ANCIENT ROME STATIONS

7 ANCIENT ROME READING STATIONS WITH ACTIVITY OPTIONS & COMMON CORE QUESTIONS
STUDENT CENTERED & COMMON CORE

INCLUDES: 7 READING STATIONS, PRINTABLE COMMON CORE QUESTIONS, STATION SIGNS & TEACHER INSTRUCTIONS
This activity is designed for students to investigate different aspects of Rome by reading and extracting important information. Students answer questions on the bottom of each station reading on their own paper. Consider instructing the students to write the name of the station at the top of each question set for quick reference.

Some ideas for setting up stations:

1. Stations Option- Arrange desks so there are seven stations. Place resources on each station (you may want to make enough copies, so each student has a page). Students read and answer questions in groups at the rate of about six minutes per station. Students switch stations after six minutes. It helps to pre-determine the order of station progression, so there is an even amount of students at each station, and so there is less confusion when students are told to switch stations. Consider if skipping ahead is acceptable (I often do not allow it, so it is less competitive to finish).

2. Task Card Option- Copy several copies of each station and place the resources at a central spot in your room. Students use resources one at a time as needed until all stations have been completed.

3. Jigsaw Groups of Four Option- Assign each group member a reading. Students read his/her assigned reading and share with his/her group. Students answer questions together.

4. The Ancient Rome two page notes graphic organizer that comes with the bundle can also be used during this activity for a fill in the blank option.

5. On the last few pages of this bundle a foldable option was added for a more creative, yet Common Core twist. See explanation there.
The early civilization, known as Ancient Rome, began in present-day Italy. Located on a peninsula in southern Europe it extends into the Mediterranean Sea. This peninsula is shaped like a high-heeled boot. Two major mountain ranges cover most of this land. The Alps, in the north, and the Apennines in the south. Among this hilly, rugged land are several volcanoes such as Mt. Vesuvius. Areas of fertile flatlands can be found throughout this region. Along with a mild climate this area is used to farm such crops as grains, grapes, olives, and citrus fruits. The Tiber River, along with several other rivers, is used to provide fresh water for the country.

QUESTIONS TO CONSIDER!

1. Adaptation: Where did the Ancient Romans get their fresh water?

2. Support with Evidence from the Text- Support the following sentence with evidence in the form of a direct quote from the text: Volcanoes are often found in rough and rocky areas. Make sure to place the sentence chosen in quotes when you write it down.

3. Draw quick sketch of the Geography of Rome (try to include 2-3 features in your drawing).
The land of Ancient Rome that is not mountains is hilly with very little flat land. Therefore, many of the cities were built atop these hills. This made for excellent defense against enemies. Farming was able to take place on the hills of Ancient Rome because of the mild climate. Crops such as grains, grapes, olives and citrus fruits were raised. The surplus of crops led to the development of other jobs such as artisans, builders, and other specialized workers. Surplus crops were also sold by sea traders to such places as Greece, Spain, northern Africa, and kingdoms of Asia. These merchants would then buy and sell other items such as meats, vegetables, cloth, sandals, and pottery. Ancient Romans even traded for books made on Egyptian papyrus. Maritime trading advanced Ancient Rome’s economy.

1. **Support with Evidence from the Text**-Support the following sentence with evidence in the form of a direct quote from the text: *Ancient Rome sold its surplus crops to other places.*  
   Make sure to place the sentence chosen in quotes when you write it down.

2. What advanced the economy of Ancient Rome?

3. **Map Analysis:** List 8 items that were traded in the Roman trade network in 180 AD.
The land of Ancient Rome was very mountainous and hilly. Therefore, sturdy roads were needed to move people and supplies from one area to other. The Ancient Romans constructed roads of long lasting materials that could withstand heavy traffic and exposure to weather. These roads connected large areas of the country. The Ancient Romans also created aqueducts, channels, that carried fresh water from the mountains to the cities. These aqueducts, like many other buildings in Ancient Rome were made with concrete, a mixture of sand or gravel and cement. Concrete made the structures very strong. The Ancient Romans also created vaults, a series of arches, to support the roof of buildings.

The Ancient Romans sought knowledge in order to improve their lives. They loved to learn about new things and tell stories. They also loved to argue in order to find deeper meanings. The story of the Trojan War hero, Aeneas, tells how Ancient Rome was formed with a group of people called the Latins.

**Questions to Consider!**

1. Why were Roman roads built to last a long time?

2. What makes up the building material known as concrete?

3. How did the Ancient Romans find deeper meaning in what they knew and what they did not know?
Ancient Romans had a strong belief in values such as justice, honesty, valor, and loyalty. These values would be the hallmark of Ancient Roman society. Much of society was divided into two groups; the patricians, wealthy leaders and the plebeians, common people such as artisans, traders, and farmers. The majority of the people were plebeians. Slaves were also a part of Ancient Roman society. These slaves were often educated and many held highly skilled professions such as teachers and doctors.

The Forum was Rome’s public meeting place and was where all types of activities took place. It was the center of Rome and all roads began here and distances were measured from here. Shops, markets, government buildings as well as temples were found at or near the Forum. It was here that shoppers and other citizens would gather to discuss all types of interests and issues.

**Questions to Consider!**

1. What were the three main divisions in Ancient Roman society?
2. Describe one thing that you learned from the reading that was a surprise to you.
Ancient Romans were very practical people. Because of this the Ancient Romans did not want to offend any god, or goddess, or any religion therefore, they were polytheistic or worshipped numerous gods and practiced numerous religions. Ancient Romans would include other gods and rituals from people they met and conquered. Many Romans took on the Olympian gods of Greece. Soon the Greek gods of mythology had Roman names.

The Ancient Romans allowed citizens and non-citizens living within their borders to practice their religions because they felt it was easier to rule someone who was able to keep their belief system than someone who was forced to change. The only exception would come when Roman officials began to believe that Christianity was causing political problems. But, even with Christianity the Romans only placed limits on where and when Christians could meet.

**Questions to Consider!**

1. What religions were practiced by Ancient Romans?

2. Why would the Ancient Roman government allow foreign religions to be practiced within their borders?

3. What religion ever had an limitations placed on it? Why was this religion treated differently?
The Ancient Romans formed a republic where the people elected leaders to govern themselves. In the beginning only the wealthy patricians could hold power. However, it did not take long before the plebeians, or common people, began to want to have a say in their government. The republic was reformed to include a tripartite, three part, government. Each part had its own rights and responsibilities. The first part of the tripartite was the two magistrates. To guarantee against corruption, the two magistrates shared the power and performed the duties of ruling the country. Their term of office was only a year long. The second part of the tripartite was the Senate. The Senate was made up of wealthy, powerful Romans who kept their positions for life. The Senate’s responsibility was to advise the leaders. The third part of the tripartite was divided into two different branches. One of the branches was the assembly which had the responsibility of electing the magistrates. The assembly was made up of both patricians and plebeians. The second branch was the tribune. Only plebeians could serve on the tribune. It held the power to veto, which means “I forbid” in Latin. This allowed the tribune to vote down any law or action taken by any other part of the government and made the tribune very powerful.

Questions to Consider!

1. Create a chart that shows the different parts of the Roman republic.
To make sure that everyone was treated equally and fairly the Romans wrote down their laws for everyone to see. Because the laws were written on 12 bronze tables or tablets they became known as the Law of Twelve Tables. The laws were then displayed in Rome’s Forum, or public meeting place for everyone to see. Therefore, everyone could know the laws.

What kind of laws did the Romans have? One law written stated that “Marriage shall not take place between a patrician and a plebeian.” In other words, a rich person could not marry a poor person. Another law about lying called for, “whoever is convicted of speaking false witness shall be flung from Tarpeian Rock.” Ouch! Tarpeian Rock is 80 feet tall. That’s like falling off an eight story building!

Another part of Roman law was the census, or population count. The Roman’s used the census to regulate taxes. Therefore, as the population of Rome grew the more taxes and money the government had to spend.

Ancient Rome is known for its many great heroes that became famous for a number of reasons. Some were military heroes such as Publius Cornelius Scipio Africanus. Scipio, known for his great bravery, is also known for defeating Hannibal and his elephants at the final battle of the Second Punic War. Julius Caesar is perhaps the best known Roman. Besides being a military hero, Julius Caesar made himself dictator of Rome and led the country to grow in size and strength. He also created the calendar we use today naming one of the months after himself, July. Like Julius (his uncle), Augustus further expanded Rome. He ruled in a period called Pax Romana when Romans enjoyed an era of relative peace and prosperity. Under his leadership a network of roads and a postal system were created. He also instated official police and fire fighting services.

**Questions to Consider!**

1. How were the Romans able to ensure that everyone was treated equally and fairly?
2. Which leader deserves the title “Hero”? Use evidence in the form of a direct excerpt from the text to support your answer.
1. Adaptation: Where did the Ancient Romans get their fresh water?

________________________________________________________________________________________

2. **Support with Evidence from the Text**- Support the following sentence with evidence in the form of a direct quote from the text: *Volcanoes are often found in rough and rocky areas*. Make sure to place the sentence chosen in quotes when you write it down.

________________________________________________________________________________________

3. Draw quick sketch of the Geography of Rome (try to include 2-3 features in your drawing).

   ![Sketch of Geography of Rome]

---

**Economy in Ancient Rome**

1. **Support with Evidence from the Text**- Support the following sentence with evidence in the form of a direct quote from the text: *Ancient Rome sold its surplus crops to other places*. Make sure to place the sentence chosen in quotes when you write it down.

________________________________________________________________________________________

2. What advanced the economy of Ancient Rome?

________________________________________________________________________________________

3. **Map Analysis**: List 8 items that were traded in the Roman trade network in 180 AD.

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
ANCIENT ROME QUESTIONS

ACHIEVEMENTS OF ANCIENT ROME

1. Why were Roman roads built to last a long time?

2. What makes up the building material known as concrete?

3. How did the Ancient Romans find deeper meaning in what they knew and what they did not know?

SOCIAL CLASSES OF ANCIENT ROME

1. What were the three main divisions in Ancient Roman society?

2. Describe one thing that you learned from the reading that was a surprise to you.

RELIGION IN ANCIENT ROME

1. What religions were practiced by Ancient Romans?

2. Why would the Ancient Roman government allow foreign religions to be practiced within their border?

3. What religion ever had an limitations placed on it? Why was this religion treated differently?
**GOVERNMENT OF ANCIENT ROME PART 1**

1. Create a chart that shows the different parts of the Roman republic.

**GOVERNMENT PART 2: LAWS & HEROES IN ANCIENT ROME**

1. How were the Romans able to ensure that everyone was treated equally and fairly?

_________________________________________________________________________________________
_________________________________________________________________________________________

2. Which leader deserves the title “Hero”? Use evidence in the form of a direct excerpt from the text to support your answer.

_________________________________________________________________________________________
_________________________________________________________________________________________
GEOGRAPHY OF ANCIENT ROME

1. Adaptation: Where did the Ancient Romans get their fresh water? The Ancient Romans got their fresh water from the Tiber River.

2. Support with Evidence from the Text- Support the following sentence with evidence in the form of a direct quote from the text: Volcanoes are often found in rough and rocky areas. Make sure to place the sentence chosen in quotes when you write it down. “Among this hilly, rugged land are several volcanoes such as Mt. Vesuvius.”

3. Draw quick sketch of the Geography of Rome (try to include 2-3 features in your drawing).

Drawings will vary.

ECONOMY IN ANCIENT ROME

1. Support with Evidence from the Text- Support the following sentence with evidence in the form of a direct quote from the text: Ancient Rome sold its surplus crops to other places. Make sure to place the sentence chosen in quotes when you write it down. “Surplus crops were also sold by sea traders to such places as Greece, Spain, northern Africa, and kingdoms of Asia.”


3. Map Analysis: List 8 items that were traded in the Roman trade network in 180 AD. Answers will vary, but can include: Cloth, pottery, meat, vegetables, pigs, copper, salt, wheat, books (paper), gold, fish, limestone, sheep, glass, tin, silver, iron, grapes, lead, ivory, exotic animals, slaves, oak and pine lumber, olives, spices, flaxseed, silk, and cows.
ACHIEVEMENTS OF ANCIENT ROME

1. Why were Roman roads built to last a long time? Roman roads were built to last a long time due to trade and the heavy traffic on them.

2. What makes up the building material known as concrete? Concrete is made up of sand or gravel and cement.

3. How did the Ancient Romans find deeper meaning in what they knew and what they did not know?
   The Ancient Romans argued, learned new things, and told stories in order to find deeper meaning in what they knew and didn’t know.

SOCIAL CLASSES OF ANCIENT ROME

1. What were the three main divisions in Ancient Roman society? The three main divisions in Ancient Roman society were the wealthy leaders called patricians, the common people called plebeians, and slaves.

2. Describe one thing that you learned from the reading that was a surprise to you. Answers will vary, but may include: slaves were educated, slaves held specialty jobs such as doctors, artisans and traders were considered common people rather than leaders, etc...

RELIGION IN ANCIENT ROME

1. What religions were practiced by Ancient Romans? The Ancient Romans practiced numerous religions, including Greek mythology and others learned from the people they conquered.

2. Why would the Ancient Roman government allow foreign religions to be practiced within their border? The Ancient Roman government allowed foreign religions to be practiced because it was easier to control people that kept their beliefs than to force those they conquered to change.

3. What religion ever had a limitations placed on it? Why was this religion treated differently? The only religion in Rome that ever had a limitation placed on it by the Ancient Roman Government was Christianity because the Ancient Romans felt that Christians were causing political problems. Christians were limited to places and times they could meet.
GOVERNMENT OF ANCIENT ROME PART 1

1. Create a chart that shows the different parts of the Roman republic.

The Romans created laws to ensure that everyone was treated equally and fairly, and had the stone tablets on display in the centers of cities for all citizens to see.

Which leader deserves the title “Hero”? Use evidence in the form of a direct excerpt from the text to support your answer. Answers will vary, but may include: Publius Cornelius Scipio Africanus deserves the title “Hero.” “Scipio is known for his great bravery, is also known for defeating Hannibal and his elephants at the final battle of the Second Punic War.” Julius Caesar deserves the title “Hero.” “Besides being a military hero, Julius Caesar made himself dictator of Rome and led the country to grow in size and strength. He also created the calendar we use today naming one of the months after himself, July.” Augustus deserves the title “Hero.” “He ruled in a period called Pax Romana when Romans enjoyed an era of relative peace and prosperity. Under his leadership a network of roads and a postal system were created. He also instated official police and fire fighting services.
GEOGRAPHY STATION

ROMAN EMPIRE!
ECONOMY STATION
GOVERNMENT

STATION

AUGUSTUS
ACHIEVEMENTS

STATION

AQUEDUCTS!
SOCIAL CLASSES
Laws & Heroes Station

Twelve Tables
Blank for instructor to write in if a station is added.
<table>
<thead>
<tr>
<th>Title:</th>
<th>Geography</th>
<th>Economy</th>
<th>Government /Leadership</th>
<th>Social Class</th>
<th>Achievements</th>
<th>Religion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Draw 2 details that show your understanding of this section.
The Big Idea Folding Graphic Organizer was created to add more creative versatility with the notes and/or station work in this bundle. Templates are provided if you would rather copy the pages for students to fold in half and complete (sometimes I copy the first page and have students write in the middle pages, or page 2 of template). If you prefer to have students fold the paper instead of copying the graphic organizer here’s how:

1. Students fold paper lengthwise (model).

![Model of folding paper lengthwise.](image1)

2. Students fold paper into thirds (model). Key wording that works in my class, “Fold the paper so that the part that you are folding is about the same size as the part that is remaining.” I fee like a broken record with this statement. Also, I issue a table or row expert that can assist the folding challenged students.

![Models of folding paper into thirds.](image2)

3. Students fold paper one more time lengthwise, so they will end up with 6 total sections when unfolded. Optional: As a further step, students can cut the top page so the page has flaps.

![Models of cutting the top page of the folded paper.](image3)

4. Students title, and label big ideas on front. They can make picture boxes if desired. See template for clarification.

![Completed folded paper with labels.](image4)
5. Students label middle sections. Left side of open paper is main idea and right side is 2-3 supporting facts (that support main idea). See template to further clarify.

6. Students label back. I like to have them write a #hashtag summary or create a 3 word billboard that summarizes the reading. It’s a fun twist on a simple task.

7. **Option:** Make it easy and cut copying in half by copying page 1 of the template provided. Then, students can write in the middle labels (see step 5).
Dear Esteemed Colleague:

If you are not happy with this product, just e-mail us at instructomania@gmail.com with your Paypal e-mail address. We will refund the full price of the product and even take the hit for TPT royalties. We know we are not perfect, but we sure want to take the time to try to do better.

We just kindly request that you e-mail us with:

1. The level and subject you teach.

2. How we can improve. Specifics would be great!

Of course, we would appreciate it if you refrain from leaving a negative rating on TPT.

Thanks for your support!

Tony and Erika at Instructomania