

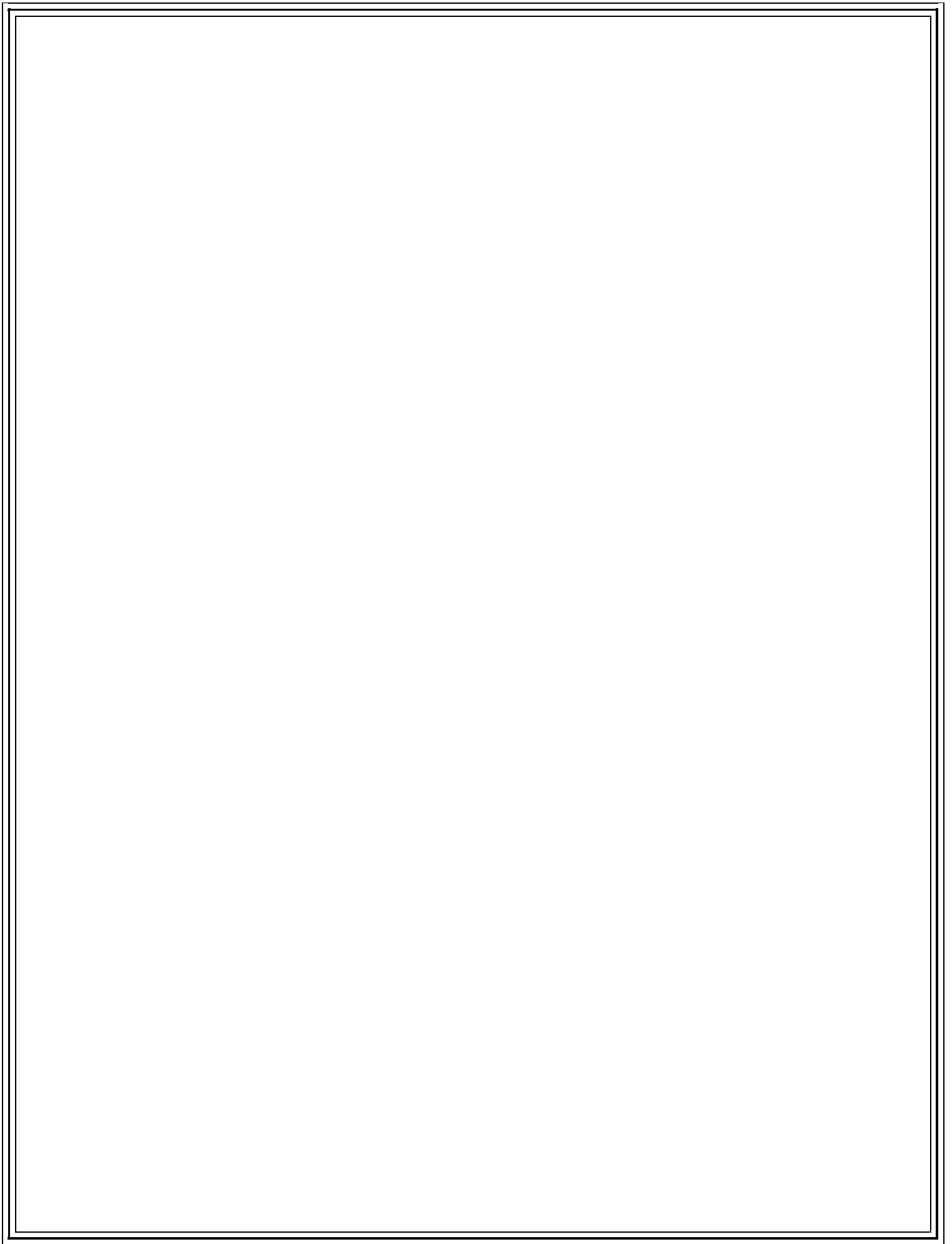
The Book of the Ancient Romans



A Guided Study

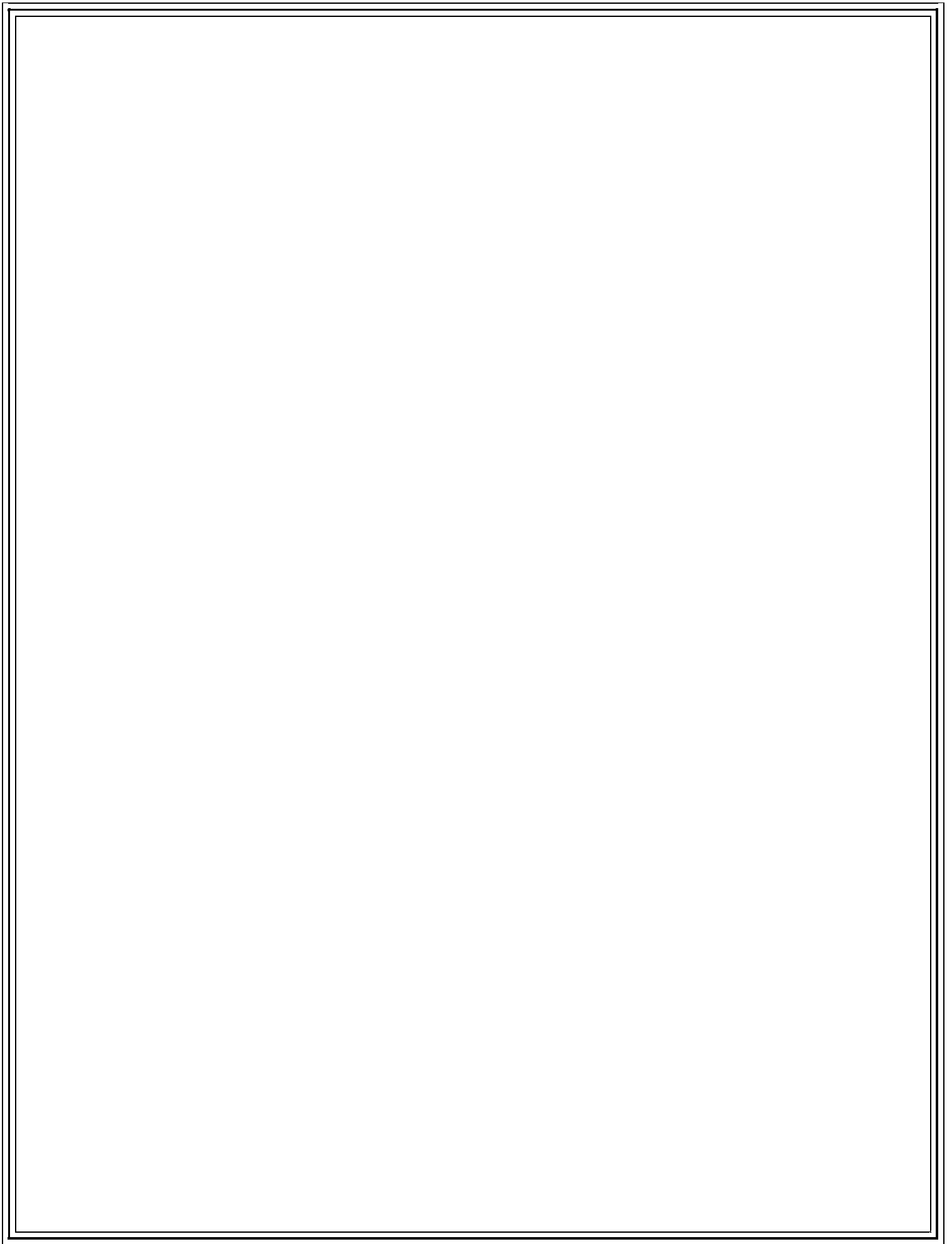
by Lisa Kelly

The Book of the Ancient Romans was written by Dorothy Mills



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Book List

Required

The Book of the Ancient Romans by Dorothy Mills [any edition]

Readings in Ancient History II by William S. Davis [available online, but included in this guide]

Recommended

Plutarch's Lives [available online]

Additional primary sources [available online]

Optional

Map Trek [The Complete Collection] created by Terri Johnson

Lesson Outline for Each Week

Before the Reading

- Use “Connections”, connecting questions, to bridge the gap between chapter readings. They are designed to bring forth what the student already knows about a topic so that the new information can be connected to it.
- Words to Know: Discuss these words orally, as needed.
- Present any images, if indicated, to capture interest and provide visuals.
- Using the proper nouns list, locate any places on a map or globe which need further clarification.
- Complete any additional map work, if included, or feel free to add more as you see beneficial.
- Read any notes pertinent to lesson preparation before reading the chapter.

Reading

- Students should read the assigned pages each week from *The Book of the Ancient Romans*.

After the Reading

- After the chapter has been completed, ask for an oral narration or choose one of the options listed under “Narration Suggestions”. These may be written, dictated, creative or oral narrations.
- You students may use the words from the proper nouns list for reference when giving a narration, but they are only meant to be referred to for spelling, pronunciation or single memory purposes, such as momentarily forgetting the specific name of a place or event but wishing to refer to it correctly in the narration. This chart serves the same purpose as when a teacher writes some specific words on the board. The proper nouns list is not meant to be used as a crutch for the entire narration.
- Add any suggested additional reading or any additional activities as desired.
- Add to and keep up with your Book of Centuries.
- Level One Extensions were designed with Upper School B (Y 7-9) in mind, while Level Two Extensions were designed with Upper School A (Y 10-12) in mind, but pick and choose from whichever levels and suggestions best fit. A high school student seeking credit may need to choose more frequently from Level Two extensions.

Notes for the Teacher

- This guide may be used somewhat independently, but teachers would be advised to initially work closely with students, giving them a chance to become familiar with it first. It is assumed that teachers will always remain *somewhat* involved in this study. It is not designed to be used entirely independently.
- Some map work will be included with this guide, but you may wish to add a fuller program to it. Some editions of *The Book of the Ancient Romans* have a good quality map at the beginning of the book. Memoria Press editions include some pictures and maps. Allow your student to refer to any included maps while completing any map work.
- It is very important to set up the reading properly by first going over any unknown words, including pronunciation if needed, locating places on a map or globe and having any review discussions together that is needed to make the reading more understandable.
- The narration suggestions are merely suggestions. Feel free to alter them or exclude some.
- You may choose between asking your student for an oral narration **or** an alternative narration. You might also wish to ask your student for an oral narration and then to also to complete one of the alternative narrations independently. At least some of your student's narration work should be oral, because it is just as important in building writing skills as written narrations.
- At this time, maps, some primary sources, articles and additional activities accompanying the lessons are linked at *A Mind in the Light*. Look under the tab Resources, and then scroll down to Ancient History. On this page look under *The Book of the Ancient Romans* for these links. Readings from Plutarch can be found under the tab Citizenship.
- The appendix will include teaching notes, art pieces and writing forms.
- The assignments are optional. They are designed to offer creative extensions, but can be adapted or omitted as you would like. The due date should offer them some time in which to complete the assignment, but not come too close to the work for the following week. (One full week from assigned date would probably work.)
- The Great Ideas Discussions will be included in the reading schedule. These were designed for Upper School A (Y 10-12) students, but some younger students may benefit as well.
- Sometimes the readings in this guide include separations that are within the text and not by chapter, because some of the chapters are very long. Because not everyone will have the same edition of the book, I was unable to refer to something by page number. This setup allows teachers to use any edition of the book, including the free, online versions.
- For those who are using the Extensions, please remember to adjust, omit and adapt assignments and readings based on each student individually. This makes the guide highly suitable to use with multiple ages within a family.
- Most importantly, use this guide in whatever ways work best for all of your students; adapt as needed.

Writing Assignments-At a Glance

As Written

- Speech Assignment
- Document Study Narration
- Speech Study Narration
- Character Sketch

With High School Extensions

- All of the above
- Historical Background Paper
- Roman Character Essay
- Document Study Narration (this makes 2 of these)
- 2 Character Sketches (this makes 3 of these)
- Great Ideas Discussion Essay

This list does not include regular narrations, other writing assignments or term papers. **A large number of writing assignments are available to use. Please adapt as needed for your students. Students should not complete all of the above writing assignments, especially since they will also be completing narrations.**

It is recommended that term papers be omitted if students are completing a significant number of the above written assignments. Alternatively, students can write term papers and omit most of the writing assignments. The emphasis is quality over quantity. Two to three well-written and edited papers are more beneficial than many papers written haphazardly.

Reading Schedule by Week

Week #	<i>The Book of the Ancient Romans</i>	<i>Readings in Ancient History II</i> Included with Guide	Additional Primary Sources	<i>Plutarch's Lives</i>	Other
Week 1	Ch. 1	"Description of Italy" Pliny the Elder (L2)			Map -Physical Geography of Italy
Week 2	Ch. 2				
Week 3	Ch.3			Romulus(L2)	Article about the Capitoline Wolf from BBC News
Week 4	Ch. 4: Parts I-III				Picture Study <i>Oath of the Horatii</i>
					Speech Assignment
Week 5	Ch. 4: Parts IV-VII	"The Roman Way of Declaring War" by Livy (L2)			Video clip on the Seven Hills of Rome + Map

This is a sample of the reading schedule. The complete schedule is for 30 weeks.

Exams and Papers

For those following the schedule for terms, exams are given in the twelfth week. For the purposes of this curriculum, the history exams will most likely fall on one of the days at the end of the week. This allows the student to complete the work assigned for week twelve in the beginning of the week and then follow it with an exam at the end of the week. Exams for skill subjects such as math and English can be completed in the earlier part of the week. Another option is to have a four day week for school and complete all of the exams on the final fifth day of the week. **Since this guide is designed to cover thirty weeks, exams are included for two terms (twenty-four weeks) with an option for term 3.**

Choose from one to three exam questions for your student for each term with which you intend to hold exams. Have your student write a narration answering their question(s). If your student would do better with an oral exam, you can also have your student answer the question(s) orally. Another option is to have your student answer the question(s) orally (to gather their thoughts) and then write their narration.

The term papers are an added option for those using Level Two Extensions. Like exams, term papers follow the schedule by terms, or every twelve weeks. Since this guide covers only 30 weeks, a term paper for Term Three has not been included. You may certainly add this if you wish. Term papers are only needed if the student is not completing the assignments each week. **Students who are completing the weekly assignments, in addition to written narrations, will have enough written work.**

Speech Study and Document Study Narrations

Have your student complete the forms for these two narration types, bring the forms to their teacher to be examined and then from these correct outlines complete their narrations. The narrations will include all of the information that was outlined in the forms.

For the Speech Study Forms, have your student copy quotes from the text (and the page number for easier reference when needed) which supports the questions, such as evidence which supports the use of the techniques of ethos, pathos and logos.

Week 1, Chapter 1

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Before the Reading

- Connection: What do you know of Italy?
- Be sure to look up the places listed under the category: Map Work (below) and pronounce any words as needed.

Proper Nouns for an Oral Narration

People	Map Work
Virgil	Mediterranean Sea
	Apennines (mountains)
	Alps (mountains)
	Greece

Note: At this time some primary sources, maps and other resources are linked at *A Mind in the Light*. Look under Resources, Ancient History and then under *The Book of the Ancient Romans*. I will abbreviate this note in all subsequent references to it as BOAR, Week #, depending on the week in which the link or resource is needed.

Older editions of this book contain a nice fold-out map just before chapter one which is very helpful with locating places. **If your edition does not have a map, please see the links for Map Resources.**

After the Reading

Narration Suggestions

	Give an account of the geography of Italy.
	Distinguish between the geography of Greece and its development vs. the geography of Italy and its development.
	Why do we study the “ancient Romans” and not the “ancient Italians”?

Level One Extension

Assignment

Complete the map for the physical geography of Italy. [BOAR, Week 1](#)

A link is provided at *A Mind in the Light* for this map. See Resources, Ancient History for *The Book of the Ancient Romans*, Week 1. Alternatively, use the map from Map Trek –“The Founding of Rome” (p. 42).



Level Two Extension

Additional Reading

- ☐ Read “Description of Italy” from *Readings in Ancient History II* (Rome and the West) by William S. Davis. This is a primary source written by Pliny the Elder. This reading selection follows this page.

Assignments

Complete both assignments.

- ☐ Complete the map for the physical geography of Italy. [BOAR, Week 1](#)

A link is provided at *A Mind in the Light* for this map. See Resources, Ancient History for *The Book of the Ancient Romans*, Week 1. Alternatively, use the map from Map Trek –“The Founding of Rome” (p. 42).

- ☐ Write a list of major points covered in “The Land of Italy” by Mills and then write a list of major points covered in “Description of Italy” by Pliny the Elder. Highlight the similarities in one color and the differences in another color. Does the author’s personal background play a role in the differences?

DESCRIPTION OF ITALY

[Pliny the Elder, "Natural History", book III, chap 6. Bohn translation]

The natural advantages of the Italian peninsula are here set forth by an enthusiastic Roman writer. The Italians were –and are– justified in the praise of their country; it is in every respect the queen of the southern European lands –vastly superior in every way to Spain with its few harbors and uplands and plains; and again with far greater resources than picturesque but rocky and restricted Greece. On the whole, it is the most favored land bordering the Mediterranean, if not –area considered– in the entire world.

When we come to Italy, we begin with the Ligures [in the Northwest], after whom we have Etruria, Umbria, Latium, where the mouths of the Tiber are situate, and Rome the "Capital of the World", sixteen miles distant from the Sea. We then come to the coasts of the Volsci and Campania, and the districts of Picenum, of Lucania and of Bruttium, where Italy extends the farthest in a southerly direction, and projects into the [two] seas with the chain of the Alp¹, which there forms pretty nearly the shape of a crescent. Leaving Bruttium we come to the coast of [Magna] Graecia, then the Apuli, Peligni, Sabini, Picentes, Galli, the Umbri, the Tusci, the Venetes [and other peoples].

I am quite aware that I might be justly accused of ingratitude and indolence, were I to describe thus briefly and in so cursory a manner the land which is at once the foster-child and the parent of all lands: chosen by the providence of the Gods to render even heaven itself more glorious, to unite the scattered empires of the earth, to bestow a polish upon men's manners, to unite the discordant and uncouth dialects of so many nations by the powerful ties of one common language, to confer the enjoyments of discourse and of civilization upon mankind, to become, in short, the mother-country of all the nations.

(1) This, of course, refers to the Apennines.

But how shall I begin the task? So vast is the number of celebrated places [no one living can name them all]. So great is the renown [of each spot] I feel myself wholly at a loss. The city of Rome alone, which forms a portion [of Italy], a face well worthy of shoulders so beauteous, how great a book it would take for a due description! And then too [there is] the coast of Campania, just taken by itself, – so blessed with natural charms and riches, that it is evident that when nature formed it, she took a delight in accumulating all her blessings in a single spot –how am I to do justice to this?

Again the climate, with its eternal freshness, and so abounding in health and vitality, the serenity of the weather so enchanting, the fields so fertile, the hill sides so sunny, the thickets so free from every danger¹, the groves so cool and shady, the forests with a vegetation so varying and luxuriant, the fruitfulness of the grain, the vines, and the admirable olives, the flocks with fleeces so noble, the bulls with necks so sinewy; the lakes with one ever coming after another, the numerous rivers and springs which refresh the land on every side with their waters, the numerous [gulfs of] the sea with their havens, and the bosom of the lands opening everywhere to the commerce of the wide world,

yes, as it were, eagerly reaching out into the very midst of the waves, for the purpose of aiding –so it seems- the efforts of the Immortals!

(1) Presumably from dangerous wild beasts.

At present I omit speaking of its genius, its manners, its men, and the nations whom it has conquered by eloquence and the might of arms. The very Greeks –a folk fond mightily of spreading their own praises –have given ample judgment in favor of Italy, when they named simply a small part of it “Magna Graecia”. But we must be content in this case, as in our description of the heavens. We must only touch upon these points, and take notice of merely a few of its stars.

I may begin by remarking that this land very much resembles in shape an oak-leaf, being much longer than it is broad; towards the top it inclines to the left [if one is facing south], while it terminates in the form of an Amazonian buckler¹, in which the central projection is called Cocinthus, while it sends forth two horns at the end of its crescent-shaped bays –Leucopetra on the right, and Lacinium on the left. It extends in length 1020 miles, if we measure from the foot of the Alps at Praetoria Augusta through the city of Rome and Capua to Rhegium, –which is situate on the shoulder of the Peninsula, just at the bend of the neck as it were. The distance is much greater if measured to Lacinium, but in that case the line, being drawn obliquely, would incline too much to one side. The breadth [of Italy] is variable; being 410 miles between the two seas, the Lower [Tuscan] and the Upper [Adriatic], and the rivers Varus [by Gaul] and Arsia [by Istria]; at about the middle and in the vicinity of the city of Rome, from the spot where the river Aternus flows into the Adriatic to the mouth of the Tiber, the distance is 136 miles, and a little less from Castrum-Novum on the Adriatic sea to Alsium on the Tuscan; –but at no place does it exceed 200 miles in breadth. The circuit of the whole from the Varus to the Arsia is 3059 miles².

As to its distance from the countries that surround it, Epirus and Illyricum [nearest points toward Greece] are 50 miles distant, Africa is less than 200, as we are informed by Marcus Varro, and Sicily a mile and a half.

(1) That is, a shield, whose side was shaped like a kind of crescent.

(2) A good example of how inaccurate the Ancients were in their calculations and Pliny doubtless used the best available data; the real circuit is about 2500 miles.

~From *Readings in Ancient History II* by William S. Davis

Week 2, Chapter 2

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Before the Reading

- Connection: Describe the land of Italy.
- Word to Know: augury
- Be sure to look up the places listed under the category: Map Work (below) and pronounce any words as needed. *Map Trek*: Some locations can be found on this map: “The Founding of Rome”.

Proper Nouns for an Oral Narration

People	Map Work	Other
Pindar	Tiber River	Umbrians
	Adriatic Sea	Sabines
	Latium	Sacred Spring
	Alba Longa	Mars
	Bay of Naples	Samnites
	Tyre	Latins
	Magna Graecia	Latin League
	Tarentum	Etruscans
	Sicily	Greeks
		Phoenicians
		Jupiter
		Proserpine
		Pluto

After the Reading

Narration Suggestions

	Narrate about the early peoples of Italy.
	<p>“Where Greece had failed, Rome was to succeed, for having first united the peoples not only of Italy but of the then known world, she was to give them a real sense of national unity” (Mills 14).</p> <p>Explain your thoughts on this statement.</p>

Week 22, Chapter 18

Before the Reading

- Connection: Briefly describe a Roman lady.
- Present Image G: *The Young Cicero Reading* by Vincenzo Foppa. Encourage ideas about the picture but without telling the story yet. After the reading, study the picture again. Describe the young boy in the painting. What might he be thinking or feeling?
- Be sure to look up the places listed under the category: Map Work (below) and pronounce any words as needed.



Proper Nouns for an Oral Narration

People	Map Work	Other
Augustus	Sabine Hills	Battle of Philippi
Cicero	Mantua	<i>History of Rome</i>
Livy	Naples	<i>Odes</i>
Horace		<i>Epistles</i>
Caesar		<i>Satires</i>
Virgil		<i>Georgics</i>
Christ		<i>Aeneid</i>
Dante		Deliverer
Chaucer		Hell and Purgatory
		Everyman

After the Reading

Narration Suggestions

	Give an account of the writers of the Augustan Age.
	Write a letter as if a young Roman to one of your parents about the newest work you are reading from the Augustan Age and by whom. Share with your parent all that you know about this work and this author in your letter.
	<p>Divide a sheet of paper into four sections and give each section one of the following headings: Horace, Cicero, Livy and Virgil.</p> <p>Write with short phrases and sentences answers to the following categories:</p> <ul style="list-style-type: none">• purpose in writing• list of works• lifespan• 2-3 more additional points of interest

Level One Extension

Additional Readings

Choose One.

- ☐ Horace: 2 Poems
- ☐ Cicero: Selected Letters (Choose two letters.)

BOAR, Week 22

Assignment

- ☐ Using your chosen reading from the options above, write a narration about the author, the works read and your thoughts about your selections.

Level Two Extension

Additional Readings

Choose One.

- ☐ Horace: 2 Poems
- ☐ Cicero: Selected Letters (Choose two letters.)

BOAR, Week 22

Assignment

- ☐ Write a 1-2 page paper which outlines the historical context needed to understand Horace and his works or Cicero and his works. Appendix –Historical Background Paper

Great Ideas Discussion

Note: It may be a good idea to choose your position, write notes on your key points and mark the quotes you wish to use for support before the Great Ideas Discussion.

Beauty

“He had learnt from them that poetry meant lifting the veil through which the ordinary man sees the things of life and showing their hidden meaning and beauty, and this Virgil was able to do with that rare power that is only granted to the very greatest of poets” (Mills 358).

- ❖ Discuss this quote. Is there beauty hidden in the ordinary? Do some authors reveal this beauty through their work? What is the difference between authors who reveal this and those who do not?
- ❖ Can literature teach us about right and wrong? Explain your thoughts.