

Grade 3 History & Geography

Unit 2: Ancient Rome

16 lessons and a unit quiz. Use this pack with the **Ancient Rome Student Reader** (print it, or download it once from the course) to teach the whole unit without the internet.

What is in this pack

- A lesson plan for each chapter: the Big Question, words to know, which pages to read, questions to talk over and the activity pages.
- The unit quiz, ready to print.
- Answers for the teacher at the back: every discussion question and the quiz key.

This course is based on an original work of the Core Knowledge® Foundation (www.coreknowledge.org) made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply that the Core Knowledge Foundation endorses this work. PGAMO added the lesson pages, study packs and quizzes layout, and shares them under the same license. License: CC BY-NC-SA 4.0 (<https://creativecommons.org/licenses/by-nc-sa/4.0/>).

Lesson schedule

Two or three lessons a week, about 30 minutes each. Tick each one off as you go.

	Lesson	Reader pages	Activity pages
☐	Chapter 1: Romulus and Remus	PDF pages 8–13	AP 1.1, AP 1.3, AP 1.2, AP 1.4, AP 1.5
☐	Chapter 2: Roman Gods and Goddesses	PDF pages 14–19	AP 2.1
☐	Chapter 3: The Roman Republic	PDF pages 20–27	AP 3.1, AP 3.2
☐	Chapter 4: The Punic Wars	PDF pages 28–33	AP 1.3, AP 4.1
☐	Chapter 5: Julius Caesar	PDF pages 34–39	—
☐	Chapter 6: Cleopatra, Queen of Egypt	PDF pages 40–43	AP 1.1, AP 1.3, AP 6.1
☐	Chapter 7: Julius Caesar Dies	PDF pages 44–49	AP 1.3, AP 7.1, AP 7.2
☐	Chapter 8: Caesar Augustus	PDF pages 50–55	AP 8.1
☐	Chapter 9: Roman Lands	PDF pages 56–61	AP 1.3, AP 9.1, AP 9.2
☐	Chapter 10: Roads, Bridges, and Aqueducts	PDF pages 62–67	AP 10.1
☐	Chapter 11: The Buildings of Rome	PDF pages 68–73	AP 11.1, AP 11.2
☐	Chapter 12: Gladiators and Chariot Races	PDF pages 74–81	AP 12.1
☐	Chapter 13: Pompeii	PDF pages 82–89	—
☐	Chapter 14: The Romans and the Christians	PDF pages 90–95	AP 14.1
☐	Chapter 15: The Decline of the Roman Empire	PDF pages 96–101	—
☐	Chapter 16: East and West	PDF pages 102–107	—
☐	Unit quiz	—	—

Page numbers are the PDF page numbers of the Student Reader file, so they match what your PDF reader shows.

Chapter 1: Romulus and Remus

THE BIG QUESTION

According to legend, how did the city of Rome begin?

Words to know

- **capital** — the main city of a country and the home of the country's government *The city of Rome is the capital of the country of Italy.*
- **legend** — an old, well-known story, usually more entertaining than truthful *The legend of Romulus and Remus helped to explain the founding of Rome.*
- **king** — a male ruler who comes to power by birth and who rules for life *Rome was ruled by kings for more than two hundred years.*
- **representative** — a person who speaks or acts for someone else *The people of Rome chose representatives to rule the city for them.*

Read

Read Chapter 1 in the Student Reader: PDF pages 8–13. Look at the pictures and maps together.

Talk it over

1. Who were Romulus and Remus? What happened to them?
2. How did Romulus and Remus choose the location for Rome?
3. Why would the Romans want to believe their city was founded by a god?
4. Why was Rome's location a good place to build a city?
5. Look at the map of Roman Lands in about 130 BCE on page 7 of the Student Reader. About how many miles, from east to west, did the Roman Empire reach by 130 BCE?
6. What does BCE mean?
7. What is the difference between a representative and a king?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: According to legend, how did the city of Rome begin?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.1: Map of the World — Teacher Guide PDF page 143
- Activity Page 1.3: Map of the Mediterranean Region — Teacher Guide PDF page 145
- Activity Page 1.2: World Geography — Teacher Guide PDF page 144

- Activity Page 1.4: Geography of the Mediterranean Region — Teacher Guide PDF page 146
- Activity Page 1.5: The Legend of Romulus and Remus — Teacher Guide PDF page 147

Chapter 2: Roman Gods and Goddesses

THE BIG QUESTION

What does this story tell you about the importance of gods in the lives of Romans?

Words to know

- **god** — a being in the shape of a man who has the power to affect nature or people's lives *Romulus and Remus were the sons of Mars, the Roman god of war.*
- **goddess** — a being in the shape of a woman who has the power to affect nature or people's lives *The Romans believed the goddess Vesta watched over their homes.*
- **holy** — having to do with a god or religion *Homes kept a holy fire burning to honor the goddess Vesta.*
- **temple** — a building used for worship *The Temple of Vesta in the Roman Forum honored the Roman goddess of the hearth and home.*
- **sacred** — related to religion; holy *The fire that honored the goddess Vesta was sacred.*
- **symbol** — a picture or object that is a sign for something; for example, the American flag is a symbol of the United States *Fire was the symbol of the goddess Vesta, who watched over the hearth.*
- **ember** — a small piece of burning wood or coal from a dying fire *If a fire is not tended, it will die down to embers.*
- **charcoal** — black chunks made from burned wood that are used as a fuel *The Romans believed that burning charcoal would bring the goddess Vesta to watch over their homes.*

Read

Read Chapter 2 in the Student Reader: PDF pages 14–19. Look at the pictures and maps together.

Talk it over

1. Who were Juno, Mars, and Saturn?
2. If a Roman farmer had a good crop, which particular Roman god might he thank?
3. If a Roman general were getting ready to march into battle, to which particular Roman god might he ask for help?
4. Why did the Romans have different names for their gods than the Greeks did?
5. Who was Vesta?
6. What happened to Flavia in this story?
7. Why did Flavia need to keep Vesta's fire burning?

8. (Explain that words with similar meanings are called synonyms.) Which word in the section is a synonym for holy?
9. If the fire had gone out, couldn't Flavia have just lit a new one and not let anyone know? Why wouldn't this have been a good solution to the problem?
10. Why does Janus have two faces?
11. How were Vesta and Janus the same? How were they different?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What does this story tell you about the importance of gods in the lives of Romans?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 2.1: The Solar System — Teacher Guide PDF pages 148–149

Chapter 3: The Roman Republic

THE BIG QUESTION

In ancient Rome, what was the difference between patricians and plebeians?

Words to know

- **chariot** — a carriage with two wheels that was pulled by horses or other animals *Racing in horse-drawn chariots was a popular sport in Rome, but chariots were also used in parades.*
- **patrician** — a member of ancient Rome's highest social class; a wealthy landowner in ancient Rome *In the early Roman Republic, the patricians held the most power.*
- **senator** — a member of the Senate, the patrician lawmaking group in ancient Rome *Hundreds of senators served in the Roman Senate during any given year.*
- **citizen** — person who belongs to a country and has protections under that country's laws *A Roman citizen enjoyed many rights.*
- **plebeian** — a common person without power in ancient Rome *A free Roman citizen who was not a member of the patrician class was a plebeian.*
- **republic** — a kind of government where people elect representatives to rule for them *Because they did not trust kings, the Romans made their city a republic.*
- **assembly** — a group of people that makes laws *The assembly gathered to make laws for the people of Rome.*
- **Senate** — the patrician lawmaking group in ancient Rome; the most powerful group in the Roman Republic *The Senate had the most power in the government of the Roman Republic.*
- **consul** — the most important official in the Roman Republic *In the Roman Republic, the consul served as leader of the Senate and made sure the Senate's laws were carried out.*
- **dictator** — a ruler who has total control over the country *During times of war or crisis, the Roman Senate could choose a dictator to rule with absolute power until the crisis was over.*
- **Forum** — the area in the center of Rome where government buildings, temples, and other important monuments were built *The Roman Senate met in a building in the Roman Forum.*

Read

Read Chapter 3 in the Student Reader: PDF pages 20–27. Look at the pictures and maps together.

Talk it over

1. What do we know about Lucius's life?
2. What type of boy is Lucius?
3. Where is Lucius's father going to take him today?
4. Did Rome have more patricians or plebeians? How do you know?
5. What were two main differences between patricians and plebeians?
6. How would Lucius's life be different if he were a plebeian?
7. When might Rome have a dictator?
8. Why might Romans choose a dictator during a time of war?
9. Who was Cincinnatus?
10. What did Cincinnatus do?
11. Did Cincinnatus think of himself as a hero? Did his life change after he and the army of citizens saved the Roman army?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: In ancient Rome, what was the difference between patricians and plebeians?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 3.1: The Roman Republic — Teacher Guide PDF page 150
- Activity Page 3.2: Life in Rome — Teacher Guide PDF pages 151-152

Chapter 4: The Punic Wars

THE BIG QUESTION

What bold attack did Hannibal make in the Second Punic War?

Words to know

- **conquer** — to win control of a land and its people by attacking an enemy or fighting a war *Rome used its strong army to conquer its neighbors.*
- **peninsula** — a piece of land sticking out into a body of water, so that it is almost surrounded by water *Rome is located near the center of the Italian peninsula, which looks like a boot in the Mediterranean Sea.*
- **nation** — the land and people who live under the authority of a government and its laws; a country (22) *Ancient Carthage stood where the modern nation of Tunisia now exists on the coast of North Africa.*
- **formation** — an orderly arrangement, such as in rows or a line *Fighting in formation helped the Roman army fight in a more orderly and more effective way.*
- **barrier** — something that is in the way *The steep mountains called the Alps formed a barrier between France and Italy, making it difficult to travel between the two regions.*

Read

Read Chapter 4 in the Student Reader: PDF pages 28–33. Look at the pictures and maps together.

Talk it over

1. How did the Roman army change over time?
2. Why did the Roman army conquer the Italian peninsula first?
3. Where did the name Punic Wars come from?
4. How many Punic Wars were there?
5. What happened in the First Punic War?
6. Why were the Romans at a disadvantage when the First Punic War began?
7. How did the First Punic War make Rome stronger?
8. Who was Hannibal?
9. Why did the Romans feel protected by the Alps?
10. Did Hannibal make the right decision by leading his army across the Alps?
11. What event led to the end of the Second Punic War?
12. Knowing that the city of Carthage surrendered but that Hannibal did not, why do you think he refused to surrender?
13. What happened in the Third Punic War?

14. Why was the Third Punic War the last Punic War?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What bold attack did Hannibal make in the Second Punic War?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.3: Map of the Mediterranean Region — Teacher Guide PDF page 145
- Activity Page 4.1: Domain Vocabulary: Chapters 1-4 — Teacher Guide PDF page 153

Chapter 5: Julius Caesar

THE BIG QUESTION

Why did some Romans think Julius Caesar was a hero?

Words to know

- **province** — an area or region; when an area was conquered by Rome, it became a province under Roman control *The Roman army added more and more provinces that were ruled by Rome.*
- **governor** — the leader of the government in a province *The Roman Senate appointed a governor to rule a province of the empire.*
- **tax** — money that people pay to the government *Conquered peoples had to pay a tax to the Roman government.*
- **border** — an imaginary line that marks the edge of a country or other piece of land *The Rubicon River marked the border between Italy and the Roman province of Gaul.*
- **civil war** — a war between people who live in the same country *When Julius Caesar disobeyed the Senate's orders and brought his army into Italy, he started a civil war.*

Read

Read Chapter 5 in the Student Reader: PDF pages 34–39. Look at the pictures and maps together.

Talk it over

1. How do we know the Romans admired the Greeks?
2. How does the photo of the Temple of Saturn support the idea that the Romans admired the Greeks?
3. What happened to many poor farmers in Rome?
4. Why were many of the Roman people unhappy?
5. What kind of person was Julius Caesar?
6. How did Julius Caesar show he was a good leader?
7. Why were Pompey and others in the Senate jealous of Caesar?
8. How did Caesar start the civil war?
9. What happened in the civil war?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: Why did some Romans think Julius Caesar was a hero?
- Use one of today's words in a sentence of your own.

Chapter 6: Cleopatra, Queen of Egypt

THE BIG QUESTION

What did Julius Caesar do in order to protect Cleopatra?

Words to know

- **barge** — a boat with a flat bottom, usually used for carrying goods *Legend says that Caesar traveled down the Nile River on a barge with Cleopatra.*
- **descendant** — someone who is related to a person or group of people who lived in the past *Cleopatra believed she was a descendant of one of Alexander the Great's best generals.*

Read

Read Chapter 6 in the Student Reader: PDF pages 40–43. Look at the pictures and maps together.

Talk it over

1. How did Caesar react when he found out Pompey had been killed? Why?
2. How might Caesar have felt about the Egyptian king?
3. How did Caesar meet Cleopatra?
4. Why did Cleopatra ask for Caesar's protection?
5. How did Caesar protect Cleopatra?
6. Knowing that in royal families, brothers and sisters and even parents and children may often compete with one another for power, why do you think the king of Egypt might have wanted to kill his sister, Cleopatra?
7. What evidence is there in the text that Cleopatra wanted to be a good ruler? What qualities helped Cleopatra to succeed?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What did Julius Caesar do in order to protect Cleopatra?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.1: Map of the World — Teacher Guide PDF page 143
- Activity Page 1.3: Map of the Mediterranean Region — Teacher Guide PDF page 145
- Activity Page 6.1: Cleopatra's Egypt — Teacher Guide PDF pages 154–155

Chapter 7: Julius Caesar Dies

THE BIG QUESTION

What were the reasons behind the actions taken against Julius Caesar and Marc Antony?

Words to know

- **assassinate** — to kill a ruler or member of the government *Members of the Senate wanted to assassinate Julius Caesar because they thought he was trying to become a king.*
- **toga** — a robe-like piece of clothing worn in ancient Rome. *The member of the Roman Senate wore a toga with a purple border.*
- **empire** — a group of countries or territories under the control of one government or one ruler *The Roman Empire included parts of Europe, Asia, and Africa.*
- **foreigner** — someone from another country *The Egyptian queen Cleopatra was a foreigner in Rome.*
- **supplies** — food and other goods that are needed for a certain purpose *Marc Antony's wife sent supplies to help her husband in his fight against Octavian.*
- **noble** — belonging to the highest social class *Marc Antony married Octavian's sister Octavia because she was a noble Roman woman.*

Read

Read Chapter 7 in the Student Reader: PDF pages 44–49. Look at the pictures and maps together.

Talk it over

1. Why would Caesar want to conquer so many lands?
2. What new job did Caesar have when he returned to Rome?
3. What did Caesar do as dictator?
4. Which groups in Rome were most likely to approve of Caesar's actions?
5. What are three reasons Caesar's enemies decided to assassinate, or kill, Caesar?
6. What were Caesar's last words, and what did they mean?
7. Who were the leaders of the group that finally won the civil wars that took place after Caesar died?
8. Who was Octavian?
9. What kind of person was Marc Antony?
10. Looking at the map on page 41, can you say who ruled in the east and who ruled in the west?
11. How did Marc Antony make the same mistake as Julius Caesar?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What were the reasons behind the actions taken against Julius Caesar and Marc Antony?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.3: Map of the Mediterranean Region — Teacher Guide PDF page 145
- Activity Page 7.1: Antony and Octavian — Teacher Guide PDF page 156
- Activity Page 7.2: Domain Vocabulary: Chapters 5–7 — Teacher Guide PDF pages 157–158

Chapter 8: Caesar Augustus

THE BIG QUESTION

What were some of Caesar Augustus's many accomplishments?

Words to know

- **aqueduct** — a structure for carrying water across long distances *The old religious ceremony had great meaning for many Romans.*
- **patron** — a person who gives money or other support to someone, such as an artist *The wealthy Roman became a patron to the author by giving him money so that he could keep writing books.*
- **emperor** — the ruler of an empire *Caesar Augustus was the first emperor of Rome, even though he never used the title.*

Read

Read Chapter 8 in the Student Reader: PDF pages 50–55. Look at the pictures and maps together.

Talk it over

1. How did Octavian become the ruler of Rome?
2. What did Octavian do during his victory celebration? Why was that important?
3. How did Octavian fulfill his promise?
4. What titles were given to Octavian?
5. Why was it important that these titles came from the Senate and not from Augustus himself?
6. How was Augustus's relationship with the Senate different from Julius Caesar's relationship with the Senate?
7. How might Augustus's simple lifestyle have affected other people's opinion of him?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What were some of Caesar Augustus's many accomplishments?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 8.1: Comparing Sources About Augustus — Teacher Guide PDF page 159

Chapter 9: Roman Lands

THE BIG QUESTION

How did the Mediterranean Sea and Roman roads help the Romans manage their empire?

Words to know

- **continent** — one of the seven large land areas on Earth *Rome is located on the Italian peninsula, which is part of the continent of Europe.*
- **mountain range** — a line of mountains *The Alps are the mountain range that Hannibal crossed to reach Italy from Spain.*
- **strait** — a narrow body of water that connects two large bodies of water *The Strait of Gibraltar connects the Atlantic Ocean and the Mediterranean Sea.*
- **kingdom** — a country ruled by a king or queen *Rome began as a kingdom.*

Read

Read Chapter 9 in the Student Reader: PDF pages 56–61. Look at the pictures and maps together.

Talk it over

1. Thinking about what you read back in Chapter 1, why do you think Rome was founded on a hill near the Tiber river?
2. Looking at your map on page 52, on what three continents did Romans conquer lands?
3. Why did the Romans call the Mediterranean “our sea”?
4. What geographic barriers, land or water, did the Romans encounter as they expanded their empire?
5. Where did the saying “All roads lead to Rome” come from?
6. Knowing that parts of some Roman roads, such as the Appian Way, survive today, more than two thousand years after they were built, what can we say about the Romans?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How did the Mediterranean Sea and Roman roads help the Romans manage their empire?
- Use one of today’s words in a sentence of your own.

Activity pages

- Activity Page 1.3: Map of the Mediterranean Region — Teacher Guide PDF page 145

- Activity Page 9.1: Geography of the Roman Empire — Teacher Guide PDF pages 160–161
- Activity Page 9.2: Then and Now — Teacher Guide PDF page 162

Chapter 10: Roads, Bridges, and Aqueducts

THE BIG QUESTION

How did Roman engineering skills help the Roman Empire become so successful?

Words to know

- **scroll** — a roll of paper or other material with written information *The student unrolled the scroll that contained the ancient writing.*
- **gravel** — tiny stones used to make paths or to make concrete *The Romans used gravel to help make their roads strong.*
- **surface** — the top layer *The surface of a Roman road was usually made with flat rocks.*
- **valley** — a low area of land surrounded by higher ground, such as hills or mountains *From its position on a hill near the Tiber River, Rome looked down over a valley.*
- **pillar** — a tall, solid support post *The workers built a pillar to help hold up the bridge.*
- **stake** — a thin, pointed post *The worker pounded a wooden stake into the bottom of the river.*
- **arch** — a curved structure that has an opening below and that supports something above *The bricks formed an arch, which helped support the aqueduct.*

Read

Read Chapter 10 in the Student Reader: PDF pages 62–67. Look at the pictures and maps together.

Talk it over

1. Why is Grandfather upset?
2. What is Grandfather going to do?
3. Is Linus's family patrician or plebeian? How do you know?
4. What important shape gave the Roman bridges their strength?
5. Why did the Romans need math to help them build a bridge?
6. Why were bridges important?
7. What were aqueducts, and what were they used for?
8. How were aqueducts similar to bridges? How were they different?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How did Roman engineering skills help the Roman Empire become so successful?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 10.1: Roads and Bridges — Teacher Guide PDF pages 163–164

Chapter 11: The Buildings of Rome

THE BIG QUESTION

How was Rome similar to a modern city?

Words to know

- **gladiator** — a man in ancient Rome who fought another man or an animal to entertain the public *Gladiator fights were a popular sport in ancient Rome.*
- **marble** — a kind of stone that is used in buildings and sculptures *The Romans used marble in buildings such as the Temple of Jupiter.*

Read

Read Chapter 11 in the Student Reader: PDF pages 68–73. Look at the pictures and maps together.

Talk it over

1. What was Rome like when Linus and Lucia arrived? What evidence is there in the text for your answer?
2. How was the senator's neighborhood different from the rest of the city? Why do you think there was a difference between the senator's neighborhood and other parts of the city?
3. Using what you have read and the image of the Temple of Jupiter in the Student Reader, how would you describe this structure?
4. Why might the Romans have built Jupiter's temple on a hill?
5. What other temples have you already read about?
6. What other gods or goddesses might you expect to find temples for in Rome?
7. Describe and name the marketplace that Linus and Niko visited. How is it the same as or different from the type of place from which your family buys food?
8. Why did almost everyone in Rome buy meals cooked at food stands?
9. What did Lucia see when she gazed down at the Forum of Rome?
10. The text says that Lucia and her grandfather "visited temples and theaters." Do you think the theaters that they visited were like the modern-day theaters that you go to? Why or why not?
11. As Lucia and her grandfather walked throughout the city of Rome, how did the people they saw provide an indication of how large and vast the Roman Empire was?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How was Rome similar to a modern city?

- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 11.1: The Pantheon — Teacher Guide PDF page 165
- Activity Page 11.2: Domain Vocabulary: Chapters 8-11 — Teacher Guide PDF page 166

Chapter 12: Gladiators and Chariot Races

THE BIG QUESTION

How were the Colosseum and Circus Maximus similar, and how were they different?

Words to know

- **Colosseum** — a large stadium in ancient Rome *The Colosseum was used for gladiator contests and other events in ancient Rome.*
- **arena** — an area surrounded by seating for the public, where sports events are held *Thousands of Romans went to the arena called the Colosseum to watch gladiators fight.*
- **chamber** — a small space or room *The gladiators were kept in a chamber underneath the Colosseum.*

Read

Read Chapter 12 in the Student Reader: PDF pages 74–81. Look at the pictures and maps together.

Talk it over

1. Where has Linus disappeared to?
2. What are the chambers under the Colosseum used for?
3. What do you think gladiators might learn or practice in gladiator school?
4. Do you think Lucius is in any real danger?
5. What architectural form was used to construct the Colosseum?
6. Which details in the story tell you that the Colosseum was a giant structure?
7. What happens when Linus runs away from the sound of a growling animal?
8. How are the gladiators dressed? Why?
9. How does Linus find his grandfather?
10. How does Linus feel in this part of the chapter? How do you know?
11. Which sport does Grandfather prefer: gladiator fights or chariot races? Why?
12. Why are the streets almost empty as Nikos, Linus, Lucia, and her grandfather walk to the Circus Maximus?
13. What was the Circus Maximus? How was it used?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How were the Colosseum and Circus Maximus similar, and how were they different?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 12.1: Androcles and the Lion — Teacher Guide PDF page 167

Chapter 13: Pompeii

THE BIG QUESTION

What do the ruins of Pompeii tell us about life in ancient Rome?

Words to know

- **ruin** — what remains of an old building or structure *Today, the Colosseum is a ruin.*
- **pollution** — something that makes land, water, or air dirty and unsafe *Ruins, such as the Colosseum, have been damaged by pollution from cars.*
- **preserve** — to keep or save *Historians and scientists work to preserve ancient buildings such as the Pantheon.*
- **volcano** — a mountain that has cracks leading to openings deep inside the earth from which hot, melted rock may sometimes erupt *The eruption of a volcano destroyed the Roman city of Pompeii.*
- **Earth's crust** — the hard, thick outer layer of Earth's surface *When a volcano erupts, melted rock pushes through cracks in Earth's crust.*
- **debris** — the pieces left over after something has been destroyed *When a volcano erupts, debris from the mountain is spit into the air.*
- **archaeologist** — an expert in the study of ancient people and the objects from their time period that remain *The archaeologist dug carefully through the ruins of Pompeii to learn about ancient Roman life.*
- **trade** — to buy and sell goods *Pompeii's location near the Bay of Naples made it a good place for people to trade.*
- **mosaic** — artwork made of many small pieces of colorful stone or tile *The floor of the Pompeian home was covered with a colorful tile mosaic.*
- **amphitheater** — an outdoor round or oval building that has an open space surrounded by rising rows of seats *The people of Pompeii went to see gladiator fights in an amphitheater.*

Read

Read Chapter 13 in the Student Reader: PDF pages 82–89. Look at the pictures and maps together.

Talk it over

1. Why have most Roman ruins been damaged?
2. What is Mount Vesuvius?
3. Using the map on page 78, can you describe where Mount Vesuvius is located in relation to Pompeii? How far away is it?

4. How were the people of Pompeii affected when Mount Vesuvius erupted in the year 79 CE?
5. How did the eruption of Vesuvius both destroy and preserve Pompeii?
6. Why has the destruction of Pompeii helped archaeologists understand more about life in the Roman Empire?
7. The text says that Pompeii had more than two hundred places to eat and drink. What do you think archaeologists found that led to this conclusion?
8. How do we know that the people of Pompeii loved art?
9. What findings have led archaeologists to conclude that the people of Pompeii had fun?
10. Can you describe three characteristics of the people of ancient Pompeii?
11. How was life in Pompeii similar to our lives today?
12. What is the “cloud” that Pliny reports seeing in the first letter?
13. What killed Pliny the Elder, according to this letter?
14. What were the effects produced by the eruption described in these letters?
15. What explains the “thick darkness” that Pliny the Younger describes?
16. Why did Pliny the Younger survive the eruption?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What do the ruins of Pompeii tell us about life in ancient Rome?
- Use one of today’s words in a sentence of your own.

Chapter 14: The Romans and the Christians

THE BIG QUESTION

Why was Christianity considered to be dangerous to Rome?

Words to know

- **persecute** — to treat people cruelly and unfairly *It was common for Roman officials to persecute Christians.*
- **persecution** — cruel and unfair treatment of a group of people “religious belief,” (phrase), a n idea about gods or faith that someone accepts as true *A key religious belief of Christians is that there is only one god.*

Read

Read Chapter 14 in the Student Reader: PDF pages 90–95. Look at the pictures and maps together.

Talk it over

1. What was the Pax Romana? When did it happen?
2. What do you think life was like during the Pax Romana?
3. How long during the Roman Empire did the Pax Romana last?
4. Were your predictions about the Pax Romana correct?
5. How can we describe the beliefs of the early Christians?
6. Why were the Romans afraid of the Christians?
7. What kind of religious freedom did Romans allow people in their empire?
8. Why did the Romans persecute Christians?
9. What did the Romans do to persecute the Christians?
10. Why did the number of Christians continue to grow?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: Why was Christianity considered to be dangerous to Rome?
- Use one of today’s words in a sentence of your own.

Activity pages

- Activity Page 14.1: Domain Vocabulary: Chapters 12–14 — Teacher Guide PDF pages 168–169

Chapter 15: The Decline of the Roman Empire

THE BIG QUESTION

What did Diocletian do to help prevent the total collapse of the Roman Empire?

Words to know

- **assignment** — a task or job given to someone *Luciano learned to like the assignments about Roman history that his teacher gave him.*
- **decline** — to grow weaker *After the Pax Romana, wars, illness, and invasions caused the Roman Empire to decline.*
- **corrupt** — having done something dishonest for personal gain *Weak emperors were often corrupt and did what was best for themselves instead of what was best for the empire.*
- **corruption** — the use of a government job for personal gain pillage, v. to steal things using force *When Roman soldiers were not paid, they sometimes decided to pillage a town to take what they needed to survive.*
- **collapse** — to fail or end suddenly *The Roman Empire grew so weak that it was about to collapse.*

Read

Read Chapter 15 in the Student Reader: PDF pages 96–101. Look at the pictures and maps together.

Talk it over

1. Why is Luciano proud to be a Roman?
2. What are three things that contributed to the decline of the Roman Empire?
3. Why do you think bad leadership played such a big role in Rome's decline?
4. Who were the barbarians, and what was the Roman attitude toward them?
5. In what way was the Roman army treated badly?
6. How did the mistreatment of the army hurt other people in Rome?
7. How did the weakening of the army help bring the empire to the brink of collapse?
8. Who was Diocletian? What are two things that he did?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What did Diocletian do to help prevent the total collapse of the Roman Empire?
- Use one of today's words in a sentence of your own.

Chapter 16: East and West

THE BIG QUESTION

Why did the Western Empire collapse but the Eastern Empire survive for much longer?

Words to know

- **practice** — to live according to the teachings of a religion or other set of ideas
Emperor Constantine allowed Christians to practice their religion without fear of being persecuted.
- **sack** — to steal and destroy things in a city that has been defeated by an army
The barbarians decided to sack Rome.

Read

Read Chapter 16 in the Student Reader: PDF pages 102–107. Look at the pictures and maps together.

Talk it over

1. Who was Constantine? How was he different from previous Roman emperors?
2. Looking at the map on page 99, where was the Eastern Empire, and what was its capital?
3. What was Byzantium, and what became of it?
4. Who was Justinian? What did he do?
5. Where was the Western Empire, and what was its capital?
6. How was the Western Empire different from the Eastern Empire?
7. How and when did the Western Empire end?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: Why did the Western Empire collapse but the Eastern Empire survive for much longer?
- Use one of today's words in a sentence of your own.

UNIT QUIZ

Ancient Rome

Name: _____ Date: _____

Circle the letter of the best answer.

1. Who were Romulus and Remus?
 - a) the two faces of one god
 - b) the two biggest hills in Rome
 - c) the first and last emperors of Rome
 - d) the twin brothers who, according to legend, founded Rome
2. The ancient Romans believed in
 - a) one God.
 - b) no one but Caesar.
 - c) many gods and goddesses.
 - d) the goodwill of the natural world.
3. In the Roman Republic, who were the patricians?
 - a) dictators who had total control over the country
 - b) members of powerful and wealthy families
 - c) poor working men and women
 - d) legions of Roman soldiers
4. In the Roman Republic, who were the plebeians?
 - a) dictators who had total control over the country
 - b) members of powerful and wealthy families
 - c) poor working men and women
 - d) legions of Roman soldiers
5. In the Punic Wars, Rome fought against
 - a) Carthage.
 - b) Constantinople.
 - c) Egypt.
 - d) Greece.
6. Who conquered Gaul and became a dictator during the last days of the Roman Republic?
 - a) Hannibal
 - b) Pompey
 - c) Julius Caesar
 - d) Marc Antony
7. Who assassinated Julius Caesar?
 - a) Marc Antony
 - b) Roman senators, including Caesar's friend Brutus
 - c) Cleopatra
 - d) Caesar Augustus

- 8.** The queen of Egypt who helped Marc Antony was
- a) Cleopatra.
 - b) Nefertiti.
 - c) Octavia.
 - d) Vesta.
- 9.** Who became known as Caesar Augustus, Rome's first emperor, after he took power?
- a) Marc Antony
 - b) Octavian
 - c) Brutus
 - d) Pompey
- 10.** The Roman Empire spread over nearly all the lands surrounding the
- a) Black Sea.
 - b) North Sea.
 - c) Mediterranean Sea.
 - d) Red Sea.
- 11.** Rome's provinces were connected to one another and the capital by
- a) aqueducts.
 - b) well-built roads.
 - c) long-distance runners.
 - d) an early form of the telegraph.
- 12.** What symbol of Rome was built on a hill in Rome to honor the king of the gods?
- a) the Temple of Jupiter
 - b) the marketplace
 - c) the Colosseum
 - d) the Forum
- 13.** What did Romans watch at the Colosseum?
- a) chariot races
 - b) debates between senators
 - c) comedies and tragedies being performed
 - d) fights between gladiators and wild beasts
- 14.** What did Romans watch at the Circus Maximus?
- a) chariot races
 - b) debates between senators
 - c) comedies and tragedies being performed
 - d) fights between gladiators and wild beasts
- 15.** How was Pompeii destroyed?
- a) It was covered by a huge flood.
 - b) It was conquered by Julius Caesar.
 - c) It was buried by a volcanic eruption.
 - d) It was devastated by a Greek invasion.

- 16.** Why is Pompeii important to archaeologists?
- a) It was the capital of the Roman Empire.
 - b) It inspired the Romans to create a fire department.
 - c) Its buildings and objects were well preserved for centuries.
 - d) It was the first part of Rome to fall to invading armies from Europe.
- 17.** What was the Pax Romana?
- a) a disease that killed most of the people of Rome
 - b) the name the Romans gave the Latin language
 - c) a peace treaty between Rome and Athens
 - d) two hundred years of peace in the Roman Empire
- 18.** During the Pax Romana, Rome grew
- a) weaker and poorer.
 - b) wealthier and larger.
 - c) more fair and democratic.
 - d) more unified but less wealthy.
- 19.** Why did the Romans persecute the Christians?
- a) The Christians threatened to attack the empire.
 - b) The Christians were from foreign lands.
 - c) The Christians had different religious beliefs.
 - d) The Christians blamed Nero for burning Rome.
- 20.** How did the Roman army change as the empire declined?
- a) It grew stronger and became more civilized.
 - b) It tried to kill the family and friends of old emperors.
 - c) It grew weaker, and many soldiers stole food to survive.
 - d) It beat the barbarian armies on the borders of the empire.
- 21.** Who was Constantine?
- a) the first Roman emperor to accept Christianity
 - b) the emperor who brought democracy to Rome
 - c) the first emperor who tried to wipe out the Christians
 - d) the emperor who was on the throne when Rome finally fell
- 22.** The Western Roman Empire ended in
- a) 100 BCE.
 - b) 476 CE.
 - c) 1066 CE.
 - d) 1492 CE.

Answers

Chapter 1: Romulus and Remus

- 1. Who were Romulus and Remus? What happened to them?**
Romulus and Remus were the twin sons of the Roman god Mars. They were kidnapped and put in the river. They were saved by a mother wolf and raised by a shepherd.
- 2. How did Romulus and Remus choose the location for Rome?**
They chose the location where the wolf had found and saved them.
- 3. Why would the Romans want to believe their city was founded by a god?**
The Romans wanted to believe their city was founded by a god because that would make their city important.
- 4. Why was Rome's location a good place to build a city?**
It had rich soil. The river provided water and a way to travel. The hills provided protection.
- 5. Look at the map of Roman Lands in about 130 BCE on page 7 of the Student Reader. About how many miles, from east to west, did the Roman Empire reach by 130 BCE?**
It stretched nearly 2,400 miles from east to west.
- 6. What does BCE mean?**
Before the common era, or before the birth of Jesus
- 7. What is the difference between a representative and a king?**
A representative is chosen by the people. A king is chosen by birth.

Chapter 2: Roman Gods and Goddesses

- 1. Who were Juno, Mars, and Saturn?**
They were Roman gods. Juno was the goddess of brides and marriages. Mars was the god of war. Saturn was the god of the harvest.
- 2. If a Roman farmer had a good crop, which particular Roman god might he thank?**
A successful Roman farmer would thank Saturn.
- 3. If a Roman general were getting ready to march into battle, to which particular Roman god might he ask for help?**
A Roman general planning for battle might seek the help of Mars. The Romans believed their gods were very involved in their lives. These gods had different names than the Greek gods because the Romans spoke Latin, a different language than the Greeks spoke. The goddess Juno watched over Roman brides and their marriages. The god Mars decided which side
- 4. Why did the Romans have different names for their gods than the Greeks did?**
The Romans spoke a different language than the Greeks did.

5. **Who was Vesta?**

Vesta was a Roman goddess who watched over Roman homes and fires.

6. **What happened to Flavia in this story?**

Flavia had lost track of time while she was washing her family's clothes. As a result, she was anxious to get home in time to meet her responsibility for tending the fire dedicated to the goddess Vesta.

7. **Why did Flavia need to keep Vesta's fire burning?**

The fire was holy or sacred. It was how the Romans honored the goddess. Without the fire, Vesta would not protect their homes.

8. **(Explain that words with similar meanings are called synonyms.) Which word in the section is a synonym for holy?**

Sacred is the synonym for holy in this section.

9. **If the fire had gone out, couldn't Flavia have just lit a new one and not let anyone know? Why wouldn't this have been a good solution to the problem?**

Flavia believed that Vesta would know if the fire went out and that Vesta would be angry.

10. **Why does Janus have two faces?**

Janus's two faces allow him to watch the beginning and ending of all things; they let him watch who enters and leaves every building.

11. **How were Vesta and Janus the same? How were they different?**

Both Vesta and Janus watched over Roman homes. However, Vesta was a goddess and Janus was a god. Vesta did not have any statues— she was represented only by fire. Janus, however, did have statues and coins—ones that showed his two faces.

Chapter 3: The Roman Republic

1. **What do we know about Lucius's life?**

He lives in his grandfather's house in the country. His family has a Greek servant. He is up early to try driving his own chariot.

2. **What type of boy is Lucius?**

Students might describe Lucius as eager, energetic, sneaky, and disobedient.

3. **Where is Lucius's father going to take him today?**

Rome

4. **Did Rome have more patricians or plebeians? How do you know?**

Rome had more plebeians. The text says, "Only a very few Roman families were patricians."

5. **What were two main differences between patricians and plebeians?**

The patricians had wealth and power, and the plebeians did not.

6. **How would Lucius's life be different if he were a plebeian?**

He would not live in a villa or have a chariot. He and his family would be poor. They would probably not have servants.

7. **When might Rome have a dictator?**

Rome chose to have a dictator temporarily, during times of war.

8. **Why might Romans choose a dictator during a time of war?**

A dictator can make decisions more quickly and efficiently than a group like the Senate or even a pair of leaders like the consuls. During a war, it's important to make decisions quickly so that soldiers can be given the best orders and civilians can be protected.

9. **Who was Cincinnatus?**

He was a farmer who was chosen to become dictator when Rome was being attacked by enemies.

10. **What did Cincinnatus do?**

He set aside his work, put together an army of citizens, and saved the Roman army that had been trapped by enemies.

11. **Did Cincinnatus think of himself as a hero? Did his life change after he and the army of citizens saved the Roman army?**

Cincinnatus did not use his success to hold onto power. He returned to his old life on the farm. Page 21 G3_U2_Chap03_SE.indd 21

Chapter 4: The Punic Wars

1. **How did the Roman army change over time?**

At first it was a small army. Over time, it became large and powerful and able to conquer the entire Italian peninsula.

2. **Why did the Roman army conquer the Italian peninsula first?**

It conquered the Italian peninsula first because Rome was located on the Italian peninsula. The army first conquered Rome's neighbors and then moved outward until it controlled the entire peninsula.

3. **Where did the name Punic Wars come from?**

The name Punic Wars came from the Latin word Punicus, which means Carthaginian.

4. **How many Punic Wars were there?**

Three

5. **What happened in the First Punic War?**

The Romans learned to fight at sea. After three years of fighting, the Romans finally won.

6. **Why were the Romans at a disadvantage when the First Punic War began?**

Carthage had a large, powerful navy. Rome had no navy at all.

7. **How did the First Punic War make Rome stronger?**

Rome built a navy and learned to fight at sea. The Romans went from having no navy to having a navy strong enough to defeat Carthage's large, powerful naval force.

8. **Who was Hannibal?**

He was the son of a commander in the Carthaginian army. He became a soldier and eventually took command of Carthage's army.

9. **Why did the Romans feel protected by the Alps?**
They thought no army would be able to cross them.
10. **Did Hannibal make the right decision by leading his army across the Alps?**
Students might say yes, because he took the Romans by surprise, or no, because Hannibal lost almost half his army but still couldn't defeat the Romans—even after sixteen years of fighting.
11. **What event led to the end of the Second Punic War?**
A Roman army attacked Carthage. Roman General Scipio Africanus defeated Hannibal outside of Carthage.
12. **Knowing that the city of Carthage surrendered but that Hannibal did not, why do you think he refused to surrender?**
Possible answers: He hated the Romans. He was too proud to surrender. He still thought he could win.
13. **What happened in the Third Punic War?**
The Romans sent an army to Africa. After three years of fighting, they won and destroyed the city of Carthage.
14. **Why was the Third Punic War the last Punic War?**
There was no enemy left to fight. The Romans destroyed the city of Carthage and enslaved the Carthaginians who survived.

Chapter 5: Julius Caesar

1. **How do we know the Romans admired the Greeks?**
The Romans copied Greek art and writing and building styles. They also copied Greek ways of living.
2. **How does the photo of the Temple of Saturn support the idea that the Romans admired the Greeks?**
It shows a Roman temple that was built using a Greek building style similar to the Parthenon, depicted on page 29. Note: Students using a curriculum based on the Core Knowledge® Sequence will have already studied about ancient Greece and the Parthenon in Grade 2.
3. **What happened to many poor farmers in Rome?**
They were forced out of business and lost their farms to rich farmers. They came to Rome looking for work and help from the Roman government.
4. **Why were many of the Roman people unhappy?**
The Roman Senate refused to help the poor farmers who lost their land.
5. **What kind of person was Julius Caesar?**
He was a patrician, but not rich. He was a hard worker and a good speaker. He knew how to make friends.
6. **How did Julius Caesar show he was a good leader?**
He won popularity by putting on the greatest games Rome had ever seen. He was an excellent general who won the love of his soldiers and whose victories made him a hero to the Roman people.

7. **Why were Pompey and others in the Senate jealous of Caesar?**

He was more popular than they were.

8. **How did Caesar start the civil war?**

He disobeyed the Senate's orders and brought his army across the Rubicon River into Italy.

9. **What happened in the civil war?**

Caesar drove his enemies out of Italy into Spain and finally to Greece, where he then won a clear victory. His old friend Pompey escaped Egypt but was killed by Egypt's king.

Chapter 6: Cleopatra, Queen of Egypt

1. **How did Caesar react when he found out Pompey had been killed? Why?**

He was angry. Because Pompey was a Roman general, Caesar saw Pompey's murder as an insult to Rome.

2. **How might Caesar have felt about the Egyptian king?**

Caesar might have felt the king could not be trusted. He might also have felt the king was not a capable one or a respectful one.

3. **How did Caesar meet Cleopatra?**

He traveled to Egypt to look for Pompey, but he discovered that the king had killed Pompey. While Caesar was at the king's palace visiting, a rolled-up rug was brought out. When the rug was unrolled, Caesar saw Cleopatra hiding inside.

4. **Why did Cleopatra ask for Caesar's protection?**

Her brother, the king, wanted to kill her.

5. **How did Caesar protect Cleopatra?**

He ordered the Roman army to come to Alexandria. He killed the king's chief adviser and defeated the Egyptian army.

6. **Knowing that in royal families, brothers and sisters and even parents and children may often compete with one another for power, why do you think the king of Egypt might have wanted to kill his sister, Cleopatra?**

She was a threat to his power.

7. **What evidence is there in the text that Cleopatra wanted to be a good ruler? What qualities helped Cleopatra to succeed?**

The text says she studied to be a good ruler. Even though she was Greek, she learned to speak to the Egyptians in their own language.

Chapter 7: Julius Caesar Dies

1. **Why would Caesar want to conquer so many lands?**

By conquering lands, Caesar could increase the amount of money— taxes—coming into Rome and to his government. He could also put potential enemies under his own control.

2. **What new job did Caesar have when he returned to Rome?**

He became dictator for life.

3. **What did Caesar do as dictator?**

He lowered taxes, appointed new senators, and replaced several greedy governors in the provinces. He gave land to Roman soldiers and food to the poor.

4. **Which groups in Rome were most likely to approve of Caesar's actions?**

The plebeians, the poor, the soldiers, and the farmers who lost their lands.

5. **What are three reasons Caesar's enemies decided to assassinate, or kill, Caesar?**

He ended the republic. He was acting like a king. He might marry Cleopatra and move control of the government from Rome to Alexandria.

6. **What were Caesar's last words, and what did they mean?**

After being stabbed, Caesar said, "Et tu, Brute?" This means, "You, too, Brutus?" It shows Caesar's surprise and sadness over being betrayed by a friend.

7. **Who were the leaders of the group that finally won the civil wars that took place after Caesar died?**

Marc Antony and Octavian

8. **Who was Octavian?**

He was Caesar's adopted son.

9. **What kind of person was Marc Antony?**

He was ambitious, boastful, courageous, and reckless.

10. **Looking at the map on page 41, can you say who ruled in the east and who ruled in the west?**

According to the map, Marc Antony ruled in the east, and Octavian ruled in the west.

11. **How did Marc Antony make the same mistake as Julius Caesar?**

He chose Cleopatra over Rome. 43 6/27/16 4:05 PM

Chapter 8: Caesar Augustus

1. **How did Octavian become the ruler of Rome?**

He defeated Antony and Cleopatra.

2. **What did Octavian do during his victory celebration? Why was that important?**

He closed the gates of the Temple of Janus. It signaled that he would rule in peace.

3. **How did Octavian fulfill his promise?**

He disbanded the army and gave land to his soldiers. He returned to his job as consul.

4. **What titles were given to Octavian?**

Caesar (Augustus) and First Citizen of Rome.

5. **Why was it important that these titles came from the Senate and not from Augustus himself?**

It showed how much he meant to the people of Rome and also that he planned to work with the Senate and not against it.

6. **How was Augustus's relationship with the Senate different from Julius Caesar's relationship with the Senate?**

Augustus showed respect for the Senate, and he tried to cooperate with the senators. Julius Caesar did not work well or have a good relationship with the Senate.

7. **How might Augustus's simple lifestyle have affected other people's opinion of him?**

He didn't show off or make it seem that he thought he was better than everyone else. This would make people like him and want to follow his lead.

Chapter 9: Roman Lands

1. **Thinking about what you read back in Chapter 1, why do you think Rome was founded on a hill near the Tiber river?**

According to legend, it was where Romulus and Remus were found and saved by a mother wolf. In reality, the soil was good for farming, the river made travel easy, and the hill provided protection.

2. **Looking at your map on page 52, on what three continents did Romans conquer lands?**

Europe, Asia, and Africa.

3. **Why did the Romans call the Mediterranean "our sea"?**

The Romans referred to the Mediterranean Sea as "our sea" because they controlled all of the land around the Mediterranean.

4. **What geographic barriers, land or water, did the Romans encounter as they expanded their empire?**

The Romans overcame the barriers of the Mediterranean Sea, the Alps, the Aegean Sea, and the Red Sea.

5. **Where did the saying "All roads lead to Rome" come from?**

The Roman Empire had a network of more than fifty thousand miles of roads that connected every province to the city of Rome.

6. **Knowing that parts of some Roman roads, such as the Appian Way, survive today, more than two thousand years after they were built, what can we say about the Romans?**

They were good builders. They knew how to make strong roads. Their roads have remained useful throughout history.

Chapter 10: Roads, Bridges, and Aqueducts

1. **Why is Grandfather upset?**

Linus and Lucia have woken him up. He realizes his grandchildren do not know much about Rome.

2. **What is Grandfather going to do?**

He is going to take Linus and Lucia to Rome.

3. **Is Linus's family patrician or plebeian? How do you know?**

They are patricians. Grandfather is a senator, and they live in a villa in the countryside.

4. **What important shape gave the Roman bridges their strength?**
the arch
5. **Why did the Romans need math to help them build a bridge?**
They had to measure the depth of the river to know how tall a stake to use. They had to be able to count stakes so all the pillars would be the same size around. They had to measure the height of the pillars to make sure they were all the same height. They had to measure the distance between pillars to make the arches.
6. **Why were bridges important?**
You can't walk around a river. And although there may be places where a river is shallow enough for people or horses to walk across, crossing a river is uncomfortable at best and can be very dangerous. It's also hard to carry goods across a river.
7. **What were aqueducts, and what were they used for?**
They were arched supports for pipes that carried water from the mountain lakes down into the city of Rome and other cities of the Roman Empire.
8. **How were aqueducts similar to bridges? How were they different?**
They are built in a similar way, with pillars and arches. They are different in size and purpose. Aqueducts carry water over land; bridges carry people and animals over water. Aqueducts can be much longer than bridges, if they have to carry water a long distance.

Chapter 11: The Buildings of Rome

1. **What was Rome like when Linus and Lucia arrived? What evidence is there in the text for your answer?**
Noisy, busy, crowded. The text says there were "narrow streets crowded with wagons" and that there were "noisy, crowded neighborhoods." The illustration on page 63 and the caption show many apartment buildings. Page 63
2. **How was the senator's neighborhood different from the rest of the city? Why do you think there was a difference between the senator's neighborhood and other parts of the city?**
It was quiet. The senator was a patrician and was wealthy. He could afford to live in a more spacious, larger house away from the crowded apartment buildings.
3. **Using what you have read and the image of the Temple of Jupiter in the Student Reader, how would you describe this structure?**
It is a very large building surrounded by marble pillars. It stands high above the city and captures the light in the early morning, making it appear to glow. On its roof are huge statues.
4. **Why might the Romans have built Jupiter's temple on a hill?**
As the king of the gods, Jupiter was the most important god. By building his temple high on a hill, it showed that he was most important by being above everything and everyone else. It also meant that he could look down on all of Rome to see what was happening. Also, it was probably easy for Romans to see his temple from many different places in the city.

5. **What other temples have you already read about?**

Temple of Vesta and Temple of Janus

6. **What other gods or goddesses might you expect to find temples for in Rome?**

Mars, Juno, and Saturn; students who completed the optional activity on the solar system in Chapter 2 may also mention Mercury and Venus.

7. **Describe and name the marketplace that Linus and Niko visited. How is it the same as or different from the type of place from which your family buys food?**

Linus and Niko visited the fish market. It was different from most markets that people go to today because it sold only fish. Other goods were sold in other markets.

8. **Why did almost everyone in Rome buy meals cooked at food stands?**

Few Romans had a kitchen in their home.

9. **What did Lucia see when she gazed down at the Forum of Rome?**

She saw people talking and shouting, buying and selling, walking, running, and standing still.

10. **The text says that Lucia and her grandfather “visited temples and theaters.” Do you think the theaters that they visited were like the modern-day theaters that you go to? Why or why not?**

The theaters may have had some similarities, such as seats facing a stage. The theaters that Lucia and her grandfather visited were exclusively for plays. People visit theaters today usually to watch movies. Films and movies were not invented during the time of ancient Rome.

11. **As Lucia and her grandfather walked throughout the city of Rome, how did the people they saw provide an indication of how large and vast the Roman Empire was?**

They saw people from many different provinces of the Roman Empire. There were Egyptians, Greeks, redheaded people from Gaul, and darkskinned people from Africa.

Chapter 12: Gladiators and Chariot Races

1. **Where has Linus disappeared to?**

The underground part of the Colosseum.

2. **What are the chambers under the Colosseum used for?**

There are many different rooms; there are gladiators in some and wild animals in others. There is even a place for a gladiator school.

3. **What do you think gladiators might learn or practice in gladiator school?**

They probably practice fighting one another and even fighting wild animals.

4. **Do you think Lucius is in any real danger?**

Students should understand that although wild animals were kept in the underground chambers, the animals were not running around loose. Furthermore, if Lucius were in any real danger, his grandfather would not be so relaxed about finding him.

5. **What architectural form was used to construct the Colosseum?**
Stone arches like those used in aqueducts supported the walls and the inside rows of seats in the Colosseum.
6. **Which details in the story tell you that the Colosseum was a giant structure?**
The Colosseum had hundreds of steps to the top, had seating for fifty thousand people, had walls built like aqueducts, and had dozens of chambers under the floor.
7. **What happens when Linus runs away from the sound of a growling animal?**
He runs into the arena where the gladiators are.
8. **How are the gladiators dressed? Why?**
The gladiators wear helmets for protection and carry swords, which they use in their fights.
9. **How does Linus find his grandfather?**
He runs away from the gladiators and crashes into his grandfather.
10. **How does Linus feel in this part of the chapter? How do you know?**
He feels scared. He runs as fast as he can away from the animal and then from the gladiators. When he finds his grandfather, he is pale and hugs his grandfather and does not let go. Page 72
11. **Which sport does Grandfather prefer: gladiator fights or chariot races? Why?**
He prefers chariot races because he does not like the killing that happens in gladiator fights.
12. **Why are the streets almost empty as Nikos, Linus, Lucia, and her grandfather walk to the Circus Maximus?**
Most of the people who would be on the streets are in the vast Circus Maximus.
13. **What was the Circus Maximus? How was it used?**
The Circus Maximus was a long oval racetrack with seating for 250,000 people. Chariot races were held at the track.

Chapter 13: Pompeii

1. **Why have most Roman ruins been damaged?**
Time, weather, earthquakes, fires, wars, and air pollution have all damaged the bridges, roads, buildings, and other structures created by the Romans. People have also sometimes taken pieces of the ruins to keep as souvenirs.
2. **What is Mount Vesuvius?**
It is a volcano.
3. **Using the map on page 78, can you describe where Mount Vesuvius is located in relation to Pompeii? How far away is it?**
The map shows that Pompeii is about six miles south of Mount Vesuvius.
4. **How were the people of Pompeii affected when Mount Vesuvius erupted in the year 79 CE?**
The hot gas from the volcano killed many people. The rock and ash buried the people and town. Pompeii lay buried and forgotten for nearly 1,700 years.

5. **How did the eruption of Vesuvius both destroy and preserve Pompeii?**
The eruption damaged and buried the city and killed the people, but the debris froze Pompeii at that moment in time.
6. **Why has the destruction of Pompeii helped archaeologists understand more about life in the Roman Empire?**
Although the city was destroyed, the buildings, objects, and bodies of people and animals were preserved under layers of ash and mud until scientists could dig them up and study them.
7. **The text says that Pompeii had more than two hundred places to eat and drink. What do you think archaeologists found that led to this conclusion?**
Possible answers: They found dishes and utensils that suggested people were gathering at that spot to eat or drink. Other signs might be large amounts of utensils for storing or preparing food for large groups.
8. **How do we know that the people of Pompeii loved art?**
Archaeologists have found evidence that private homes were often decorated with art.
9. **What findings have led archaeologists to conclude that the people of Pompeii had fun?**
Archaeologists have found evidence that the people of Pompeii kept pets, built gardens, visited town swimming pools, and attended concerts and public exhibitions.
10. **Can you describe three characteristics of the people of ancient Pompeii?**
Possible answers: They traded wine, olive oil, pottery, wool cloth, and grains. They went to the marketplace, where they sold or bought things. They loved art; the walls of their buildings were decorated with paintings and mosaics. They had pets and beautiful gardens. They enjoyed plays, concerts, and gladiatorial fights. They had public drinking fountains and temples honoring their gods.
11. **How was life in Pompeii similar to our lives today?**
The people of Pompeii had restaurants and shops like we do today. They also kept pets, had swimming pools, and used public drinking fountains like we do today.
12. **What is the “cloud” that Pliny reports seeing in the first letter?**
It is the aftermath of the eruption of Mount Vesuvius.
13. **What killed Pliny the Elder, according to this letter?**
He was killed by the effects of gas and flame, which suffocated him.
14. **What were the effects produced by the eruption described in these letters?**
The eruption caused the seas to retreat and also become very wavy and “boisterous.” It caused rocks and other debris to rain down from the sky. It also caused ash to fall and explosions to occur.
15. **What explains the “thick darkness” that Pliny the Younger describes?**
The heavy ash that fell from the volcano blocked out the sun and produced total darkness.
16. **Why did Pliny the Younger survive the eruption?**
He was apparently far enough away from the flames and explosions, which seemed to

be what killed many people.

Chapter 14: The Romans and the Christians

1. What was the Pax Romana? When did it happen?

The great Roman peace; in the early days of the empire.

2. What do you think life was like during the Pax Romana?

Students should recognize that peace is a time without war. They might also recognize that trade and wealth increase during peacetime.

3. How long during the Roman Empire did the Pax Romana last?

two hundred years

4. Were your predictions about the Pax Romana correct?

Student responses should accurately reflect the facts they have encountered in the Student Reader.

5. How can we describe the beliefs of the early Christians?

They believed that there was only one god and that the most important thing was to live in God's kingdom after death.

6. Why were the Romans afraid of the Christians?

The Romans did not like the Christian belief in a kingdom greater than Rome, and they worried that Christians would anger the Roman gods.

7. What kind of religious freedom did Romans allow people in their empire?

They allowed people to worship whatever gods they chose, as long as they also worshiped the Roman gods.

8. Why did the Romans persecute Christians?

The Christians believed in only one god and refused to worship the Roman gods. This made the Romans afraid that their own gods would become angry.

9. What did the Romans do to persecute the Christians?

Romans blamed disasters on the Christians; they put Christians in prison or killed them; they made them face wild animals in amphitheaters like the Colosseum.

10. Why did the number of Christians continue to grow?

The number of Christians kept growing because Christians welcomed poor people and enslaved people and promised them a better life in the next world.

Chapter 15: The Decline of the Roman Empire

1. Why is Luciano proud to be a Roman?

Luciano is walking across a bridge that the Romans originally built that is still used today. He is thinking about all of the Roman people who have used the bridge and their many accomplishments.

2. What are three things that contributed to the decline of the Roman Empire?

Possible answers: greedy, selfish emperors; provinces unprotected from barbarian attack; corrupt generals; civil wars that destroyed towns and farms and disrupted trade; disruption in trade leading to lack of food; people's loss of homes and jobs; an atmosphere of fear throughout the empire.

3. **Why do you think bad leadership played such a big role in Rome's decline?**
Poor leadership meant that the government could not respond to problems in the empire.
4. **Who were the barbarians, and what was the Roman attitude toward them?**
The barbarians were people who lived outside the Roman Empire and in the most distant areas of the empire. The Romans considered them uncivilized and inferior.
5. **In what way was the Roman army treated badly?**
The soldiers were often not paid on time.
6. **How did the mistreatment of the army hurt other people in Rome?**
The soldiers turned to pillaging as a way of obtaining needed food and money.
7. **How did the weakening of the army help bring the empire to the brink of collapse?**
The army was unable to counter the growing power of the barbarians.
8. **Who was Diocletian? What are two things that he did?**
He became emperor after a long period of decline. He defeated a fierce barbarian army, divided the empire into east and west, ordered that there would be two emperors, and named honest, hardworking men to government posts. He also gave up his job voluntarily.

Chapter 16: East and West

1. **Who was Constantine? How was he different from previous Roman emperors?**
Constantine allowed Christians to practice their religion, which previous Roman emperors did not do. He is remembered as the first Christian emperor.
2. **Looking at the map on page 99, where was the Eastern Empire, and what was its capital?**
It covered the eastern part of the Roman Empire. Its capital was Constantinople, now known as Istanbul.
3. **What was Byzantium, and what became of it?**
Byzantium was another name for the Eastern Empire, and it continued for more than one thousand years after the fall of Rome and the Western Empire.
4. **Who was Justinian? What did he do?**
Justinian was a Byzantine emperor. He built a Christian church called Hagia Sophia and created the Justinian Code by having all the different Roman laws written down in one place. Page 100
5. **Where was the Western Empire, and what was its capital?**
It covered the western part of the Roman Empire. Its capital was Rome.
6. **How was the Western Empire different from the Eastern Empire?**
It was less wealthy, surrounded by warlike neighbors, and subject to frequent barbarian attacks.
7. **How and when did the Western Empire end?**
The Western Empire ended in 476 CE when a barbarian leader forced the emperor of

the Western Empire to surrender and give up his throne.

Unit quiz key

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