



Learn with Tayo: Rise and Fall of Rome Answer Booklet for parents

Module 1: The First Barbarian War

Worksheet, Ages 8–11 (23 items)

- 1. Map:** 1. Rome; 2. Noreia; 3. Arausio; 4. Aquae Sextiae; 5. Vercellae; 6. Jutland (homeland)
- 2. Order:** 1. 113 BC Romans defeated at Noreia; 2. 105 BC Disaster at Arausio; 3. 102 BC Victory at Aquae Sextiae; 4. 101 BC Victory at Vercellae
- 3. True or false:** 1. True; 2. False; 3. True; 4. False
- 4. Match up:** Republic = B; Consul = D; Senate = A; Legion = C
- 5. Short answers**

1. What two groups of people migrated towards Rome?
The Cimbri and the Teutones.
2. Name the general who saved Rome.
Gaius Marius.
3. What did a legion carry as its sacred symbol?
A silver eagle standard, the aquila.
4. Explain in your own words: In your own words, explain how the Roman Republic was governed.
Open answer: the idea explained simply in the learner's own words, with one correct fact.
5. Stretch: Why were the Romans so frightened of the Cimbri and Teutones?
Open answer: a clear explanation using one or two facts from the module.

Worksheet, Ages 12–15 (29 items)

- 1. Map:** 1. Rome; 2. Noreia; 3. Arausio; 4. Aquae Sextiae; 5. Vercellae; 6. Jutland (homeland)
- 2. Order:** 1. c.120 BC Cimbri and Teutones leave their homeland; 2. 113 BC Romans defeated at Noreia; 3. 107 BC Marius elected consul for the first time; 4. 105 BC Disaster at Arausio; 5. 104 BC Marius consul again; reforms; 6. 102 BC Victory at Aquae Sextiae; 7. 101 BC Victory at Vercellae
- 3. Source analysis**

1. What does the source tell us about how Marius trained his army?

Long marches and runs, carrying their own baggage, cooking their own food: hard, self-sufficient training.

2. Why might the nickname 'Marius's mules' be both an insult and a compliment?

Mules are beasts of burden (lowly), but they are tough, hard-working and reliable.

3. Plutarch wrote about 200 years after Marius. How does this affect how far we can trust him?

He relied on earlier writers, so details may be lost or changed; useful but should be checked against other evidence.

4. Significance: Gaius Marius = Roman general, consul seven times in all, reformed the army.; Quintus Lutatius Catulus = Consul who fought alongside Marius at Vercellae.; Boiorix = A king of the Cimbri.; Teutobod = A king of the Teutones.; Republic = A government where citizens elect their leaders rather than having a king.

5. Cause and consequence

1. Explain two causes of Rome's defeats against the Cimbri and Teutones before 104 BC.

Commanders who would not cooperate (Arausio), a shortage of property-owning recruits, the huge numbers of migrants, underestimating the enemy.

2. Explain one short-term and one long-term consequence of the Marian reforms.

Short-term: a trained army beat the tribes in 102–101 BC. Long-term: soldiers loyal to generals made civil wars possible.

6. Longer answers and 7. Essay

1. Explain the problem with Rome's army before Marius. Use the words 'property' and 'farmers'.

Only property owners could serve; long wars ruined small farmers, so fewer men could join.

2. Compare the old army with the reformed army in two ways.

Old: property owners paid for kit, went home after campaigns. New: poor volunteers, paid and equipped by the state, professional and trained.

3. Was the Marian reform good or bad for Rome in the long run? Give reasons for both sides.

Good: it saved Rome and created an effective professional army. Bad: soldiers' loyalty to generals helped cause civil wars that ended the Republic.

4. Why did migrating peoples travel with families and wagons rather than just warriors?

They were looking for new land to live on, not just raiding, so whole communities moved together.

5. Explain in your own words: Explain two of Marius's changes to the army and why they mattered.

Open answer: an accurate explanation in the learner's own words, with supporting detail.

6. Essay: 'The Marian reforms saved Rome but doomed the Republic.' How far do you agree? Plan an essay with points for and against and a conclusion.

Open answer: an introduction, paragraphs for and against with evidence from the module, and a reasoned conclusion.

Quiz

1. Who were the Cimbri and Teutones?

B. Germanic peoples who migrated south

2. Where did Rome suffer a disastrous defeat in 105 BC?

A. Arausio

3. Before Marius, who could join the legions?

B. Only men who owned property

4. Why were Marius's soldiers called 'mules'?

B. They carried their own heavy kit

5. What was the aquila?

B. A legion's eagle standard

6. Where were the Cimbri finally defeated in 101 BC?

A. Vercellae

7. How did the Marian reforms change who soldiers were loyal to?

Model answer: Soldiers now depended on their general for pay and land, so they became loyal to him rather than to the Republic. Later generals used this loyalty to seize power.

8. Why do you think Rome let Marius be consul five years in a row?

Model answer: Rome was in an emergency and needed an experienced, successful general to keep leading the army, so it bent its normal rules.

Checkpoints

Open answers. Look for the learner explaining the idea in their own words, with at least one accurate fact from the lesson.

Module 2: Spartacus

Worksheet, Ages 8–11 (24 items)

1. Map: 1. Rome; 2. Capua; 3. Mount Vesuvius; 4. Alps (Mutina area); 5. Rhegium; 6. Sicily; 7. Thrace

2. Order: 1. 73 BC Gladiators escape from Capua; 2. 73 BC Escape down Vesuvius on vine ropes; 3. 72 BC Rebels march north towards the Alps; 4. 71 BC Crassus defeats the rebels

3. True or false: 1. True; 2. True; 3. False; 4. False

4. Match up: Enslaved person = B; Gladiator = D; Freedman = A; Latifundia = C

5. Short answers

1. What job was Spartacus forced to do?

He was a gladiator.

2. Where did the rebels hide first?

On Mount Vesuvius.

3. Who was the rich Roman who defeated them?

Marcus Licinius Crassus.

4. Explain in your own words: In your own words, describe what life was like for many enslaved people in Rome.

Open answer: the idea explained simply in the learner's own words, with one correct fact.

5. Stretch: How did Spartacus and his companions escape from Mount Vesuvius?

Open answer: a clear explanation using one or two facts from the module.

Worksheet, Ages 12–15 (30 items)

1. Map: 1. Rome; 2. Capua; 3. Mount Vesuvius; 4. Alps (Mutina area); 5. Rhegium; 6. Sicily; 7. Thrace

2. Order: 1. 73 BC Gladiators escape from Capua; 2. 73 BC Escape down Vesuvius on vine ropes; 3. 72 BC Rebels march north towards the Alps; 4. 71 BC Crassus defeats the rebels; 5. 71 BC Pompey catches escaping rebels; 6. 71 BC 6,000 rebels crucified on the Appian Way; 7. 70 BC Crassus and Pompey serve as consuls together

3. Source analysis

1. What qualities does Plutarch give Spartacus?

Courage, strength, intelligence and gentleness.

2. What does the phrase 'more like a Greek than a Thracian' suggest about Plutarch's own attitudes?

He saw Greek culture as superior and Thracians as less civilised: a cultural bias.

3. Why is it surprising that a Roman-era writer praised a rebel slave?

Rebels were Rome's enemies and enslaved people had low status; praise suggests Spartacus's reputation was strong.

4. Significance: Spartacus = Thracian gladiator who led the revolt.; Crixus = Gaulish gladiator and rebel leader.; Marcus Licinius Crassus = Richest man in Rome; defeated the revolt.; Pompey the Great = General who caught escaping rebels and took credit.; Enslaved person = Someone forced to work for another person and treated as property.

5. Cause and consequence

1. Explain two causes of the Spartacus revolt.

Brutal treatment of enslaved people and gladiators; huge numbers of enslaved workers on latifundia; weak early Roman responses.

2. Explain two consequences of the revolt for Rome.

Harsh punishment (crucifixions) as a warning; Crassus and Pompey gained fame and power, becoming consuls in 70 BC.

6. Longer answers and 7. Essay

1. Explain how Roman society depended on enslaved labour. Give three examples of jobs.

Farming latifundia, mining, household work, teaching, accounts; the economy relied on them.

2. Why was Spartacus able to defeat several Roman armies?

Skilled leadership, trained gladiators, large numbers joining, surprise tactics, and Rome first sending small, poorly trained forces.

3. Historians rely on Roman writers for this story. Why might their accounts be one-sided?

They were written by wealthy Romans, often slave-owners, years later; no rebel accounts survive.

4. Is it fair to call Spartacus a hero? Explain your view.

Open answer: freedom fighter against injustice; consider the violence on both sides and his aims.

5. Explain in your own words: Why do you think Spartacus is remembered as a symbol of freedom?

Open answer: an accurate explanation in the learner's own words, with supporting detail.

6. Essay: Was Spartacus fighting to end slavery, or to win freedom for himself and his followers? Use evidence to reach a judgement.

Open answer: an introduction, paragraphs for and against with evidence from the module, and a reasoned conclusion.

Quiz

1. Where was the gladiator school Spartacus escaped from?

A. Capua

2. Where did Spartacus come from?

B. Thrace

3. How did the rebels escape the Romans on Vesuvius?

B. Climbing down ropes made of vines

4. Who defeated Spartacus in 71 BC?

C. Crassus

5. Roughly what share of Italy's people may have been enslaved?

B. Perhaps one in five or more

6. What were latifundia?

B. Large estates worked by enslaved people

7. Why might the rebels have turned back instead of crossing the Alps?

Model answer: Ancient sources do not say clearly; many followers were born in Italy or wanted to keep fighting and gather loot, and leaders disagreed.

8. Explain why Rome punished the survivors so harshly.

Model answer: Rome wanted to frighten other enslaved people so they would never dare to revolt again; Roman society depended on slavery.

Checkpoints

Open answers. Look for the learner explaining the idea in their own words, with at least one accurate fact from the lesson.

Module 3: Julius Caesar and the Gallic Wars

Worksheet, Ages 8–11 (23 items)

1. Map: 1. Rome; 2. Alesia; 3. Rubicon; 4. Pharsalus; 5. Alexandria; 6. Britain landing (Kent)

2. Order: 1. 60 BC First Triumvirate formed; 2. 52 BC Siege of Alesia; 3. 49 BC Caesar crosses the Rubicon; 4. 44 BC Caesar killed on the Ides of March

3. True or false: 1. True; 2. True; 3. False; 4. True

4. Match up: Triumvirate = B; Gaul = D; Dictator = A; Civil war = C

5. Short answers

1. Which land did Caesar conquer?

Gaul.

2. What river did he cross in 49 BC?

The Rubicon.

3. On what day was he killed?

The Ides of March (15 March) 44 BC.

4. Explain in your own words: In your own words, explain what the First Triumvirate was.

Open answer: the idea explained simply in the learner's own words, with one correct fact.

5. Stretch: How did Caesar win at Alesia?

Open answer: a clear explanation using one or two facts from the module.

Worksheet, Ages 12–15 (29 items)

1. Map: 1. Rome; 2. Alesia; 3. Rubicon; 4. Pharsalus; 5. Alexandria; 6. Britain landing (Kent)

2. Order: 1. 60 BC First Triumvirate formed; 2. 58 BC Gallic Wars begin; 3. 55 BC Caesar first crosses to Britain; 4. 52 BC Siege of Alesia; 5. 49 BC Caesar crosses the Rubicon; 6. 48 BC Caesar defeats Pompey at Pharsalus; 7. 44 BC Caesar killed on the Ides of March

3. Source analysis

1. What does 'the die is cast' mean?

A decision has been made that cannot be undone, like a thrown dice.

2. How does Caesar justify crossing the river in this account?

He claims the gods support him and that his enemies have treated him unjustly.

3. Suetonius wrote over 150 years later. Why might this story have been shaped or improved?

Dramatic famous sayings were remembered and retold; writers liked memorable scenes, so exact words may be invented.

4. Significance: Julius Caesar = General, writer and dictator.; Vercingetorix = Gaulish leader who united the tribes.; Pompey = Caesar's ally, then rival.; Brutus = Senator who helped assassinate Caesar.; Cleopatra VII = Queen of Egypt, ally of Caesar.

5. Cause and consequence

1. Explain two causes of the civil war between Caesar and Pompey.

The Senate ordered Caesar to give up his army; rivalry with Pompey after Crassus died and Julia died; fear of prosecution.

2. Explain two consequences of Caesar's murder.

More civil war; rise of Octavian (Augustus); the end of the Republic and the start of rule by emperors.

6. Longer answers and 7. Essay

1. Explain the double wall at Alesia and why it worked.

An inner ring trapped Vercingetorix; an outer ring protected the Romans from the relief army.

2. Give two reasons senators feared Caesar.

He was dictator for life, controlled the army, acted like a king, ignored the Senate.

3. How reliable is Caesar's own book as a source? Explain.

Useful eyewitness detail, but biased and written to make him look good.

4. Describe the cost of the Gallic Wars for the people of Gaul.

Huge loss of life, enslavement, destroyed towns and the end of Gaulish independence.

5. Explain in your own words: Why was crossing the Rubicon such a big decision?

Open answer: an accurate explanation in the learner's own words, with supporting detail.

6. Essay: 'Caesar's ambition, not the Senate's actions, caused the end of the Republic.' How far do you agree?

Open answer: an introduction, paragraphs for and against with evidence from the module, and a reasoned conclusion.

Quiz

1. Who led the united Gauls in 52 BC?

B. Vercingetorix

2. What did crossing the Rubicon start?

B. A civil war

3. Which calendar did Caesar introduce?

A. The Julian calendar

4. When was Caesar killed?

B. 15 March 44 BC

5. Where did Caesar defeat Pompey?

B. Pharsalus

6. Who were the other two members of the First Triumvirate?

B. Pompey and Crassus

7. Why did Caesar write the Commentaries about himself?

Model answer: To record his victories and win support and fame in Rome; it was partly propaganda.

8. Did killing Caesar save the Republic? Explain.

Model answer: No. It caused more civil wars, and Octavian (Augustus) became emperor, ending the Republic.

Checkpoints

Open answers. Look for the learner explaining the idea in their own words, with at least one accurate fact from the lesson.

Module 4: The Battle of the Teutoburg Forest

Worksheet, Ages 8–11 (22 items)

- 1. Map:** 1. Rome; 2. Kalkriese; 3. River Rhine (Xanten); 4. River Elbe; 5. Mogontiacum (Mainz)
- 2. Order:** 1. 27 BC Octavian becomes Augustus; 2. 7 AD Varus made governor of Germania; 3. 9 AD Battle of the Teutoburg Forest; 4. 14–16 AD Germanicus campaigns, recovers eagles
- 3. True or false:** 1. True; 2. False; 3. True; 4. False
- 4. Match up:** Emperor = B; Province = D; Frontier = A; Ambush = C

5. Short answers

1. Who was the Roman governor?
Varus.
2. What was the weather like during the battle?
Heavy rain and storms.
3. What did Augustus shout?
'Varus, give me back my legions!'
4. Explain in your own words: In your own words, explain why Varus trusted Arminius.
Open answer: the idea explained simply in the learner's own words, with one correct fact.
5. Stretch: Why did the forest and the weather help the Germans?
Open answer: a clear explanation using one or two facts from the module.

Worksheet, Ages 12–15 (27 items)

- 1. Map:** 1. Rome; 2. Kalkriese; 3. River Rhine (Xanten); 4. River Elbe; 5. Mogontiacum (Mainz)
- 2. Order:** 1. 27 BC Octavian becomes Augustus; 2. 7 AD Varus made governor of Germania; 3. 9 AD Battle of the Teutoburg Forest; 4. 14–16 AD Germanicus campaigns, recovers eagles; 5. c.21 AD Arminius killed by his own people; 6. 1987 Battlefield found at Kalkriese
- 3. Source analysis**

1. How did Augustus react to the news, according to Suetonius?

Grief and shock: he stopped cutting his hair and beard, banged his head on a door, cried out to Varus.

2. What does the source suggest about how serious the defeat was?

It was a huge disaster; even the emperor was deeply shaken; three legions were lost.

3. Why might Suetonius include this story? How reliable is it?

It is vivid and memorable; he wrote about 100 years later and liked gossip, so details may be exaggerated.

4. Significance: Augustus = First Roman emperor (27 BC–14 AD).; Varus = Roman governor of Germania.; Arminius = Cherusci prince and Roman officer who led the ambush.; Germanicus = Roman general who recovered two eagles.; Emperor = The single ruler of the Roman Empire.

5. Cause and consequence

1. Explain two reasons why Varus's army was defeated.

He trusted Arminius; marched in a long column in forest and rain; heavy kit; surprise ambush from prepared positions.

2. Explain two consequences of the battle.

Rome stopped trying to conquer Germania; the Rhine became the frontier; Germanicus led revenge campaigns; Arminius became a later German hero.

6. Longer answers and 7. Essay

1. List three reasons the Romans lost.

Trust in a traitor, narrow forest path, rain and mud, long column, surprise attack, earth wall.

2. Why was Arminius's position unusual?

He was both a Roman citizen officer and a German prince.

3. How does archaeology add to written sources?

It confirms location, shows objects like coins and armour, and tests writers' claims.

4. How did the battle shape Europe's future?

The Rhine frontier meant Germanic lands kept their own languages and cultures.

5. Explain in your own words: How do archaeologists know where the battle took place?

Open answer: an accurate explanation in the learner's own words, with supporting detail.

6. Essay: Was the Teutoburg Forest a turning point in Roman history? Explain with evidence.

Open answer: an introduction, paragraphs for and against with evidence from the module, and a reasoned conclusion.

Quiz

1. Who led the Germanic tribes?

B. Arminius

2. How many legions were destroyed?

B. Three

3. Which river became Rome's frontier afterwards?

B. The Rhine

4. Where was the battlefield found in 1987?

A. Kalkriese

5. What title did the first emperor take?

B. Augustus

6. Why was Arminius trusted?

B. He was a Roman citizen and officer

7. Why did Rome never try hard to conquer Germania again?

Model answer: The loss was huge and costly; the land was hard to control; Augustus advised keeping the empire within its borders.

8. Explain how Arminius used his Roman knowledge against Rome.

Model answer: He knew how legions fought, so he chose a narrow forest path where they could not form lines.

Checkpoints

Open answers. Look for the learner explaining the idea in their own words, with at least one accurate fact from the lesson.

Module 5: The Invasion of Britain

Worksheet, Ages 8–11 (24 items)

1. Map: 1. Richborough; 2. Camulodunum (Colchester); 3. Londinium; 4. Verulamium; 5. Anglesey; 6. Hadrian's Wall; 7. Rome

2. Order: 1. 55–54 BC Caesar's visits to Britain; 2. 43 AD Claudius's invasion; 3. 51 AD Caratacus captured; 4. 60/61 AD Boudica's revolt

3. True or false: 1. True; 2. True; 3. False; 4. False

4. Match up: Britannia = B; Iceni = D; Londinium = A; Villa = C

5. Short answers

1. Which queen led the revolt?

Boudica.

2. What is Roman London called?

Londinium.

3. What wall did Hadrian build?

Hadrian's Wall, across northern England.

4. Explain in your own words: Why did Claudius want to invade Britain?

Open answer: the idea explained simply in the learner's own words, with one correct fact.

5. Stretch: In your own words, explain why Boudica rebelled.

Open answer: a clear explanation using one or two facts from the module.

Worksheet, Ages 12–15 (29 items)

1. Map: 1. Richborough; 2. Camulodunum (Colchester); 3. Londinium; 4. Verulamium; 5. Anglesey; 6. Hadrian's Wall; 7. Rome

2. Order: 1. 55–54 BC Caesar's visits to Britain; 2. 43 AD Claudius's invasion; 3. 51 AD Caratacus captured; 4. 60/61 AD Boudica's revolt; 5. c.78–84 AD Agricola campaigns in Scotland; 6. 122 AD Hadrian's Wall begun

3. Source analysis

1. What reasons for fighting does Boudica give in this speech?

Lost freedom, her own beating, and the abuse of her daughters: revenge on Rome.

2. Tacitus was Roman. Why might he write such a powerful speech for Rome's enemy?

Speeches in Roman history were often composed by the author; it shows Roman misrule and makes the story dramatic.

3. Does this source tell us Boudica's exact words? Explain.

No: Tacitus was not there and wrote decades later; it shows what he thought she might say.

4. Significance: Claudius = Emperor who invaded Britain in 43 AD.; Caratacus = British leader who resisted for years.; Boudica = Queen of the Iceni who led a revolt.; Suetonius Paulinus = Governor who defeated Boudica.; Cartimandua = Queen of the Brigantes, ally of Rome.

5. Cause and consequence

1. Explain two causes of Boudica's revolt.

Romans seized Iceni land after Prasutagus died; Boudica was flogged and her daughters attacked; taxes, debts and the colony at Camulodunum angered Britons.

2. Explain two consequences of the revolt.

Three towns burned and many died; the revolt was crushed; Rome later governed more carefully and Britain stayed Roman for over 350 years.

6. Longer answers and 7. Essay

1. Explain the causes of Boudica's revolt.

Seizure of her kingdom, mistreatment of her family, taking of nobles' property, harsh officials and taxes.

2. How does the burnt red layer help historians?

It confirms the destruction described by Tacitus and dates it.

3. Compare Caratacus and Cartimandua's choices.

He resisted; she allied with Rome to keep power. Both tried to protect their people in different ways.

4. Did Roman rule benefit Britain? Give both sides.

Roads, towns, trade, writing vs. loss of freedom, taxes, violence, slavery.

5. Explain in your own words: Name two ways Britain changed under Roman rule.

Open answer: an accurate explanation in the learner's own words, with supporting detail.

6. Essay: Why did the Romans find Britain so hard to conquer completely? Plan an essay using at least three factors.

Open answer: an introduction, paragraphs for and against with evidence from the module, and a reasoned conclusion.

Quiz

1. Which emperor invaded Britain in 43 AD?

B. Claudius

2. Which tribe did Boudica lead?

A. Iceni

3. Which towns did Boudica's forces destroy?

B. Colchester, London, St Albans

4. Who handed Caratacus to Rome?

B. Cartimandua

5. What was a hypocaust?

B. Underfloor heating

6. Roughly how long did Rome rule Britain?

B. About 400 years

7. Why did Boudica's army lose the final battle despite its size?

Model answer: Paulinus chose a narrow valley where numbers did not help;

Romans were trained, armoured and disciplined.

8. Why is Boudica still remembered today?

Model answer: She stood up against injustice and powerful invaders; she became a national symbol of courage.

Checkpoints

Open answers. Look for the learner explaining the idea in their own words, with at least one accurate fact from the lesson.

Module 6: The Dacian Wars

Worksheet, Ages 8–11 (22 items)

- 1. Map:** 1. Rome; 2. Sarmizegetusa; 3. Danube bridge (Drobeta); 4. River Danube (Belgrade)
- 2. Order:** 1. 98 AD Trajan becomes emperor; 2. 101–102 AD First Dacian War; 3. 106 AD Dacia becomes a province; 4. 113 AD Trajan's Column completed
- 3. True or false:** 1. True; 2. True; 3. False; 4. True; 5. True
- 4. Match up:** Dacia = B; Danube = D; Province = A; Column = C
- 5. Short answers**

1. Which emperor fought Dacia?

Trajan.

2. What did Dacia have lots of?

Gold and silver mines.

3. Where can you see the story carved in stone?

Trajan's Column in Rome.

4. Explain in your own words: Why did many Romans dislike the peace with Dacia?

Open answer: the idea explained simply in the learner's own words, with one correct fact.

5. Stretch: Explain why Trajan's bridge was so impressive.

Open answer: a clear explanation using one or two facts from the module.

Worksheet, Ages 12–15 (27 items)

- 1. Map:** 1. Rome; 2. Sarmizegetusa; 3. Danube bridge (Drobeta); 4. River Danube (Belgrade)
- 2. Order:** 1. 85–89 AD Domitian's wars against Dacia; 2. 98 AD Trajan becomes emperor; 3. 101–102 AD First Dacian War; 4. 105 AD Danube bridge finished; 5. 106 AD Dacia becomes a province; 6. 113 AD Trajan's Column completed; 7. 117 AD Empire at its largest
- 3. Source analysis**

1. What impressed Cassius Dio about the bridge?

Its size and engineering: 20 stone piers, very tall and wide, joined by arches.

2. Why would a bridge like this be useful in war?

It let armies and supplies cross the Danube quickly and permanently, showing Roman power.

3. Dio wrote about 100 years later. How could historians check his description?

Remains of the piers at Drobeta, the image on Trajan's Column, coins and archaeology.

4. Significance: Trajan = Emperor 98–117 AD, conquered Dacia.; Decebalus = King of Dacia.; Apollodorus of Damascus = Engineer and architect of the Danube bridge and Trajan's Forum.; Domitian = Earlier emperor who made a peace deal with Dacia.; Dacia = Kingdom north of the Danube, modern Romania.

5. Cause and consequence

1. Explain two reasons why Trajan went to war with Dacia.

Dacia had threatened the frontier and humiliated Rome under Domitian; payments to Decebalus; Dacia's gold; Trajan's wish for military glory.

2. Explain two consequences of the Dacian Wars.

Dacia became a province; huge gold and slaves for Rome; building projects like Trajan's Forum and Column; Latin influence on Romanian.

6. Longer answers and 7. Essay

1. Explain why the Column is a useful but limited source.

Shows equipment and activities in detail; but it is propaganda celebrating Trajan, from the Roman side.

2. Why were soldiers so important as builders?

They built roads, bridges and forts that helped move armies and hold land.

3. What happened to Dacian people after the conquest?

Many were killed, enslaved or moved; settlers came; culture mixed.

4. Why is Trajan called a 'good emperor'?

Respected the Senate, built public works, helped poor children (alimenta), successful general.

5. Explain in your own words: How does Trajan's Column help historians?

Open answer: an accurate explanation in the learner's own words, with supporting detail.

6. Essay: Was conquering Dacia worth it for Rome? Weigh up the gains and costs.
Open answer: an introduction, paragraphs for and against with evidence from the module, and a reasoned conclusion.

Quiz

1. Where was Dacia?
A. Modern Romania
2. Who was king of Dacia?
B. Decebalus
3. What did the Senate call Trajan?
A. Optimus, 'the best'
4. What did Apollodorus build over the Danube?
B. A huge bridge
5. When was the empire at its largest?
B. 117 AD
6. What does the carving on Trajan's Column show?
B. The Dacian Wars
7. Why did Rome want to conquer Dacia?
Model answer: To end payments, remove a threat on the Danube, gain gold and silver mines, and win glory.
8. What does the name Romania tell us about history?
Model answer: Rome settled and ruled Dacia, and Latin-based language and identity remained.

Checkpoints

Open answers. Look for the learner explaining the idea in their own words, with at least one accurate fact from the lesson.

Module 7: Pax Romana

Worksheet, Ages 8–11 (24 items)

1. Map: 1. Rome; 2. Alexandria; 3. Carthage; 4. Londinium; 5. Antioch; 6. Pont du Gard; 7. Athens

2. Order: 1. 27 BC Augustus becomes emperor; 2. 80 AD Colosseum opens; 3. 117–138 AD Hadrian's reign; 4. 180 AD Marcus Aurelius dies

3. True or false: 1. True; 2. True; 3. False; 4. True

4. Match up: Pax Romana = B; Aqueduct = D; Forum = A; Insula = C

5. Short answers

1. Name three buildings found in a Roman town.

Forum, baths, temple, theatre, amphitheatre, basilica.

2. Where did Rome get grain?

Egypt and North Africa.

3. What was the room with hot water at the baths called?

The caldarium.

4. Explain in your own words: In your own words, explain what 'Pax Romana' means.

Open answer: the idea explained simply in the learner's own words, with one correct fact.

5. Stretch: Describe how goods travelled around the empire.

Open answer: a clear explanation using one or two facts from the module.

Worksheet, Ages 12–15 (30 items)

1. Map: 1. Rome; 2. Alexandria; 3. Carthage; 4. Londinium; 5. Antioch; 6. Pont du Gard; 7. Athens

2. Order: 1. 27 BC Augustus becomes emperor; 2. 14 AD Augustus dies; 3. 80 AD Colosseum opens; 4. 117–138 AD Hadrian's reign; 5. c.126 AD Pantheon rebuilt; 6. 161 AD Marcus Aurelius becomes emperor; 7. 180 AD Marcus Aurelius dies

3. Source analysis

1. What is Calgacus saying about the 'Roman peace'?

That Roman 'peace' really means violence, theft and destruction; peace comes only

after everything is crushed.

2. Tacitus was a Roman senator. Why might he write these words for an enemy?

*To make the speech dramatic and to criticise Roman greed and the emperors;
Roman historians often invented speeches.*

3. Does this source prove the Pax Romana was not peaceful? Explain.

No: it is one view, written as rhetoric; for many provinces it meant stability and trade, but conquest was brutal.

4. Significance: Augustus = Began the Pax Romana.; Hadrian = Emperor who built walls and the Pantheon.; Antoninus Pius = Peaceful emperor 138–161 AD.; Marcus Aurelius = Philosopher emperor 161–180 AD.; Commodus = Son of Marcus; his reign ended the good period.

5. Cause and consequence

1. Explain two causes of the long peace.

*A professional army on the frontiers; roads and sea trade; shared law and coins;
mostly stable emperors.*

2. Explain two consequences of the Pax Romana.

Trade and cities grew; Latin and Roman culture spread; great buildings; ideas and religions (including Christianity) spread more easily.

6. Longer answers and 7. Essay

1. Explain three things that made the Pax Romana possible.

Strong army on frontiers, roads and sea trade, shared coins and law, stable emperors.

2. How did 'bread and circuses' help emperors?

Free grain and shows kept city crowds happy and loyal.

3. How did the Antonine Plague affect the empire?

Many deaths, fewer soldiers and taxpayers, weakened economy.

4. Which Roman invention is still useful today? Explain.

e.g. concrete, roads, aqueducts, calendar, Latin words, law.

5. Explain in your own words: Compare life in an insula and a domus.

Open answer: an accurate explanation in the learner's own words, with supporting detail.

6. Essay: 'The Pax Romana was peaceful only for some people.' How far do you agree?

Open answer: an introduction, paragraphs for and against with evidence from the module, and a reasoned conclusion.

Quiz

1. What does Pax Romana mean?

A. Roman Peace

2. What carried water into cities?

A. Aqueducts

3. Which emperor wrote Meditations?

B. Marcus Aurelius

4. What was an insula?

A. A block of flats

5. Which building has a famous concrete dome?

B. Pantheon

6. Roughly when did the Pax Romana end?

A. 180 AD

7. Was the Pax Romana peaceful for everyone? Explain.

Model answer: No: frontier wars, revolts (e.g. Judaea), slavery and poverty continued; it was peaceful mainly inside the empire for citizens.

8. Why did good roads matter to the empire?

Model answer: Armies, messengers, traders and ideas could move quickly, holding the empire together.

Checkpoints

Open answers. Look for the learner explaining the idea in their own words, with at least one accurate fact from the lesson.

Module 8: The Jewish–Roman War and the Siege of Jerusalem

Worksheet, Ages 8–11 (23 items)

1. **Map:** 1. Jerusalem; 2. Masada; 3. Galilee; 4. Caesarea; 5. Rome; 6. Alexandria
2. **Order:** 1. 66 AD Revolt begins; 2. 69 AD Year of the Four Emperors; 3. 70 AD Siege of Jerusalem; Temple destroyed; 4. 73/74 AD Fall of Masada
3. **True or false:** 1. True; 2. True; 3. False; 4. True
4. **Match up:** Judaea = B; Temple = D; Siege = A; Synagogue = C

5. Short answers

1. Which building was the centre of Jewish worship?
The Temple in Jerusalem.
2. What fortress was the last to fall?
Masada.
3. Which part of the Temple area still stands?
The Western Wall.
4. Explain in your own words: In your own words, explain why the Temple was so important.
Open answer: the idea explained simply in the learner's own words, with one correct fact.
5. Stretch: Why did the revolt begin?
Open answer: a clear explanation using one or two facts from the module.

Worksheet, Ages 12–15 (29 items)

1. **Map:** 1. Jerusalem; 2. Masada; 3. Galilee; 4. Caesarea; 5. Rome; 6. Alexandria
2. **Order:** 1. 63 BC Rome takes control of Judaea; 2. 66 AD Revolt begins; 3. 67 AD Josephus captured at Jotapata; 4. 69 AD Year of the Four Emperors; 5. 70 AD Siege of Jerusalem; Temple destroyed; 6. 73/74 AD Fall of Masada; 7. 80 AD Colosseum opens

3. Source analysis

1. According to Josephus, who was to blame for the Temple burning?
An individual soldier acting without orders, not Titus.

2. Josephus wrote while living in Rome under the protection of Vespasian and Titus.

How might this affect his account?

He had reason to show Titus in a good light, so he may play down Titus's responsibility.

3. Why is Josephus still very valuable to historians?

He was an eyewitness who knew both sides, and he gives detailed accounts no one else does.

4. Significance: Vespasian = General, then emperor from 69 AD.; Titus = Vespasian's son, captured Jerusalem; later emperor.; Josephus = Jewish commander who became a historian.; Nero = Emperor when the revolt began.; Herod the Great = King who rebuilt the Temple.

5. Cause and consequence

1. Explain two causes of the revolt in 66 AD.

Harsh or corrupt Roman governors; taxes; religious insults and tension; conflict between groups in Caesarea.

2. Explain two consequences of the destruction of the Temple.

Temple worship ended and Judaism centred on synagogues and rabbis; Jews scattered further; Flavian prestige and building in Rome.

6. Longer answers and 7. Essay

1. List three causes of the revolt.

Greedy governors, taking Temple money, taxes, religious belief in independence, tensions between groups.

2. Why did the Romans build a wall around Jerusalem?

To stop food and escape, forcing surrender through hunger.

3. How does archaeology support the story of Masada?

The siege ramp and Roman camps are still visible.

4. Why did the Romans celebrate the victory so publicly?

To show the new Flavian emperors' power and legitimacy.

5. Explain in your own words: How has the war been remembered by Jewish people?

Open answer: an accurate explanation in the learner's own words, with supporting detail.

6. Essay: How far does Josephus's position affect the value of The Jewish War as a source? Reach a judgement.

Open answer: an introduction, paragraphs for and against with evidence from the module, and a reasoned conclusion.

Quiz

1. Which city was besieged in 70 AD?

A. Jerusalem

2. Who led the siege?

A. Titus

3. Who wrote our main account?

B. Josephus

4. What survives as a holy place today?

A. The Western Wall

5. What was special about 69 AD?

A. Four emperors ruled

6. What monument in Rome shows the menorah being carried?

A. Arch of Titus

7. Why should historians be careful with Josephus's account?

Model answer: He switched sides, lived under Roman patronage and wrote for Romans, so he may excuse Titus or blame rebel groups.

8. How did Judaism change after 70 AD?

Model answer: Without the Temple, worship focused on synagogues, prayer, study and rabbis.

Checkpoints

Open answers. Look for the learner explaining the idea in their own words, with at least one accurate fact from the lesson.

Module 9: The Crisis of the Third Century

Worksheet, Ages 8–11 (23 items)

1. Map: 1. Rome; 2. Palmyra; 3. Augusta Treverorum (Trier); 4. Edessa; 5. Ctesiphon; 6. Nicomedia

2. Order: 1. 235 AD Crisis begins; 2. 260 AD Valerian captured; empire splits; 3. 272–274 AD Zenobia defeated; Gaul reunited; 4. 284 AD Diocletian ends the crisis

3. True or false: 1. True; 2. True; 3. False; 4. True

4. Match up: Inflation = B; Soldier emperor = D; Tetrarchy = A; Usurper = C

5. Short answers

1. How many emperors were there in about 50 years?

More than twenty.

2. Which queen ruled Palmyra?

Zenobia.

3. Which emperor reunited the empire?

Aurelian.

4. Explain in your own words: In your own words, explain three problems Rome faced in the third century.

Open answer: the idea explained simply in the learner's own words, with one correct fact.

5. Stretch: Why did the empire split into three?

Open answer: a clear explanation using one or two facts from the module.

Worksheet, Ages 12–15 (29 items)

1. Map: 1. Rome; 2. Palmyra; 3. Augusta Treverorum (Trier); 4. Edessa; 5. Ctesiphon; 6. Nicomedia

2. Order: 1. 235 AD Crisis begins; 2. 251 AD Emperor Decius killed by the Goths; 3. 260 AD Valerian captured; empire splits; 4. 270 AD Aurelian becomes emperor; 5. 272–274 AD Zenobia defeated; Gaul reunited; 6. 284 AD Diocletian ends the crisis; 7. 293 AD Tetrarchy set up

3. Source analysis

1. What event does this inscription celebrate?

Shapur's defeat and capture of the Roman emperor Valerian (260 AD).

2. Why might Shapur exaggerate details such as the size of the Roman army?

A bigger enemy makes his victory more glorious; it is royal propaganda.

3. Why is it useful to have a Persian source as well as Roman ones?

It gives the enemy's view and can be compared with Roman accounts to find bias.

4. Significance: Valerian = Emperor captured by Persia in 260 AD.; Shapur I = King of Sasanian Persia.; Zenobia = Queen of Palmyra who ruled the east.; Aurelian = Emperor who reunited the empire.; Diocletian = Emperor who created the Tetrarchy.

5. Cause and consequence

1. Explain two causes of the Crisis of the Third Century.

Armies making and killing emperors; attacks by Sasanians and Goths at once; inflation from debased coins; plague.

2. Explain two consequences of the crisis.

Breakaway Gallic and Palmyrene empires; new city walls; Diocletian's reforms and the Tetrarchy; a more military, controlling state.

6. Longer answers and 7. Essay

1. Explain how debasing coins led to inflation.

Less silver per coin meant coins were worth less, so sellers raised prices.

2. Compare the Gallic and Palmyrene empires.

Both broke away to defend themselves; Gallic in the west under Postumus, Palmyrene in the east under Zenobia.

3. How did the Tetrarchy try to solve the problems?

An emperor near each frontier, clear succession, less chance of usurpers.

4. Was the crisis caused more by outside or inside problems? Argue.

Open answer weighing invasions/plague vs. civil wars/money.

5. Explain in your own words: How did Aurelian earn the name 'Restorer of the World'?

Open answer: an accurate explanation in the learner's own words, with supporting detail.

6. Essay: Which was the most important cause of the Crisis of the Third Century: the army, outside enemies or the economy? Argue a case.

Open answer: an introduction, paragraphs for and against with evidence from the module, and a reasoned conclusion.

Quiz

1. Which emperor was captured by the Persians?

A. Valerian

2. Who was queen of Palmyra?

B. Zenobia

3. What is inflation?

A. Rising prices

4. What did Aurelian build around Rome?

B. Defensive walls

5. What was the Tetrarchy?

A. Rule by four

6. Who ended the crisis in 284 AD?

A. Diocletian

7. Why did having so many emperors make the crisis worse?

Model answer: Constant civil wars pulled armies from frontiers, wasted money and made long-term planning impossible.

8. Why do you think Aurelian built walls around Rome itself?

Model answer: Invaders had reached Italy; Rome needed protection; it showed the empire was no longer safe inside.

Checkpoints

Open answers. Look for the learner explaining the idea in their own words, with at least one accurate fact from the lesson.

Module 10: Constantine the Great

Worksheet, Ages 8–11 (23 items)

- 1. Map:** 1. Eboracum (York); 2. Rome (Milvian Bridge); 3. Milan; 4. Nicaea; 5. Constantinople; 6. Naissus
- 2. Order:** 1. 306 AD Declared emperor at York; 2. 312 AD Battle of the Milvian Bridge; 3. 313 AD Edict of Milan; 4. 330 AD Constantinople dedicated
- 3. True or false:** 1. True; 2. True; 3. False; 4. True
- 4. Match up:** Chi-Rho = B; Edict of Milan = D; Persecution = A; Council of Nicaea = C
- 5. Short answers**

1. Which bridge battle did Constantine win?

The Milvian Bridge.

2. What new city did he build?

Constantinople.

3. Who was his mother?

Helena.

4. Explain in your own words: In your own words, explain what happened at the Milvian Bridge.

Open answer: the idea explained simply in the learner's own words, with one correct fact.

5. Stretch: What did the Edict of Milan change?

Open answer: a clear explanation using one or two facts from the module.

Worksheet, Ages 12–15 (29 items)

- 1. Map:** 1. Eboracum (York); 2. Rome (Milvian Bridge); 3. Milan; 4. Nicaea; 5. Constantinople; 6. Naissus
- 2. Order:** 1. 306 AD Declared emperor at York; 2. 312 AD Battle of the Milvian Bridge; 3. 313 AD Edict of Milan; 4. 324 AD Constantine defeats Licinius and rules alone; 5. 325 AD Council of Nicaea; 6. 330 AD Constantinople dedicated; 7. 337 AD Constantine dies
- 3. Source analysis**

1. What does Lactantius say Constantine did before the battle, and why?
Marked a Christian sign on his soldiers' shields, because he was told to in a dream.
2. Lactantius was a Christian teacher who later worked for Constantine. How might this affect his account?
He wanted to show God favoured Constantine and Christians; it may be shaped to support Constantine.
3. Another writer, Eusebius, describes a vision in the sky instead. What does this tell us?
Accounts differ, so details are uncertain; the story grew over time.

4. Significance: Constantine I = Emperor 306–337 AD.; Helena = Constantine's mother, who travelled to Jerusalem.; Maxentius = Rival defeated at the Milvian Bridge.; Licinius = Eastern emperor, defeated in 324.; Theodosius I = Made Christianity the official religion in 380.

5. Cause and consequence

1. Explain two reasons why Constantine supported Christianity.
Belief that the Christian God gave him victory at the Milvian Bridge; his mother Helena; Christianity could unite the empire.
2. Explain two consequences of Constantine's reign.
Christianity became favoured and spread; Constantinople became the eastern capital; the solidus; the later East-West split.

6. Longer answers and 7. Essay

1. Explain the difference between the Edict of Milan (313) and Theodosius's law (380).
313 allowed freedom for all religions; 380 made Christianity the official state religion.
2. Why was the Council of Nicaea called?
To settle disagreements about Christian beliefs and unite the Church.
3. How did Constantine's choices shape Europe?
Spread of Christianity, Byzantine Empire lasting to 1453, Sunday rest.
4. Was Constantine's support for Christianity sincere or political? Discuss.
Open answer: evidence for both.
5. Explain in your own words: Why was Constantinople a good place for a capital?
Open answer: an accurate explanation in the learner's own words, with supporting detail.

6. Essay: Did Constantine change the Roman Empire more than any other emperor?
Use evidence from this course.
Open answer: an introduction, paragraphs for and against with evidence from the module, and a reasoned conclusion.

Quiz

1. Where was Constantine declared emperor?
A. York
2. Which symbol did his soldiers use?
B. The Chi-Rho
3. What did the Edict of Milan do?
B. Allowed religious freedom
4. What is Constantinople called today?
B. Istanbul
5. What was the solidus?
A. A gold coin
6. When did the eastern empire finally fall?
B. 1453
7. Why do historians debate Constantine's vision?
Model answer: Accounts come from Christian writers after the event and differ; it may have been political as well as religious.
8. Why did moving the capital east make sense?
Model answer: Closer to rich eastern provinces and dangerous frontiers; easy to defend; trade routes.

Checkpoints

Open answers. Look for the learner explaining the idea in their own words, with at least one accurate fact from the lesson.

Module 11: Alaric and the Sack of Rome

Worksheet, Ages 8–11 (23 items)

- 1. Map:** 1. Rome; 2. Ravenna; 3. Adrianople; 4. Cosenza; 5. Constantinople; 6. Danube crossing
- 2. Order:** 1. 376 AD Goths cross the Danube; 2. 378 AD Battle of Adrianople; 3. 395 AD Empire split East and West; 4. 410 AD Rome sacked; Alaric dies
- 3. True or false:** 1. True; 2. True; 3. False; 4. False
- 4. Match up:** Goths = B; Huns = D; Foederati = A; Sack = C
- 5. Short answers**

1. Who led the Visigoths?

Alaric.

2. Which people did the Goths flee from?

The Huns.

3. In which year was Rome sacked?

410 AD.

4. Explain in your own words: In your own words, explain why the Goths entered the empire.

Open answer: the idea explained simply in the learner's own words, with one correct fact.

5. Stretch: What did Alaric want from Rome?

Open answer: a clear explanation using one or two facts from the module.

Worksheet, Ages 12–15 (29 items)

- 1. Map:** 1. Rome; 2. Ravenna; 3. Adrianople; 4. Cosenza; 5. Constantinople; 6. Danube crossing
- 2. Order:** 1. 376 AD Goths cross the Danube; 2. 378 AD Battle of Adrianople; 3. 395 AD Empire split East and West; 4. 402 AD Western court moves to Ravenna; 5. 408 AD Stilicho executed; first siege; 6. 410 AD Rome sacked; Alaric dies; 7. 412 AD Visigoths leave Italy for Gaul
- 3. Source analysis**

1. How does Jerome feel about the sack of Rome?

Shocked and grief-stricken; he can barely speak.

2. Why was the sack so shocking even though the Goths did not destroy the city?

Rome was a symbol of power and had not been captured by a foreign enemy for 800 years.

3. Jerome was far away in Bethlehem. Does that make his letter less useful? Explain.

Less useful for details of events, but very useful for showing how people across the empire reacted.

4. Significance: Alaric I = King of the Visigoths.; Honorius = Western emperor who hid in Ravenna.; Stilicho = Western general, executed 408.; Valens = Emperor killed at Adrianople.; Augustine of Hippo = Wrote The City of God.

5. Cause and consequence

1. Explain two causes of the sack of Rome in 410.

Rome failed to settle or pay the Goths; Stilicho's execution and the massacre of Gothic families; Honorius refused to negotiate.

2. Explain two consequences of the sack.

A huge shock to Roman confidence; refugees fled; Augustine's City of God; the West kept weakening.

6. Longer answers and 7. Essay

1. Explain the chain of events from 376 to 410.

Huns push Goths; Danube crossing; mistreatment; Adrianople; foederati; split empire; Stilicho executed; sieges; sack.

2. Why did Honorius refuse to negotiate?

Felt safe in Ravenna, pride, advisers opposed deals.

3. How did writers like Jerome and Augustine react?

Shock and grief; Augustine argued Christianity was not to blame.

4. Compare the Goths with the Cimbri of Module 1.

Both migrating peoples seeking land, travelling with families; Cimbri were defeated, Goths settled inside the empire.

5. Explain in your own words: Why was the sack of 410 such a shock?

Open answer: an accurate explanation in the learner's own words, with supporting detail.

6. Essay: Was Honorius more to blame for the sack of Rome than Alaric? Argue a case.

Open answer: an introduction, paragraphs for and against with evidence from the module, and a reasoned conclusion.

Quiz

1. Who were the Goths fleeing in 376?

A. The Huns

2. Which emperor died at Adrianople?

A. Valens

3. Where did Honorius stay?

A. Ravenna

4. When was Rome sacked by Alaric?

A. 24 August 410

5. Who wrote The City of God?

A. Augustine

6. What did Alaric order about churches?

B. Respect them

7. Was Alaric an enemy of Rome or a frustrated ally? Explain.

Model answer: He had served Rome and wanted land and a command; refusals and broken deals drove him to besiege Rome.

8. How did Roman decisions help cause the sack?

Model answer: Mistreating Goths in 376, executing Stilicho, killing soldiers' families, Honorius refusing to negotiate.

Checkpoints

Open answers. Look for the learner explaining the idea in their own words, with at least one accurate fact from the lesson.

Module 12: Ricimer, the Puppet Master

Worksheet, Ages 8–11 (23 items)

1. Map: 1. Rome; 2. Ravenna; 3. Carthage; 4. Cape Bon; 5. Constantinople; 6. Catalaunian Plains

2. Order: 1. 439 AD Vandals take Carthage; 2. 451 AD Attila invades Gaul; 3. 455 AD Vandals sack Rome; 4. 468 AD Fleet destroyed at Cape Bon

3. True or false: 1. True; 2. True; 3. False; 4. True

4. Match up: Magister militum = B; Puppet emperor = D; Kingmaker = A; Vandals = C

5. Short answers

1. What do we call a ruler controlled by someone else?

A puppet emperor.

2. Which people took Carthage?

The Vandals.

3. Name one emperor Ricimer chose or removed.

Avitus, Majorian, Libius Severus, Anthemius or Olybrius.

4. Explain in your own words: In your own words, explain why Ricimer could not be emperor himself.

Open answer: the idea explained simply in the learner's own words, with one correct fact.

5. Stretch: Why was losing North Africa so serious?

Open answer: a clear explanation using one or two facts from the module.

Worksheet, Ages 12–15 (29 items)

1. Map: 1. Rome; 2. Ravenna; 3. Carthage; 4. Cape Bon; 5. Constantinople; 6. Catalaunian Plains

2. Order: 1. 439 AD Vandals take Carthage; 2. 451 AD Attila invades Gaul; 3. 455 AD Vandals sack Rome; 4. 457 AD Majorian becomes emperor; 5. 461 AD Majorian deposed; 6. 468 AD Fleet destroyed at Cape Bon; 7. 472 AD Anthemius killed; Ricimer dies

3. Source analysis

1. How did Gaiseric defeat the Roman fleet, according to Procopius?

Using fire ships pushed by the wind into the crowded Roman fleet.

2. Why did the ships being crowded together make things worse?

The fire spread from ship to ship and they could not escape.

3. Procopius wrote about 80 years later. Why is that a problem, and what was his advantage?

Not an eyewitness; but he served on a later Roman campaign against the Vandals and knew the region.

4. Significance: Ricimer = Magister militum and kingmaker, died 472.; Majorian = Able emperor deposed by Ricimer.; Anthemius = Emperor from the East, killed 472.; Gaiseric = King of the Vandals.; Attila = Leader of the Huns.

5. Cause and consequence

1. Explain two reasons why Ricimer could control the western emperors.

He commanded the army; emperors had no forces of their own; his non-Roman background meant he ruled through puppets; the East was distant.

2. Explain two consequences of the defeat at Cape Bon in 468.

The West could not recover North Africa or its taxes; huge money was lost; the western empire grew even weaker.

6. Longer answers and 7. Essay

1. Explain how money, soldiers and power were linked in the late West.

Without taxes from Africa, emperors couldn't pay troops; troops followed the general who paid them.

2. Why did the 468 expedition matter so much?

Last real chance to retake Africa's wealth; its failure doomed the West's finances.

3. Compare Ricimer with Marius in Module 1.

Both generals whose armies were loyal to them; Marius held office, Ricimer ruled through puppets.

4. Write a short obituary of Ricimer, fair to both sides.

Open answer.

5. Explain in your own words: What does 'puppet emperor' mean? Give an example.

Open answer: an accurate explanation in the learner's own words, with supporting detail.

6. Essay: 'The loss of North Africa doomed the Western Roman Empire.' How far do you agree?

Open answer: an introduction, paragraphs for and against with evidence from the module, and a reasoned conclusion.

Quiz

1. What was Ricimer's title?

A. Magister militum

2. Who took North Africa in 439?

A. Vandals

3. Which energetic emperor did Ricimer remove in 461?

A. Majorian

4. What happened at Cape Bon in 468?

A. A Roman fleet was destroyed

5. Who was the Hun leader?

A. Attila

6. When did Ricimer die?

A. 472

7. Why did the army hold the real power in the late West?

Model answer: The emperor needed soldiers to survive; the West had little money, so the general controlling the troops decided everything.

8. Was Ricimer good or bad for the West? Argue.

Model answer: He kept a kind of order and defended Italy, but removing able emperors like Majorian weakened the West.

Checkpoints

Open answers. Look for the learner explaining the idea in their own words, with at least one accurate fact from the lesson.

Module 13: Romulus Augustulus and the Fall of the West

Worksheet, Ages 8–11 (22 items)

1. **Map:** 1. Ravenna; 2. Placentia; 3. Naples; 4. Rome; 5. Constantinople
2. **Order:** 1. 475 AD Romulus Augustulus made emperor; 2. 476 AD Odoacer removes him; 3. 480 AD Julius Nepos dies; 4. 493 AD Theodoric rules Italy
3. **True or false:** 1. True; 2. True; 3. False; 4. False
4. **Match up:** Regalia = B; Byzantine Empire = D; Romance languages = A; Legacy = C
5. **Short answers**

1. How old was the last emperor?

About 14.

2. Who became king of Italy in 476?

Odoacer.

3. Name a language that grew from Latin.

Italian, Spanish, French, Portuguese or Romanian.

4. Explain in your own words: In your own words, explain what happened in 476.

Open answer: the idea explained simply in the learner's own words, with one correct fact.

5. Stretch: Give three reasons the West fell.

Open answer: a clear explanation using one or two facts from the module.

Worksheet, Ages 12–15 (28 items)

1. **Map:** 1. Ravenna; 2. Placentia; 3. Naples; 4. Rome; 5. Constantinople
2. **Order:** 1. 474 AD Julius Nepos becomes western emperor; 2. 475 AD Romulus Augustulus made emperor; 3. 476 AD Odoacer removes him; 4. 480 AD Julius Nepos dies; 5. 493 AD Theodoric rules Italy; 6. 527 AD Justinian becomes eastern emperor; 7. 1453 AD Constantinople falls
3. **Source analysis**

1. How did Odoacer treat Romulus Augustulus?

He spared him, gave him a pension of 6,000 solidi and let him live in Campania.

2. Why might Odoacer have chosen not to kill him?

He was young and no threat; mercy looked good; Odoacer did not need an emperor at all.

3. What does this source suggest about how dramatic 'the fall of Rome' felt at the time?

Quiet, almost peaceful: a boy retired with a pension, not a violent end.

4. Significance: Romulus Augustulus = Last Western emperor, about 14 years old.; Orestes = His father, a general.; Odoacer = Germanic officer who became king of Italy.; Zeno = Eastern emperor in Constantinople.; Theodoric = Ostrogothic king of Italy from 493.

5. Cause and consequence

1. Explain two long-term causes of the end of the Western Empire.

Loss of tax provinces like Africa; reliance on barbarian soldiers; civil wars; weak emperors controlled by generals.

2. Explain two consequences of 476.

Germanic kingdoms ruled the West; the East (Byzantine Empire) continued; Latin and Roman law and the Church survived.

6. Longer answers and 7. Essay

1. Explain why Odoacer didn't make himself emperor.

He thought the West didn't need its own emperor and wanted recognition from Constantinople; as a German he would not be accepted.

2. Compare 'fall' and 'transformation' views.

Fall: violence, loss of cities and trade. Transformation: continuity of law, Church, Latin, new kingdoms.

3. Choose three earlier modules and explain how each contributed to the fall.

e.g. Marius (army loyalty), crisis of third century, Alaric, Ricimer.

4. What is Rome's most important legacy today?

Open answer.

5. Explain in your own words: What is one way Rome still affects your life today?

Open answer: an accurate explanation in the learner's own words, with supporting detail.

6. Essay: Did the Western Roman Empire 'fall' in 476, or slowly transform? Use evidence from the whole course.

Open answer: an introduction, paragraphs for and against with evidence from the module, and a reasoned conclusion.

Quiz

1. Who was the last Western emperor?

A. Romulus Augustulus

2. Who removed him?

A. Odoacer

3. Where were the regalia sent?

A. Constantinople

4. What happened to Romulus Augustulus?

A. He was sent to a villa near Naples

5. Which half of the empire survived?

A. The East

6. Which language comes from Latin?

A. Italian

7. Was 476 a sudden fall or a slow transformation? Explain.

Model answer: Many changes took centuries; Roman law, Latin and institutions continued, but the political end was real.

8. Which cause of the fall do you think was most important, and why?

Model answer: Open answer, e.g. loss of Africa and taxes, supported by evidence.

Checkpoints

Open answers. Look for the learner explaining the idea in their own words, with at least one accurate fact from the lesson.