

# America and Rome Compared

## Lesson Plan

**Grade Level:** 10<sup>th</sup> Grade English

Julius Caesar

**Time Required:** Two, 42 minute block

### Objectives:

The student will be able to:

1. define what makes a revolution.
2. select examples of revolutions in world history that have transformed political existing institutions.
3. compare the successes and failures of the American Revolution and the overthrow of Caesar.
4. identify and explain what, if any, transformations took place following each revolution.

BINARY PAIDEIA *		
Society	Time Period	Society
Caesar's Rome	<i>105 B.C./Late 18<sup>th</sup> Century</i>	Revolutionary America
The Comitia Centuriata	<i>Politeia/Regime</i>	State Assemblies Continental Congress
Patrician, Nobility	<i>Politeuma/Ruling Order</i>	White Male Landowners
<i>Romulus and Remus</i>	<i>Paideia/What makes a society what it is?</i>	Declaration of Independence
Heroic martial valor, pride, honor	<i>Virtue/ The highest moral excellence</i>	Liberty

\*Binary Paideia was assembled using various lessons on the Cicero website. See cited sources for complete citation.

### Key Terms:

**Revolution:** n. Any social, economic, agricultural, political, intellectual or technological change involving major transformations of fundamental institutions in a society over a relatively short period of time.

### Procedure:

I. Day Before the Lesson

- a. Discuss what a revolution is and have students develop a working definition.

II. Previous Night's Homework

- a. Students will be given a list of Revolutions throughout history that corresponds to the text, *Julius Caesar* to find and list examples of revolutions in history that transformed the existing political order. This list will be obtained using **Cicero's The Birth of Liberty: Unit 4, Revolutions for Independence** and Using the Two Column T Chart, from the Cicero Tool Box page.

III. Days of Lesson Procedure

- a. Review Binary *Paideia* with students.

- i. Make sure they understand the differences between how Caesar's Senators defined themselves and how American Revolutionaries had defined themselves.

b. Class discussion:

- i. List on chalkboard and discuss different types of revolutions in history.
- ii. How did each revolution discussed transform the existing institutions?

c. Divide class into four groups.

i. Each group analyzes one of the four positions:

- . Successes of the American Revolution
- . Failures of the American Revolution
- . Successes of the Caesar's overthrow
- . Failures of the Caesar's overthrow

ii. Have students review Cicero's Unit 4 Main Page section, Background of the American Revolution, 1763-1775 and the begin review of Caesar.

d. Distribute a graphic organizer for comparison of the American and Rome.

e. Have each group create a poster listing either the successes or failures of their assigned position.

f. The student roles are as follows:

- . i. Poster maker
- . ii. Opening statement: States thesis
- . iii. Spokesperson
- . iv. Closing statement: Sums up group's argument

g. All students in group act as researchers.

IV. Class Discussion

- . a. Students will discuss their assigned positions to determine whether the American Revolutions and Caesar's overthrow were either successes or failures

**Homework:**

Students will write a paragraph evaluating whether or not either or both "revolutions" were truly revolutionary.

**Assessment:**

Students will write a six-paragraph essay evaluating the validity of the term "revolution" with regard to *Julius Caesar* and the American Revolutions. They should refer to their individual study *and* the outcomes of the classroom activities used in this lesson for information. Questions should be considered somewhat open-ended.

Lesson Plan developed in conjunction with these cited sources:

<http://www2.cicerohistory.com/Cicero/registered/content/Books/STATIC/L02-BinaryPaideia/ChangingPaideiasThroughHistory-3.pdf>

## Historical Content Narrative

# Antecedent Political Structures: Changing Paideia throughout History

**Essential Question: Will America's rise to world leadership last for a thousand years or will our nation come to ruin, like Rome?**

## Introductory Link between Rome and the American Revolution

Americans like to think of themselves as "Publius", "Publicola", "Junius", "Brutus", "Cato", and the like, because we see American political difficulties as being essentially the same as those political difficulties that threatened the justice and the stability of Ancient Rome. The basic question that will be explored during this lesson is: how to protect law, liberty, and the balanced constitution against the twin incursion of monarchy (leading to tyranny) on the one hand, and democracy (leading to anarchy) on the other.\*

## Engaging Historical Content

### The Romans Republic

The city of Rome began as a monarchy. Outside influences, however, had dramatic effects on the central Italian metropolis. For its first two hundred fifty years, the Etruscans in the north and the Greeks, who controlled the southern Italian colonies of *Magna Graecia* and Sicily in the south, greatly influenced the developing Latin kingdom. Rome adopted much of the Greek culture; it assimilated Greek religion into its own, and Rome incorporated much of Greek republicanism into its particular governmental structure. A great distinction between Greek and Roman culture was that Greek society revolved around fraternity; whereas family stood at the center of Roman culture. Family connections were much more important in Rome. Additionally, women had a more prominent role in Roman culture than they had in Greek. Roman women participated in the public realm, but Greek women were relegated to the private sphere.

### Rome Changes Greek Republicanism

By 500 B.C. Rome had adopted a republican form of government. Nevertheless, they developed some salient distinctions from their Greek mentors. Like most Greek *poleis*, all male citizens could vote. Rome, however, was not a direct democracy like Athens, nor was it an oligarchy. The Roman poor did vote, but they had fewer votes than those Romans in superior social stations. Graduated social strata existed in Rome, and the strata were evident in the voting structure. The Romans organized society in a complex manner to avoid the problems the Greeks had faced because the Greek poor constantly voted for war. In Rome the *Comitia Centuriata*, which were separated into one hundred ninety-three *centuries* organized by class and wealth, made all major decisions. The upper levels contained many *centuries*; yet, each of these upper level *centuries* held very few members. The majority of all Romans fell into the last five *centuries*. Even the *centuries* were divided according to age. Ninety-four upper-class *centuries* were populated by *seniors*, or old goats. Ninety-four others were manned by *juniores*, or young goats. The aim of this division was to bring together "consent and wisdom." The Greek city-states usually had the consent of the citizens, however, seldom did they display wisdom. There were other major elements of the Roman government, also. Each year Romans elected two *Consuls* or magistrates, who shared executive power. Other Romans serves as *Praetors* or judges

and others served as *Censors*. Censors were important because they held censuses and could expel a reprobate from a *century* and kick an individual out of his class. Another significant element of Roman government was the esteemed Senate, the

### Binary Paideia: Changing Paideias

Republic's governing council. The Roman Senate had grown out of the royal Privy Council and brought prudence to Rome. They were a council of elders who were former *Consuls*. The Senate was comprised of men from the *patrician* social order, and it eventually included those from the lower ranking *plebeians*. Later, many of the senators came from a new order of nobles. Family pride followed service to the republic.

### Roman Social Justice

There was a strong element of justice in the Roman method of governance. Only the landholders fought in wars. Roman armies were armies of seasonal soldiers, who also had to tend fields and family holdings. The poor were excluded from the military. The Romans only used stakeholders in the military. Martial valor became Rome's highest virtue. The stakeholders had privileges in the republic, but they also had duties. Landholding soldiers avoided the Greek problem of too many poor soldiers just looking for booty. Also in the name of justice (and prudence), Rome did not ignore their poor citizens. Leaders realized that the poor had to be given some hope for a better life. When Roman armies initially conquered surrounding cities to gain advantage, Rome took one-third of the conquered territory to set up colonies of poor Romans. At the next census, the colonists would move up in status; and as a landholder, they would have to fight in the army to fulfill their duty.

Those who were conquered could also benefit. The Romans swallowed cities and regions and allowed many of the conquered people to become citizens. The Romans also allowed freed slaves the opportunity to become citizens. Freed slaves could move up in status or be sent to a new colony to attain land. The chance of upward social mobility gave the Roman Republic an element of order and justice. It also kept lower classes and orders in line with the hope of advancing in the future. Romans placed great honor in moving up and becoming a new man, or *Novus Homo*. The famous Marcus Tullius Cicero was a *Novus Homo*, who had ascended from a modestly socially connected station to become one of the most important men in the last years of the Republic. A ruling order, or *politeuma*, that was trained to rule, ruled Rome; and that order remained open to lower-stationed men.

### The End of the Republic

The Republic was destroyed because some of the leading families became too powerful and fought major wars for their own aggrandizement. The system had broken down when the Republic stopped wars of conquest and began using troops for garrison work. Small landholders lost their farms, and there was no more booty. They became impoverished. Marius lets the *Capata Dinta* (the poor who are counted in the census by their head because they own no land) join the army. By the middle of the first century B.C., soldiers were no longer landholders with a stake in the health of the Republic. They owed their allegiance to a particular general such as, Sullus, Marius, Pompey, or Caesar. Civil wars commenced and eventually took their toll. What had made Rome successful destroyed the Republic. The *politeia* changed. Despite all of the trappings of a republic, Rome reverted to a monarchy—the rule of one man. In 48 B.C. Julius Caesar took the title of First Consul or dictator of Rome for life. Republicans assassinated Caesar in 44 B.C. Instead of resurrecting the Republic, three leading generals ruled Rome; and the Empire descended into civil war. By 27 B.C., Caesar's nephew and adopted son Octavius took the title as the first Roman Emperor.

## Revolutionary War 1775–1783

The Revolutionary War was a conflict between the thirteen colonies in North America and England. The war was the result of the colonists wanting to become independent of England. The first formal steps toward separation from England were in 1775, when the Second Continental Congress established the Continental Army. This followed the unplanned start of armed hostilities between the British and the colonists near Boston in April 1775. Independence from England was declared the next year as the thirteen colonies formed their own nation. In addition, England’s European enemies helped the colonists. Many African Americans and American Indians participated in the war. Some fought for the colonists and some for the British. The British won most of the sea battles because of a superior navy. The British army was also strong and won most battles, but it was unable to deal a decisive blow to the elusive and highly motivated Continental Army. The colonists achieved some decisive military victories, finally winning the surrender of the British army at the Battle of Saratoga in 1778. At this time, France entered the war on the colonists’ side, and Spain and the Netherlands followed. The French aided the new United States with their tremendous naval power, and large numbers of troops. French troops and the French navy were vital to the American victory at Yorktown, which ended armed combat in 1781. Two years later, the formal end of the war came with the signing of the 1783 Treaty of Paris. The main term of the treaty was international recognition of the United States of America. \*\*

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pride, honor		

Work Cited:

\* M.N.S. Sellers, *American Republicanism: Roman Ideology in the United States Constitution* (Basingstoke, England, 1994)

\*\*<http://www2.cicerohistory.com/Cicero/registered/content/Books/STATIC/L02-BinaryPaideia/ChangingPaideiasThroughHistory-3.pdf>