These stones were well cut to fit together.
- e) At the sides of the road, they put **kerb** stones to hold the paving.



Activities

1. Roman roads materials. Match the words in the first column to the best available answer in the second column.

- stone 1 a granular substance found at the seashore, riverbeds or deserts.
- paving stone 2 a building material made of sand, cement and water.
- sand 3 a smooth, round small stone.
- kerb 4 a thin, square piece used for roofs or floors.
- pebble 5 a stone edging to a pavement or path.
- cement 6 a large piece of stone used in paving.
- tile 7 a rock

2. Oral and writing activity

Work in pairs. Make sure you understand all the vocabulary. Here is a substitution table. Write 5 true sentences. Write in your notebook the meaning of the words you don't know.

WHO	ACTIONS	WHAT	MATERIALS
Soldiers	put	a layer	stones pebbles paving stones cement sand broken tiles broken stones
Roman soldiers	added		
They	cleaned		
	made		
		kerb stones at the sides to hold the paving stones	
		the ground and dug a trench and filled it with stones	

3. Do you know any Roman road? Use information from the net. Write down 3 names. _____

4. Can you find out the names of 3 cities next to the Roman roads? _____

5. Look carefully at the map and answer the questions:



3. Map of ancient Italy.

a) *All roads lead to Rome.* Translate this old saying into your mother tongue. _____

b) What does the old saying *All roads lead to Rome* mean? Can you explain the use of this old saying? You can do it in your mother tongue. _____

c) Underline the most suitable answer in the past

- There were a lot of roads.
- There are a lot of roads.
- In the days of the Roman Empire most roads lead to Rome, the capital.

d) Underline the most suitable answer now

- All paths or activities lead to the centre of things.
- You can always visit Rome.
- Rome is an important network of roads.

6. Road Making: Your teacher is going to give you a chart about road making. Cut the chart into strips and stick them in the correct order.

b) MILLIARIA, FOUNTAINS, MUTATIONES AND MANSIOS

Romans invented **milliaria**; they gave the mileage to the next large city, the date and the name of the Emperor who built the road. But not all milliaria had written information. There was a milliarium every 1,481 metres.

Emperor Augustus set up a column, in 20 BC, known as the **milliarium aureum**, covered in gilt bronze. It was 2.5m tall and it marked the point from where the most important roads of the Roman Empire radiated. The milliarium aureum, or the golden milestone, of which only the base remains, was the symbolic starting point of the Roman highways.

Mutationes were places used to change and feed horses. Travellers often found places to stop. There were several posts to one mansio. A **mansio** was a stopping place to stay.

There were mansios at the length of a day's journey and travellers could stop and spend the night. **Fountains** were situated next to the road or via.

1. Read the text. In pairs, can you think about a symbolic starting point somewhere else?

2. Define mutationes and mansio

Mutationes: _____

Mansio: _____

3. What is the difference between mansio and mutationes?

4. Letter tiles. In pairs unscramble the tiles to reveal a message. A set of paper tiles will be handed to you. What is the sentence describing?

O	A	ONE	ESID	THE	SET	E	IN
ICUL	PART	TO	DIS	ROAD	MARK		
ES	T	LACE	TANC	A	ST	UP	B
MIL	E	A					

➤ Write down the name of the concept and the definition: _____

5. ROMAN ROADS CROSSWORD

1			1		4					7	9
	2						3		5		
	3		4								
2/ 5											
			6								
		7							6		10
			8							8	
		9									
		10									
	11				12						

Across

1. A material of construction. 2. Via in English. 3. The name of a Roman road. 4. The language of Ancient Roman. 5. A stone set up next to the road to mark the distance. 6. A system of roads. 7. Persons serving in the army (the other way round). 8. Rocks. 9. A structure for public supply of water next to a road. 10. The name of a long narrow cut in the ground (the other way round). 11. A stone edging in a Roman road. 12. Small round stones (the other way round).

Down

1. Road in Latin. 2. A stopping place to stay next to the Roman roads. 3. A Roman measure. 4. The name of the place where Romans changed horses. 5. Representation of an area of land (upside down). 6. A granular substance found at the seashore, riverbeds or deserts. 7. Thin flat pieces to cover floors or roofs. 8. The capital of the Roman Empire. 9. An Ancient Empire name (upside down). 10. A force organised for fighting.

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 _____

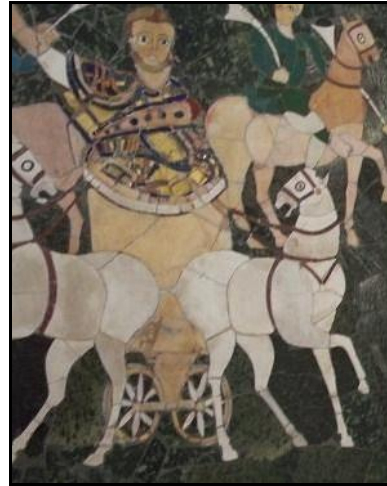
Z _____

Classify the people:

poor	rich	very rich



13. 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 often led 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.

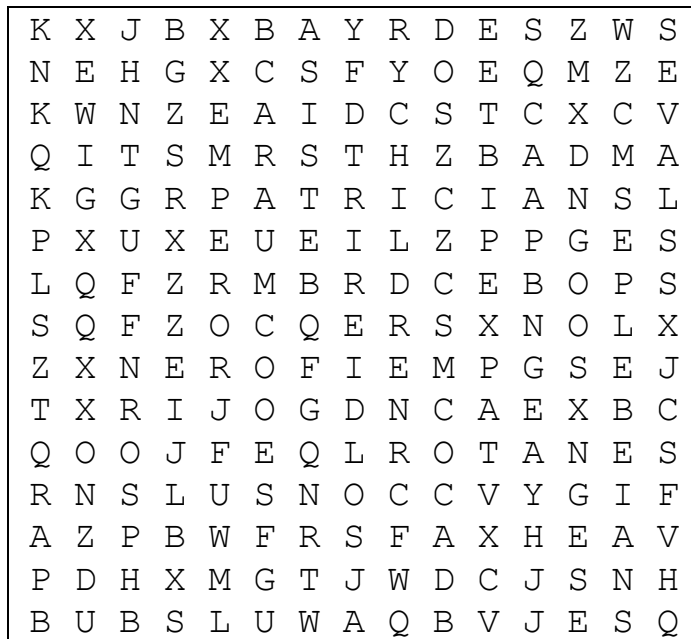
In Roman society, **women** spent most of their time at home. Housewives left home to go shopping, to go to the baths or to visit their friends. They also went to public festivities with their husbands. Women were not allowed to vote and neither were poor people. Women couldn't possess their own belongings; 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.

1. Social classes word search. Can you find 10 names about people in Ancient Rome?



2. Double puzzle. Unscramble the letters to find 6 words. Then you'll have the clues to guess the sentence below.

RIDLECHN	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	7	6								
SAVSEL	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	8	5	13									
MOEWN	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	2												
TIENICSZ	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1								
SEBNEIPAL	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	12	4	9	10				
TACSIINAPR	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	3	11					
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3. Answer the wh-questions (use your notebook)

- 1) What did men used to do in their free time? _____
- 2) What were the rich citizens called? _____
- 3) What were the poor people called? _____
- 4) Which groups of people were not allowed to vote? _____

- 5) Which item of clothing showed manhood? _____
- 6) Why did Roman people arrange their children's marriages? _____

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

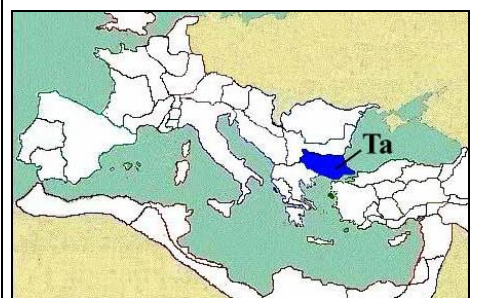
condemned to slavery as a punishment for a grave crime. All of them were bought and sold at market, like objects.

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.










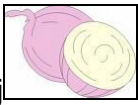

Poor people ate simple food, such as soups made with lentils and onions, barley porridge, peas, cabbage and cheap meat. Ordinary people went to cheap eating houses or bought snacks from food stalls.

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!



4. Apicius' cook book. 5. A roman kitchen.

❖ **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

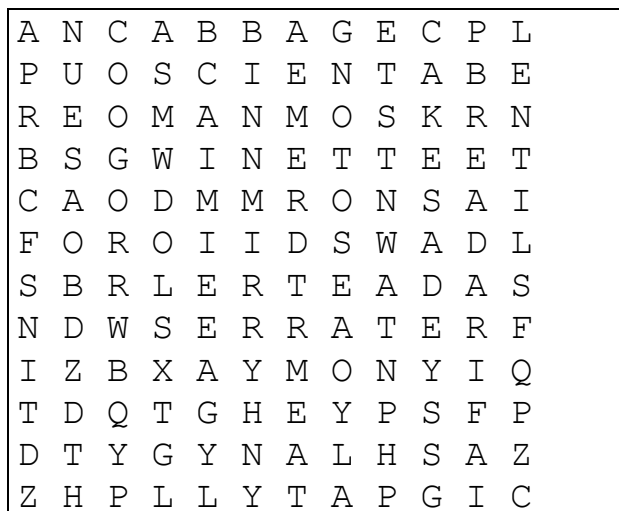
olive oil

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

Here you have some hints!



6. Ancient Roman bread.



7. Jug of 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?*

IV FAMILY AND SCHOOL

Motivation task: Read the text about marriage in ancient Rome

Roman weddings are the source for many of our own **marriage** traditions such as the ring, the white dress and the veil.

Roman girls married at the age of 14. A girl's father chose her husband and arranged everything, including the **dowry's** size with the **bridegroom's** family. Economic interests and family relations were more important than love to Romans.

Romans were very superstitious, so they chose an appropriate day for the wedding party. A religious ceremony and a marriage contract were followed by a feast with all the family and friends.

In the Republic period, marriage moved the father's authority over a woman to the husband's father or grandfather. The father or grandfather was the **paterfamilias** and he controlled all the family's wealth. The property a woman possessed at the time of the marriage went to the paterfamilias' hands.

During the Empire the woman retained control of her own money. Such a system made divorce a more viable option for women.

Looking after the children and taking care of the household were the main jobs of a woman. In a poor family a woman did the work herself, but in a higher class family she would have servants and slaves to help her.

❖ Match the words on the left with the clues on the right

WORDS		CLUES
1. MARRIAGE	___	a) A male head of a family or household.
2. DOWRY	___	b) The occupants of a house regarded as a unit.
3. GROOM	___	c) Property or money brought by a bride to her husband.
4. PATER FAMILIAS	___	d) A married man especially in relation to his wife.
5. HOUSEHOLD	___	e) A man on his wedding day (antonym bridesmaid)
6. HUSBAND	___	f) The legal union of a man and a woman.
7. WEDDING	___	g) A circular ornament worn on a finger.
8. RING	___	h) A marriage ceremony and party.

❖ Match the words on the left with the synonymous on the right

Write the meaning

1. feast	___	a) rich	_____
2. wealthy	___	b) family	_____
3. property	___	c) marriage ceremony	_____
4. household	___	d) slaves	_____
5. dowry	___	e) party	_____
6. wedding	___	f) possessions	_____
7. servants	___	g) property or money	_____

❖ Match the words on the left with the antonyms on the right

Write the meaning

- | | | | |
|----------------|-----|----------------|-------|
| 1. marriage | ___ | a) woman | _____ |
| 2. bride | ___ | b) wife | _____ |
| 3. man | ___ | c) divorce | _____ |
| 4. husband | ___ | d) bridegroom | _____ |
| 5. grandfather | ___ | e) mother | _____ |
| 6. girl | ___ | f) rich | _____ |
| 7. father | ___ | g) grandmother | _____ |
| 8. poor | ___ | h) son | _____ |
| 9. daughter | ___ | i) boy | _____ |

I FAMILY

The father or *paterfamilias* was the most important member of the family, and was usually the oldest surviving male. He had the power of life or death over everyone. He could sell a member of his family as a slave.

Mothers and children had to obey him. He was the owner of the house and its contents and had total authority. Family was not only blood **relatives** but also all the people working and living in the same roof. So the Roman family was a husband and a wife, their children as well as slaves and servants.

When a **newborn** arrived at home there were several ceremonies. Once the baby was born if the father lifted it up in his arms it would live, and if it was ignored the baby would be taken away to die. The baby was named when it was eight or nine years old.

While boys were given two or three names, girls had only one name (the feminine father's name). Later, they were given two. The second name was always the family name and the third was a sort of '**nickname**'.

1. Read the text and fill in the blanks. Use the word bank.

family	relative	newborn	nickname	citizen
---------------	-----------------	----------------	-----------------	----------------

A _____ (1) is freeman of a city. A set of _____ (2) and children is a _

_____ (3). A child recently born is called a _____

(4). A _____ (5) is a name given to a person instead of the real name.

A _____ (6) connected by blood or marriage is called a _____

_____ (7).

2. Look carefully at the following grid.

What would your name be if you were a Roman girl? _____

Praenomen or first name	Nomen gentile or clan name	Cognomen (family branch)
Gaius	Julius	Caesar ²
	Cornelia ³	

Women were not citizens of Rome. Their job was to take care of the house and to have children. Mothers who could read and write taught their children how to read and write. They taught their daughters how to cook and sew and care for a family. Women could go shopping or see a play or visit a temple.

Roman people respected and cared for the elderly. Grand-parents would take care of their grand children.

² He was known as Caesar, the short form.

³ Cornelia was Cornelius' daughter.

II SCHOOL

Romans valued education. This only applied to boys from rich families. Some were taught at home by Greek slaves. Later they attended schools where they learnt a variety of subjects, as oratory. This trained them to work in the government, the law, or as an officer in the army. It also helped them to run their estates (land). Boys went to school from around seven years old and left aged 16.

Roman girls did not go to school. Most of them stayed at home, where their mothers or their female slaves taught them how to cook, clean, weave a cloth and look after children. Only girls from rich families learned to read, write and do maths.

Poor children could be trained to be craftsmen or get a patron, a rich man who would pay for their education. In Ancient Rome, most children did not go to school, because it was not free and most parents could not afford it.

Some well-off parents would employ an educated slave called a **pedagogue** (p. 2) to teach their sons. School teachers and private teachers often came from Greece. The Greeks had a long cultural tradition that Romans admired.

Romans did not write on paper!

For short notes and at school Romans would write on flat wooden boards covered in wax, as the wax could be used again. These boards were called **wax tablets** (p. 1) and people used a metal **stylus** (p. 3, 4) to write on it. If a child made a mistake he smoothed the wax flat with the opposite end of the stylus and started again.

Romans did not have books!

For important documents Romans used papyrus or animal skin **scrolls** (p. 4) and ink. Roman writing has survived for 2,000 years and their language, as you already know, was **Latin**.

3. Match the words on the left with the correct clues on the right.

- | | |
|----------------|---|
| 1. Wax tablets | ___a. Subject that trained boys to work (law, army, etc.) |
| 2. Papyrus | ___b. A property consisting of an area of land. |
| 3. Stylus | ___c. An educated slave trained to teach children. |
| 4. Scroll | ___d. Flat wooden boards covered in wax. |
| 5. Oratory | ___e. A kind of paper made of reeds. |
| 6. Pedagogue | ___f. A pointed stick. |
| 7. Estate | ___g. A long piece of rolled skin. |

4. Complete the chart

Positive	Comparative	Superlative
	higher	
		the poorest
rich		
	older	
much		
	better	
		the shortest

5. Irregular verbs. Complete the chart

Present	Past simple	Past participle	Translation L1	Translation L2
	went			
teach		taught		
	learnt			
do				
		come		
		written		
know				
	read			
leave				
	chose			
be				
		made		
	took			
		seen		
have				
	sold			
		given		

6. Write 10 regular verbs. Use the texts in pages number 1, 2 and 3.

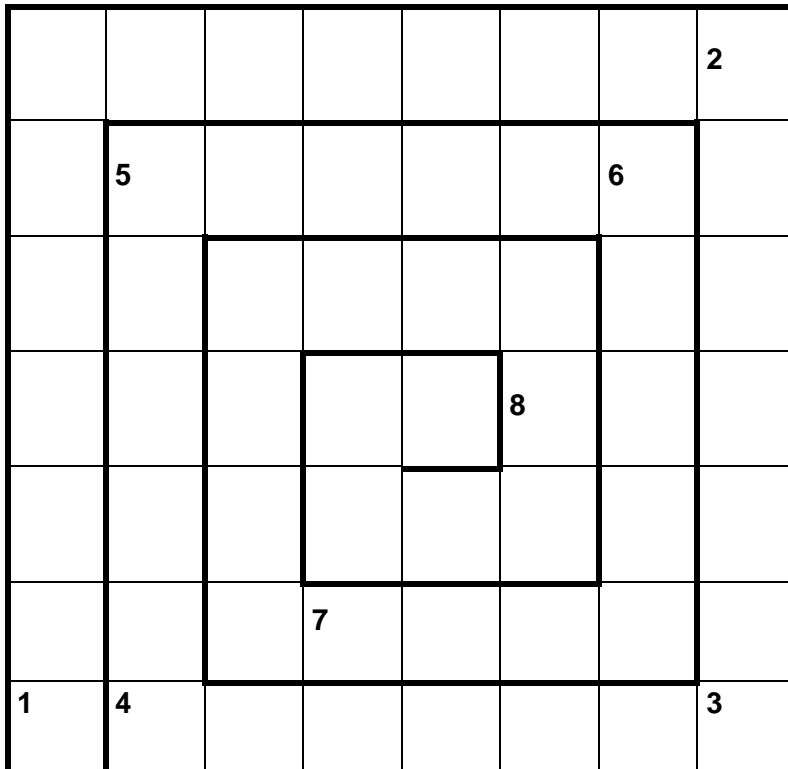
Present	Past	Past participle	Translation L1	Translation L2
cook	cooked	cooked	cocinar	cuinar

7. Cell work chop. In the box you will find words chopped. Find the pieces together and write the words in the space provided below.

ORAT	PEDA	AX	TES
STY	ORY	TABL	SC
ESTA	LUS	GOGUE	LA
ROLLS	YRUS	EEKS	W
TIN	ETS	PAP	GR

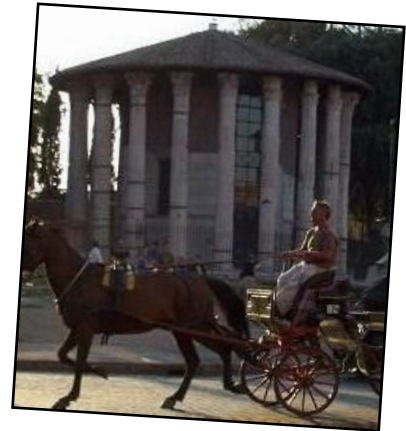
LATIN	ENGLISH	TRANSLATION	LATIN	ENGLISH	TRANSLATION

8. Families and school spiral



1. The male head of a family (it could be the grand-father, the father or the uncle) in Ancient Rome.
2. A roll of papyrus or animal skin used to write in the past, for instance in Ancient Rome. It is not a book.
3. A very useful tool to write on wax tablets.
4. 'Name' in Latin.
5. The language that Romans spoke.
6. A writing material used for important documents. It was also used by Egyptians.
7. The name of the family branch in Rome,
8. Property or land owned by the paterfamilias.

9. **VESTAL VIRGINS.** Fill in the blanks with the word bank.



6th Century B.C. - end of 4th Century A.D.)

Only a few women **played** a little role in the public _____ (1) life of Rome. The most remarkable example was the **Vestal Virgins**.

The Temple of _____ (2) (the goddess of the hearth) was **located** in the Roman Forum. The most important job of the six Vestal Virgins was to maintain the fire in the public hearth of the temple. It was said that disaster would strike Rome if the _____ (3) ever went out. In addition, the Vestals made a special kind of flour called _____ (4) which was sprinkled on all public offerings to a god. Thus they had a role, though a rather limited one, in all public religious events.

The Vestals were chosen between the ages of _____ (5) and ten from among Rome's best families. They **served** for _____ (6) years, ten as students, ten in service, and ten as teachers. A violation of their vow of _____ (7) led to execution by being **buried** alive.

They often **appeared** in public and had special **reserved** seats at banquets and games. At the end of their service they could retire or _____ (8). Most Vestals retired and they lived quite comfortably. The end of the Vestal Virgin happened when Emperor Theodosius came into power in A.D. 391.

WORD BANK

chastity⁴ Vesta religious fire thirty marry⁵ six mola⁶

9. **Write 6 lines about the life of a Vestal virgin.**

- a. They made
- b. They had a role
- c. Vestals were chosen
- d. Vestals served for
- e. Vestals could

⁴ Chastity: virginity.

⁵ To marry: take as one's wife or husband in marriage.

⁶ A kind of flour.

Forming the simple past tense

With most verbs, the simple past is created by adding -ED. However, with some verbs, you need to add -ES or change the ending a little. Here are the rules:

Verb ending in...	How to make the simple past	Examples
e	Add -D	<i>locate-located</i>
Consonant + y	Change y to i, then add -ED	<i>bury-buried</i> <i>marry-married</i>
One vowel + one consonant (but NOT w or y)	Double the consonant, then add -ED	<i>tap - tapped</i> <i>add-added</i>
[anything else]	Add -ED	<i>call - called</i> <i>play-played</i>

11. ONLINE ACTIVITIES

d) Roman numbers: Romans employed only 7 symbols to write numbers.

Roman Numeral	<i>I</i>	<i>V</i>	<i>X</i>	<i>L</i>	<i>C</i>	<i>D</i>	<i>M</i>
Value	1	5	10	50	100	500	1000

The following rules are very important.

- Symbols V, L, D can be used only once at a time. Symbols I, X, C, M can be repeated thrice at a time.
Examples: III stands for $1 + 1 + 1 = 3$. XXX stands for $10 + 10 + 10 = 30$.
- Only symbols I, X, C are used for addition and subtraction.
Add when the smaller symbol is to the right of the bigger one.
Subtract when the smaller symbol is to the left of the bigger one.
Examples: XI stands for $10 + 1 = 11$. IX stands for $10 - 1 = 9$.
- Symbol I can be added to or subtracted from V, X only.
Symbol X can be added to or subtracted from L, C only.
Symbol C can be added to or subtracted from D, M only.
Examples: VI stands for $5 + 1 = 6$. IV stands for $5 - 1 = 4$.

From: <http://www.syvum.com/cgi/online/serve.cgi/squizzes/math/roman1.tdf?0>

Here you are some websites with games to learn Roman numbers.

http://www.321know.com/g28w_nx1.htm#pgtp

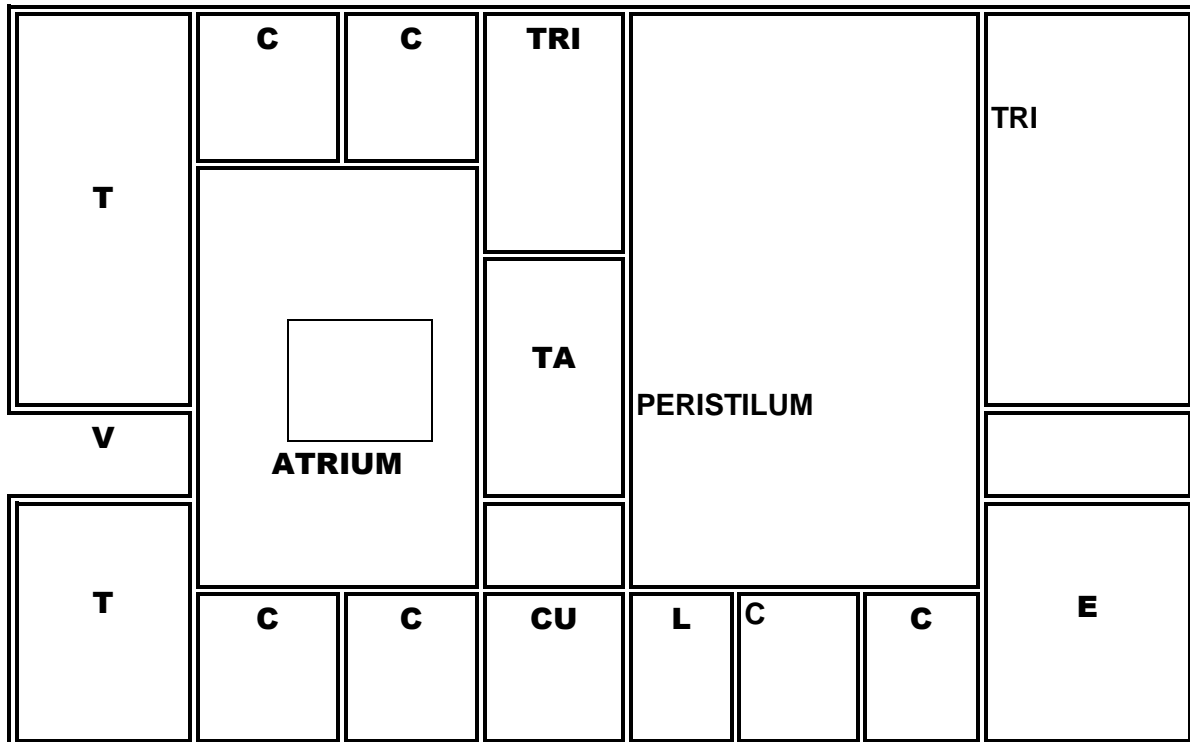
<http://sln.fi.edu/time/keepers/Silverman/html/RomanMatch.html>

<http://www.manythings.org/fq/m/2982.html>

V TOWN & COUNTRY

MOTIVATION TASK:

Look at the picture carefully



❖ These are the Latin names of the rooms in a Roman domus (house). In pairs complete the chart by writing the name of the room in English.

LATIN	ENGLISH	LATIN	ENGLISH
Taberna	S_____	Latrine	T_____
Cubiculum	B_____	Cucina	K_____
Triclinium	D_____	Vestibulum or fauces	H_____
Tablinum	S_____ or O_____	Peristilum	C_____ Y_____ D

HOUSING IN ANCIENT ROME

In cities, rich families lived in single storey buildings with a small number of windows. They often rented out the two front rooms to traders if they lived on busy streets for them to use as *tabernae* or shops.

A wealthy Roman citizen lived in a large house. The main entrance to the house would face the street, consisting of a double-door, behind which a short corridor led into the *atrium*. The **atrium** was the most important part of the house. In the centre of the house there was a square opening called the *compluvium* in which rainwater could come in, draining inwards from the roof. Below the compluvium there was the *impluvium*, a pool to gather rainwater. Close to the atrium there were the main rooms: the small *cubicula* or bedrooms, the *tablinum*, and the *triclinium* or dining-room. In the atrium there was the *lararium*, a small shrine.⁷ In the back part of the house there was the peristylium which was surrounded by the bathroom and the *cucina* or kitchen. These homes were called **domus**.

Wealthy Roman families enjoyed the comforts of country life, especially in summer time. **Villas** had mosaic floors, a private bathhouse and under floor heating. Most of these villas were farms and helped to supply the cities with food such as wheat, fruit, vegetables, wine, olive oil and meat. Nearly all the work on the estate was carried out by slaves. Apart from the owner's residence there was a part to fulfil specific farming needs; a barn for the animals, a cellar and a furnace to ceramics.

This kind of villa, a big house surrounded by farmland, was a 'villa rustica'. The villa next to the city was called 'villa urbana'.

The middle classes and the poor lived in crowded apartments blocks, the **insulae**. The plebeians, the lower class Romans, lived in this kind of accommodation, called flats, above or behind their **shops**. Shops were usually on the streets at ground level.

In the *insulae*, a whole family (grandparents, parents and children) might all be crowded into one room, without running water. There was no water supply. They did not have toilets so they had to use public toilets (latrines).

As you have seen, there were **shops** in the front of the domus and on the ground floor of the insulae, but during the empire many shops were built in markets, too.

1. Fill in the grid. To learn more:

adjective	comparative	superlative	meaning	adjective	comparative	superlative	meaning
busy				big			
		the most		near			
wealthy				close			
short				small			

⁷ A small family place of worship the household gods.

2. Complete the text about Roman towns.

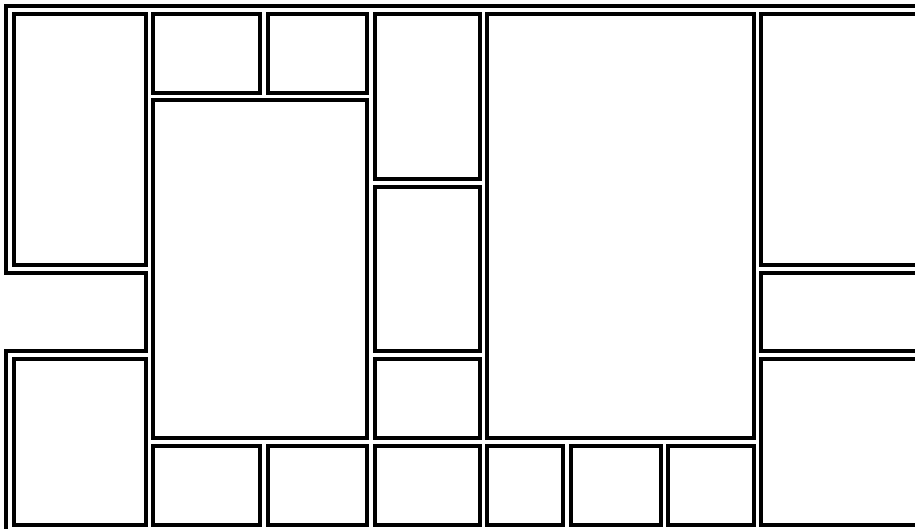
tabernae	domus	insulae	tabernae
----------	-------	---------	----------

In cities, most Romans lived in apartments called _____. A wealthy family owned a house called _____. In busy streets there were some _____ in the front of the domus. There were also _____ in the ground floor of the insulae.

3. Match the words on the left with the correct clues on the right

- | | | |
|----------------|--------|---|
| 1. tabernae | ___ a. | a house and farm in the country |
| 2. insulae | ___ b. | a bedroom in a Roman house |
| 3. villa | ___ c. | apartments blocks in a Roman city |
| 4. cubiculum | ___ d. | shops in an ancient Roman city |
| 5. atrium | ___ e. | dining room in an ancient Roman house |
| 6. cucina | ___ f. | office or study in a Roman domus. |
| 7. domus | ___ g. | toilets in a Roman domus. |
| 8. latrines | ___ h. | kitchen in an ancient Roman house |
| 9. tablinum | ___ i. | single storey house in an ancient Roman city. |
| 10. triclinium | ___ j. | the central court of an ancient Roman house |

4. Write the parts of a Roman domus. Use the chart below.



1. Roman domus plant.

Cubiculum	Atrium	Latrines	Exedra
Peristilum	Tabernae	Vestibulum or fauces	
Triclinium	Cucina	Tablinum	

5. Finish the sentences about a Roman villa

1. Rich people had a farmhouse called a _____
2. Houses in the countryside were called _____
3. Houses in the countryside near the city were called _____

6. Name two functions of a villa.

- a. _____
- b. _____

7. List 3 rooms in a villa that you would not find in a domus.

- a. _____
- b. _____
- c. _____

8. Cell word chop: In the box below you will find some words chopped. Find the pieces that fit together and write the words in the space below.

mus	tab	ins	ops
ulae	tricli	nium	vium
ium	ina	llae	cuc
sh	vi	tab	do
ernae	implu	larar	linum

Latin word	English	Your mother tongue	Latin word	English	Your mother tongue

9. Read Martial's description of his villa and answer the questions. Use the Internet.

The poet **Martial** was born in Bilbilis, Spain (41 AD - 104 AD). Although he lived in Rome he had a small villa and an unproductive farm near Nomentum, in the Sabine territory, where he occasionally went to relax. The poet Martial said '*Whenever I'm worn out with worry and want to get some rest, I go to my villa*'.

- ❖ Where was **Bilbilis**? _____
- ❖ What's today's name? _____
- ❖ Where was Martial from? _____
- ❖ Why is Martial known /famous? _____
- ❖ In which centuries did he live? _____
- ❖ Why did he like his villa? _____
- ❖ Where was Martial's villa? _____
- ❖ In what region of Italy was it? _____

10. 'Els Munts Villa' a villa near Tarraco. Read and answer the questions.

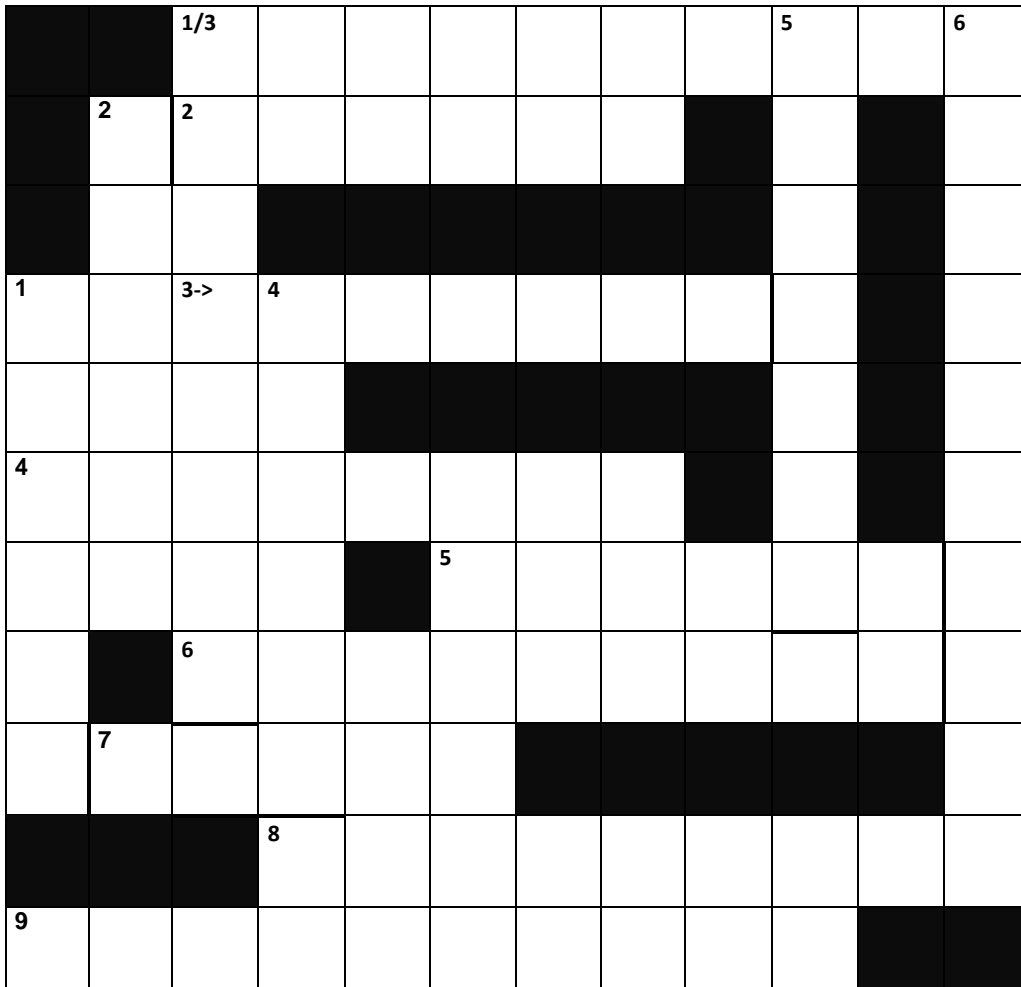
The villa was first built at the beginning of the 1st century AD and during the 2nd century AD it belonged to a Roman duumvir⁸. The building is in the countryside next to the sea: Els Munts is an example of seaside villa.

An L-shaped corridor links all the rooms in the villa. Next to the villa there are two bath houses: the biggest one consists of a changing room, the pools, the furnace and the latrines. Beside the seaside there is another bath house. The villa was inhabited until the 5th century AD. You can visit it!

- a) Where is 'Els Munts villa'? _____
- b) Is it in the seaside or in the countryside? _____
- c) When was this villa built? _____
- d) How many baths did it have? _____
- e) How long was the villa inhabited for? _____

⁸ A duumvir was one of two officials in Ancient Rome.

11. Roman houses Crosswords



Across:

1. The dining room in a Roman house.
2. The name of the kitchen (the other way round).
3. The name for toilet in Roman times.
4. The shop in the front of a house (write it backwards).
5. The hall of a Roman house.
6. A pool to gather rain water inside a house (backwards).
7. The name of the one storey building where wealthy families lived.
8. Bedroom in the Roman period (backwards).
9. The open area in the back part of a house.

Down:

1. The name of the last room in a house.
2. The name of a house and farmland outside town.
3. The room where the owner of a domus worked.
4. The central court of a Roman house.
5. A block of apartments in a Roman city.
6. Backwards, the name of a square opening in the middle of the atrium.

12. Latin dictionary exercise. Fill in the blanks in English and in your language.

Latin	English	Your language
annus		
ante meridiem		
aqua		
bene		
canis		
circus		
cogito		
corpus		
de facto		
deus		
ego		
equus		
est		
hortus		
in		
index		
iris		
legere		
librarium		
locus		
magnus		
mare		

mens		
murus		
musica		
nihil		
non		
nota		
novus		
opus		
orbis		
post		
post meridian		
primus		
pro		
sanus		
solus		
sum		
tempus		
terra		
urbs		

VI ROMAN FARMING

Motivation task: read the text and answer the questions.



14. "Lo Parot" an ancient olive tree near Tarraco.

'Lo Parot' is an old olive tree in Horta de Sant Joan, not far from Tarraco. This is one of the oldest olive trees in the world. Some people say it is the oldest olive tree in Catalonia. It is believed to have been planted by the Romans. At the top, the circumference measures 15 metres and the diameter of the trunk measures 9 metres. It is 8 metres tall.

❖ Answer the questions and look at the pictures.

1. Are there olive trees in the Mediterranean area? _____
2. Did Romans grow olive trees? _____
3. What products can be obtained from an olive tree? _____
4. Can you think why olive oil was so important? _____
5. Can you name other basic farming products? _____



2. Grapes.



3. Olives.

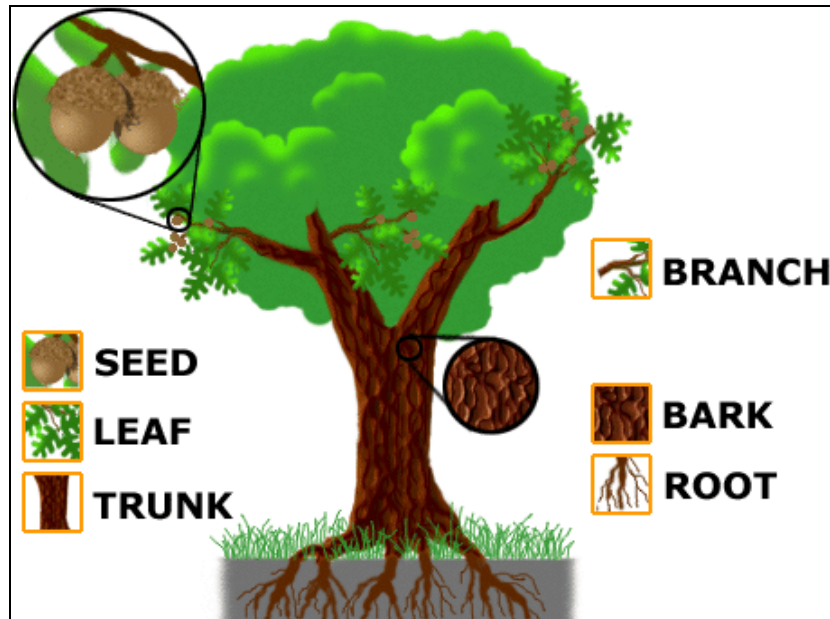


4. Olive oil.



5. Wood log.

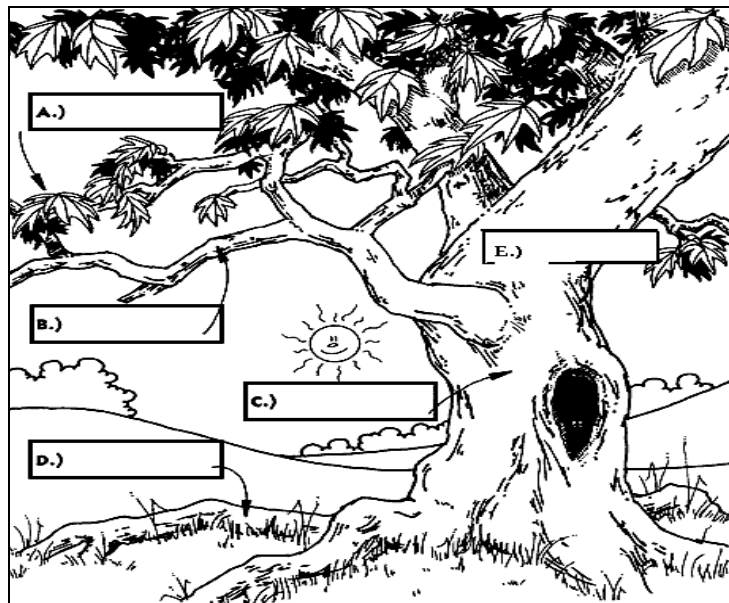
TREE PARTS



❖ **Match the tree parts with the definitions:**

- | | |
|----------------------|---|
| 1. leaf (pl. leaves) | ___a. outer layer of the trunk. |
| 2. branches | ___b. flat green structures of a plant. |
| 3. bark | ___c. hold up the leaves. |
| 4. seed | ___d. a flowering plant's unit of reproduction. |
| 5. roots | ___e. the stem, or body, of a tree. |
| 6. trunk | ___f. hold the tree in the ground. |

❖ **Write the parts.**



- ❖ Read the text and answer the questions.

Roman farming

Most people lived and worked in the countryside, and even people who lived in towns worked on the land outside the towns. Large cities depended on the work of people who lived in farms growing crops. Important crops were wheat, olives and grapes to make olive oil and wine. Olive trees were planted in the entire Mediterranean basin under Roman rule. Olives were harvested in December. The Mediterranean climate was ideal for growing grapes. Romans drank wine, but they watered it down. Wines were stored in pottery jars called *amphorae*.

Mutton, beef, pork and chicken were important in people's diet. These animals were farmed in the countryside. Farm animals were important to Romans for dairy produce, meat, and leather. Slaves ran cattle farms in Italy.

During Roman times, crops were farmed on large estates called *latifundia*. First there was the steward (*vilicus*) who ran the estate. Under him there was the field foreman and finally the field workers who were mostly slaves.

Romans knew that the soil would become useless if it wasn't fertilized so they used manure (fertilizer) from their farm animals to revitalize the soil.

1. True or false sentences

- In Roman times most people worked in the countryside.
- Olives were harvested in September.
- Romans drank wine mixed with water.
- Roman crops were farmed in latifundia called estates.
- A steward or *vilicus* ran the estate or latifundia.
- Most of the field workers in latifundia were free men.
- Romans harvested olive trees, vineyards and wheat.
- The lands were very rich, so they did not fertilize the soil.

2. Rewrite the wrong sentences.

3. Complete the verbs in the chart

Present	Past	Participle	Verb	Meaning
grow			irregular	
	was			
	called			
drink				
	ran			
		stored		
		harvested		

4. Farming word scramble. Unscramble the words in the chart

SCRAMBLED WORD	WORD	MEANING
1. vhsaret		
2. wkrero		
3. vlsea		
4. vydaeinr		
5. dnal		
6. staete		
7. ewin		
8. gowr		
9. rdyia		
10. ansbi		
11. sergap		
12. proeytt		
13. sraj		
14. ropsc		
15. arfm		
16. ecltat		

5. Write 6 sentences using these words.

VII Bread and circuses

Motivation task: which of these games or sports aren't Roman?

 <p>1. A ball.</p>	 <p>2. Medieval knights.</p>	 <p>3. Four-horse chariot</p>	 <p>4. Dice</p>
 <p>5. Knucklebones.</p>	 <p>6. Theatre mask.</p>	 <p>7. A board game.</p>	 <p>8. A bullfight.</p>

In pairs organise your findings. Use the chart below and the substitution table.

Roman games	Other periods games

❖ **Write down 6 true sentences in your notebook.**

Ball/s Medieval knights Four-horse chariots Dice Knucklebones	are aren't	X a	Roman	game/s entertainment/s sport/s
A bullfight A board game Theatre mask	is isn't			

I Free time

There were plenty of fun activities in Roman times similar to the ones we enjoy today. Board games with counters and dice were very common. Adults and children also enjoyed knucklebones, which needed quick fingers.

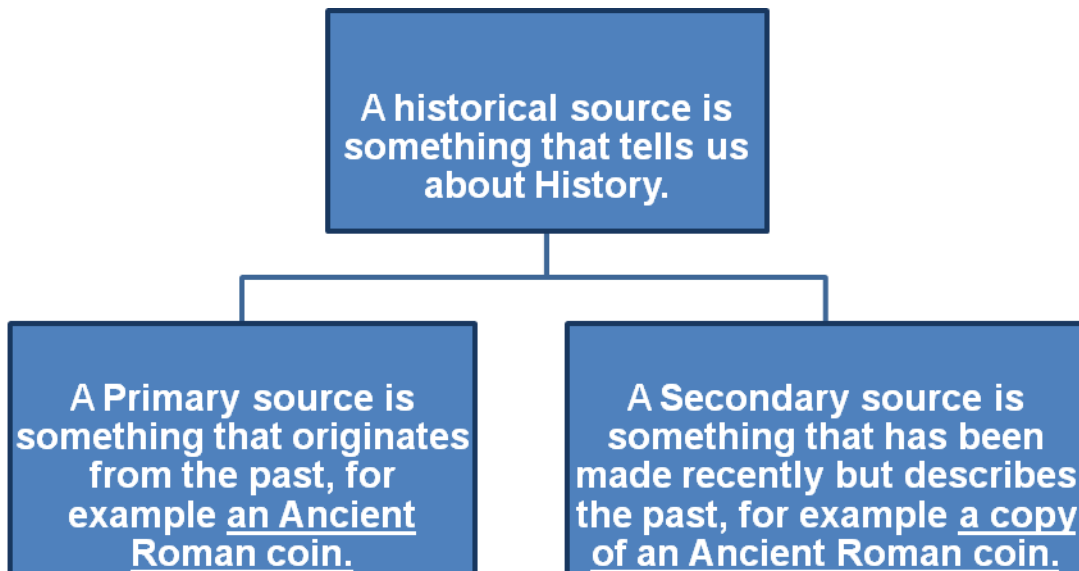
In the cities Romans enjoyed several forms of entertainment such as the theatre, the circus, the amphitheatre and baths. There was always something going on like plays in the theatre, chariot races in the circus and gladiator fights in the amphitheatres.







Roman people used to go to the theatre to watch plays or listen to music. They were so well designed that the audience could hear the actors even in the back row. Plays were performed in the open air. There were theatres in every city. Women were not allowed to act, so the male actors often wore **masks**.



We still use many plays written by Roman authors. They used to write comedies that still amuse us today.

HISTORICAL SOURCES



 <p>9. Tarraco's theatre model.</p>	 <p>10. Baths near Barcelona.</p>	 <p>11. Tarraco's circus model.</p>
 <p>12. Baths plan.</p>	 <p>13. Colosseum (Rome).</p>	 <p>14. Tarraco circus remains.</p>

1. Are pictures number 9 to 14 primary or secondary sources?

- a. *Tarraco's theatre* is a _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

II The Colosseum was a huge oval arena⁹ in the city of Rome. The Colosseum could accommodate 50,000 people, so it was the largest Roman amphitheatre. Some people didn't have a seat in the Colosseum. Standing, the Colosseum could hold up to 70,000 spectators! This is where Romans gathered to watch fierce fights between **gladiators** and battles between men and wild animals. Gladiators were usually trained slaves, criminals and prisoners of war. Sometimes, they flooded the Colosseum with water to hold mock sea-battles (*naumachiae*).

The Romans were skilled builders. They constructed buildings to last. The Colosseum was made of concrete and stone, as were most amphitheatres. It was built in the early days of the Roman Empire in around 70 AD. It was designed to host huge spectacles. Everybody could go to the events in the Colosseum and admission was free.

The **Coliseum** (Colosseum) was built during the reign of Emperor Vespasian c. 72 AD. The popular name of Coliseum came about because it was situated next to a colossal statue of Nero. The original name of this construction was the **Amphitheatrum Flavium**. The design was oval or elliptical and the amphitheatre itself is a Roman, not Greek, contribution.

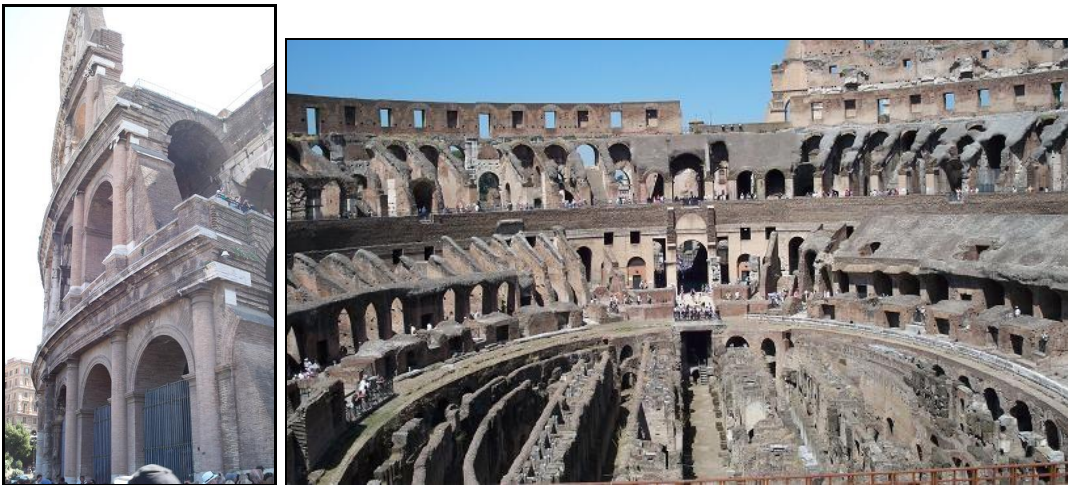
Over 64 metres high with eighty entrances, the Coliseum was built like two Greek Theatres

⁹ **Arena:** it comes from the Latin word "sand," which was placed on the floor to soak up spilled blood.

joined to form an oval shaped arena surrounded by rows of seats. The huge structure was supported by a system of arches and vaults. Below the arena a maze of passages led to lots of rooms. An awning (*velarium*) protected the spectators from sun and rain.

1. Answer the following Wh-questions:

- a) Where did the gladiators fight? *They fought in the* _____
- b) Who were the gladiators? *They* _____
- c) When was the Colosseum built? *It* _____ *built in* _____
- d) Who built the Coliseum? _____
- e) Why do we call the Amphitheatre Flavium 'Colosseum or Coliseum'? _____
- f) How many spectators could the Colosseum hold? _____



15. 16. The Colosseum in Rome.

2. You are a sports journalist trying to find out how Roman people were amused by violent sports.

- a) Describe the different 'blood sports' enjoyed by the Romans.
- b) Choose whether any modern sports can be compared with these sports.

* write a report a paragraph long on each of these different topics.

There were around 20 kinds of gladiators in Rome. Look at the examples:

- **Secutor:** Fought with a helmet adorned by a fish crest, a shield, and a sword. He usually fought a retiarius.
- **Retiarius:** He was lightly armed. A lightly armed gladiator with a net, brandishing either a trident or a dagger.

- **Samnite:** He was heavily armed. He used a sword, a helmet, a shield and **greaves** (a piece of armour for the legs).
- **Thracian:** Combated with a curved sword and a round shield.

3. Match the words on the left with the clues on the right

1. THRACIAN ___a) gladiator that fought with a fish shaped helmet, a shield and a sword.
2. SECUTOR ___b) gladiator that fought with a curved sword and a shield.
3. SAMNITE ___c) gladiator that carried a net and a trident or a dagger.
4. RETIARIUS ___d) gladiator armed with a sword, a helmet, a shield and greaves.

- ❖ Find out more about gladiators in <http://www.murphsplace.com/gladiator/glads.html>
- ❖ Dress a gladiator in <http://www.bbc.co.uk/history/interactive/games/gladiator/index.shtml>
- ❖ Visit the Colosseum in http://www.bbc.co.uk/history/ancient/romans/launch_ani_colosseum.shtml

4. Gladiator's crossword

1/1										10	11
2					5	6	7		9		
		3									
	2							8			
			4								
				3							
	4										
		5									
			6								

Across

1. The web retiarius used to fight. An arched roof used in Roman period (backwards).
2. The building where people used to watch gladiators fight.
3. Building material used in Roman times (The other way round).
4. A lightly armed gladiator with a net, brandishing either a trident or a dagger.
5. The name of an important amphitheatre in Rome.
6. A slave or war prisoner trained to fight in the arena (backwards).

Down

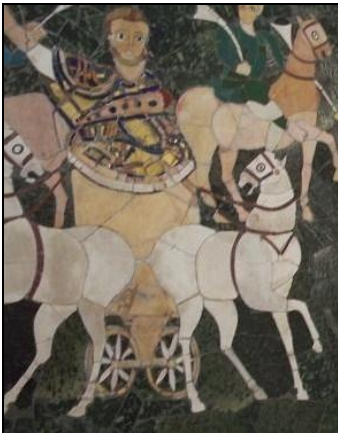
1. The Latin name of mock naval battles in the amphitheatre.
2. A weapon to fight (upside down).
3. Building material created by Romans.
4. A Gladiator that used a special helmet, a shield and a sword and fought a retiarius.
5. A gladiator that combated with a curved sword and round shield.
6. A special head covering for soldiers, gladiators etc.
7. A heavily armed gladiator (upside down).
8. A

curved protector tool for gladiators and soldiers (upside down). 9. A weapon shaped like a fork. 10. A curved structure as an opening or support for bridges, roofs, etc. The central part of an amphitheatre where contest take place. 11. A sun or rain protector for the crowds in the amphitheatre (use the Latin word).

III Circus Maximus

Some Romans liked a day at the races. In early Roman times, young **patricians** used to race their chariots around Rome. So, in the 6th century BC (about 2,500 years ago), they built the Circus Maximus in the city of Rome. Horses pulled chariots round a U shaped race-track, called 'circus' (circle) in Latin. It was especially designed to race chariots. Women could attend the races and they sat with the men. The original Circus Maximus was built out of wood but it burnt down twice. During the Roman Empire, the Circus Maximus was rebuilt using marble and concrete.

There were other circuses in the Roman Empire. The Romans built racetracks or circuses all over the Empire, but the Circus Maximus was the most famous one. It held about 250.000 people: admission was free too! So even poor people could go to the races every day!



16 and 17. Two horse chariots. Mosaic (left) and reconstruction (right).

1. Answer the following Wh-questions:

- a) When was the Circus Maximus built? _____
- b) Where did the chariots race? _____
- c) How many horses carried a chariot in Roman times? _____
- d) How many spectators could the Circus Maximus hold? _____
- e) What does circus mean in Latin? _____

IV The baths

Whilst there were private baths, public baths became a part of everyday life. Romans bathed once a week. In the baths people could have a massage too. Bath houses were big, and pools, exercise grounds, gymnastic apparatus, courts for games, libraries, reading and conference rooms were also found there. Baths were a meeting point for friends to socialise or for business. In the 3rd century AD Caracalla built a new public bath in Rome: this is the biggest public bath in the Roman times.

Baths also had a dressing room – called an apodyterium. People kept their clothes in this room. The bather went to different rooms to have a bath. The first room was the *tepidarium*, where the water was warm. The next room was the *caldarium* or hot room, where the water was hot. The person then entered a room where they were rubbed with oil. The dirt or sweat was scraped off with a **strigil**¹⁰ and after this; the bather had a cold bath in the *frigidarium*, the cold room.

Baths had different and sophisticated heating methods to keep the water and the rooms warm. The most famous Roman baths in Catalonia are in Caldes de Malavella (Barcelona).

1. Fill in the blanks with the words from the word bank.

The two most well preserved _____ (1) – thermae- of ancient Rome are the baths of _____ (2) and Caracalla. Diocletian's baths cover an enormous 32 acres. The baths of Caracalla cover 27 _____ (3). In the centre of the Roman baths, next to the dressing room, the _____ (4), could be found, an extremely large, vaulted and mildly heated hall. This could be found surrounded on one side by the _____ (5), a large, chilled swimming pool about 200 feet by 100 feet, and on the other side by the _____ (6), an area for hot bathing warmed by subterranean steam.

Hot air and steam baths had been known to the Greeks as early as the 5th _____ (7) BC and have been found in Italy dating back to the 3rd century BC. By the 1st century BC, hypocaust heating allowed for the creation of hot/cold rooms and plunge baths. Bathing quickly became a communal activity. The term _____ (8) was first applied to the baths built by Agrippa in the last 1st century BC. Emperors later built gradually bigger baths, and the thermae became an Ancient Roman tradition.

Not only were the baths meant for bathing, but also, for social gathering. In addition to the bathing areas, gardens, promenades, _____ (9), rooms for massage, libraries, and museums could be found.

¹⁰ A **strigil** was a small, curved, metal tool used in ancient Greece and Rome to scrape dirt and sweat from the body

WORD BANK

baths calidarium Diocletian acres century tepidarium frigidarium thermae gymnasiums

2. Circle the odd one out and give the reason why.

a) A Caracalla B Diocletian C Agrippa D Julius Caesar

I circled because

b) A tepidarium B frigidarium C calidarium D thermae

c) A chariot's race B gymnasium D library D museum

d) A thermae B circus C amphitheatre D skating-rink

e) A bathing B school C leisure D socialising

3. List the different ways the Roman used water.**4. Which do you think was most important?****5. Complete the chart**

	Positive	Comparative	Superlative	meaning	Spanish
1	warm	warmer	the warmest		
2	hot				
3	cold				
4	light				
5	quick				
6	big				
7	heavy				
8	chilly				
9	mild				
10	large				
11	huge				
12	dirty				

13	early				
14	fierce				
15	poor				
16	new				
17	much				

6. Describe a visit to a public bath. You should mention:

- 1) How water was brought into the town.
- 2) The steps you go through in the baths.
- 3) The kind of people you would meet there.
- 4) Why a visit to the baths was so popular.

7. Enjoy some activities about Roman leisure in the following addresses

A day at the baths <http://www.romanbaths.co.uk/htmlContent/game.htm>

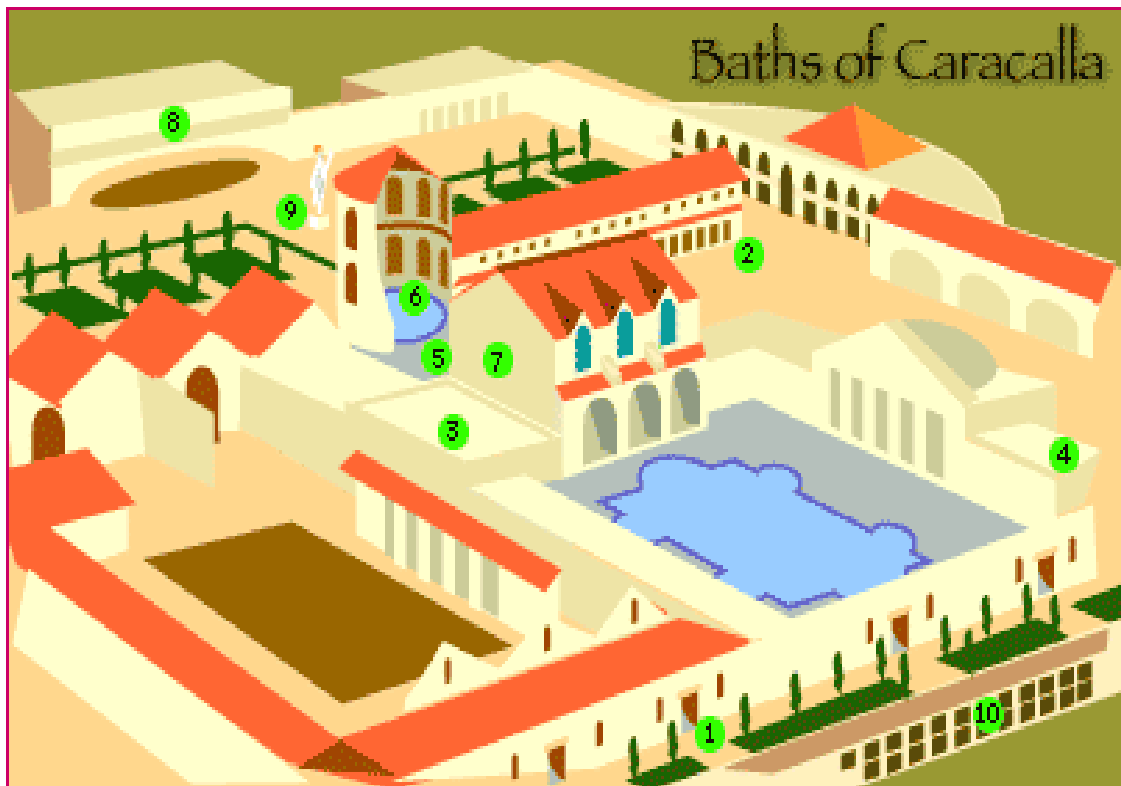
A day at the baths: <http://www.pbs.org/wgbh/nova/lostempires/roman/day.html>

Build a bath: <http://www.pbs.org/wgbh/nova/lostempires/roman/builds.html>

Bath tour: http://www.exeter.gov.uk/timetrail/02_romanfortress/bath_house.htm

Games <http://ablemedia.com/ctcweb/showcase/boardgames.html>

8. Baths of Caracalla (3rd Century AD.)



Baths of Caracalla legend

1. Entrance
2. Public toilets
3. Palaestra (fitness center)
4. Apodyterium (changing room)
5. Tepidarium (removal of dirt and sweat)

6. Caldarium (hottest room of a Roman bath)
7. Frigidarium (dip into a cold water bath)
8. Performance center (for entertainment and relaxation)
9. Exposition of art
10. Food and beverage

The Baths of Caracalla are one of the biggest Roman baths ever built. They were built by the emperor Caracalla in the 3th century AD.

The public baths or *thermae* were not only a place to wash but also a way to spend free time. There were lots of baths in Rome. There were public and private baths. Baths had several uses and were used as a meeting point. There was a bar, a restaurant, a palaestra, and also a meeting room, where an actor, a musician, or a philosopher could make a lecture or other entertainments.

Romans finished work by noon, so they were more likely to go to the baths in the afternoon. But some could bathe in the morning or late in the evening when some baths were lit by torch.

The Baths of Caracalla were enormous and covered 27 acres. They could accommodate up to 1,600 people. There wasn't any limit of age and children and old people and both men and women could go there. Even slaves could bathe. They often bathed naked and together.

There were also masseurs and food stalls. Baths were noisy and lively places.

After changing in the apodyterium and exercising in the palaestra the people entered into the tepidarium where the water was warm this opened the body pores. Then they went to the caldarium, the hottest room. This was a steamy room. The last stop was the frigidarium where the water was cold and this closed the skin pores.

Once they had taken care of the body they could focus on the mind: for example they could listen a poet or a philosopher.

a) A day at the baths:

- 1) What number is the entrance? _____
- 2) Where are the toilets? _____
- 3) What can you do in the palaestra? _____
- 4) What can you do in the apodyterium? _____
- 5) What can you do in the tepidarium? _____
- 6) What can you do in the caldarium? _____
- 7) What can you do in the frigidarium? _____
- 8) What can you do in the performance center? _____
- 9) Where can you visit an exposition of art? _____

10) Where can people have food and beverage? _____

b) Solve the following anagrams which appear in the text.

a) Real pasta → _____

b) A beer gave → _____

c) Um, I dig a friar! → _____

d) A lucid Maria → _____

e) Today impure → _____

f) Tame her → _____

VIII Roman gods and goddesses

MOTIVATION TASK: Brainstorming A B C Brainstorm

Roman gods and goddesses

A _____

O _____

B _____

P _____

C _____

Q _____

D _____

R _____

E _____

S _____

F _____

T _____

G _____

U _____

H _____

V _____

I _____

W _____

J _____

X _____

K _____

Y _____

L _____

Z _____

M _____

N _____

Visit this site and hear a legend:

http://myths.e2bn.org/mythsandlegends/view_myth.php?id=9

(The legend of the fens)

History creator: <http://myths.e2bn.org/create/tool527-story-creator-2.html>

ROMAN RELIGION

The ancient Romans believed in gods and goddesses. They had gods for almost everything. There were temples all over the Roman Empire where people worshipped the gods in temples. They were usually in the Forum, and people made sacrifices of animals and gave precious things there. The ancient Romans brought offerings of meat and other objects to the temples. Every home had a family god. Most ancient Romans had a small grand, separate room, god. Honouring their ancient Romans daily display or even a to honour the family gods was part of life.



Not all of the gods Romans were originally Romans travelled a lot expanded. When the god or a goddess from conquered, if they liked them they adopted and incorporated them. When Romans heard about the Greek deities, they adopted them all. The Romans changed many of the Greek god names to Roman names. Zeus became Jupiter or Hera was named Juno. But the Romans left their features intact as well as their position. Roman also worshipped their Emperors.

worshipped by ancient Roman gods. The while their empire Romans heard about a the people that they worshipped by ancient Roman gods. The while their empire Romans heard about a the people that they

Romulus and Remus didn't exist in Greek mythology, they were a Roman contribution. Roman believed the gods were all part of a family and there were stories or myths about them. Each god or goddess had a different role.



1. Temple remains in Rome.



2. Vesta's temple in Rome.

1. Letter tiles. Two sets of paper tiles will be handed to you by your teacher. In pairs unscramble the tiles to reveal two messages.

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

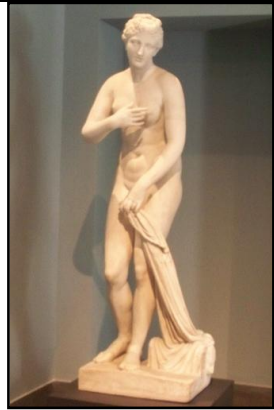
a) Myth:

S)	EVED	TO	PEO	HAVE	ING
PLES	ERS	WOR	GOD	SHIP	E TH
AN H	BELI	POW	MANY	PED	A BE
UMAN	IENT	(ANC	MOR		

b) God:

2. Answer the following Wh- questions:

- 1) Why did Romans believe in lots of gods? _____
- 2) Where did Romans worship their gods? _____
- 3) Where did Roman people venerate their family gods? _____
- 4) Who did Romans worship apart from proper gods? _____
- 5) Which gods didn't exist in Greek Mythology? _____

Roman gods	
<p>Saturn: he was an ancient god, who was once the ruler, but his place was taken by his son Jupiter.</p> <p>Jupiter: the god of the sky, he was the king of gods. He was the god of thunder and lighting.</p> <p>Juno: Jupiter's wife, who looked after women. The most important goddess in the Roman state.</p> <p>Neptune: Jupiter's brother. He was the god of the sea.</p> <p>Minerva: the goddess of wisdom and women's work, such as weaving cloth. She also was the goddess of war.</p> <p>Mars: the god of war. The month of march is named after him.</p> <p>Venus: the goddess of love and beauty. She was the lover of Mars.</p>	

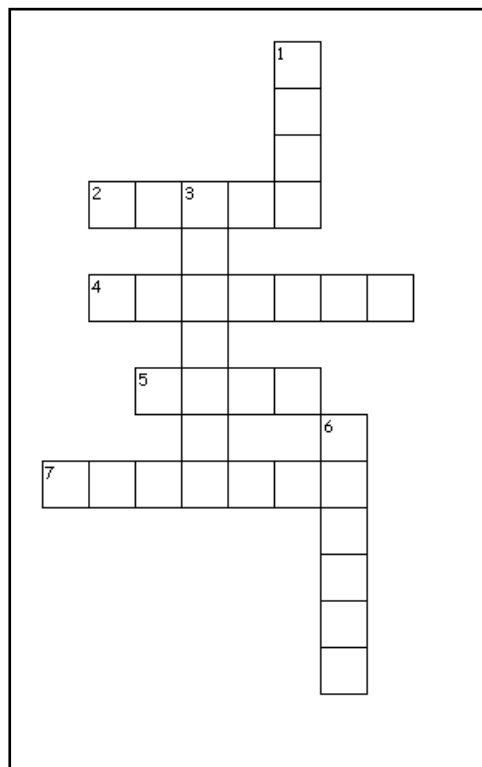
3. Match the definitions in the first column to the god in the second column.

1) The Roman sky god and most powerful of all Roman deities	_____ Ceres
2) Goddess protector of women	_____ Jupiter
3) Goddess of agriculture	_____ Venus
4) The Roman goddess of love	_____ Neptune
5) God of the sea and father of Cyclops	_____ Juno
6) The goddess of war and wisdom	_____ Saturn
7) A very ancient god. His place was taken by his son.	_____ Minerva

4. In pairs, search the internet the Greek names of the following Roman gods and write them in the grid. Add their attributes and their main activities.

Greek gods	Roman gods	Gods' attributes	Activities
Cronus or Kronos	Saturn		
	Jupiter		
	Juno		
	Neptune		
Aphrodite	Venus		
	Minerva	owl	
	Mars		war

5. **Criss-cross puzzle:**



Across

2. The goddess of love, who was the lover of Mars. 4. The god of the sky, he was the king of gods in Rome.

5. Jupiter's wife, who looked after women. She was the most important goddess in the Roman state. 7. The goddess of wisdom and women's work, such as crafts.

Down

1. The god of war. The month of March is named after him.3. Jupiter's brother, who was the god of the sea.6. He was an ancient god, who was once the ruler, but his place was taken by his son Jupiter.

6. THE ROMAN CALENDAR¹¹ (adapted from Teaching ideas)

Here are the names of the Roman months. Write the English and your language months in the spaces next to them.

LATIN	ENGLISH	YOUR LANGUAGE
Januarius		
Februarius		
Martialis		
Aprilis		
Maius		
Junius		
Julius		
Augustus		
September		
October		
November		
December		

- Can you see which 2 months were named after famous Roman leaders?

_____ and _____.

- Can you guess which four months were named after Roman gods? _____

_____, _____, _____ and _____.

- Can you guess which four months were named after Roman numbers? ____

¹¹ Today's calendar is based on the Roman one. Like us, Romans had 365 days and twelve months in a year, and a leap year every four years with 366 days.

7. Can you write down the missing days of the week?

DAYS OF THE WEEK			
English	Meaning in English	Latin	translation
	'Moon day'	dies Lunae	
	'the day of Mars'	dies Martis	
	'the day of Mercury'	dies Mercuris	
	'the day of Jupiter'	dies Iovis	
	'the day of Venus'	dies Veneris	
	'the day of Saturn'	dies Saturni	
	'Sun day'	dies Solis	

8. The Roman calendar. Match each month with its origin.

1. Januarius (January)	___ Earth Goddess Maia
2. Februarius (February)	___ Etruscan Goddess Aprilis
3. Martius (March)	___ 'The Seventh Month'
4. Aprilis (April)	<u>1</u> God Janus
5. Maius (May)	___ 'The Eighth Month'
6. Junius (June)	___ War God Mars
7. Julius (July)	___ Birth of Augustus Caesar - originally named Sextilis 'the Sixth Month'
8. Augustus (August)	___ Goddess Juno
9. September	___ 'The Ninth Month'
10. October	___ Birth of Julius Caesar - originally named Quintillis 'the Fifth Month'
11. November	___ 'The Tenth Month'
12. December	___ Februa festivals - the end of the ancient Roman year

IX ART AND MOSAICS

Urbem latericium iniebit, marmoream reliquit, Emperor Augustus found a city of bricks and left a city of marble.

Motivation task:



15. Mosaic



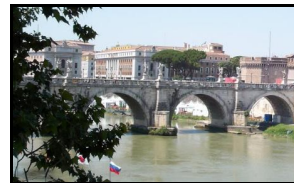
3. Roman sarcophagus.



4. Amphitheatre (Rome).



2. Titus Arch (Rome).



5. Bridge in Rome.



6. Villa of Livia, Prima Porta.

1. In pairs classify the following images into architecture, sculpture, painting and mosaic. Write your findings in the chart below:

Picture 1	Picture 2
The 1 st _____ is a _____	
Picture 3	Picture 4
Picture 5	Picture 6

ROMAN ART

Roman art was closely related to Etruscan and Greek art. Roman art appeared in about 500 BC with the birth of the Roman Republic.

a) Architecture

Ancient Romans are mostly famous for their architecture. The Romans were much more practical than the Greeks, so they developed a lot of building and engineering techniques. The Romans made important contributions to architecture; the three most important are the **arch**, the **baked brick**, and the use of **concrete**.

In the Republican period the Romans built **basilicas**, **temples**, **forums**, **aqueducts**, **roads** and **sewers** in Rome. They also built **amphitheatres** for games. Aqueducts were made from a line of arches joined together, with a channel on the top to carry water. The Roman used them to supply towns with water.

In Augustus' time, **brick** and **marble** were used in building. The *Ara Pacis Augustae* is an exceptional example of this.



7. Portonaccio sarcophagus.



8. Basilica of Maxentius (Rome).

Look at the text and answer the questions.

“We paint, make music, even wrestle [fight] better because the Greeks have taught us how. In fact, although we conquered Greece, they conquered us. “

Horace (lived 65-8 BC).

- ❖ **What does this sentence suggest to you?** _____
- ❖ **Who was Horace? Can you find information about him on the Internet?**
- ❖ **Can you find other poets from the same period?** _____
- ❖ **Write 5 lines describing Horace. You can include a picture.**

The Colosseum was built in 69 AD in Vespasian¹² time. Titus built a great triumphal **Arch**. A new forum was built with a new market-place and a big **column** in it (Trajan's column). People went to **public baths** to have a bath and enjoy themselves. There were also private baths in rich people's houses and villas. Another important building is Hadrian's **Pantheon**, a temple devoted to all the Roman gods. In this temple, there is a huge dome made of brick and concrete. Nobody built a dome as big as this for more than a thousand years.

In the rest of the Roman Empire's cities they built forums, baths, amphitheatres and insulae although they were smaller than the ones in Rome. There are many Roman cities around the Empire: in Italy there is Pompeii and Ostia. In Spain there is Italica (Seville) and Tarraco. There are also important Roman remains in places along the Mediterranean coast.



9. Triumphal arch in Rome's forum. 10. Trajan's column in Trajan's Forum (Rome).

❖ **Construct an aqueduct** <http://www.pbs.org/wgbh/nova/lostempire/roman/aqueductjava.html>

b) Sculpture

Roman people liked portraits; their statues looked like real people. Greek artists were more interested in ideals but what interested the Romans the most was reality.

In about 200 BC the Romans began the conquest of Greece and this gradually changed their style of art. During the invasion of Greece, the Romans saw Greek art in the cities, the cemeteries and houses. So Romans brought home a lot of samples of art from Greece. They also brought back Greek sculptors as slaves to work for them in Rome. For example, Augustus' **Ara Pacis** (the Altar of Peace) shows a clear influence of Greek art.

Romans used art as propaganda to demonstrate what the rulers wanted people to think. Excellent examples of this are the Arch of Titus and Trajan's Column.

¹² Vespasian was a Roman Emperor.



10. 11. Ancient Roman heads sculpture.

c) Painting

Rich people decorated their houses a lot. They painted their walls with beautiful murals. This kind of painting, that is to say wall painting is called fresco painting. The art of painting of the first century AD is divided into four different styles, especially because of the styles that were found at Pompeii. In the first style, the painting on the walls looked like marble pane (but it is only painting!).

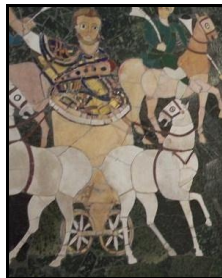
In the second style, the artists added motifs to the marble imitation such as garlands, birds or fruits.

The third style adds whole scenes to the walls. An exceptional example is the Villa of the Mysteries at Pompeii, as you can see in the picture.

d) Mosaics

Some Roman buildings had richly decorated floors which were covered in mosaics. Many described pictures of history and daily life. Some mosaics were ready-made following standard designs whilst others were made specifically for the wealthiest villa owners. Some of the finest Roman mosaics in Tarraco can be seen at Centcelles Roman Villa (Constantí) and at Villa dels Munts (Altafulla) both near Tarragona.

A little piece of a Roman mosaic was called a **tessera**. They were made of natural materials, so the range of colours was limited. Roman mosaics were not only geometrical but they could also form more complicated pictures. To make a mosaic thousands of tesserae were needed and all kinds of pictures were made.



Medusa mosaic is an important example that we still can admire in Tarragona Museum. Medusa was a monster. She had snakes in her hair, and it was believed that if she looked at you, you turned into stone.



1. Match the concepts in the word bank with the sentences.

PAINTING TESSERA SCULPTURE ARCHITECTURE MOSAIC

_____ is the art or practice of building.

_____ is a pattern produced by arranging together small pieces of coloured stones, tiles or glass.

_____ is the process or art of using paint.

_____ is the art of making forms in the round or in relief by chiselling stone, wood, clay or metal.

_____ is a little, square piece of a mosaic.

2. Define the following words. Write down the answer in your notebook.

concrete tessera mosaic fresco aqueduct

3. Roman art word search puzzle. There are 12 words.

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

4. Fallen phrase. In pairs, try to find out the definition of a Roman art technique.

O O
E
A
U

D E A T C A Y E
O L O T O E

A P E T F R F M S S O N P O T S D

A M E C S C I O O T S C E D E S R T E D

P I M D E S O R R I U T F L O A R A N R N

- Instructions: each letter appears in the same column, but below where it should be. You must put the letters back in the grid and rebuild the phrase. Write down the correct answer in your notebook.

5. Cryptograms: try to find out the two hidden definitions about two important Roman buildings.

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

13	26 23 26 22 4 14	11 12	20 5 20 4 26	13 7 17	25 15 13 7 7 4 9 26
6	15 5 25 15	10 19 5 7 1 26	25 9 4 13 7	6 13 22 4 19	5 7 22 11
			22 11 6 7 26		

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

—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
23	4	1	23	17	18	22	6	18	10	18	10	26	20	23	16	5	22	18	16	24					

—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
24	26	22	23	24	17	6	23	16	9	20	23	1	5	23	16	19	4	18	26	4	1	18			

—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
13	9	15	6	24	9	16	15																		

6. Roman art scramble: unscramble the words below and translate them:

COSEFR		
PECUTRUSL		
NIGTANIP		
MSICOA		
AHCR		
ULTVA		
ECNETROC		
ESTSRAE		
KCBRI		
LUNOMC		
TRELIYA		
IEATHRCTECUR		

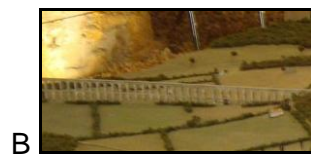
7. Roman art matching exercise: match the pictures in column A with the names of the pieces of art in column B:

A

B



___ Titus Arch in Rome



___ Rome's Forum



___ Tiger's attacking a calf (opus sectile)



___ Hadrian's bridge (Barcelona)



___ Tarraco's aqueduct (model)



___ Basilica of Maxentius, Rome



___ Mausoleum of Hadrian

X ROMAN SPAIN

Look at the map and answer the following questions.



1. Hispania in Augustus time. (From Encyclopaedia Britannica).

- What was the name of Roman Spain? _____
- Where is Tarraco? _____
- How did Romans divide Spain? _____
- Where are the Balearic Islands? _____
- Can you name three provincial capitals? _____
- Can you name three district capitals? _____

Oral activity. Can you think of some similar questions to ask your classmate?

Eg. What is the name of Tarraco now? It is Tarragona.

Where is it? It is in the northeast of Spain.

1. The conquest. Fill in the blanks.

The Romans _____ (1) most of Spain for almost 700 years. In 218 BC they _____ (2) Emporion and Tarraco, by the Mediterranean sea and a huge military conquest followed. They finished the conquest by **Augustus'** time, when he came to Tarraco to lead the Cantabrian conquest in the North of Spain. They _____ (3) over all of Spain but they did not have enough soldiers to make _____ (4) part of their empire. The Romans brought peace to Spain. They _____ (5) towns and roads. Many Spanish people copied the Roman way of life and even followed Roman religion.

Word bank:

Basque country invaded built took ruled



1. Tarraco's model.

2. Answer the wh- questions about the Roman conquest.

1. For how long did the Romans remain in Spain? _____
2. When did they invade Emporion and Tarraco? _____
3. When did they finish the conquest? _____
4. Why did Augustus come to Spain? _____
5. What did Romans build in Spain? _____
6. Which part of Spain could they not conquer? _____

LEARN:

	Present	Meaning	Past	Meaning
Affirmative	can		could	
Negative	can't/cannot		couldn't	
Interrogative	can I/you, etc.		could I/you, etc.	

3. Internet homework. Find:

- ❖ A map of Roman Spain in Augustus' time.
- ❖ Three Roman buildings in Catalonia.
- ❖ Three Roman buildings in Spain.

I Tarraco's short history

In 218 BC, during the second Punic War (a war between Romans and Carthaginians), Cneus C. Scipio disembarked with the Roman army at Emporion, a Greek colony. In the same year, Tarraco was founded as a winter base camp (**castra**) for the Roman troops to begin the occupation of the peninsula. This camp became a city and the **walls** were built.

In 45 BC, Julius Caesar gave Tarraco the rights of a colony under Roman law, and from this time it was known as *Colonia Iulia Urbs Triumphalis Tarraco (CIUT)*. After 27 BC, the emperor Augustus (63 BC – 14 AD) used the city as a base for his operations against the Cantabrian tribes, one of the largest wars in Roman history, involving nine legions. He lived in Tarraco for two years and it became the capital of Citerior Hispania. After some reforms Tarraco became the capital of the Tarraconensis.

It was at that time when Tarraco was provided with an urban and monumental infrastructure to demonstrate the importance of the city. The city expanded up to more than 70 Ha. However in the 3rd century Tarraco lost its status as capital: it was replaced by Toulouse and, later, by Barcino.

1. Answer the Wh-questions about Tarraco's short history.

1. Why did the Romans come to Spain? _____
2. In what century did they come? _____
3. In what year did they come? _____
4. Which Roman emperor lived in Tarraco? _____
5. When did he live? _____
6. How long did he live in Tarraco for? _____
7. Why did Augustus come to Tarraco? _____
8. Who gave colony status to Tarraco? _____
9. What was the full city name of the city? _____
10. How many Ha did Tarraco have? _____
11. What was Tarraco the capital of at first? _____
12. What was Tarraco the capital of later? _____
13. When did Tarraco start to decline? _____

2. Mix and match. Match the words on the left with the clues on the right.

Words

Clues

- | | | |
|------------------|-----|---|
| 1. Julius Caesar | ___ | a) A Greek colony. |
| 2. Tabernae | ___ | b) The sovereign of an empire. |
| 3. Emperor | ___ | c) The capital of Hispania Citerior. |
| 4. Forum | ___ | d) The place where soldiers lodged and trained. |
| 5. Tarraco | ___ | e) Shop in Latin. |
| 6. Emporion | ___ | f) Roman general and statesman. |
| 7. Castra | ___ | g) Public square in ancient Rome. |

3. Augustus timeline. You can use this site to make a timeline:

http://www.teach-nology.com/web_tools/materials/bigtimeline/

63 BC. Born in Rome.

45 BC To Spain with Julius Caesar.

44 BC. Adopted by Julius Caesar.

31 BC. Naval battle of Actium.

30 BC. Suicide of Marc Antony and Cleopatra; annexation of Egypt.

27 BC. Augustus becomes emperor. He settles in Tarraco.

25 BC. War in Spain; annexation of Galatia. Augustus leaves Tarraco.

12 BC. Augustus becomes Pontifex Maximus (See picture on the right).

9 BC. Ara Pacis Augustae inaugurated (See picture on the right).

5 BC. Tiberius in Germania.

4 BC. Birth of Jesus of Nazareth.

14 AD. Death of Augustus.

II The forum¹³ in Tarraco

The **forum** was one of the most characteristic structures of a Roman city. It was a square surrounded by arcades. Next to it there was the basilica, temples, some tabernae, etc. It was where most political and economical public business was carried out.

In the Empire, Tarraco had two forums, one was used for provincial purposes –it was placed in the highest part of the city and was the *provincial forum*- and the other was reserved for local uses –placed next to the theatre and the sea harbour and called the *colonial forum*. Next to this forum there was the basilica and there is still some evidence of it in Tarragona today. There you can see the sewers¹⁴. Statues from the same period have been found, some of them are related to the imperial worshipping. The forum was destroyed by a fire in 360 AD, probably in a Barbarian attack.

Shopping was a lively activity in the Roman world. Ancient Romans could trade in the tabernae; the shops were situated along the busiest streets of cities and towns, and in the market place. These shops, the tabernae, would offer either common goods –such as bakeries, laundries, dyer's, etc- or luxury goods, which were a more specialized trade. There were also places to eat and drink for plebeians and slaves.

The market place was in the forum. In markets, products as vegetables or oil were sold. So forums were not only an administrative spot but also an important place for trade. In the forum you could find the basilica, which was not a religious building as we regard it today but a trading spot. Outside the city walls there were other industries as pottery or metallurgy transformation.

1. You are a Roman boy/girl. A journalist is interviewing you. Write the words in the correct order to make questions that the journalist will ask. Follow the example.

¹³ It is a public square or market-place in an ancient Roman city used for judicial and other activities.

¹⁴ It is an nderground conduit for carrying off dirty water in a city.

buildings / what / were / in / there / forum / the? **What were the buildings in the forum?**

- a) could / do / the / where / shopping / people? _____
- b) forums / how / there / many / in / Tarraco / were? _____
- c) names / their / were / what? _____
- d) what / you / in / can / colonial / see / the / forum? _____
- e) they / were / what / for? _____
- f) the / when / destroyed / forum / was? _____
- g) were / products / market / what / in / sold / the? _____

2. Now answer the journalist's questions. Use your notebook.

Example: *What were the buildings in the forum? The buildings in the forum were the basilica, temples, and tabernae.*

3. Let's visit Tarraco!

In 197 BC the city of Tarraco was born. The city boundaries were marked by **walls**.

Along the Via Augusta there were a lot of burial sites as the Romans had to bury the dead outside the city walls. Burial sites were visited by passers-by so that the dead people were kept alive in people's memories.

The **amphitheatre** was outside the city walls. This was the venue for gladiator fights and the occasional public execution.

The city had two **aqueducts** that supplied water to the people of Tarraco. One came from the River Gaia and the other from River Francoli. The **public baths** were used for both personal hygiene and as a place to meet with friends or to do business.

The **Colonial Forum** was a collection of public buildings. Its square was important in economic, social and religious life.

The **theatre** was the venue for plays, and to glorify the empire. For example there were many statues of the emperor and his family for everyone to see.

Ships arrived at Tarraco's busy **port** bringing products into Tarragona and also exporting goods to places in the Empire.

The **residential area** of Tarraco was made up of **domi** (houses) and *insulae* (apartment blocks).



3. Tarraco's walls, amphitheatre, Circus, forum and theatre. See the aqueduct on the top right.

1. When was Tarraco formed? _____
2. What marked the limits of the city? _____
3. Where could you go to watch a play? _____
4. Where did imports and exports come into? _____
5. What kind of accommodation did people have in Roman Tarraco? _____
6. What carried water into Tarraco? _____
7. What were the two sources of water? _____
8. Where would you go to wash yourself? _____
9. Where was the amphitheatre located? _____
10. Where was a dead person buried? _____

4. A Roman poet in Tarraco

A quote from P. A. Florus: "I don't want to be Caesar" (Ego nolo Caesar esse).

Publius Annius Florus was a Roman poet who lived between the 1st and 2nd century A.D. (c. 70? - c.140 AD). According to a source from late Antiquity, Florus was born in Africa. For some time, he settled in Tarraco, the capital of Hispania Tarraconensis, where he founded a school and taught literature. He liked the town where people were honest and the climate was nice.

“Tarraco és per a mi la ciutat més agradable i estimada de totes les que són apropiades per al descans. Aquí tens un poble honrat, econòmic, tranquil, que guarda un cert recel al foraster però que una vegada provat el tracta bé. El clima que és molt temperat, no té canvis bruscos de temperatura i l’any sembla una primavera contínua. La terra és fèrtil en els camps i més encara en els turons...”

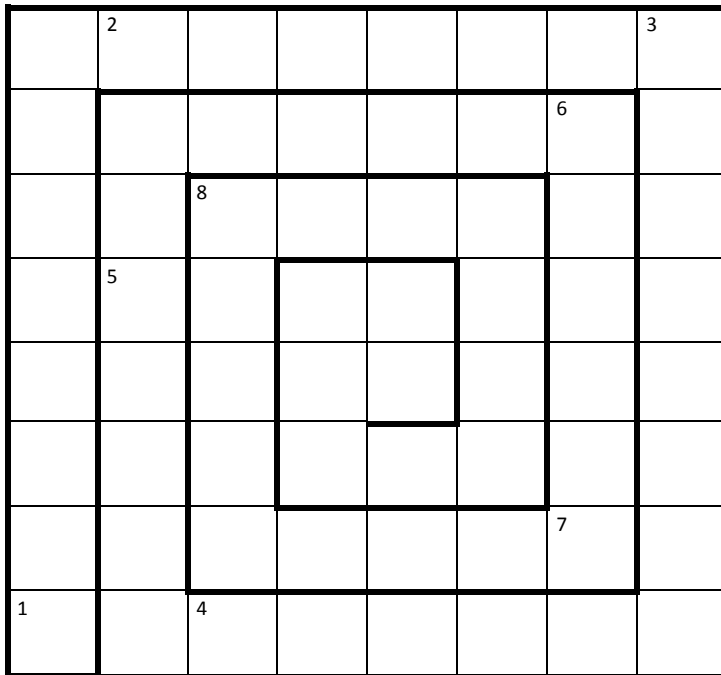
P. A. Florus



2.Tarraco'sharbour (model).

- a) How many years was P. A. Florus alive for? _____
- b) What centuries did he live in? _____
- c) Where did he live? _____
- d) Why did he especially like Tarraco? _____
- e) What was Florus' job? _____

5. Roman Spain spiral



1. The first Roman emperor.
2. Roman poet that lived in Spain (Tarraco).
3. Person who gave Tarraco the right to be a colony.
4. Conduit to drain dirty water outside the town.
5. The name of Hispania Citerior's capital.
6. The name of a square or market-place in an ancient Roman city used for judicial and other business.
7. The name of an ancient public hall with an apse and colonnades, used as a law court and place of assembly.
8. The name of a province in Hispania.

ANCIENT ROME GLOSSARY

Amphitheatre: A place where Romans went to watch animals and people fighting.

Aqueduct: A system of pipes and channels which brings clean water into towns.

Architecture: the art or practice of building.

Architrave: (in classical architecture) a main beam resting across the tops of columns.

Assembly: A meeting of plebeians in Ancient Rome. They gathered in the forum.

Cement: A building material made of sand, cement and water.

Concrete: Used by the Romans as a building material. In the 19th century it was commonly used with the Portland cement.

Consuls: Either of two annually elected chief magistrates in Ancient Rome. They ruled for a year.

Emperor: The king or sovereign of an empire.

Forum: An open space or a market-place in ancient Roman cities used for judicial and other business.

Gladiator: A slave or prisoner trained to fight other gladiators or animals in amphitheatres.

Kerb: A stone edging to a pavement or path.

Layer: A quantity of material in a strip.

Latin: The language spoken and written by the Romans.

Legend: A traditional story that explains the origin of a civilization or a fact. Legends aren't true. In many civilisations there is a need for stories and legends that explain the origin of the man and the world.

Link: To connect or join.

Milliarium: (pl. milliaria) milestone, a stone set up beside a road to mark the distance in miles to a particular place.

Mosaic: A pattern made from coloured pieces of stones and pottery used to decorate floors.

Myth: An invented story often about gods and spirits which is told to explain things about the world.

Network: A complex system of lines or roads.

Painting: The process or art of using paint.

Patricians: The patricians were the upper class, the nobility and wealthy land owners.

Pave: To cover the ground with stones.

Paving stones: Large pieces of stone used in paving.

Pedagogue: A Roman slave who was trained as a teacher.

Plebeians: The plebeians were the lower class in ancient Rome. They were also known as "plebs", the plebeians included everyone (apart from the patricians) from wealthy tradesmen all the way down to the very poor.

Republic: The political system in ancient Rome. A Republic is a country which does not have a King. The people who rule it are elected. France, Italy and Germany are countries which are republics today.

Sculpture: the art of making forms in the round or in relief by chiselling stone, wood, clay or metal.

Senate: The state council of the republic and empire sharing legislative power with the popular assemblies, administration with the magistrates, and judicial power with the knights. They occupied their position for life.

Slave: Someone sold to another person to work for them for free. They didn't have any rights or freedom.

Strigil: An object used in baths to scrape sweat, dirt and excess oil off the body.

Stylus: A metal pen used to scratch words into wax on wooden tablets.

Tessera: (pl. tesserae) A piece of a mosaic.

Tile: A thin, square piece of clay or concrete used especially for roofs or floors.

Trench: A long narrow hole in the ground or a ditch.

Villa: A large house in the country. Some villas were farmhouses and some were like palaces.

2nd ESO - Ancient Rome mock Exam

1. An Empire to rule

Unscramble each of the words. Copy the letters in the numbered cells to other cells with the same number.

GENEDL

--	--	--	--	--	--

7 15

KIODMNG

--	--	--	--	--	--	--	--

14 3

PUELIRCB

--	--	--	--	--	--	--	--	--

1

MIEPRE

--	--	--	--	--	--

6 9 20

MARY

--	--	--	--

4 22

SIELRDO

--	--	--	--	--	--	--

12 8

SORDW

--	--	--	--	--

10

TELMEH

--	--	--	--	--	--

17 21 18 16

SAADLNS

--	--	--	--	--	--	--

19 5 11 13

MURROA

--	--	--	--	--	--

2

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

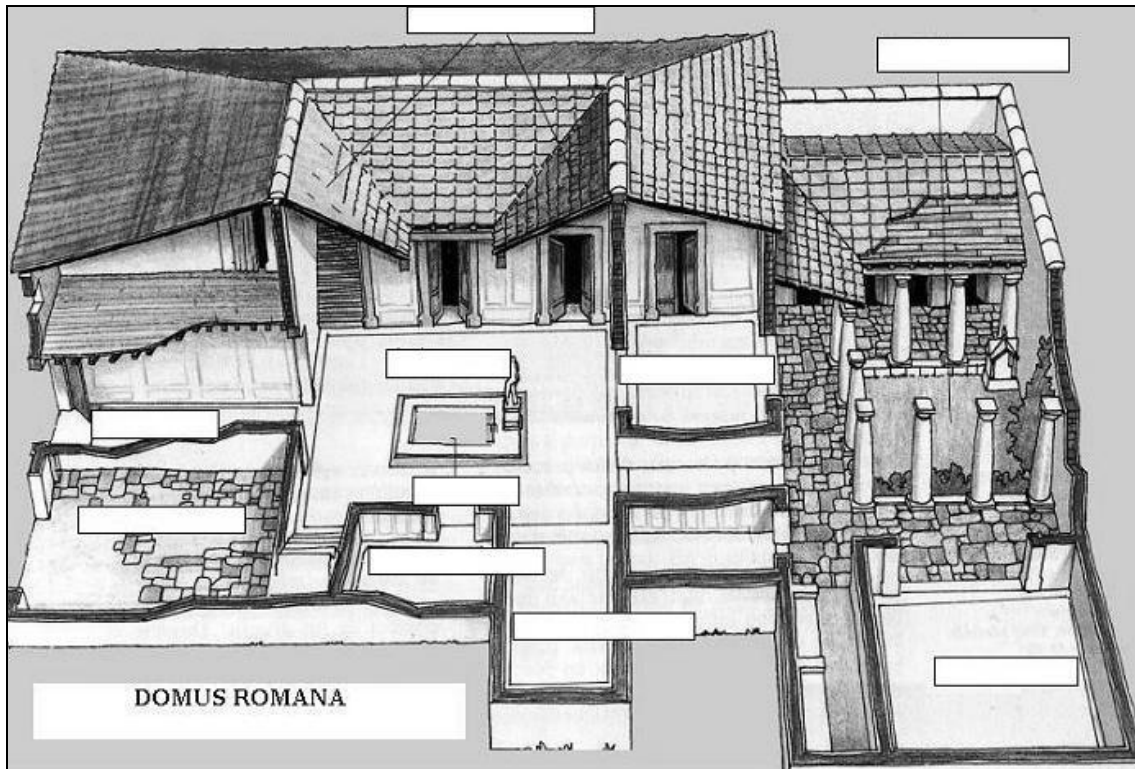
1.2. Now classify the words in these two groups:

a) Periods in Rome's History: _____

b) The Roman army: _____

2. 1. Fill in the names in the Roman house or domus. Use the words in the grid.

Cubiculum	Atrium	Latrines	Impluvium
Peristilum	Tabernae	Vestibulum or fauces	Cucina
Triclinium	Tablinum		

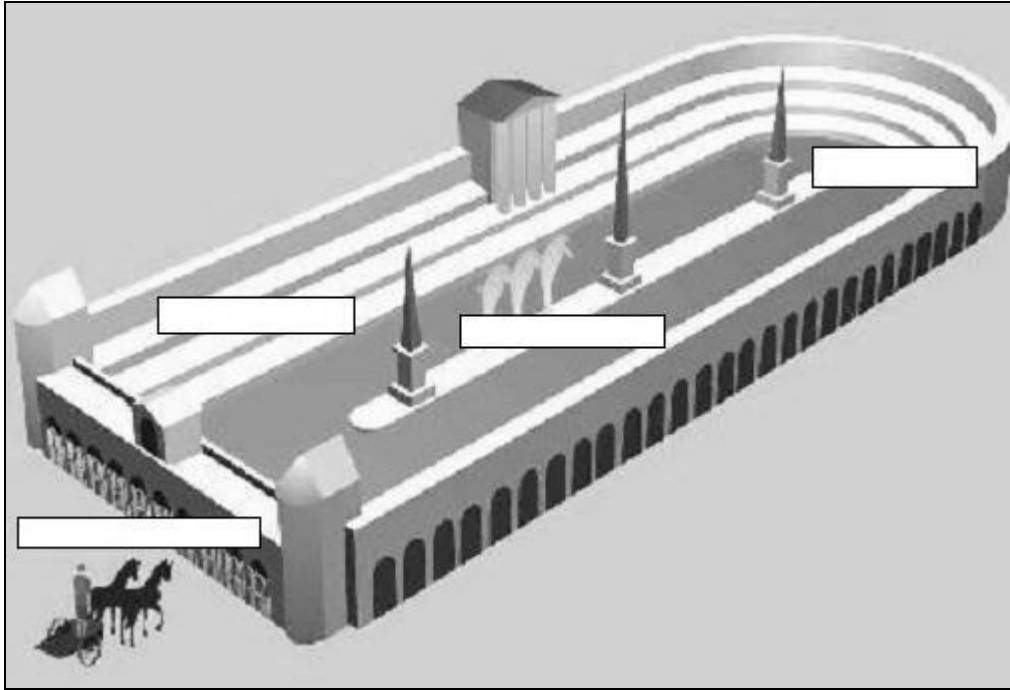


16. Roman domus.

2.2. Do you know the names of any other Roman residences? Where were they?

3. Look at the picture and answer the following questions.

3.1. Fill in the names in the picture [carceres, spina, cavea, arena].



17. Roman circus.

3.2. Answer the following questions.

What was the name of this building? _____

What was a circus for? _____

Can you name a city which had a circus? _____

What kinds of chariots did Roman have? _____

What are the names of the chariots? _____

In Ancient Rome, there were other buildings to entertain people. Can you name some? _____

4. Write 75/100 words about a Roman citizen. _____

5. Ancient Rome Vocabulary Quiz

Directions: Match the vocabulary words on the left with the definitions on the right.

1. chariot a large building used for entertainment in Roman times.
2. amphitheatre a projection at the end of a church or other building, usually having a domed or arched roof.
3. hierarchy a person believed by those in another culture to be savage, primitive, or uncivilized.
6. cult in ancient times, a two-wheeled horse vehicle driven from a standing position.
7. apse the rituals of a particular religion, especially those pertaining to a single deity.
8. strategist a group of persons graded according to rank or level of authority.
9. barbarian a man in ancient Rome who fought, often to the death and for the amusement of an audience.
10. gladiator an expert in designing strategy, or a maker of strategies.