

The Roman Forum, Grade 9-12

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Lesson Plan Summary: After completing this lesson plan, students will be able to describe the purpose of the Roman Forum and its significance in Ancient Roman history. They will trace the rise of the republican form of government in Ancient Rome and describe the basic structure of government, including: leaders, law, citizenship and voting, and transfer of power. Students will analyze a photograph of the Roman Forum and compare it with the Mall in Washington DC. This lesson plan should take 50 minutes to complete.

Objectives:

History. The student understands traditional historical points of reference in world history. The student is expected to identify the major eras in world history and describe their defining characteristics.

§113.33. World History Studies. (c)(1)(A)

History. The student understands how the present relates to the past. The student is expected to identify elements in a contemporary situation that parallel a historical situation.

§113.33. World History Studies. (c)(2)(A)

Government. The student understands the historical antecedents of contemporary political systems. The student is expected to define and give examples of different political systems, past and present.

§113.33. World History Studies. (c)(15)(B)

Government. The student understands the process by which democratic-republican government evolved. The student is expected to trace the process by which democratic-republican government evolved from its beginnings in classical Greece and Rome, through developments in England, and continuing with the Enlightenment.

§113.33. World History Studies. (c)(16)(A)

Citizenship. The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to:

- evaluate political choices and decisions that individuals, groups, and nations have made in the past, taking into account historical context, and apply this knowledge to the analysis of choices and decisions faced by contemporary societies;
- describe the different roles of citizens and non-citizens in historical cultures, especially as the roles pertain to civic participation.

§113.33. World History Studies. (c)(17)(A,B)

Citizenship. The student understands the historical development of significant legal and political concepts, including ideas about rights, republicanism, constitutionalism, and democracy. The student is expected to:

- trace the historical development of the rule of law and rights and responsibilities, beginning in the ancient world and continuing to the beginning of the first modern constitutional republics;
- summarize the worldwide influence of ideas concerning rights and responsibilities that originated from Greco-Roman and Judeo-Christian ideals in Western civilization such as equality before the law.

§113.33. World History Studies. (c)(18)(A,B)

Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:

- identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures;
- analyze examples of how art, architecture, literature, music, and drama reflect the history of cultures in which they are produced.

§113.33. World History Studies. (c)(20)(A,B)

Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

- identify ways archaeologists, anthropologists, historians, and geographers analyze limited evidence;
- locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information.

§113.33. World History Studies. (c)(25)(A,B)

Procedure:

1. Provide a basic introduction to the early government of the Roman Republic, emphasizing the role of the Roman Forum.
2. Explain that the forum was the heart of the city – all government buildings and temples were located there, and it also served as the market place, the meeting place, etc. Teachers may use the webpage [Forum Romanum](http://sights.seindal.dk/sight/4_Forum_Romanum.html) (http://sights.seindal.dk/sight/4_Forum_Romanum.html) as a guide, or other notes and information as needed.
3. Display pictures from TIDES (<http://tides.sfasu.edu>) on the Roman Forum (using advanced search, search for images with the word “Forum” from the “Study Abroad” database – <http://tides.sfasu.edu:2009/cdm4/results.php?CISOOP1=all&CISOBX1=forum&CISOFIELD1=CISOSEARCHALL&CISOOP2=exact&CISOBO>

[X2=&CISOFIELD2=CISOSEARCHALL&CISOOP3=any&CISOBOX3=&CISOFIELD3=CISOSEARCHALL&CISOOP4=none&CISOBOX4=&CISOFIELD4=CISOSEARCHALL&CISOROOT=/Studyabroad&t=a \)](#)

4. While viewing pictures, guide students through the Photo Analysis Worksheet (attached); this may be done orally, or you may reproduce a worksheet for each student.
5. Conclude with a discussion about how the Roman Forum compares with the National Mall in Washington DC. (The center for government monuments to great leaders, etc.) Some sources for photos and information about the National Mall may be found at:
dailyventure.com
(<http://www.dailyventure.com/journal.php?day=WashingtonDC>)
National Mall on Wikipedia
(http://en.wikipedia.org/wiki/National_Mall)

GT Extension:

Have GT students research other capitals, such as Moscow's Kremlin and Red Square, to see if they have any type of similar government/market place.

Photo Analysis Worksheet

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items.

B. List people, objects, and activities in the photographs.

Activities:

People:

Objects:

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

1.

2.

3.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

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