# The Ancient Romans: People of Leisure

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AIMS Multimedia is a leading producer and distributor of educational programs serving schools and libraries for nearly 40 years. AIMS draws upon the most up-to-date knowledge, existing and emerging technologies, and all of the instructional and pedagogical resources available to develop and distribute educational programs in film, videocassette, laserdisc, CD-ROM and CD-i formats.

Persons or schools interested in obtaining additional copies of this AIMS Teaching Module, please contact:

AIMS Multimedia

1-800-FOR-AIMS
1-800-367-2467
Congratulations!

You have chosen a learning program that will actively motivate your students AND provide you with easily accessible and easily manageable instructional guidelines designed to make your teaching role efficient and rewarding.

The AIMS Teaching Module provides you with a video program keyed to your classroom curriculum, instructions and guidelines for use, plus a comprehensive teaching program containing a wide range of activities and ideas for interaction between all content areas. Our authors, educators, and consultants have written and reviewed the AIMS Teaching Modules to align with the Educate America Act: Goals 2000.

This ATM, with its clear definition of manageability, both in the classroom and beyond, allows you to tailor specific activities to meet all of your classroom needs.
RATIONALE

In today’s classrooms, educational pedagogy is often founded on Benjamin S. Bloom’s “Six Levels of Cognitive Complexity.” The practical application of Bloom’s Taxonomy is to evaluate students’ thinking skills on these levels, from the simple to the complex: Knowledge (rote memory skills), Comprehension (the ability to relate or retell), Application (the ability to apply knowledge outside its origin), Analysis (relating and differentiating parts of a whole), Synthesis (relating parts to a whole), and Evaluation (making a judgment or formulating an opinion).

The AIMS Teaching Module is designed to facilitate these intellectual capabilities, AND to integrate classroom experiences and assimilation of learning with the students’ life experiences, realities, and expectations. AIMS’ learner verification studies prove that our AIMS Teaching Modules help students to absorb, retain, and to demonstrate ability to use new knowledge in their world. Our educational materials are written and designed for today’s classroom, which incorporates a wide range of intellectual, cultural, physical, and emotional diversities.
ORGANIZATION AND MANAGEMENT

To facilitate ease in classroom manageability, the AIMS Teaching Module is organized in four sections. You are reading Section 1, Introduction to the Aims Teaching Module (ATM).

SECTION 2, INTRODUCING THIS ATM will give you the specific information you need to integrate the program into your classroom curriculum.

SECTION 3, PREPARATION FOR VIEWING provides suggestions and strategies for motivation, language preparedness, readiness, and focus prior to viewing the program with your students.

SECTION 4, AFTER VIEWING THE PROGRAM provides suggestions for additional activities plus an assortment of consumable assessment and extended activities, designed to broaden comprehension of the topic and to make connections to other curriculum content areas.
FEATURES

INTRODUCING EACH ATM

SECTION 2

Your AIMS Teaching Module is designed to accompany a video program written and produced by some of the world’s most credible and creative writers and producers of educational programming. To facilitate diversity and flexibility in your classroom, your AIMS Teaching Module features these components:

Themes

The Major Theme tells how this AIMS Teaching Module is keyed into the curriculum. Related Themes offer suggestions for interaction with other curriculum content areas, enabling teachers to use the teaching module to incorporate the topic into a variety of learning areas.

Overview

The Overview provides a synopsis of content covered in the video program. Its purpose is to give you a summary of the subject matter and to enhance your introductory preparation.

Objectives

The ATM learning objectives provide guidelines for teachers to assess what learners can be expected to gain from each program. After completion of the AIMS Teaching Module, your students will be able to demonstrate dynamic and applied comprehension of the topic.
PREPARATION FOR VIEWING

SECTION 3
In preparation for viewing the video program, the AIMS Teaching Module offers activity and/or discussion ideas that you may use in any order or combination.

Introduction To The Program
Introduction to the Program is designed to enable students to recall or relate prior knowledge about the topic and to prepare them for what they are about to learn.

Introduction To Vocabulary
Introduction to Vocabulary is a review of language used in the program: words, phrases, usage. This vocabulary introduction is designed to ensure that all learners, including limited English proficiency learners, will have full understanding of the language usage in the content of the program.

Discussion Ideas
Discussion Ideas are designed to help you assess students' prior knowledge about the topic and to give students a preview of what they will learn. Active discussion stimulates interest in a subject and can motivate even the most reluctant learner. Listening, as well as speaking, is active participation. Encourage your students to participate at the rate they feel comfortable. Model sharing personal experiences when applicable, and model listening to students' ideas and opinions.

Focus
Help learners set a purpose for watching the program with Focus, designed to give students a focal point for comprehension continuity.

Jump Right In
Jump Right In provides abbreviated instructions for quick management of the program.

AFTER VIEWING THE PROGRAM

SECTION 4
After your students have viewed the program, you may introduce any or all of these activities to interact with other curriculum content areas, provide reinforcement, assess comprehension skills, or provide hands-on and in-depth extended study of the topic.
SUGGESTED ACTIVITIES

The Suggested Activities offer ideas for activities you can direct in the classroom or have your students complete independently, in pairs, or in small work groups after they have viewed the program. To accommodate your range of classroom needs, the activities are organized into skills categories. Their labels will tell you how to identify each activity and help you correlate it into your classroom curriculum. To help you schedule your classroom lesson time, the AIMS hourglass gives you an estimate of the time each activity should require. Some of the activities fall into these categories:

- Meeting Individual Needs
- Curriculum Connections
- Critical Thinking
- Cultural Diversity
- Hands On
- Writing
- In The Newsroom
- Extended Activities
- Link to the World
- Culminating Activity

Critical Thinking

Critical Thinking activities are designed to stimulate learners’ own opinions and ideas. These activities require students to use the thinking process to discern fact from opinion, consider their own problems and formulate possible solutions, draw conclusions, discuss cause and effect, or combine what they already know with what they have learned to make inferences.

Cultural Diversity

Each AIMS Teaching Module has an activity called Cultural Awareness, Cultural Diversity, or Cultural Exchange that encourages students to share their backgrounds, cultures, heritage, or knowledge of other countries, customs, and language.

Hands On

These are experimental or tactile activities that relate directly to the material taught in the program. Your students will have opportunities to make discoveries and formulate ideas on their own, based on what they learn in this unit.

Writing

Every AIMS Teaching Module will contain an activity designed for students to use the writing process to express their ideas about what they have learned. The writing activity may also help them to make the connection between what they are learning in this unit and how it applies to other content areas.

In The Newsroom

Each AIMS Teaching Module contains a newsroom activity designed to help students make the relationship between what they learn in the classroom and how it applies in their world. The purpose of In The Newsroom is to actively involve each class member in a whole learning experience. Each student will have an opportunity to perform all of the tasks involved in production: writing, researching, producing, directing, and interviewing as they create their own classroom news program.

Extended Activities

These activities provide opportunities for students to work separately or together to conduct further research, explore answers to their own questions, or apply what they have learned to other media or content areas.

Link to the World

These activities offer ideas for connecting learners’ classroom activities to their community and the rest of the world.

Culminating Activity

To wrap up the unit, AIMS Teaching Modules offer suggestions for ways to reinforce what students have learned and how they can use their new knowledge to enhance their world view.
**VOCABULARY**

Every ATM contains an activity that reinforces the meaning and usage of the vocabulary words introduced in the program content. Students will either read or find the definition of each vocabulary word, then use the word in a written sentence.

**CHECKING COMPREHENSION**

Checking Comprehension is designed to help you evaluate how well your students understand, retain, and recall the information presented in the AIMS Teaching Module. Depending on your students’ needs, you may direct this activity to the whole group yourself, or you may want to have students work on the activity page independently, in pairs, or in small groups. Students can verify their written answers through discussion or by viewing the video a second time. If you choose, you can reproduce the answers from your Answer Key or write the answer choices in a Word Bank for students to use. Students can use this completed activity as a study guide to prepare for the test.

**CONSUMABLE ACTIVITIES**

The AIMS Teaching Module provides a selection of consumable activities, designed to specifically reinforce the content of this learning unit. Whenever applicable, they are arranged in order from low to high difficulty level, to allow a seamless facilitation of the learning process. You may choose to have students take these activities home or to work on them in the classroom independently, in pairs or in small groups.

**CHECKING VOCABULARY**

The Checking Vocabulary activity provides the opportunity for students to assess their knowledge of new vocabulary with this word game or puzzle. The format of this vocabulary activity allows students to use the related words and phrases in a different context.

**TEST**

The AIMS Teaching Module Test permits you to assess students’ understanding of what they have learned. The test is formatted in one of several standard test formats to give your students a range of experiences in test-taking techniques. Be sure to read, or remind students to read, the directions carefully and to read each answer choice before making a selection. Use the Answer Key to check their answers.
ADDITIONAL AIMS MULTIMEDIA PROGRAMS

After you have completed this AIMS Teaching Module you may be interested in more of the programs that AIMS offers. This list includes several related AIMS programs.

ADDITIONAL READING SUGGESTIONS

AIMS offers a carefully researched list of other resources that you and your students may find rewarding.

ANSWER KEY

Reproduces tests and work pages with answers marked.
THEMES

The most important theme of The Ancient Romans: People of Leisure is how the Roman people interacted with their environment to create spectacular amphitheaters, coliseums, sports halls, and enormous public baths.

Additional themes include regions of the world and the physical change of land.

OVERVIEW

The ancient Romans were passionate about entertainment. Roman emperors spent huge amounts of money keeping people amused.

The program begins by examining theaters in which actors put on plays. Because the theaters were so large, spoken dialogue was impossible to hear. The actors mimed the action, while choruses sang.

The real center of Roman social life, however, were the public baths. The baths were more like leisure clubs than anything else. They contained steam baths, exercise rooms, shops, and libraries. Women could use the baths from 10 A.M. to 1 P.M. Men used them from 1 P.M. until closing.

The Circus Maximus was a gigantic arena, holding 250,000 people, who watched chariot races. Chariot racing was a dangerous and deadly sport. It is for this reason, however, that prize money was high, and the star performers were idolized.

The most famous entertainment center, however, was the Coliseum. Here, slaves and prisoners fought each other or animals to death. Human sacrifices were carried out, too. The central floor of the arena was sometimes flooded to stage realistic sea battles.

OBJECTIVES

- To list daily leisure activities of an ancient culture that enormously influenced the Western world.
- To appreciate and describe the leisure lifestyle of the ancient Romans.
- To describe the remains of the great public buildings of the ancient Roman Empire.
- To explain how leisure-time pursuits united the diverse population of the Roman Empire.
- To provide historical background to enhance other studies of the Roman Empire.
Our AIMS Multimedia Educational Department welcomes your observations and comments. Please feel free to address your correspondence to:

AIMS Multimedia
Editorial Department
9710 DeSoto Avenue
Chatsworth, California 91311-4409
INTRODUCTION TO THE PROGRAM

To prepare students for The Ancient Romans: People of Leisure, ask volunteers to briefly explain what a life of leisure is. Then invite students to describe types of activities they like to pursue during their leisure time. Finally explain that although the ancient Romans lived more than 2,000 years ago, they, too, enjoyed their leisure time.

INTRODUCTION TO VOCABULARY

To ensure that all students understand the vocabulary used in The Ancient Romans: People of Leisure, write the following words on the board: public baths, amphitheater, coliseum, Roman Coliseum, arena, sports hall, gladiators, mimed action, choral singing, corridors, arches, Circus Maximus, human sacrifice, mosaic, Venus, Baths of Caracalla. Have students use dictionaries to create one- or two-sentence explanations for each of these terms. If students cannot find a term in a dictionary, have them write a definition after viewing the program. Also after viewing, have students explain what each of these terms has to do with the ancient Romans.

DISCUSSION IDEAS

Lead a discussion in which students talk about popular forms of entertainment today. Some sports today, such as football and boxing, are sometimes controversial because they are violent. What other sports today are violent? (If students don’t suggest them, mention bullfighting and cock fighting.) Ask: Why do you think these types of sports are popular? Why do people like snowboarding and other X games? Why do people seem to be attracted to dangerous, high speed, or violent sports? How do audiences today treat athletes who are good at sports? Based on what your students know about human nature today, what can they predict about the sports and types of entertainment the ancient Romans might have enjoyed?

Then have students think about how entertainment and leisure in a Roman city more than 2,000 years ago would be different from entertainment and leisure in a modern city today. How might they be similar?

FOCUS

Before viewing the program, have students jot down several questions they have about the leisure lifestyle of the ancient Romans. Encourage them to think about answers to these questions based on what they learn in The Ancient Romans: People of Leisure.

If, after viewing the program, students have additional questions about the Romans or their questions were not answered, help them find the answers to their questions. Encourage them to share their findings with the class.
HOW TO USE THE THE ANCIENT ROMANS: PEOPLE OF LEISURE AIMS TEACHING MODULE

Preparation

► Read The Ancient Romans: People of Leisure Themes, Overview, and Objectives to become familiar with program content and expectations.

► Use Preparation for Viewing suggestions to introduce the topic to students.

Viewing THE ANCIENT ROMANS: PEOPLE OF LEISURE

► Set up viewing monitor so that all students have a clear view.

► Depending on your classroom size and learning range, you may choose to have students view The Ancient Romans: People of Leisure together or in small groups.

► Some students may benefit from viewing the video more than one time.

After Viewing THE ANCIENT ROMANS: PEOPLE OF LEISURE

► Select Suggested Activities that integrate into your classroom curriculum. If applicable, gather materials or resources.

► Choose the best way for students to work on each activity. Some activities work best for the whole group. Other activities are designed for students to work independently, in pairs, or in small groups. Whenever possible, encourage students to share their work with the rest of the group.

► Duplicate the appropriate number of Vocabulary, Checking Comprehension, and consumable activity pages for your students.

► You may choose to have students take consumable activities home, or complete them in the classroom, independently, or in groups.

► Administer the Test to assess students’ comprehension of what they have learned, and to provide them with practice in test-taking procedures.

► Use the Culminating Activity as a forum for students to display, summarize, extend, or share what they have learned with each other, the rest of the school, or a local community organization.
SUGGESTED ACTIVITIES

Cultural Awareness

Invite interested students to compare leisure-time activities of the ancient Romans with leisure-time activities of a modern culture. What similarities and differences do they find?

Meeting Individual Needs

Encourage students to make a diagram of the Roman Coliseum. The diagram should show where audience members sat, where wild animals were housed, where props were stored, where prisoners were kept, where the Emperor sat, and the central arena, which could be flooded to stage sea battles.

Writing

Have students write about a day in the life of a Roman citizen their age. What leisure-time activities might they engage in on a typical day more than 2,000 years ago? What would they do for entertainment? When would they go to the public baths? How does this lifestyle compare to modern life today?

Hands-on Activity

Have students work with clay or blocks to build models of a Roman amphitheater, including the semicircular seats, the corridors, arches, central stage, doors, and the emperor’s statue. Ask: How do the arches and corridors help to support the seats? What is remarkable to you about these complex structures, many of which still stand today?

Critical Thinking

Have students compare and contrast leisure-time activities today with leisure-time activities of the ancient Romans. Ask: Does society seem more advanced today? less advanced? the same? Why? Encourage students to think about why the Romans liked the forms of entertainment they did, and why people today like the entertainment they do. What about human nature seems to have stayed constant? What, if anything, seems to have changed? Have tolerances for certain kinds of behavior changed? Why or why not?
Connection to Health

Invite students to investigate the importance of the Roman public baths to public health. After the fall of the Roman Empire, people in medieval European cities did not bathe often. Invite students to find out why this happened. Also, have students compare how public health was affected by lack of public baths and running water. Ask: What are the most important things that can be done to protect public health in a city? (Have students consider such things as running water, sewage systems, garbage pickup, water treatment plants, rodent control, and so on.).

Connection to Literature

Have students read to find out about the influence of Greek mythology on the Roman gods and goddesses Jupiter, Venus, Mars, Apollo, Diana, Minerva, Cupid, and others.

Connection to Art

Have students create a mural or mosaic depicting a scene that could have taken place in the Roman Coliseum, Circus Maximus, or a Roman amphitheater. Encourage students to portray people and animals realistically the way the Romans did.

Connection to Science

 Invite interested students to investigate ancient Roman public baths. What obstacles did Roman engineers have to overcome to build such enormous and long-lasting structures? How was the water heated? Where did the steam come from? Where did the materials come from? How long did they take to build? How do these Roman engineering feats compare to feats of modern engineering?

Link to the World

Invite students to investigate places in the world today (such as Japan) where public baths are important. What do the public baths look like in these places? What rules govern who uses them? How big are the baths? How hot is the water? How do these public baths compare to the public baths of the ancient Romans?

Extended Activity

Invite students to watch a movie or read a book about ancient Romans sports or entertainment, such as chariot races, gladiator contests, or other sports. Then have students describe to the class how the sport was conducted, the purpose of the sport, what happened to successful and unsuccessful participants, and how contestants for the sport were chosen.
In the Newsroom

Have students, in small groups, prepare a documentary about one sport or popular leisure-time activity of the ancient Romans. (You may want to assign topics, such as plays in amphitheaters, public baths, chariot races, gladiator contests, sea battles, and so on, or you may want to let your students select their own topic.) Groups will need to work together to conduct research, create illustrations or charts, and write, narrate, and film the documentary.

Culminating Activity

Arrange the class into four groups. Assign each group one of the following topics: Roman amphitheaters, public baths, the Circus Maximus, or the Roman Coliseum. Have each group summarize and diagram what they learned about their topic from this program. Then let each group present the most important facts to the rest of the class.
VOCABULARY

The vocabulary words below are from *The Ancient Romans: People of Leisure*. Use each word in a sentence that shows you understand what it has to do with the ancient Romans and their leisure-time activities.

1. **public baths**
   
2. **amphitheater**
   
3. **Roman Coliseum**
   
4. **gladiator**
   
5. **Circus Maximus**
   
6. **chariot races**
   
7. **Baths of Caracalla**
   
8. **Christian martyrs**
   
9. **mimed action**
   
10. **choral singing**
CHECKING COMPREHENSION

Complete each sentence below with a word or words from the word bank that make sense.

WORD BANK

<table>
<thead>
<tr>
<th>WORD BANK</th>
</tr>
</thead>
<tbody>
<tr>
<td>sea battles</td>
</tr>
<tr>
<td>Circus Maximus</td>
</tr>
<tr>
<td>mimed</td>
</tr>
<tr>
<td>10 A.M. to 1 P.M</td>
</tr>
<tr>
<td>Coliseum</td>
</tr>
<tr>
<td>cages</td>
</tr>
<tr>
<td>Emperor Vespasian</td>
</tr>
<tr>
<td>Caracalla</td>
</tr>
<tr>
<td>public baths</td>
</tr>
<tr>
<td>amphitheaters</td>
</tr>
</tbody>
</table>

1. ___________________________ had rows of semicircular seats supported by a system of corridors and arches.

2. Plays attracted so many people that dialogue was impossible to hear. Instead actors _____ the action while choruses sang.

3. The center of Roman social life were the ___________________________, which people visited daily.

4. Mixed bathing was not allowed. Women could visit the baths from ___________________________.

5. The Baths of ___________________________ could hold 1,600 bathers at one time.

6. The ___________________________ was a giant arena, where 250,000 people could watch chariot races.

7. The Roman ___________________________ held 50,000 people, who often came to watch pairs of gladiators fight to the death.

8. ___________________________ built the Roman Coliseum in A.D. 80. It was well-designed to handle large crowds of unruly people.

9. The central arena of the Coliseum could be flooded to stage mock ___________________________.

10. Under the floor of the Coliseum were ___________________________ to hold wild animals.
PEOPLE OF LEISURE

In the first column below, list leisure-time activities of the ancient Romans. In the second column leisure-time activities of modern Americans. Then at the bottom of the page, write your thoughts about how and why activities have or have not changed in nature.

1. silent plays in amphitheaters  2. plays in theaters with sound systems

______________________________________________________________________________
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ROMAN GLADIATOR CONTESTS

Imagine you are forced to participate in a gladiator contest in the Roman Coliseum (as a slave, prisoner, Christian martyr, or wild animal). Write what the experience is like from your point of view.

______________________________________________________________________________
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ROMAN PUBLIC BATHS

Women and men used the public baths at different times of day. Conduct research to find out more about how the activities of men and women in ancient Rome differed. List your findings below.

1. Common activities for women: ____________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

2. Common activities for men: ______________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

3. Activities both men and women participated in: _________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
ROMAN PUBLIC BATHS

After watching this program, you have a good idea of the many features of Roman public baths, including large steamrooms, tepid bath rooms, exercise rooms, shops, libraries, cold-water swimming pools, meeting rooms, and dressing rooms near the entrance. Imagine you are an ancient Roman architect, who has been hired by the emperor to design a public bath. Sketch and label your blueprint below.
ROMAN AMPHITHEATERS

Use the words below to write a description of a play that might have taken place in a Roman amphitheater.

<table>
<thead>
<tr>
<th>semicircular seats</th>
<th>decorated stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>corridors</td>
<td>stage doors</td>
</tr>
<tr>
<td>arches</td>
<td>chorus master</td>
</tr>
<tr>
<td>7,000 people</td>
<td>actors</td>
</tr>
<tr>
<td>mimed action</td>
<td>dancing</td>
</tr>
<tr>
<td>choral singing</td>
<td>masks</td>
</tr>
</tbody>
</table>
RESEARCHING ROMAN SCULPTURE

Conduct research to find out more about Roman sculptures. Then answer the questions below.

1. How did the Greeks influence Roman artists? __________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________

2. How was Roman art different from Greek art?__________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________

3. Why did the Romans like to keep portraits of themselves and others? ______________________
   ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________

4. Why were statues of Venus especially popular? ________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________

5. What other gods and goddesses did Roman sculptors like to portray? ______________________
   ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________

6. What other facts about Roman sculpture did you find out?________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________
TEST

1. Roman plays did not use dialogue because
   A. not everyone spoke the same language.
   B. the amphitheaters were too large to hear people onstage.
   C. the actors were prisoners who spoke a different language.
   D. the audience understood a different dialect from the actors.
   E. None of the above.

2. Roman amphitheaters could hold about
   A. 7,000 people.
   B. 25,000 people.
   C. 50,000 people.
   D. 70,000 people.
   E. 250,000 people.

3. To play different roles, Roman actors
   A. changed clothes.
   B. used different voices.
   C. danced differently.
   D. used different masks.
   E. None of the above.

4. Roman baths often contained
   A. steamrooms.
   B. exercise rooms.
   C. shops.
   D. libraries.
   E. All of the above.

5. The baths built by this emperor in A.D. 216 cover 27 acres.
   A. Emperor Trajan
   B. Emperor Augustus
   C. Emperor Caracalla
   D. Emperor Vespasian
   E. None of the above.
6. When bathers were finished, they cooled down in a
   A. cold-water swimming pool.
   B. a steambath.
   C. a tepid water bath.
   D. a warm-water swimming pool.
   E. None of the above.

7. Most public buildings in Rome were decorated with
   A. paintings.
   B. pools.
   C. sculptures.
   D. fountains.
   E. None of the above.

8. Roman sculptors tried to show
   A. ideals of beauty rather than reality.
   B. human figures realistically.
   C. animals rather than people.
   D. only action scenes.
   E. None of the above.

9. This was a gigantic arena for watching chariot races.
   A. the Coliseum
   B. the Baths of Caracalla
   C. the Roman Amphitheater
   D. the Circus Maximus
   E. None of the above.

10. The Circus Maximus could hold
    A. 7,000 people.
    B. 25,000 people.
    C. 50,000 people.
    D. 70,000 people.
    E. 250,000 people.
11. In this place, gladiators fought each other to the death.

A. the Coliseum
B. the Baths of Caracalla
C. the Roman Amphitheater
D. the Circus Maximus
E. None of the above.

12. Approximately how many people did the Coliseum hold?

A. 7,000 people.
B. 25,000 people.
C. 50,000 people.
D. 70,000 people.
E. 250,000 people.

13. This emperor hosted a single program of entertainment that lasted for three months and used 5,000 pairs of gladiators.

A. Emperor Trajan
B. Emperor Augustus
C. Emperor Caracalla
D. Emperor Vespasian
E. None of the above.

14. This emperor built the Roman Coliseum in A.D. 80.

A. Emperor Trajan
B. Emperor Augustus
C. Emperor Caracalla
D. Emperor Vespasian
E. None of the above.

15. Under the floor of the Roman Coliseum were stored

A. props.
B. wild animals.
C. prisoners.
D. Christian martyrs.
E. All of the above.
ADDITIONAL AIMS MULTIMEDIA PROGRAMS

You and your students might also enjoy these other AIMS Multimedia programs:

8030-EN-VID-JE3: “The Ancient Romans: Builders of an Empire”
4582-EN-VID-JE3: “Mexico Before Cortez”
8456-EN-VID-JE3: “The Viking Voyage”
8172-EN-VID-JE3: “The Holocaust as Seen Through the Eyes of a Survivor”
### VOCABULARY

The vocabulary words below are from The Ancient Romans: People of Leisure. Use each word in a sentence that shows you understand what it has to do with the ancient Romans and their leisure-time activities.

*Answers will vary but should have some relation to the ancient Romans and their leisure-time activities.*

<table>
<thead>
<tr>
<th>Vocabulary Word</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. public baths</td>
<td>____________________________________________________________________</td>
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<tr>
<td>2. amphitheater</td>
<td>____________________________________________________________________</td>
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<tr>
<td>3. Roman Coliseum</td>
<td>________________________________________________________________</td>
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<tr>
<td>4. gladiator</td>
<td>____________________________________________________________________</td>
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<tr>
<td>5. Circus Maximus</td>
<td>________________________________________________________________</td>
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<tr>
<td>6. chariot races</td>
<td>____________________________________________________________________</td>
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<tr>
<td>7. Baths of Caracalla</td>
<td>________________________________________________________________</td>
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<tr>
<td>8. Christian martyrs</td>
<td>________________________________________________________________</td>
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<tr>
<td>9. mimed action</td>
<td>____________________________________________________________________</td>
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<tr>
<td>10. choral singing</td>
<td>____________________________________________________________________</td>
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CHECKING COMPREHENSION

Complete each sentence below with a word or words from the word bank that make sense.

WORD BANK

- sea battles
- Circus Maximus
- mired
- 10 A.M. to 1 P.M
- Coliseum
- cages
- Emperor Vespasian
- Caracalla
- public baths
- amphitheaters

1. **Amphitheaters** had rows of semicircular seats supported by a system of corridors and arches.

2. Plays attracted so many people that dialogue was impossible to hear. Instead actors **mimed** the action while choruses sang.

3. The center of Roman social life were the **public baths**, which people visited daily.

4. Mixed bathing was not allowed. Women could visit the baths from **10 A.M. to 1 P.M.**

5. The Baths of **Caracalla** could hold 1,600 bathers at one time.

6. The **Circus Maximus** was a giant arena, where 250,000 people could watch chariot races.

7. The Roman **Coliseum** held 50,000 people, who often came to watch pairs of gladiators fight to the death.

8. **Emperor Vespasian** built the Roman Coliseum in A.D. 80. It was well-designed to handle large crowds of unruly people.

9. The central arena of the Coliseum could be flooded to stage mock **sea battles**.

10. Under the floor of the Coliseum were **cages** to hold wild animals.
PEOPLE OF LEISURE

In the first column below, list leisure-time activities of the ancient Romans. In the second column leisure-time activities of modern Americans. Then at the bottom of the page, write your thoughts about how and why activities have or have not changed in nature.

Answers will vary, but should be leisure-time activities.

1. silent plays in amphitheaters
2. plays in theaters with sound systems

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ROMAN GLADIATOR CONTESTS

Imagine you are forced to participate in a gladiator contest in the Roman Coliseum (as a slave, prisoner, Christian martyr, or wild animal). Write what the experience is like from your point of view.

Answers will vary but should tell how the character feels.
ROMAN PUBLIC BATHS

Women and men used the public baths at different times of day. Conduct research to find out more about how the activities of men and women in ancient Rome differed. List your findings below.

Answers will vary depending on what student research uncovers.

1. Common activities for women: ______________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________

2. Common activities for men: ______________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________

3. Activities both men and women participated in: _____________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
ROMAN PUBLIC BATHS

After watching this program, you have a good idea of the many features of Roman public baths, including large steamrooms, tepid bath rooms, exercise rooms, shops, libraries, cold-water swimming pools, meeting rooms, and dressing rooms near the entrance. Imagine you are an ancient Roman architect, who has been hired by the emperor to design a public bath. Sketch and label your blueprint below.

Blueprints will vary, but should show most of the features listed above.
ROMAN AMPHITHEATERS

Use the words below to write a description of a play that might have taken place in a Roman amphitheater.

Descriptions will vary, but should use all of the words.
RESEARCHING ROMAN SCULPTURE

Conduct research to find out more about Roman sculptures. Then answer the questions below.

Answers will vary depending on what the research reveals. Samples are shown.

1. How did the Greeks influence Roman artists? Roman artists often copied or imitated the works of the Greek masters

2. How was Roman art different from Greek art? Roman art did not idealize beauty the way Greek art did. Roman art was realistic, not idealized.

3. Why did the Romans like to keep portraits of themselves and others? The Romans liked to keep portraits of themselves and others because of their belief in life after death. They worshipped their ancestors and regarded any portraits of them as valuable relics.

4. Why were statues of Venus especially popular? Statues of all the gods and goddesses were popular, but the Romans especially liked Venus, who was the goddess of beauty.

5. What other gods and goddesses did Roman sculptors like to portray? The Romans liked to portray all the gods and goddesses including Jupiter, Venus, Mars, Apollo, Diana, Minerva, and Cupid.

6. What other facts about Roman sculpture did you find out?

______________________________________________________________________________
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TEST

1. Roman plays did not use dialogue because
   A. not everyone spoke the same language.
   B. the amphitheaters were too large to hear people onstage.
   C. the actors were prisoners who spoke a different language.
   D. the audience understood a different dialect from the actors.
   E. None of the above.

2. Roman amphitheaters could hold about
   A. 7,000 people.
   B. 25,000 people.
   C. 50,000 people.
   D. 70,000 people.
   E. 250,000 people.

3. To play different roles, Roman actors
   A. changed clothes.
   B. used different voices.
   C. danced differently.
   D. used different masks.
   E. None of the above.

4. Roman baths often contained
   A. steamrooms.
   B. exercise rooms.
   C. shops.
   D. libraries.
   E. All of the above.

5. The baths built by this emperor in A.D. 216 cover 27 acres.
   A. Emperor Trajan
   B. Emperor Augustus
   C. Emperor Caracalla
   D. Emperor Vespasian
   E. None of the above.
6. When bathers were finished, they cooled down in a

A. cold-water swimming pool.
B. a steambath.
C. a tepid water bath.
D. a warm-water swimming pool.
E. None of the above.

7. Most public buildings in Rome were decorated with

A. paintings.
B. pools.
C. sculptures.
D. fountains.
E. None of the above.

8. Roman sculptors tried to show

A. ideals of beauty rather than reality.
B. human figures realistically.
C. animals rather than people.
D. only action scenes.
E. None of the above.

9. This was a gigantic arena for watching chariot races.

A. the Coliseum
B. the Baths of Caracalla
C. the Roman Amphitheater
D. the Circus Maximus
E. None of the above.

10. The Circus Maximus could hold

A. 7,000 people.
B. 25,000 people.
C. 50,000 people.
D. 70,000 people.
E. 250,000 people.
11. In this place, gladiators fought each other to the death.
   A. the Coliseum  
   B. the Baths of Caracalla  
   C. the Roman Amphitheater  
   D. the Circus Maximus  
   E. None of the above.

12. Approximately how many people did the Coliseum hold?
   A. 7,000 people.  
   B. 25,000 people.  
   C. 50,000 people.  
   D. 70,000 people.  
   E. 250,000 people.

13. This emperor hosted a single program of entertainment that lasted for three months and used 5,000 pairs of gladiators.
   A. Emperor Trajan  
   B. Emperor Augustus  
   C. Emperor Caracalla  
   D. Emperor Vespasian  
   E. None of the above.

14. This emperor built the Roman Coliseum in A.D. 80.
   A. Emperor Trajan  
   B. Emperor Augustus  
   C. Emperor Caracalla  
   D. Emperor Vespasian  
   E. None of the above.

15. Under the floor of the Roman Coliseum were stored
   A. props.  
   B. wild animals.  
   C. prisoners.  
   D. Christian martyrs.  
   E. All of the above.