

THE ROMAN ARMY IN THE TIME OF AUGUSTUS

Mark It on the Map

Have the students locate Rome on the map on pages 4–5 and then find the corresponding area on a physical world map. Ask students to study Rome’s location and list the physical boundaries, in order of difficulty, that Rome’s military would have to overcome to expand. Have students refer to their lists as they read the issue.

Vocabulary

Punic triumph (military)	stipendium
armatura	decimatio
Pax Romana	princeps
conscripted	catapultae
	ballistae
	testudo

Introduction

Discuss with the students the role of a national army and whether this role changes depending on the rulers of the country. Then have them consider the answers and decide what the role of the United States Army is. Finally, have them list the ways in which they think the U.S. Army differs from that of the ancient Roman army. When they have completed the issue, have them review their lists and make comments as to whether they feel changes should be made. Have them give a reason for each change.

Questions for Discussion

- Before Octavian/Augustus took office, how many times had Rome declared a universal peace? Who did so and when?
- Why did the Roman generals Octavian and Antony battle each other? List events that led to conflict.
- Name the three victories for which the Senate awarded Octavian a triple triumph. (Have students locate each area on the map on pages 4–5.)
- What was the difference between legionaries and auxilia?
- What types of rewards for “outstanding service” could Roman soldiers receive?
- What was the Praetorian Guard? What were its duties?
- Who organized the Praetorian Guard? Who disbanded it? For approximately how many years did it function?
- What was the Pax Augustae?
- What mistake did the Roman general Varus make that cost him his legion and his life?
- Why was the testudo formation a successful battle tactic?
- Why did commanders and emperors often change military retirement rules?

Writing Workout

Students may complete one or more of the following activities:

- After reading the quotation on pages 2–3 aloud, have students look through newspapers and make a list of current wars or armed conflicts. Discuss the factors that led to each and then whether the quote applies. Have them explain why or why not.
- Have students choose one of the reenactment soldiers pictured in this issue and make a list of five questions they would like to ask him, giving a reason for asking each question.
- Assign students to make a list of the criteria that a general had to meet in order to be awarded a triumph.
- Have students describe the significance of the figures on Augustus’ breastplate that is shown on the cover of the issue, using “The Augustus Statue of Prima Porta” on page 15 as a guide.
- Have students read about the divisions within a legion and then design a graphic linear description that clearly shows the composition of a Roman legion in the time of Augustus.
- Have students pretend they are Roman soldiers marching against an enemy in a foreign

territory. They should write three diary entries detailing three different experiences.

➤ Have a student, or the class as a whole, write a letter to the Ermine Street Guard, asking two or three specific questions. Include an international postal order for the Guard's reply.

Think About It

Students may complete one or more of the following activities:

➤ Why do you think a slave whispered into the ear of a triumphant general, "Remember, you are only a man"?

➤ Do you think "veteran colonies," such as those established by the ancient Romans (see page 14) would be a good policy to institute today in the United States? Why or why not?

➤ What do you think was the significance of the Trojan prince Aeneas' image being carved on Augustus' Altar of Peace? Give reasons for your answer.

➤ Make a list of at least three ways the Roman camp contributed to the spread of Roman ideas and customs.

➤ What military lessons do you think leaders such as Machiavelli, Mussolini, and Mao Zedung might have learned from Augustus? Why does the fact that arms and armor changed drastically over the years have little bearing on the lessons? What can today's generals and statesmen learn from Augustus?

➤ Are reenactment groups important? Why or why not? Explain your answer.

Then and Now

After students read the issue, have them list specific similarities and differences between Roman soldiers and U.S. Army soldiers. Make a master list on the board.

Research Projects

Students may complete one or more of the following activities:

➤ Assign students to research the exact boundaries of Augustus' empire and then draw a map with the boundaries marked. Have the student present their findings to the class.

➤ Assign students to research punishment in the Roman military and then find the punishment for similar offenses in the U.S. Army.

➤ Bring in illustrated books of ancient Rome and present-day Rome—the latter as up-to-date as possible. Assign a student or group of students to find images of Augustus' Altar of Peace and arrange the images in chronological order to present to the class. Follow-up with a class discussion about the misfortunes and fortunes of this monument.

Play the Part

Divide the class into three groups. Assign parts in the play "Romans on the Rhine: A.D. 9" (pages 24–29), to one group. Have the second group make simple, but appropriate, costumes for the actors. Have the third group create the props and scenery. Set a date for the performance and invite another class.

Word Work

Students may complete one or more of the following activities:

➤ Have students study the Latin words in the phrase *Hominem te memento* (page 10). Ask them to use the dictionary to find English words that trace their roots to words in this phrase. Have them give the meaning of each English word and how it relates to its Latin origin.

➤ Read the explanations of the four words on pages 44–45. Divide the class into four groups and give each group one of the words and a dictionary. Let them find as many words as possible (with definitions) that are derived from the roots of their assigned words.

➤ Have each student form an imaginary "ad hoc committee" and explain its purpose.

Get Into Art

Students may complete one or more of the following activities:

- Make a collage that clearly illustrates a Roman soldier's life, based on the facts found on pages 11–14. Use captions where necessary.
- Read the definitions of the pieces of a Roman soldier's equipment on pages 18–19. Choose images in the issue that illustrate not only the pieces defined, but also the armor and equipment mentioned in the definitions. Make copies of the images and label each piece.
- Clearly illustrate the significance of the doors of the temple of Janus being opened and closed. (Show the students an illustration of Janus.)
- Divide the class into four groups and give each a large piece of poster paper. Assign one group the task of illustrating the traditional camp set-up; another group, a camp set-up under attack; a third group, a winter camp set-up; a fourth group, breaking camp. Then have students compare campsites.

Just for Fun

Students may complete one or both of the following activities:

- Make a Roman standard by following the directions on pages 16–17.
- Make a Roman shield by following the directions on pages 36–37.

Follow These Footsteps

Augustus (Octavian)

Mark Antony

Cleopatra