

Reihe „Pädagogik und Fachdidaktik für LehrerInnen“

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Projektbericht

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**History in English
Thema: Life and Religion
in Ancient Rome**

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Die Universitätslehrgänge „Pädagogik und Fachdidaktik für LehrerInnen“ (PFL) sind interdisziplinäre Lehrerfortbildungsprogramme der Abteilung „Schule und gesellschaftliches Lernen“ des IFF. Die Durchführung der Lehrgänge erfolgt mit Unterstützung von BMUKA und BMWV.

History in English

Thema: Life and Religion in Ancient Rome

Klasse: 5. Klasse, AHS

ca. 6 Unterrichtseinheiten

Eine zentrale Bildungs- und Lehraufgabe des Faches Geschichte und Sozialkunde ist die Vermittlung von Kenntnissen über unterschiedliche politische, rechtliche, soziale, wirtschaftliche und kulturelle Ordnungen bzw. gesellschaftliche Phänomene. In der 5. Klasse AHS liegt ein Schwerpunkt des Lehrplanes für das Fach Geschichte auf den politischen Organisationsformen und kulturprägenden Kräften der Antiken Welt.

Gesellschaftliche, wirtschaftliche, kulturelle und nicht zuletzt auch politische Phänomene, Zusammenhänge und Entwicklungen im Römischen Reich sind ohne Kenntnisse vom Alltagsleben der römischen Bevölkerung, von deren Lebensbedingungen und Vorstellungen der Lebensgestaltung nur schwer verständlich. Ihren religiösen Vorstellungen und deren Auswirkungen auf nahezu alle Aspekte des Lebens kommt dabei besondere Bedeutung zu.

Ziel dieser Gruppenarbeit ist es, den SchülerInnen Einblick in das Alltagsleben im Römischen Reich zu gewähren.

Vorbereitung: * Kopieren der beiden Arbeitsblätter ("Rome - The World's No. 1 City" und "Life in Ancient Rome") in Klassenstärke.
* restliche Arbeitsunterlagen (Stadtplan Rom, diverse Quellen):
1 Set pro Gruppe

Wörterbücher (englisch - deutsch) sollen zur Verfügung stehen bzw. von SchülerInnen mitgebracht werden.

Vorgangsweise: * Einteilung der SchülerInnen in (4er - 6er-) Gruppen.
* Austeilen der Materialien.
* Erklären der Aufgabenstellung.
* Zeitvorgabe von ca. 6 Unterrichtsstunden.

Aufgabenstellung: SchülerInnen sollen Arbeitsblätter bearbeiten, Fragen beantworten und sich Notizen machen.

Hinweis: meiner Meinung nach sollte den SchülerInnen die Organisation in der Gruppe (ev. Arbeitsteilung) freigestellt werden.

Am Ende sollen alle SchülerInnen Arbeitsblatt 1 ("Rome - The World's No. 1 City") ausgefüllt haben und sämtliche Fragen über "Life in Ancient Rome" beantworten können.

Überprüfung: schriftliche oder mündliche Wiederholung.

Varianten: Das Material kann auch anders verwendet werden.

Vorschlag 1: Jede Gruppe behandelt ein Thema (ev. zusätzliches Material / weitere Themen zur Verfügung stellen) und muß ihr Thema dann der restlichen Klasse präsentieren (mit Folien, Plakaten, etc.)

Vorschlag 2:

- * Einteilung der Klasse in gleich große Gruppen, z.B. 30 SchülerInnen - 5 Gruppen á 6 SchülerInnen: Gruppe A, B, C, D und E.
- * Innerhalb jeder Gruppe sollen sich SchülerInnen absprechen, wer welches Thema behandeln möchte, z.B. Roman homes, etc.
- * Jedes Thema bekommt eine Nummer, z.B. 1: The City of Rome
2: Roman homes
- * Dann werden diese Gruppen vorerst aufgelöst.
- * Untergruppen setzen sich zusammen, d.h. alle, die Thema 1 behandeln, arbeiten gemeinsam Thema 1 aus, etc.
- * Wenn alle Untergruppen mit der Ausarbeitung fertig sind, gehen SchülerInnen wieder zu ursprünglichen Gruppen A, B, C, D und E zurück und müssen nun den restlichen Gruppenmitgliedern ihre Erkenntnisse weitergeben.

Bei diesen beiden Vorgangsweisen muß man Folgendes beachten: die einzelnen Themen sind, nach meiner Ausarbeitung, unterschiedlich lang und ausführlich. Man kann entweder Themen zusammenlegen, z.B. "Roman homes" und "Food and eating habits" sowie "A Roman household" und "Education" (⇒ kleinere Gruppen!) oder man stellt zusätzliches Material ev. auch über weitere Themen zur Verfügung.

ROME - The World's No. 1 City

Look at the map of Rome and read this article. Try to find the missing information and answer the questions:

- 1) The city of Rome was also known as the E_____ C_____.
- 2) In AD 100 _____ people lived in Rome, _____ were slaves.
- 3) The inhabitants of Rome were most interested in w_____ and e_____.
- 4) What did Emperors do who wanted to be remembered forever?
- 5) What did the Romans call a public square or marketplace? Name one!
- 6) What kind of spectacles could 50 000 people watch in the Colosseum?

How much did they have to pay for the tickets?
- 7) How was the city supplied with water?
- 8) Where did chariot races take place?
- 9) What does the writer of this article say about the traffic in Rome?
- 10) What is the most comfortable way to get around in the city?
- 11) What might happen to visitors or wealthy people who travel on foot through downtown?
- 12) What did many Romans do with their litter?
- 13) Some favourite entertainments of the Romans were
- 14) What happened to the captives taken back to the city after a war?
- 15) The city of Rome has two sides. Explain them!

LIFE IN ANCIENT ROME

Work in groups of four and gather information on the following topics. You should be able to answer the questions stated below.

I) Roman homes

Where did wealthy Romans live? In the city? In the country?
What did a typical Roman house look like? Rooms? Furniture? Decoration? Central heating?
Where did poor Romans live? In the city? In the country?
What did their apartments look like?

II) Food and eating habits

What sorts of food were available to the rich on the one hand and to the poor on the other hand?
When and how were the meals taken?
What did Roman emperors do for the poorer citizens of Rome to become more popular?

III) A Roman household

Who was the head of a Roman family and what were his rights?
What members did a Roman household include?
Mention a few important events in Roman family life (in growing up in a Roman family)?
What is there to say about Roman marriages?
What happened to unwanted children, especially female ones?
What reason might a Roman parent have had for allowing a girl child to die at birth? Why do you think those in power allowed it to happen?
Girls and women were treated as second class citizens in Roman society. Comment this statement.

IV) Education

How were Roman children educated? What was a so-called "*tutor*"?
What kind of schools were there and what were they like?
What were the most important things a Roman kid had to learn? Why was "*oratory*" thought to be so important?
What were the differences between the education of girls and boys, the rich and the poor?
Find three important differences between education today and in Roman times.

V) Roman Religion

How did Roman religion work?
Mention the most important Roman gods and goddesses. What were they responsible for?
Where/ Who did the Roman gods derive from?
The importance of "*omens*"? Chicken feed? Animals' livers? Birds' flights?
The Roman priests.
How did religion influence Roman everyday life? The importance of *sacrifice*?
What happened when Romans came across new gods in the provinces?
Who became human gods?

ROMAN RELIGION

The Romans did not believe in just one god, as for example Christians do. They worshipped many different gods and goddesses, each one concerned with a different aspect of life, such as love, war, or the weather.

These gods not only looked like people, they also behaved like people. In Roman myths they fell in love, fought wars, went to parties and had arguments just like people do. The main difference was that gods were immortal - they lived forever.

To the Romans the world was full of mysteries. Why was it that one year a farmer had bumper crop and another year the crops would fail? Why was it that someone who was perfectly healthy would suddenly become ill? Why would some ship sail across the sea without a hitch whilst others would be caught in a storm and wrecked?

Nowadays we try to use science to explain these things. The Romans did not. If something appeared to happen by chance, they often thought that it was the work of gods.

The Romans believed that the gods gave signs which told people whether or not they should do something. These signs were called omens. When an important decision had to be made Romans would look for omens. If the omens were good this meant that the gods liked the decision. Omens were usually found in nature. For example, if a group of birds flew across the sky from left to right during a sacrifice this might be seen as a good omen.

An animal's liver was very important in the search for omens. The shape, colouring and markings on a liver were used for finding out whether the gods were sending a good or bad omen. Source B shows a bronze liver. It was probably used as a model to help priests to "read" a liver. Source A shows the sacred chickens. If a priest wanted to find out whether the gods liked a decision, grain would be given to the chickens. The way in which the chickens ate the grain would show the priest whether or not the gods liked the decision.

The Romans believed that success or failure depended on the support of the gods and that it was possible for people to win this support. They could do this by promising the god a gift. If people then had success, they would give the gift to the god.

A gift might be a sacrifice such as the one described on the FOCUS page. For example, a farmer might sacrifice a pig or a sheep in the hope of a good harvest. Or, a gift might be a special offering. Source C describes an offering of money to the god Jupiter made by a traveller who had returned home safely from a journey.

Source C

To the divine Jupiter, I, Vassinus, made a vow before I left home on a journey. I promised to pay six denarii to the gods if they brought me home safely. Thanks to the gods I completed my journey unharmed. This inscription has been set up as a proof that I have paid what I owed.

An offering made to Jupiter by a traveller after he returned home safely.

Inscription found at Stony Stratford, Britain.

Thus, before taking an important step it was necessary to plead with the proper god.

It was almost certainly the Etruscans who introduced the gods and goddesses of Greece to the citizens of the seven hills. Many of them were simply taken over, merely changing the name to a Roman one.

In this way, the character of Zeus was adopted as *Jupiter* and Hera taken over as *Juno*. The Greek Artemis became *Diana* and Athena was renamed *Minerva*. From Ares, the Romans had *Mars* and Hermes changed into *Mercury*. *Venus* started in Greece as Aphrodite.

<i>Greek Gods ⇒ Roman Gods</i>		
Zeus	⇒	Jupiter
Hera	⇒	Juno
Artemis	⇒	Diana
Athena	⇒	Minerva
Ares	⇒	Mars
Hermes	⇒	Mercury
Aphrodite	⇒	Venus

The most important god of later times was *Jupiter*, god of light and king of the immortals. The specialities of some of the others were as follows: *Juno* (Jupiter's wife, queen of the gods and goddess of women and children), *Saturn* (agriculture), *Ceres* (crops), *Minerva* (wisdom), *Venus* (love and beauty), *Vulcan* (fire), *Neptune* (sea), *Diana* (moon and hunting), *Apollo* (sun and light), *Mars* (war), *Vesta* (hearth), *Manes* (the dead) and *Janus* (doorway - god with two faces).

As well as these, there were personal and family gods - the *Lares* looked after the home and the *Penates* the store cupboard. The father of every family set up, where possible, a shrine to these protectors and led whatever prayers were said. Most families kept a small altar in their home. There they prayed to the guardian spirits of the house, to the spirits of the country and to the spirits of their ancestors.

Because there were so many gods, the Romans had to be careful to promise the gift to the right one. If people asked a god for something but did not get it, this would not make them think that the gods did not exist. Instead they might think that they had made a promise to the wrong god, or they had not asked in the right way, or they had annoyed another god by mistake.

It was essential to get the words and actions right and to know what offerings to bring the gods and numen. The men who could remember all these things became the first priests. They weren't the spiritual leaders we expect our clergymen to be - they merely knew how to bribe for heavenly help and how to do it.

The worship of the gods was regulated by the government who appointed the priests. The high priest was known as "Pontifex Maximus". There were other kinds of priests, for example the flamines who were the burners of offerings and the augurs who could tell the future from the flashes of lightning, the flight of birds, or the livers of sacrificed animals.

Romans did not have regular church meetings with prayers; their visits to temples being more in the nature of bargains struck with the god - "You protect me on my journey and I'll give you an offering of food and wine."

Towns and cities throughout the Roman Empire had public temples and altars, where priests made sacrifices to the gods, to ask them for their blessing. In Rome's early days, human sacrifices had been common, but by Augustus's time animals and birds were killed instead.

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