

## Lesson Two: Rome's Shift From a Republic to an Empire

**(Important Note:** This lesson might work better being taught in 2 days. Review the lesson carefully before teaching. Perhaps the Republic to Caesar to Empire Reading and Word Wall could be made longer with a longer discussion and then the primary source and monument analyses can be accomplished the next day.)

**Lesson overview:** Briefly remind students of yesterday's lesson, emphasizing the process of reviewing each of Rome's historical paradigms through analyzing primary sources and monuments and symbols. Once again review the essential question and remind students of the upcoming final assessment project. Then briefly overview the activities for today's lesson. Students will then complete a KWL chart on the Roman Republic and Roman Empire. They will then read and report to each other on the "Rome to Caesar to Empire" reading in groups. After this, students will stay in groups and analyze the primary sources and monuments reflecting the Roman Republic and Roman Empire. Finally, the lesson will close with students completing a word wall using the "Rome to Caesar to Empire" reading and their primary source readings.

This lesson satisfies the following Common Core and Career Readiness Standards for grades 6-12:

CCSS.ELA-LITERACY.RH.6-8.3

Identify key steps in a text's description of a process related to history/ social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

CCSS.ELA-LITERACY.RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

**Objectives:** The student will...

- describe three key aspects of a republic.
  - describe three key aspects of an empire.
  - list three key events/figures in the transition from Roman Republic to Roman Empire.
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**A. Review Essential Question (1 minute):**

*“Today is our first day to discuss Roman history by examining primary sources, monuments, and some symbols. Once again, let’s review the essential question for this unit. The teacher is encouraged to ask the students to share it from their previous day’s notes:*

***How much has Rome, as a world intellectual center, contributed to emerging national and global identities of different peoples over time?”***

**Important Note:** The teacher is encouraged to remind students of the upcoming final assessment at the end of the unit.

**B. Brief review of the three Roman historical paradigms (2 minutes):**

*“Yesterday we discussed how Roman history can be analyzed through three paradigm shifts. These paradigm shifts were:*

- 1. Roman Republic to Roman Empire*
- 2. Pagan to Christianity*
- 3. Roman history to British and American imaginations.*

*Today we will be examining our first paradigm, Roman Republic to Roman Empire.”*

**C. KWL Chart Completion (3 minutes):**

*“Sometimes the best way to approach a new topic is to complete a KWL chart. The K stands for what you “Know” about the topic. The W stands for “What you would like to know” about the topic. The L stands for “what you Learned” about the topic. Don’t fill out the L part just yet—that will be later in the lesson. Right now, take a couple minutes to complete the first two columns.”*

After a couple minutes, place students in pairs and let them share their KWL chart entries. Then ask a few students to share what they wrote.

**D. Work on “Republic to Caesar to Empire” Reading (Jigsaw) (13 minutes):**

*“Now I’m going to place you into groups. These groups will be called your **original groups**. Remember who is in your original group. In each*

*original group students will be assigned a number, either one, two, three, four, or five. After everyone has been assigned a number, students will then group with other other students in the room who have their same number (i.e., all the ones meet, all the twos meet, etc.). These will be called your **numbered groups**. Each numbered group will have a portion of a reading to learn. Once each numbered group learns their section of the reading, they will return to their original groups, and each person will share their portion of the reading with their original group members. **For future reference, this method is called a jigsaw.***

Place the students into original groups of five. Give each original group member a number. Once that's been accomplished with all the original groups, students will meet according to their numbered group. (If you have a class larger than 25 students, you might consider grouping the paragraphs differently than instructed below or just let some original groups have six members.)

Once everyone is in their numbered group, divide the reading into paragraphs and distribute them accordingly. Number the paragraphs so students can more easily see that they have a portion of a larger reading that will be discussed in their original groups.

- Group one: paragraphs 1, 2, and 3
- Group two: paragraphs 4 and 5
- Group three: paragraphs 6 and 7
- Group four: paragraphs 8, 9, and 10
- Group five: paragraph 11

Encourage each numbered group member to jot down four or five quick notes on their paragraphs—**make sure they know they are NOT copying the paragraph. They do not have time.**

Once the numbered groups appear to be finished jotting down notes on their paragraphs, send students back to their original groups. Instruct students to have all the students in group one to share their paragraph data to their original group members, followed by all the students in group two, then three, etc.

Once all five original groups are finished briefing their other group members on their paragraphs, lead a discussion to help students grasp the most important features of each of the three historical periods. Some suggested discussion questions are provided below:

1. Explain a republic. What were the Roman Republic's three aspects?
2. Describe Julius Caesar's rise to power. What main events helped him grow so powerful?
3. What main events allowed Augustus to grow so powerful?
4. Explain an empire. What were the Roman Empire's main aspects?

#### **E. Primary Source Analysis (15 minutes):**

*"Now that we've discussed the overall shift from Republic to Empire, we're going to examine some primary sources that reflect these periods."*

You can either keep them in their original groups or return them to their numbered groups. (It's not a bad idea to move them to another group again simply to get the kids up and moving—help them stay awake, etc.)

Distribute the two primary source attachments to each of the five groups (The Deification of Caesar and Flight of the King). (It is your discretion as to which source is analyzed by three groups and which source is analyzed by two groups.)

Give all groups 15 minutes to read and analyze their primary sources. Rotate between groups and address questions or comments.

Once all groups have had enough time to analyze their primary sources, lead a discussion via the included discussion questions. Ensure that students know why which source represents the Roman Republic and which source represents the Roman Empire (discussion question 5 on both handouts).

#### **F. Monument/Symbol Analysis (10):**

*"Now that we've read and discussed primary sources from the Roman Republic and Empire, we're going to look at some monuments and symbols of those periods as well."*

Keep students in groups and distribute the three handouts (Augustus' Obelisk, the Portrait of Cataline painting, and the photograph of the Senate building). Give all groups 10 minutes to analyze their objects/monuments. Rotate between groups to address questions or comments. If you use the

video on Augustus' obelisk, consider giving that group a tablet to watch the video on.

Once all the groups have had enough time to analyze their primary sources, lead a discussion via the included discussion questions. Ensure that students know why which monument/symbol represents the Roman Republic and which source represents the Roman Empire.

### **G. Word Wall Activity (4 minutes):**

*"Now we're going to return to our "Republic to Caesar to Empire" Reading. We're going to review the features of all three historical periods by creating a word wall. I'm going to give you a handout that has a list of words that appear in both your "Republic to Caesar to Empire" reading as well as the primary sources you read and discussed. I'm also going to give you cards that have the words on them. You may notice that on the wall I have all three historical periods labeled. Your group is going to discuss the words and decide which historical period they belong in. Then, you're going to place them on the wall only when I tell you to do so. **Do NOT get up and put them on the wall until I tell you to.** Are there any questions?"*

Distribute the Word Wall handouts and the cards to each group. **(Important note: This is a review activity, so do not give them a lot of time to do this—4 minutes max).** When it appears that each group is ready, they instruct them to put them on the wall. You might consider assigning one of the historical periods to one group at a time to avoid one part of the room getting suddenly crowded. The only downside to this is other groups will likely see what words other groups have put on other historical sections, thus giving them "the answers."

### **H. Wrapping it up (KWL chart) (2 minutes):**

*"At this time we'll not discuss the word wall—we'll do that at the start of class tomorrow. Instead, we're going to go back to our KWL charts and fill those in. We're going to do a "3, 2, 1" on the KWL chart and use it as an exit slip. At this time I'd like you to write down the following on your KWL chart in the "L" part:*

*3 things about a republic  
2 things about Caesar's time as Dictator  
1 feature of the Roman Empire*

Close the lesson by briefly reviewing today's objectives and answering any questions.

Review the KWL entries and return them the next day. Entries should be used, along with the word wall, as a review at the start of tomorrow's lesson.

\*See the following pages for all handouts.

## Republic to Empire Summary Reading:

After a period of monarchy, Rome had a government called a republic. A Republic is a government where people are chosen to represent the views of the people, usually in a larger legislative body. The Roman Republic's main functionaries were the Senate, the 2 Consuls, and the Tribunes.

The Senate consisted of 300 men who served in their position for life. The Senate did not make laws, but rather functioned as an advisory group for the consuls. They could make general pronouncements and declare states of emergency, but they could not. The Senate saw themselves as representatives of the people, while in reality, they were more partial to the Patrician class (the wealthy landowning class).

Consuls commanded the army and had legislative power. Two consuls served simultaneously for one year, and they were elected by the people. Often one consul would be out fighting military campaigns while the other remained in Rome to address governmental matters. Consul was the highest position in the Roman Republic and is somewhat similar to our President of the United States.

Finally, there was the position of Tribune. Tribunes had the power to make laws and veto the laws of Consuls. While the Tribunes represented the Plebeian class, as they grew more powerful, many had the same interests as the Patrician class, so the Tribunes and Senate often had the same goals and cooperated with each other.

The Roman Republic outlined above functioned successfully for several centuries until early in the first century BC civil war enabled three men to emerge as the most powerful men in Rome. These three men were Gnaeus Pompey, Marcus Crassus, and Julius Caesar. In order to stabilize the republic all three of them decided to hold the position of consul simultaneously, thus forming what historians refer to as the First Triumvirate. This arrangement didn't last long, however, as Crassus was eventually killed in battle by the Parthians, so that left Caesar and Pompey to rule Rome together. At this point Julius Caesar left to fight in Gaul (modern day France) and was gone for almost nine years.

During Caesar's time fighting in Gaul, Caesar achieved many military victories and his power and personal wealth grew substantially. At the same time, he committed several war crimes against the Gauls. His power and war crimes made the Senate concerned that he might use his army to invade Rome and start another civil war. Thus, the Senate ordered Caesar to return to Rome with his army disbanded. Instead of doing that, Caesar crossed the Rubicon River with his army still together. According to Roman law, this constituted an invasion of Rome. Now Caesar and Pompey were pitted against each other.

After some fighting, Pompey fled to Alexandria, Egypt to regroup. Unfortunately he was murdered by the regime of Ptolemy XIII, the Pharaoh of Egypt. When Caesar arrived in Alexandria, Pompey's head was presented to him as a gift, though Caesar, still respecting Pompey and seeing him more as a political rival, was very upset by this.

After spending several months in Alexandria and forming an important alliance with Cleopatra, Caesar returned to Rome a hero. He was given a triumph, which was a parade celebrating his victory that wound through the Roman Forum. He was now the unequivocal

hero of the masses. To reward him for his service to Rome, the Senate declared Caesar 'Dictator for Life.'

While popular with the masses, Caesar's growing power was seen as a threat to the freedoms of the republic. As such, on the 15th of March, 44 B.C., Julius Caesar was assassinated by several senators in a plot led primarily by Cassius Longinus and Marcus Brutus, Brutus having previously been one of Caesar's close friends.

Caesar's will named Octavian his adopted son and sole heir to his fortune. Thus, Octavian and Marc Antony (Julius Caesar's right-hand man) joined forces and went to war against Caesar's assassins. After several years of fighting they won a clear victory.

Eventually Antony and Octavian began to clash because Antony believed he himself should have been Caesar's heir. Eventually the two of them went to war. Antony's army was defeated by Octavian's army at the Battle of Actium. Antony, narrowly escaping the battle, fled to Alexandria, Egypt and sought refuge with Cleopatra. Soon enough, however, Octavian's army closed in on Antony and Cleopatra, and they both took their own lives. It was at this point that Octavian returned to Rome and his name was changed to Augustus, which means, "the revered or majestic one."

Thus, with the defeat of Caesar's assassins and his political rivals out of the way, Augustus was left in total and complete control of Rome. The Roman Republic, as it had been in the days prior to Julius Caesar, ceased to exist.

Historians see the reign of Augustus as the start of the Roman Empire, a period of Rome's history in which Emperors ruled with total power. Augustus himself ruled for almost 40 years (26 BC - AD 14). After his reign, there was a period of unstable and inept emperors, and then a period of 5 emperors stabilized things in the empire for almost 150 years. In the fourth century AD, the capital of the empire was moved from Rome to Constantinople. This marked the beginning of what would be called the Byzantine Empire, or Eastern Roman Empire, that would last for almost another 1000 years. Once the capital was moved to Constantinople, however, Rome began a fast decline and eventually fell in AD 476 when Germanic tribes from northern Europe set up kingdoms throughout southern Europe.



## Republic to Caesar to Empire Word Wall Activity

**Directions:** Now that your groups have read the Republic to Empire Reading, your group will decide which terms below belong to which of the three periods Roman history: Republic, Caesar, or Empire. Your group will take your word cards and post them on the wall corresponding to their correct period of Roman history. **Important Note:** *Do NOT post your cards until you finish and your teacher says you may do so.*

Here are your words and phrases:

Conqueror of Gaul  
Byzantine Empire  
Crassus  
Senate  
Cicero  
Cleopatra  
300 Men  
Total power in the hands of one  
Secured Egypt  
Emperors  
War Crimes  
Rubicon River  
AD 476  
Representative government  
Germanic Tribes  
Antony  
Augustus  
Tribune  
King Tarquin the Proud  
After Monarchy  
Deification  
Consuls  
509 BC  
Son of Caesar  
First Triumvirate  
Pompey  
Cataline Conspiracy  
Dictator for Life  
Constantinople  
March 15, 44 BC  
Octavian

## Republic to Caesar to Empire Word Wall Answer Key:

### Republic Terms:

Representative Government  
Senate  
300  
Tribune  
After Monarchy  
Consuls  
509 BC  
Tarquin the Proud

### Caesar Terms:

Gaul  
Crassus  
War Crimes  
Rubicon River  
Antony  
First Triumvirate  
Pompey  
Dictator for Life  
Octavian  
March 15, 44 BC  
Cleopatra  
Secured Egypt

### Empire Terms:

Emperors  
Germanic Tribes  
Augustus  
AD 476  
Total power in hands of one  
Constantinople  
Byzantine Empire  
Son of Caesar  
God

**Essential Question:**

***How much has Rome, as a world intellectual center, contributed to emerging national and global identities of different peoples over time?***

**Background:** ‘The Deification of Caesar’ was written by Ovid, an ancient Roman poet. It comes from a much larger work called, “Metomorphoses,” which was a history of the world written in epic poem form.

**The Deification of Julius Caesar, by Ovid (adapted from translations of Ovid by Lombardo & Kline)**

Julius Caesar was a god in Rome. He was amazing at waging war and governing in peacetime, but he did not become a god because of his own achievements. Caesar was not turned into a star because of his successes: his triumphs and government achievements are nothing in comparison to him being the father of the emperor of Rome, Augustus Caesar. Is it greater to have conquered many lands, squashed rebellious kings, secured Egypt from Cleopatra, earned many celebrations and deserved many more than to be the father of the man who rules the known world? The gods' blessing on this unworthy planet?

The gods, being kind, wise, and merciful, felt that the world needed a ruler more than just a man in these dark times. So, the gods bore Julius Caesar up to heaven to make sure that Augustus was more than just a man. Julius Caesar, up in heaven, sees his son's amazing accomplishments and is proud to admit that they are much better than his own. Even though Augustus is humble and refuses to say that he is better than his father, the citizens of Rome know better. The gods rule over the skies and the underworld, but the earth itself is under Augustus' wise rule. That's better than Julius Caesar ever could have done.

Gods, I want to ask you a favor: may Augustus live and rule forever, for only then can this topsy-turvy world be set right.

**Discussion Questions:**

1. Who is being praised here? Why?
2. How did Romans see leaders that they approved of?
3. How did one of Rome's leaders become famous to an average Roman citizen?
4. Is it more important to be a great person or to be chosen by the gods to do great things?
5. Which era of Roman history does this primary source represent? Why?

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Gods, I want to ask you a favor: may Augustus live and rule forever, for only then can this topsy-turvy world be set right.

#### **Discussion Questions:**

1. Who is being praised here? Why?

*Julius Caesar is praised, but more so Augustus is. Ovid claims that Augustus had more accomplishments than Julius Caesar did.*

2. How did Romans see leaders that they approved of?

*They saw them as gods. After they died, they saw them as gods watching over the current emperor.*

3. How did one of Rome's leaders become famous to an average Roman citizen?

*By being a good military leader; by achieving great things while emperor; deification while alive and in death; by being humble about achievements*

4. Is it more important to be a great person or to be chosen by the gods to do great things?

*Various answers expected: one could argue that if you are deemed a great person by your peers and/or followers you have already been chosen by the gods to do great things; one could also argue that the blessings and honorariums by the gods would supersede that of mans'.*

5. Which era of Roman history does this primary source represent? Why?

*This source represents the Roman Empire because it focuses heavily on Augustus and places great emphasis on his wisdom and Ovid's desire for him to have great authority over the Roman people, which is exactly what Roman Emperors had.*

### **Essential Question:**

***How much has Rome, as a world intellectual center, contributed to emerging national and global identities of different peoples over time?***

**Background:** In ancient Rome there was an annual holiday celebrated every February 24th. It celebrated the flight of the last king of Rome, Tarquinius Superbus, in 510 BC. The following primary source was written by Ovid, an ancient Roman poet. In 'The Regifugium,' Ovid provides some historical background on Tarquinius and others.

### **The Regifugium, by Ovid (Flight of the King; adapted from a translation by Kline)**

Tarquin the Proud was the last king of Rome. He was a cruel king, and with his powerful military he conquered many cities and used deception to overthrow the governments of many more. Tarquin did these things just to show that he could. He believed strongly that "words are wind" and that waging war or using trickery to get what he wanted was better than diplomacy.

Tarquin was not above abusing his own son, Sextus, to trick the leaders of enemy cities into letting down their guard. For example, Tarquin wanted the city of Gabii, but it was too well defended. So, he whipped Sextus and sent him to the leaders of Gabii. Most people would want revenge for being beaten like that, but Sextus was just as greedy as Tarquin. So, Sextus went along with his father's plan and, by showing the leaders of Gabii the scars on his back, he gained their trust. Thus, while they slept, he killed them all and opened the gates of the city to his father.

A few weeks after the city of Gabii fell, Tarquin's second in command, Collatinus, toured the army's camp with his wife, Lucretia. Sextus saw her and fell madly in love. Sextus, like his father (who conquered and pillaged for his own amusement), decided that he would rape Lucretia just because he could. "The Gods and fortune favor the bold!" He said, grinning. So, when Collatinus went away to besiege another city on Tarquin's orders, Sextus stayed the night at Lucretia's house.

She treated him very well and was a great host, but as soon as they were alone, he drew his sword and threatened her life.

### **Discussion Questions:**

1. How would you describe the character of Tarquin the Proud and his son, Sextus?
2. What do you think Tarquin meant by, "words are wind?"
3. Briefly describe how Tarquin and Sextus conquer the city of Gabii.
4. Why do you think this holiday was celebrated by the Romans?
5. Which period of Roman history does this source most represent? Why?

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### **Discussion Questions:**

1. How would you describe the character of Tarquin the Proud and his son, Sextus?

*Tarquin: despicable; tyrannical; greedy; cruel/mean; conceited; dictatorial; selfish*

*Sextus: weak (for not standing up to Father); selfish; greedy; evil (for the rape)*

2. What do you think Tarquin meant by, "words are wind?"

*They are meaningless and ineffective (hear and gone in seconds); they accomplish little*

3. Briefly describe how Tarquin and Sextus conquer the city of Gabii.

*Tarquin whips Sextus. Sextus enters the city of Gabii and gains their requisite sympathy; he then cut them down at night as they slept and then opened the city gates to his father's army.*

4. Why do you think this holiday was celebrated by the Romans?

*Tarquin was removed from power eventually, thus, the Romans celebrate being freed of tyranny.*

5. Which period of Roman history does this source most represent? Why?

*This source represents the Roman Republic because after Tarquin was removed from power the Romans established a republic. It also represents a republic because it illustrates the kind of behavior and power they were concerned about having with a king.*





***Essential Question: How much has Rome, as a world intellectual center, contributed to emerging national and global identities of different peoples over time?***

**Discussion Questions:**

1. TYPE OF ARTIFACT—Describe the material from which it was made: bone, pottery, metal, wood, stone, leather, glass, paper, cardboard, cotton, plastic, other material.
2. SPECIAL QUALITIES OF THE ARTIFACT—Describe how it looks and feels: shape, color, texture, size, weight, movable parts, anything printed, stamped or written on it.
3. USES OF THE ARTIFACT—What might it have been used for? Who might have used it? Where might it have been used? When might it have been used?
4. WHAT DOES THE ARTIFACT TELL US?—What does it tell us about technology of the time in which it was made and used? What does it tell us about the life and times of the people who made it and used it? Can you name a similar item today?



1. TYPE OF ARTIFACT—Describe the material from which it was made: bone, pottery, metal, wood, stone, leather, glass, paper, cardboard, cotton, plastic, other material.

*The material is difficult if not impossible to determine, but since it's a painting it could have been painted on leather, canvass, stone, etc. The paint could be oil, water color, etc.*

2. SPECIAL QUALITIES OF THE ARTIFACT—Describe how it looks and feels: shape, color, texture, size, weight, movable parts, anything printed, stamped or written on it.

*Rectangular shape; many colors, but overall the colors aren't bright; size and weight are difficult to tell; nothing written or stamped on it; painting of the Roman Senate with one person being ostracized—could be a trial or punishment of some kind*

3. USES OF THE ARTIFACT—What might it have been used for? Who might have used it? Where might it have been used? When might it have been used?

*Probably not from the period of the Romans (based on the iconography from the period); could have been used for just about anything (education; commemorating the power of the Roman Senate; could be a painting from within the past 500 years)*

4. WHAT DOES THE ARTIFACT TELL US?—What does it tell us about technology of the time in which it was made and used? What does it tell us about the life and times of the people who made it and used it? Can you name a similar item today?

*Whoever painted this obviously thought the Senate was important and the specific event portrayed in it was as well. The life and times of those alive at the time of this painting were probably students of the Roman Republic and sought to learn from its wisdom. There are paintings of Abraham Lincoln and Stephen Douglass debating that are akin to this painting. Courtroom paintings we see on the news today are also similar.*

**Background on the Painting:** [https://en.wikipedia.org/wiki/Cesare\\_Maccari](https://en.wikipedia.org/wiki/Cesare_Maccari)

- Artist: Cesare Maccari, 1888
- most famous work of art: depicts Cicero denouncing Catiline in the Roman Senate which drove him from the city (63 BC).
- Note how Catiline's fellow Senators avoid him, forcing him to sit alone
- Painting reproduced in many history textbooks
- This painting is a bit historically inaccurate, as they wouldn't have been meeting in the Senate House (Curia) which was built by Julius Caesar. This event would have actually been happening in the Temple of Jupiter Stator.
- Cicero was 43 years of age at the time but looks much older while Catiline, who was two years older than Cicero, looks much younger than him.



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***Essential Question:***

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Discussion Questions:

1. TYPE OF ARTIFACT—Describe the material from which it was made: bone, pottery, metal, wood, stone, leather, glass, paper, cardboard, cotton, plastic, other material.

*Appears to be made of brick, marble, glass (windows), stone, there might be paintings not the interior walls (hard to tell)*

2. SPECIAL QUALITIES OF THE ARTIFACT—Describe how it looks and feels: shape, color, texture, size, weight, movable parts, anything printed, stamped or written on it.

*It is a large building; it has what might be platforms of some kind on the inside; there are several people entering/leaving the building, so it may have once been a very important building.*

3. USES OF THE ARTIFACT—What might it have been used for? Who might have used it? Where might it have been used? When might it have been used?

*It could have been used for any number of things; it appears to have once had a 2nd floor due to the holes underneath the windows on the front (they may have supported beams for 2nd floor planks); it appears to be in a fairly well-populated area*

4. WHAT DOES THE ARTIFACT TELL US?—What does it tell us about technology of the time in which it was made and used? What does it tell us about the life and times of the people who made it and used it? Can you name a similar item today?

*This question might be the most difficult to answer, as the buildings don't tell us a lot by themselves and with no context. This might be a good time to discuss how archaeologists can give us a much better understanding of items found from the ancient world on back.*

*The technology doesn't appear to be very advanced, as it's not a very complicated building.*

**Background on Senate House (Curia Julia):** [https://en.wikipedia.org/wiki/Curia\\_Julia](https://en.wikipedia.org/wiki/Curia_Julia)

- Built in 44 BC
- Finished by Augustus in 29 BC
- Survived as the basilica of Sant'Adriano al Foro in the 7th Century AD.
- Most of the upper walls and all of the roof are modern from the 1930s.



***Essential Question:***

***How much has Rome, as a world intellectual center, contributed to emerging national and global identities of different peoples over time?***

**Discussion Questions:**

1. TYPE OF ARTIFACT—Describe the material from which it was made: bone, pottery, metal, wood, stone, leather, glass, paper, cardboard, cotton, plastic, other material.
2. SPECIAL QUALITIES OF THE ARTIFACT—Describe how it looks and feels: shape, color, texture, size, weight, movable parts, anything printed, stamped or written on it.
3. USES OF THE ARTIFACT—What might it have been used for? Who might have used it? Where might it have been used? When might it have been used?
4. WHAT DOES THE ARTIFACT TELL US?—What does it tell us about technology of the time in which it was made and used? What does it tell us about the life and times of the people who made it and used it? Can you name a similar item today?



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**Discussion Questions:**

1. TYPE OF ARTIFACT—Describe the material from which it was made: bone, pottery, metal, wood, stone, leather, glass, paper, cardboard, cotton, plastic, other material.

*Almost exclusively stone; the globe at the top is likely made of metal*

2. SPECIAL QUALITIES OF THE ARTIFACT—Describe how it looks and feels: shape, color, texture, size, weight, movable parts, anything printed, stamped or written on it.

*It is probably smooth since it's a stone carving; very long and thin; has a light beige to pinkish hue; several feet tall; very, very heavy; no movable parts to the observer; lots of Egyptian hieroglyphs carved on it*



3. USES OF THE ARTIFACT—What might it have been used for? Who might have used it? Where might it have been used? When might it have been used?

*monument of some kind; perhaps a time-telling device; probably in Egypt at one time due to the writing; used many years ago due to the ancient script and some cracks (cracks may not be seen in the picture, but they are there).*

4. WHAT DOES THE ARTIFACT TELL US?—What does it tell us about technology of the time in which it was made and used? What does it tell us about the life and times of the people who made it and used it? Can you name a similar item today?

*The technology was somewhat rudimentary compared to today, but they were nonetheless very skilled; it also tells us the ancient Egyptians were very skilled stone masons; tells us that monuments were important to them, especially the event or person this monument commemorates (since it is so tall); the Washington Monument in DC is very similar.*

Here's some background on the object: [https://en.wikipedia.org/wiki/Obelisk\\_of\\_Montecitorio](https://en.wikipedia.org/wiki/Obelisk_of_Montecitorio)

- Currently standing in the Piazza de Montecitorio (outside Rome's Parliament)
- Brought to Rome by Augustus in 10 BC after defeating Antony and Cleopatra
- over 2500 years old
- made of Egyptian red granite
- 111 ft. tall if the base and globe are included
- originally used as a sundial—marked hours, months, seasons, and signs of the zodiac
- shadow cast on a special altar for Augustus (Ara Pacis) every autumnal equinox, which happened to be Augustus' birthday (23 Sep)
- found buried and damaged, probably from earthquakes, fire, or war
- repaired via the efforts of several popes, including Sixtus V, Benedict XIV, Pius XVI in the late 18th Century.
- been in its current location since 1998