

Curious Historian





Go Deeper Resources for *The Curious Historian Level 2B*© Classical Academic Press®, 2023
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Go Deeper Resources The Curious Historian Level 2B

We are passionate about history, and at times it can be difficult to keep ourselves limited to just the most important, large-scale information when there are so many interesting tangents to explore! For those teachers who find themselves inspired to dig deeper, we have created this free, supplemental PDF that includes additional information you may wish to share with your students or explore for your own interest. Icons in the teacher's edition indicate when to reference this optional resource.

Introduction Part I: Roman Contributions and Legends

- Watch a group known as the Aqueduct Hunters <u>explore a stretch of the Aqua Virgo</u>.
- Discoveries of Roman artifacts continue, even hundreds of years later! Read about how a woman in England <u>found a Roman marble slab in her garden</u> and how a team of <u>archaeologists</u> uncovered a well-preserved mosaic floor at a site in northern Italy. Roman artifacts have been found from <u>distant rural regions</u> of Spain to <u>the urban center of London</u>.
- Check out the intricate craftsmanship of ancient Roman glassware.
- Watch the mold-blown Roman glass-blowing technique for making glass.
- Witness the progression of art from Greek to Roman times with this time line of significant works.
- Learn about the Roman festival of Lupercalia, what some believe was a precursor to St. Valentine's Day.

Introduction Part II: Roman Geography and the Seven Kings

- Read an article about <u>archaeological research</u> conducted in the Pontine Marshes between the hills of Rome.
- Explore digital versions of the *Forma Urbis Romae*, a detailed series of maps of Rome's ancient ruins. The maps were created by Rodolfo Lanciani in 1893–1901 during his archaeological excavations.
- For individual fees per video, you can purchase <u>Rome Reborn virtual tours</u> of the Forum, Pantheon, Colosseum district, and more. A <u>Smithsonian article</u> describes the twenty-two-year process of how scholars and computer experts recreated 7,000 monuments and buildings to create "the largest digital reconstruction of Rome to date."
- Explore this interactive model that lets you simulate the time and cost involved in moving goods around the Roman Empire.

Unit I: The Roman Republic

Chapter 1: The Roman Republic

- Discover the role that archaeology plays in helping us understand history with this look at the Roman Forum.
- Explore the meaning and usage of the familiar symbol of Rome—SPQR.

Chapter 2: Roman Citizens, Soldiers, and Deities

- Watch a reenactment of Roman legionaries building a wall.
- Read about the <u>excavation of Sant'Omobono</u>, the oldest temple found so far in Rome.
- Join archaeologists as they <u>unearth two Roman shops and the sculpted heads of Aphrodite and Dionysus</u>.
- Learn how <u>Roman soldiers</u> on the move set up a fortified camp.
- Read a <u>narrative poem</u> that tells the story of Horatius holding off the invading Etruscans at a bridge on the Tiber, allowing the Roman army to cross and then destroy the bridge, leaving him on the wrong side. He stood his ground to the end, then jumped into the Tiber to swim across.
- Read Livy's account of <u>Lucius Junius Brutus</u>.

GREEK VERSUS ROMAN SOLDIERS

| SOCIAL-MILITARY ORGANIZATION | | | | |
|-----------------------------------|--|---|--|--|
| Social Group | Greek Polis (e.g., Athens) | | ROMAN REPUBLIC | |
| | Military Role | Equipment Required | Military Role | Equipment Required |
| Aristocracy | Officers or ship captains (<i>Navarchs</i>) | In Athens, they often paid for the equipment needed for their own ships. | Leaders/generals | Horse, armor, and weapons |
| Upper Middle-Class Citizens | Cavalry | Horse, armor, and weapons | Cavalry | |
| Middle-Class Citizens | Hoplite infantry in a phalanx formation (with their spears jabbing out from the shield wall) | Large, round shield (aspis), helmet, breastplate, greaves, sword, and spear (dory) for thrusting and stabbing | Legionary (heavy infantry) in a looser-style formation (each man depended on his own shield for protection) ¹ | A tall, rectangular curved shield (scutum), helmet, breastplate, sword (gladius), and heavy javelin (pilum) or thrusting spear (hasta) |
| Lower-Class Citizens | Light infantry (psiloi) | Sling or javelins | Velites (youngest and often the poorest members of the infantry) | Javelin and lightweight round shield |
| | Rowers | None | | |

Chapter 3: The Roman Republic's Great Wars

- Read more about <u>Roman warships and commerce vessels</u>.
- Explore the wreckage of a battle on the sea floor.
- Learn about the legendary Lapis Niger "Black Stone," which boasts the oldest known monumental inscription in Latin.

Chapter 4: The Late Republic, Julius Caesar, and the First Triumvirate

- Track the historical development of the yearly calendar from early Roman times through the reforms made by Julius Caesar.
- Learn about the significance of the eagle to the Romans by taking an up-close look at the Silchester Eagle artifact.
- Find out the history behind the eagle as a Roman standard carried into battle.
- Read about the quest to discover what Cleopatra smelled like.

Chapter 5: Caesar Augustus and the Pax Romana

- Learn about the symbolism on the *Ara Pacis Augustae*, the Altar of Augustan Peace.
- Read about the discovery of a 2,000-year-old marble bust of Caesar Augustus.
- Learn about the unearthing of a Roman-era tomb in Saggara, Egypt.

^{1.} The Roman middle-class infantry legions consisted of three main types of soldiers (see Livy, *History of Rome* 8.8, http://capress.link/tch2b0210): (1) *Hastati*: Heavily armored young men who formed the first line of battle. They typically threw javelins and led the charges to begin the battle. (2) *Princeps*: Men in their prime who formed the second and most important line of battle. They also threw javelins and participated in charges. (3) *Triarii*: The third line consisted of older veterans past their prime who were the most experienced and steadiest soldiers. (They were also usually the wealthiest of the infantry.) They each carried a longer, heavier spear (called a *hasta*) and were responsible for forming a defensive phalanx to help the other soldiers retreat if the battle started going badly.

"Each person is to keep the public street outside his own house in repair and clean out the open gutters.... They are not to throw excrement, dead animals, or skins into the street."

Chapter 6: Remarkable Romans—Historians, Poets, Scientists, and More

• Read a synopsis of Purcell's opera *Dido and Aeneas*, based on Book IV of Virgil's *Aeneid*.

Literature of the Age: Four Early Poets and Playwrights of Rome

The Romans themselves believed that Latin literature began in 240 BC: the year when Livius Andronicus (ca. 280/70-200 BC), thought to have been a half Greek from southern Italy, wrote and staged in Rome a play that, like the Greek dramas that inspired him, was all in verse. In addition to writing tragedies and comedies for the stage, Andronicus also produced regular poetry, most famously a Latin translation of Homer's Odyssey. (He was certainly not the only person to translate Greek works into Latin.) Another telling example of the importance of Greek poetry to the early Romans can be seen in the work of Quintus Ennius (239-169 BC). His own epic poem, Annals, covered much of the same ground that Livy later would, telling the history of the Roman people from the Trojan War era through to his own day. Demonstrating just how important it was for Latin poets to be viewed as worthy successors of the Greeks, Ennius describes in the beginning of the Annals a dream he had—or pretended he had—in which the spirit of Homer appeared and informed him that Homer's soul had been reincarnated in Ennius. Ennius was extremely popular for the better part of two centuries, but when Virgil wrote The Aeneid, he displaced Ennius's Annals as the The first sewage system in Rome was the Cloaca Maxima (Great Drain), constructed in the sixth century BC. The drains were made of sturdy brick, built to last a long time. Most Roman houses, though, weren't connected to the drainage system. In order to keep the sewage system draining properly, there would have to have been a way to constantly flush the sewage along to empty out into the Tiber River. With no way to have such a flushing system constructed in an economical way, there could be no overall interconnected sewage system. The poorer people used chamber pots or public bathrooms since the houses did not have individual indoor bathrooms. The public bathhouses were elaborately decorated, making them an attractive place to sit and chat with a neighbor while doing one's personal business.3 One wealthy Roman fish merchant did have his home connected to the city's sewer system, but doing so invited a particularly unwelcome visitor. Every night, an octopus would enter his home through the sewer and help himself to some of the merchant's fish!4

Romans' greatest national epic poem, and Ennius came to be read less and less. It seems that Roman tastes could change as much as ours do.

Who Said Romans Were Always Stoic?

The comedies of Plautus and Terence were quite similar, which is why the two are often discussed together, but there were noticeable differences between them. Terence, for example, tended to get more humor from his plots than Plautus, while Plautus was more interested in verbal humor. Terence's plays featured various moral elements, whereas Plautus was more interested in entertaining than educating. Terence stuck closer to original Greek plays than Plautus and therefore had fewer Roman elements (such as settings, comical references, and so forth). Also, Terence's writing was generally more sophisticated than Plautus's and was aimed especially at well-educated people in his audiences. Plautus, on the other hand, wrote to please the masses, and his plays were therefore extremely popular.

^{2.} Justinian, Digest of Roman Law 43.11.1.1.

^{3.} Nigel Rodgers, The Illustrated Encyclopedia of the Roman Empire (London: Hermes House, n.d.), 311.

^{4.} Aelian, On the Nature of Animals 13.6, trans. F. Scholfield, 1958, http://capress.link/tch2bgdrs01.

Q GO DEEPER RESOURCES

Both followed later Greek comedies by having much humor come from the use of stock characters. This meant using characters who are different in name and identity from play to play, but are nonetheless quite similar to one another in personality and behavior, and would be instantly recognizable to the audience. Common examples of this include clever household slaves and the somewhat witless masters who are easily fooled by them, along with social parasites, bossy soldiers, and doddering old men. Such characters did not represent society's elites, and did not speak like the elites, and therefore the comedies of Plautus and Terence are an excellent source for conversational Latin.

Life of a Roman Woman

- Read about the many roles a Roman woman could play, while still not having a public voice.
- Explore the clothing, hairstyles, and accessories of women in Rome, from the special occasion variety to the everyday.

Unit II: The Roman Empire

An Introduction to the Roman Empire

- See how experts attempt to piece together the jigsaw puzzle of the Silver Caesars.
- Explore an interactive map that shows the extent of Celtic and Roman control over time.

Chapter 8: The Successors of Augustus—the Julio-Claudian and Flavian Dynasties

- Find out how <u>virtual reality is helping historians understand ancient history</u> by "visiting" sites such as Nero's Golden House.
- Read about the unearthing of <u>a 2,000-year-old snack stand</u> on the streets of Pompeii.
- Walk through the home of a wealthy resident of Pompeii in this 3D model.
- Glimpse the remains of a ceremonial chariot from Pompeii that experts are calling the "Lamborghini" of chariots.
- Watch how scientists are using technology to show us what the residents of Pompeii might have looked like.

Chapter 9: The Nerva-Antonine Dynasty and the "Five Good Emperors"

- Read about Galen, the Greek physician who gained experience as a doctor in a gladiator school and was eventually summoned to Rome to help with the Antonine Plague.
- Explore the impressive details of the construction and placement of Trajan's Column.
- Visit the top 10 sites to see along Hadrian's Wall.
- Read about how a day of snorkeling led to the discovery of <u>one of the largest hoards</u> of Roman Empire coins yet found.
- Familiarize yourself with <u>Roman weapons and armor</u> and how they changed throughout the course of Roman history.

Chapter 10: The Severans, the Terrible Third Century, and Diocletian

- Visit the <u>archaeological site of Leptis Magna</u>, the hometown of Emperor Septimius Severus.
- Read about <u>the discovery of over 5,500 coins</u>, ranging from the reign of Nero to Septimius Severus, near Munich, Germany.
- Watch a <u>video tour</u> of Diocletian's palace at Split, Croatia.

Chapter 11: Forgotten Voices-Roman Women and Slaves

- Meet <u>some of the most influential Roman women</u> who left their mark on history.
- Learn about the diverse work situations in which Roman slaves might find themselves through artifacts and writings from the time.

- Watch a video on a day in the life of four very different Roman slaves.
- View a map charting the exploits of Spartacus throughout the Italian peninsula.

Life of a Roman Slave Girl⁵

My name is Lucia, and I am a slave in a Roman patrician household. The story of my life is not unlike that of many other young slave women; it is full of much sadness and loss. Yet amidst the trials of my life, I have found hope in the Lord of our fathers. Before I was a slave named Lucia, I was Jerusha, a Jewish girl from a small village in southern Galilee.

My name Jerusha means "inheritance," and it reminds me of how I inherited my Jewish faith from my family. I grew up amidst lots of brothers, sisters, and other family members, as well as many friends who were as close to me as family. Life was good, though it was full of hard work. Because I was the oldest daughter, I had many daily chores such as grinding barley for flour, tending the vegetable patch, caring for the goats, and looking after my younger siblings. My father owned a pottery shop, and my brothers worked alongside him when they were not in school.

Even though Father was a humble potter, he placed great value on learning to read, write, and do numbers. Because of this, my brothers went to the Hebrew synagogue school and received the best education the village provided, and at home, Father taught them to manage the shop's finances. When work was done in the evenings, he spent time teaching us children how to speak and read Greek. Our day-to-day language was Aramaic, but knowing Greek was important because we did business with the Greek traders that passed through the village. I was a quick learner and was soon able to speak and write in Greek better than my brothers! Although, to be fair to them, I was able to concentrate on Greek more than they were able to. They had to learn to read and write in Hebrew at school, but since I didn't have to go to synagogue school, I only had to understand and speak Hebrew for when we worshiped the Almighty.

The most important thing in our family was our faith in the Lord of our fathers. We worshiped the Almighty in many different ways, such as praying, going to the synagogue on the Sabbath, and listening to Father recite long passages from the Holy Scriptures in the evenings. My favorite story was of Esther, a Jewish woman who became queen of Persia and saved the Jews. On special feasts such as Passover, we went to the beautiful Temple in Jerusalem to celebrate and offer sacrifices.

Overall, my childhood in Galilee was peaceful despite an underlying political restlessness, particularly in Jerusalem. Since we Jews hated our Roman rulers and the Romans didn't always respect Jewish laws, conflicts between the two groups constantly erupted. Of course, any sign of rebellion against Roman authority was immediately squashed, which only increased our hatred of the Romans. When I was twelve years old, the disturbances turned into an organized military rebellion. Many Roman troops were sent to Galilee to stop the revolt.⁶

Sadly, my family's village was directly in the path of the Romans. The soldiers passed through the village and killed everyone they encountered, including my entire family. They also destroyed the houses and shops and stole many of our possessions.⁷ Only a few of us survived. I do not know why I was spared by the Romans and my family was not.

While I may have been spared from death, I was not free of the Roman soldiers. They captured me and the other survivors and took us on their march to Jerusalem. The soldiers forced me to walk behind them for a time, but they were too intent on their mission of also attacking and destroying Jerusalem and the beautiful

^{5.} This extra historical fiction piece is written by series author Claire A. Larsen, MA.

^{6.} Marc J. Rosenstein, Turning Points in Jewish History (Philadelphia: Jewish Publication Society, 2018), 113.

^{7.} Rosenstein, Turning Points in Jewish History, 115.

Temple to take care of many slaves. Soon, I was sold to one of slave traders who followed the army waiting for an opportunity to purchase slaves.⁸ Ever since, my life was forever changed.

The next few months were miserable. My only possessions were the worn clothes and sandals I was captured in. As the slave traders slowly made their way to Rome with us slaves, we were always hungry, thirsty, and tired. We traveled by land and sea to Rome, where we would be sold to the highest bidders. Despite the horrible living conditions and constant fear of the future, my heart was most pained by the loss of my family. I grieved deeply for what had happened to them and the rest of our village, as well as Jerusalem. My sadness and loneliness felt like a heavy stone lodged deep within my chest. I wondered why the Almighty, who was supposed to love His people and whom I had worshiped so faithfully, had allowed such a tragedy to happen to me, my family, and my people. Didn't He love us? Where was He now?

When we finally reached Rome, I was amazed. It was huge! People crowded the streets, which were a maze of massive buildings and skinny alleys. The streets wound around two-story buildings that housed shops and apartment dwellings. Before we were taken to the slave market, the slave traders showed us slaves some mercy when they fed us a good meal and cleaned us up a bit. I suppose a clean slave with food in her stomach brings a higher price than a dirty slave with sad eyes and a growling belly.

When the time came for us to be sold, we slaves were led to an open area in the city and positioned on wooden platforms. One of the slave traders put a sign around my neck, but because it was in Latin, I couldn't read it. I asked a fellow slave who knew Latin to read it quietly for me. He told me that it said, "Jewish girl, good household skills, speaks Greek, intelligent, healthy, and strong." Those words were supposed to sum up who I was. I hung my head as everyone passing by gawked at me. How I wished I could hide or become invisible! I cringed as one Roman buyer looked inside a nearby slave's mouth. "Does he have good teeth?" he asked a slave trader. Another buyer was busy squeezing a slave's arms to see how strong the slave was. Because I had heard stories of cruel masters, I hoped that none of the buyers would take an interest in me. Standing very still, I prayed, "My Lord, please help me." I didn't know what else to do.

I then noticed an older man pointing at me and talking to one of the slave traders. He was well dressed and looked important. Before I could make out what the slave trader was saying to him, I was being led off the platform toward the man who had pointed at me. I then saw a well-dressed middle-aged woman standing behind the man. She took me by the hand and led me away from the slave market.

"My name is Livia," she told me in Greek. "I am one of Senator Marcus Flavius Tullius's slaves. And, as of a few moments ago, you are as well."

"I'm Jerusha," I replied timidly. "I'm from Galilee."

Livia gave me a sad smile. "So the slave trader said. You may be Jerusha now, but our master will probably give you a new name. Life in Rome will be easier for you with a Roman name instead of your old name."

As we walked, Livia explained to me that I had been bought to be a servant and companion to our master's fourteen-year-old daughter Diana. He had chosen me because I understood Greek, and, despite my appearance at the slave market, something about me told him that I was intelligent and well mannered. He hoped I would have a calming influence on his daughter.

"Diana is a beautiful young woman, but she is not easy to get along with. She has a fiery temper and is known to be spoiled and demanding. Being her servant will be challenging for you at times," Livia admitted. "But you will live in relative comfort in service of the senator. From what other slaves have told me about their masters, you have been saved from a much worse fate." I shivered at the thought of what could have happened to me and thanked my Lord for this small mercy.

^{8.} Gregory S. Aldrete, Daily Life in the Roman City (Norman: University of Oklahoma Press, 2004), 65.

^{9.} Alberto Angela, A Day in the Life of Ancient Rome (New York: Europa Editions, 2009), 180.

Livia and I then entered a large building, which I soon realized was a bathhouse. After she handed the slave at the door a coin, we entered the baths (as I now know that the Romans call them). For the next hour or so, Livia made sure that I was washed thoroughly. If I weren't so worried about my future, I would have enjoyed feeling clean. Livia then dried my hair and gave me a new tunic and sandals. My new master—a senator!—probably didn't want me in his grand house looking like a poor, disheveled street child.

When we arrived at our master's *domus* (house), I was taken to meet the senator. Just as Livia had said, he gave me a new Roman name: Lucia, which means "light." He also said, "I hope that you will bring light to my household." I didn't know how I could possibly bring light to my master's home, but I knew I would try.

Ever since that day, I have served Diana faithfully and tried to please the Almighty in the way I do my various tasks. However, it can be very difficult. Livia was telling the truth when she said that Diana was spoiled and demanding! I must wait on her constantly. Diana is easily angered and quick to call me insulting names or slap me. But other times, she can be pleasant. She is especially pleasant when I help her with her Greek lessons since my Greek is better than hers. Because I am learning Latin, communicating with Diana is slowly getting easier. There are now fewer times that I misunderstand her commands.

When I accompany Diana to the baths or the market, I am able to meet other slaves, many of whom are Christians. Even kind Livia is a Christian. Livia and the Christian slaves are different from the other slaves I have met; they seem to be more content with their circumstances. They have a joyfulness that the other slaves do not have. I don't know how this is so. After all, Romans are suspicious of Christians' beliefs and sometimes persecute them. Many of them have even given their lives for what they believe. Nonetheless, they are kind and joyful, and they still meet secretly to worship Jesus Christ.

I admire the Christian slaves, and I like to spend time with them whenever I can. Some are even from Galilee, my childhood home, and it is nice to talk about our homeland together. It is also interesting to hear about their faith. They claim that Jesus Christ is the fulfillment of the Law and that He is the Messiah, the man prophesied to save the Jews—but also, they say, the Gentiles (non-Jews)! Is this Jesus Christ that the Christians worship the same Lord that I worship?

I do not know, but I am certain that the Almighty has protected me. I thank Him that through all my hardships He has been my Refuge, just as He promised to be in the Psalms. But sometimes, I still wonder why am I here. When I have such thoughts, I try to remember the story of Queen Esther. Esther had left her family to become the queen of Persia, and when an evil scheme threatened the lives of her people, her cousin Mordecai told her that she may have been placed in her royal position for such a time as this. I have been brought to Rome for a purpose greater than serving a selfish young woman, I pray to know it. Perhaps Livia and my other Christian friends will be able to help me understand why I am here.

So, who am I? Can I still claim to be Jerusha, the Jewish village girl who romped over Galilee's hills with her flocks of goats and worshiped in Jerusalem's Temple? Am I now only Lucia, a Roman slave to Diana, daughter of Senator Marcus Flavius Tullius?

Despite my captivity, I still pray to the Almighty and thank Him for His daily care for me. I remember the Holy Scriptures I learned at home from my father and repeat them to myself when I become discouraged. I have nothing left from my old life but the inheritance of my faith, and I will never stop believing in the Lord of my fathers. I am still Jerusha inside, yet now I am also Lucia, and I am learning to be a light that shines brightly in this new life.

^{10.} Florence Dupont, Daily Life in Ancient Rome (Oxford: Blackwell Publishing, 1989), 263-264.

^{11.} Psalm 46:1.

^{12.} Esther 4:14.

Chapter 12: Constantine and Christianity

- Read about <u>Constantine's mother</u>, <u>Helena</u>, her pilgrimage to Jerusalem, and her importance to the early Christian Church.
- Find out what the Edict of Milan actually said (but in English). As a bonus, you can also read the Edict of Toleration, issued by Galerius in AD 311.

Life of a Gladiator

- Discover what it might have been like from a gladiator's point of view <u>underneath the arena floor</u> of the Colosseum.
- Learn about <u>the debated origins</u> of the phrase, "We who are about to die salute you," during <u>the days of Emperor Claudius</u>.
- Explore the misinformation and debate about what a "thumbs up" and "thumbs down" actually meant for a gladiator in the arena.

Unit III: Empires of the East

An Introduction to Empires of the East

- View the art of the Bronze Age of China.
- Read about the central tenets of Confucianism.

Chapter 14: China—The Warring States Period

- Explore an animated map of the shifting boundaries of the Warring States.
- See the world's oldest decimal multiplication table on bamboo strips from the Warring States Period.

Chapter 15: China-The Qin and Han Dynasties

- Explore <u>articles</u>, <u>infographics</u>, <u>and other resources</u> about the Silk Road.
- Learn about the terra-cotta warriors, guardians of Emperor Qin Shi Huangdi's tomb.

Chapter 16: India-The Early Middle Kingdoms Period

- Learn about the unearthing of a Chola royal palace that includes evidence of long-distance trade with China.
- Peruse <u>multimedia resources</u> about the Mauryan Empire.

Life of a Young Girl in a Han Dynasty Village

- Read about the history of silk production and learn amazing facts about this fabric.
- Watch a video about the legendary discovery of silk thread.