

— INTRODUCTION —

As It Was! is an interdisciplinary approach to various cultures in history. It takes broad-based concepts and applies them to a particular culture, people or period of time. Students are provided with opportunities to investigate aspects of past cultures through the following disciplines:

- English
- Social Studies
- Science
- Maths
- Art

This book is divided into three units:

ISSUES

Activities are designed to provide students with opportunities to understand and analyse major historical topics.

PEOPLE

Activities are designed to provide students with opportunities to understand and analyse major historical individuals.

PLACES

Activities are designed to provide students with opportunities to understand and analyse major historical locations.

Each unit is divided into three sections:

GET THE IDEA!

This page introduces and defines the concept. It includes an activity which teaches the concept.

GET THE FACTS!

These pages provide multi-curricular activities based on the concept. Students express their grasp of concepts and content through the provided integrated activities.

MAKE THE CONNECTION!

Each “Make the Connection” page contains an open-ended activity which enables students to synthesise and evaluate the relationship between the concept and the content.

BLOOM'S REVISED TAXONOMY

Bloom's Revised Taxonomy is a theory ordering the levels of the thinking process.

Remembering

Remembering is the recalling of information that is known. (What do you know?)

Understanding

Understanding is the comprehension of the information. (What does the information mean?)

Applying

Applying is the application of the information to a new situation. (How can you use what you know and understand?)

Analysing

Analysing is dissecting information into its component parts. (How does what you know and understand work?)

Evaluating

Evaluating is assessing the value of material based on established criteria. (Is what you created effective and efficient?)

Creating

Creating is the creation of a "whole" from parts of existing information. (How can you make something new from what you know and understand?)

THE ROMAN REPUBLIC



A true republic is defined as a government in which supreme power resides in the body of citizens entitled to vote. The operation of governing is carried out by elected representatives who are responsible to the citizens and who govern according to law. This idea came from the Roman Republic, which was formed in 509 BC following the overthrow of the cruel tyrant Lucius Tarquinius Superbus, the last of Rome's seven kings. The Roman Republic was a blending of democracy, aristocracy and monarchy. New political offices and institutions, including tribunes, senators and consuls, were created during the early Roman Republic. Historians of the time reported that the changes from a monarchy to a republic occurred as a result of a political struggle between the *patricians* and the *plebeians*, the two social orders. Julius Caesar, who had himself named dictator for life, ended the Republican period in 44 BC.

Get the Facts!

English:

Write an essay as a *patrician* or a *plebeian* explaining the need to change the government from a monarchy to a republic.

Maths:

Create a Venn diagram comparing democracy, aristocracy and monarchy.

Science:

Draw an analogy between the Roman Republic and an "alloy".

Social Studies:

Define and compare the roles of the *patricians* and the *plebeians*.

Art:

Create a logo for the letterhead for communications from the Republic of Rome.

Write your own:

ROMAN LEGIONS

The Roman legions were the basis for the creation and maintenance of the vast Roman Empire. They conquered new territories and functioned as occupation “police” throughout the provinces. The legions usually consisted of about 5000 foot soldiers, known as the infantry. Another part of each of the legions was the horse-mounted cavalry, known as the equestrian order. The infantry legionnaires were hired or conscripted from either the general population or from captured men. They were well-armed, highly and rigorously trained, and brutally disciplined. The cavalry was staffed by full citizens of Rome who volunteered to serve for 20 to 25 years. They were highly paid because they had to equip and provide for their own horses. They not only acted as the scouts and “eyes” for the legions but also protected the flanks during battle and chased the survivors of retreating or defeated foes. Because of their status equal to senators, the cavalry had a more vested interest in the success of the legions and of Rome.

Get the Facts!



English:

Write a job description for an infantry man and a cavalry man.

Science:

Create a model depicting one of the technologies used by the legions to facilitate movement in the provinces.

Art:

Make a technical drawing of an equestrian and his horse.

Maths:

Research the relationship between regular geometric shapes and the Roman legion.

Social Studies:

Explain in detail why the Roman legions were the basis for the creation and maintenance of the vast Roman Empire.

