



MAGAZINE ARTICLES

The Stage Is Set	2
Expository Nonfiction 1080L	
Africa Proconsularis	5
Expository Nonfiction 1170L	
Olive 'Money'	8
Expository Nonfiction 1000L	
An Emperor's Prize.	10
Expository Nonfiction 1020L	
Next Stop —Numidia.	12
Script 920L	
The Golden Ass	17
Expository Nonfiction 1160L	
North Africa's Sylphium.	18
Expository Nonfiction 1180L	
Let's Visit El Djem.	22
Expository Nonfiction 1120L	
The Baths at Leptis Magna.	24
Expository Nonfiction 1080L	
A Royal City	28
Expository Nonfiction 1070L	
Trouble from the North	30
Expository Nonfiction 1180L	
The Christian Connection.	33
Expository Nonfiction 950L	

Teachers' Guide for *DIG: Roman Africa*

Using This Guide. **2**

Common Core: Reading, Speaking & Listening, and Writing **3**

Article Pages. **4**

Cross Text Connections with Multiple Articles **16**

Mini-Unit **17**

Printables. **20**

Glossary **23**

Online Resources **25**



OVERVIEW

In this magazine, readers will learn about Rome’s conquest of North Africa, an important part of the empire.

DIG: Roman Africa includes

information about prominent citizens and economic products from the region as well as some of the engineering achievements and cultural aspects imported from Rome.

ESSENTIAL QUESTION:

What political and economic means did Rome use to gain and maintain power in North Africa, and why was this territory important to the empire?

We invite you to use this magazine as a flexible teaching tool, which is ideal for interdisciplinary learning of social studies and science content and core literacy concepts. Find practical advice for teaching articles individually or utilize a mini-unit that helps your students' make cross-text connections as they integrate ideas and information.

READ MULTIPLE ARTICLES PAGES 4 - 15

Each article in this magazine is well-suited for teaching Common Core literacy concepts and content area knowledge. For each individual article page in this guide, you'll find the following:

Essential Question

Content Concepts
C3 Framework for Social Studies State Standards

Key Vocabulary
CCSS.Reading.4

Prepare to Read
CCSS.SpeakListen.1, 2, 4

Close Reading Questions
CCSS.Reading.1-10

Common Core Connections to teach reading and writing standards.
CCSS.Writing.1, 2, 3 & 6

TEACH A MINI-UNIT PAGES 17 - 20

Magazine articles can be easily grouped to make cross text connections and comparisons. Our Common Core mini-unit guides students to read and discuss multiple articles and integrate ideas and information. (CCSS.Reading InfoText.9) Discussing multiple articles (CCSS.SpeakListen.1, 2, 4) prepares students to write informational texts to share and publish in a variety of ways. (CCSS.Writing.2)

READING

Core literacy concepts, such as the ones found in the Common Core State Standards, help students access social studies and science content. Integration of both literacy thinking and content study offers students a great way to become experts in reading informational text and literature for content knowledge. This guide provides questions to cover many core literacy concepts.

Draw Inferences (CCSS.InfoText.1)

Describe Relationships (CCSS.InfoText.3)

Analyze Text Structure (CCSS.InfoText.5)

Interpret Visual Information (CCSS.InfoText.7)

Summarize (CCSS.InfoText.2)

Determine Word Meaning (CCSS.InfoText.4)

Understand Author’s Point of View (CCSS.InfoText.6)

Explain Reasons and Evidence (CCSS.InfoText.8)

FOCUS STANDARD: CCSS. InfoText 9: Integrate Ideas and Information:

Have students read multiple articles from this magazine on the same topic, build knowledge, and make cross-text comparisons.

SPEAKING AND LISTENING

Use the articles in this magazine to spark meaningful discussions in person and online. Encourage deeper discussions where students can become topic experts. (CCSS.SpeakListen.1, 2, 4)

DISCUSSION OPTIONS—IN CLASS OR ONLINE

Article Clubs: Form small reading groups of students reading the same article. Have students discuss the content, share ideas, and critically evaluate the text.

Jigsaw Clubs: Form small reading groups of students reading *different* articles. Invite students to share information and resources with each other.

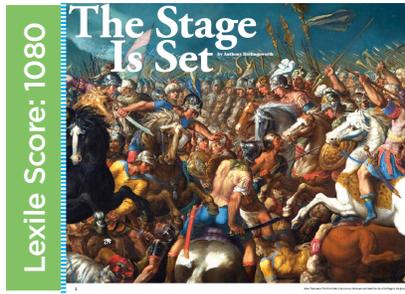
Whole Class: Launch with an essential question. Encourage students to find and share evidence from different articles building a greater understanding of the question.

WRITING

Use the articles in this magazine to prompt **informative/explanatory writing** (CCSS.Writing.2). Have students use evidence from the texts to share information about social studies, language arts, or science content in the articles. See the **Mini-Unit** section of this guide (pages 17 – 20) as well as the **article pages** (pages 4 - 15) for ways to incorporate writing into your instruction.

ARTICLE: The Stage is Set

Magazine pages 2 - 4, Expository Nonfiction



202 B.C.

Read the text on page 2 and 3. The text describes the relationship between Rome and Carthage. It mentions that Carthage was a powerful city in North Africa and that Rome was a growing power in Italy. The text also discusses the Punic Wars, which were fought between Rome and Carthage. The text is written in a clear, expository style and is suitable for students reading at a Lexile level of 1080.

Carthage and Rome began their relationship when Carthage had more power, but Rome's power grew until the two came into conflict in the Punic Wars.

ESSENTIAL QUESTION

What political and economic means did Rome use to gain and maintain power in North Africa, and why was this territory important to the empire?

SOCIAL STUDIES CONCEPT

Shifts in political and military relations between peoples represent examples of historical change.

CROSS CURRICULAR EXTENSION

Math and Geography

Locate all of the places mentioned on a map and use the map scale to calculate their distances from Carthage and Rome.

KEY VOCABULARY

embroiled (p. 4) to involve (someone or something) in conflict or difficulties

stipulated (p. 4) to demand or require (something) as part of an agreement

PREPARE TO READ

Locate Rome and Carthage on a map showing the Roman Empire at its height in 117 AD. Hypothesize about why these two peoples may have come into contact and then conflict with each other.

CLOSE READING QUESTIONS

- Chart Roman and Carthaginian benefits of each treaty.
- Recreate and expand the Time Line on page 4 adding details of specific events mentioned in the article.
- Underline passages in the text that indicate how each treaty differed from the one that preceded it.

COMMON CORE CONNECTIONS

Analyze Text Structure *CCSS Info Text 5*

Analyze passages in the text to determine how the author presented the changing relationship between Rome and Carthage

Determine Meaning *CCSS Reading 4*

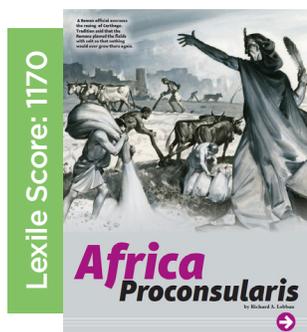
The author initially describes Carthage as a superpower. What does this term mean? How does its use impact your interpretation of the text?

Writing Arguments *CCSS Writing 1 & 9*

Write an expository essay detailing why the Roman strategy in the second Punic War was successful in defeating Carthage. Use evidence from the text and sources in the Online Resources page to support your viewpoint.

ARTICLE: Africa Proconsularis

Magazine pages 5 - 7, Expository Nonfiction



Rome's empire grew within Africa until it reached and controlled Egypt.

ESSENTIAL QUESTION

What political and economic means did Rome use to gain and maintain power in North Africa, and why was this territory important to the empire?

SOCIAL STUDIES CONCEPT

Both peaceful and aggressive means can be used to gain power.

CROSS-CURRICULAR EXTENSION

English Language Arts

Read and compare Roman and Egyptian myths.

KEY VOCABULARY

derivative (p. 6) a word formed from another word

mandate (p.7) an official order to do something

pantheon (p.7) the gods of a particular country or group of people

punitive [(p. 7)] intended to punish someone or something

PREPARE TO READ

Complete the first two portions of a KWL chart on Roman involvement in Africa.

CLOSE READING QUESTIONS

- Underline portions of the text that show how the Romans gained and maintained power in Africa.
- What phrases in the article show how the Romans viewed other African peoples? Compare those views.
- How were the Roman and Egyptian economies connected? Use details from the text to support your answer.

COMMON CORE CONNECTIONS

Analyze Text *CCSS Info Text 5*

The author explains the origin of the term barbarian. What purpose does this serve in the text?

Draw Inferences *CCSS Info Text 1*

What can you infer about the personality of Augustus? Use information from the text to support your answer.

Opinion Writing *CCSS Writing 3 & 6*

Would you have wanted to be in Egypt under Roman rule? Why or why not? Cite evidence from the text to support your opinion.

ARTICLE: Olive “Money”

Magazine pages 8 - 9, Expository Nonfiction

Lexile Score: 1000



live 'Money'
by Jackson Katz

I have been told that the ancient Romans used olive oil as a form of currency. It was used to pay for goods and services, and it was even used to pay taxes. In fact, the Romans used olive oil as a form of currency for so long that it was even used to pay for the construction of the Colosseum. This is a fascinating fact, and it shows how important olive oil was to the Roman economy. In fact, the Romans used olive oil as a form of currency for so long that it was even used to pay for the construction of the Colosseum. This is a fascinating fact, and it shows how important olive oil was to the Roman economy.



Olive oil was a staple of the Roman economy and a specialty of Leptis Magna. The article also presents information on the growth, harvest, and uses of the oil.

ESSENTIAL QUESTION

What political and economic means did Rome use to gain and maintain power in North Africa, and why was this territory important to the empire?

SOCIAL STUDIES CONCEPT

Physical characteristics of places influence the economic activities found there.

CROSS-CURRICULAR EXTENSION

Family and Consumer Science and English Language Arts

Press your own olive oil and write recipes to accompany it.

KEY VOCABULARY

remnant (p. 8) the part of something that is left when the other parts are gone

staunch (p. 8) very devoted or loyal to a person, belief, or cause

PREPARE TO READ

Discuss the title of the article with the students. Ask what they think it means and whether an object can be used as money.

CLOSE READING QUESTIONS

- Why was olive oil important to the economy? Use examples from the text to support your answer.
- Describe the steps involved in producing olive oil.
- List the Roman uses of olive oil as presented in the article.

COMMON CORE CONNECTIONS

Summarize Main Ideas *CCSS Info Text 2*

Discuss the main ideas of each section of the article with a friend. How does each tie into the main idea of the article as a whole?

Evaluate Arguments *CCSS Info Text 8*

The title suggests that olives could be used as a form of payment. What evidence does the author use to support the title? Is this evidence sufficient to make this claim?

Research-Based Writing *CCSS Writing 2 & 6*

Research modern techniques of olive oil production and write an essay comparing these to the ancient methods.

Lexile Score: 1020



An Emperor's Prize

Under Augustus' rule, the Roman Empire's power spread throughout the Roman Empire, whose boundaries now extended into modern-day Germany, Spain, France, and much of Northern Africa. While relatively peaceful times, these years had been marked by dramatic and often violent actions.

DID YOU KNOW? The word Augustus was given to the Roman emperor Augustus because he was the first Roman emperor to be called Augustus. He was also the first Roman emperor to be called Augustus.

Octavius rose to power by forming alliances and defeating his enemies, some of who were former allies. His leadership skills were rewarded when he was given full control of Rome.

ESSENTIAL QUESTION

What political and economic means did Rome use to gain and maintain power in North Africa, and why was this territory important to the empire?

SOCIAL STUDIES CONCEPT

Spatial patterns of economic activities change over time due to interactions with distant and nearby places.

CROSS-CURRICULAR EXTENSION

Architecture and Engineering

Study Rome's architectural achievements, such as the Roman arch, and create a scale model of one of them.

KEY VOCABULARY

aqueduct (p.11) a structure that looks like a bridge and that is used to carry water over a valley

oust (p. 10) to cause or force (someone or something) to leave a position of power, a competition, etc.

revenue (p. 11) money that is made by or paid to a business or an organization

suppress (p. 10) to end or stop (something) by force

PREPARE TO READ

Study the image that opens the article and read the caption. Locate Actium on a map. Hypothesize what prize the title might refer to.

CLOSE READING QUESTIONS

- What evidence from the text supports the idea that Lepidus, Marc Antony, and Octavius all hoped to rule Rome?
- Use passages from the text to trace Octavius' steps to becoming the sole leader of Rome.
- Why was Octavius a popular ruler? Cite evidence from the text to support your answer.

COMMON CORE CONNECTIONS

Discuss Relationships *CCSS Info Text 3*

What was the economic relationship between Rome and Egypt? How did the Roman people benefit? How did the Egyptians benefit?

Analyze Text Structure *CCSS Info Text 5*

Much of the article is chronological in order, but the opening paragraph begins where the chronology ends. Why might the author have chosen to begin this way?

Present Claims *CCSS Speaking and Listening 4*

Do you believe Marc Antony's relationship with Cleopatra sealed both of their fates? Create and deliver a 5-minute slideshow presentation to your class that supports your opinion.

Lexile Score: 1160



You can trace the roots of the novel *The Golden Ass* to the Roman Empire. The author, Lucius Apuleius, was born in the Roman North African province of Madaura. He lived in the 2nd century AD. Apuleius was a writer, philosopher, and orator. He is best known for his novel *The Golden Ass*, which is a satirical work. The story is set in the Roman Empire and follows the adventures of a young man named Lucius. He is transformed into a donkey by a witch and has many adventures before he is restored to his human form. The novel is a classic of Latin literature and has been translated into many languages. It is still read and studied today.

The article presents a brief biography of Apuleius, author of the only novel to survive from ancient Rome, and a description of the story in that novel, *The Golden Ass*.

ESSENTIAL QUESTION

What political and economic means did Rome use to gain and maintain power in North Africa, and why was this territory important to the empire?

SOCIAL STUDIES CONCEPT

People’s perspectives shape the historical sources they create.

CROSS-CURRICULAR EXTENSION

English Language Arts

Read excerpts of Apuleius version of the tale of Cupid and Psyche as well as other version of the tale. Compare the versions.

KEY VOCABULARY

humiliate (p. 17) to make (someone) feel very ashamed or foolish

subsequent (p. 17) happening or coming after something else

PREPARE TO READ

Ask students what they know about myths. Guide them to understand that culture influences myths and that the latter may reflect multiple cultural traditions.

CLOSE READING QUESTIONS

- Why was Apuleius accused of using magic? Use information from the text to support your answer.
- What role does transformation play in each part of *The Golden Ass*?
- Why do scholars believe Apuleius may have worshipped Isis? Underline portions of the text that support your answer.

COMMON CORE CONNECTIONS

Interpret Visual Information CCSS Info Text 7

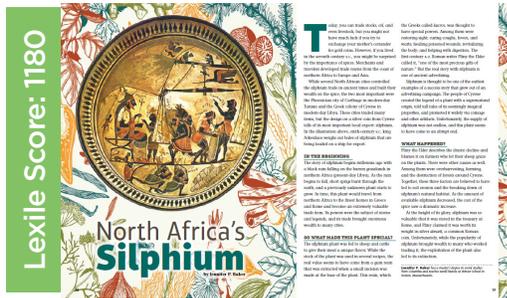
Study the illustration on page 17 and discuss how it fits with the theme of transformation or metamorphosis.

Author’s Point of View CCSS Info Text 6

How does the author feel about *The Golden Ass*? Locate portions of the text that demonstrate this feeling. Determine the author’s purpose for writing this piece.

Research-Based Writing CCSS Writing 2 & 6

Use the links in Online Resources to research Lucius Apuleius and how his life experience with various regions and religions influenced *The Golden Ass*. Write an expository essay explaining how this book reflected those influences.



Silphium was a popular spice and vital economic resource until exploitation led to its extinction.

ESSENTIAL QUESTION

What political and economic means did Rome use to gain and maintain power in North Africa, and why was this territory important to the empire?

SOCIAL STUDIES CONCEPT

Human-induced environmental changes affect spatial patterns of cooperation (e.g. trade).

CROSS-CURRICULAR EXTENSION

Art & English Language Arts

Create an advertising campaign, including a poster and marketing copy, for an ordinary object. Be sure to consider your audience in your sales pitch.

KEY VOCABULARY

drastic (p. 19) extreme in effect or action

exploit (p. 19) to use (someone or something) in a way that helps you unfairly

incision (p. 19) a cut made in something

PREPARE TO READ

Discuss the value of trading for something you want. Ask students what they commonly trade. Hypothesize why trade may have been important in ancient Rome.

CLOSE READING QUESTIONS

- Underline text that presents evidence of the importance of silphium.
- What led to silphium becoming popular and which factors contributed to its extinction?
- What can you infer about the natural habitat of silphium? Use details from the article to support your answer.

COMMON CORE CONNECTIONS

Narrative Writing *CCSS Writing 3*

Imagine you are a silphium trader as the availability decreases. Write a letter to a friend describing your concerns for the plant and your own future.

Evaluate Evidence *CCSS Reading 8*

Are the primary sources used or mentioned in the article useful for determining the importance of silphium in ancient Mediterranean trade?

Evaluate Arguments *CCSS Info Text 8*

Evaluate arguments presented for the decline in silphium production. Which of these arguments are well supported?

ARTICLE: Let's Visit El Djem

Magazine pages 22 - 23, Expository Nonfiction

Lexile Score: 1120



The article looks at how olive production led to the growth of the ancient city of Thysdrus, known as El Djem today.

ESSENTIAL QUESTION

What political and economic means did Rome use to gain and maintain power in North Africa, and why was this territory important to the empire?

SOCIAL STUDIES CONCEPT

Environmental characteristics affect the distribution and movement of people, goods, and ideas.

CROSS-CURRICULAR EXTENSION

English Language Arts, Art & History

What product is your local area known for? Research the history of that association and create a brochure or poster showcasing what you've discovered.

KEY VOCABULARY

gleam (p.23) to shine brightly

province (p.22) any one of the large parts that some countries are divided into

PREPARE TO READ

Point out El Djem on a map. Ask how its location may have influenced its growth.

CLOSE READING QUESTIONS

- Why was Thysdrus important to the olive trade?
- How did the production of olive oil affect the economy of Thysdrus? Underline specific examples from the text.
- How does Gordianus respond to the wealth of his people? What does this indicate about his personality?

COMMON CORE CONNECTIONS

Analyze Text Structure *CCSS Info Text 5*

The text structure in this article is comparative. Note examples of comparisons. What is being compared, and why might the author have chosen each item? Does each comparison increase your knowledge of ancient Thysdrus?

Explain Reasons & Evidence *CCSS Info Text 8*

What reason does the author give for Gordianus building the amphitheater? What evidence is presented to support this reasoning?

Interpret Visual Information *CCSS Info Text 7*

What is the most likely purpose of the cartoons added to the photographs that accompany the article? How do both types of images add to your understanding of the text?

ARTICLE: The Baths at Leptis Magna

Magazine pages 24 - 26, Expository Nonfiction



The Roman baths, complex engineering feats, were central to society. Leptis Magna contained two complexes, one of which is explored through the images and text of this article.

ESSENTIAL QUESTION

What political and economic means did Rome use to gain and maintain power in North Africa, and why was this territory important to the empire?

SOCIAL STUDIES CONCEPT

Cultural patterns influence environments and daily lives of people in both nearby and distant places.

CROSS-CURRICULAR EXTENSION

Engineering

Research methods of transporting water. Draw a schematic of one method. Discuss why that method was important to the people who developed it.

KEY VOCABULARY

apse (p.26) a projecting part of a building (as a church) that is usually semicircular and vaulted

engineer (p.24) a person who has scientific training and who designs and builds complicated products, machines, systems, or structures

vaulted (p. 25) built in the form of an arch

PREPARE TO READ

Study the images that accompany the article. Hypothesize about the water sources for these types of baths.

CLOSE READING QUESTIONS

- In the text, underline activities that took place at the baths.
- Why was the layout of the “Hunting Bath” complex important? Use the text to support your answer.
- What evidence of water sources is presented?

COMMON CORE CONNECTIONS

Interpret Visual Information *CCSS Info Text 7*

Study the images to find examples of each of the engineering feats mentioned in the opening paragraph of the article. Discuss the purpose of each with a partner.

Interpret Words *CCSS Info Text 4*

Use context cues to determine the meanings of the terms fresco and cistern. Use a dictionary to confirm your answers.

Research-Based Writing *CCSS Writing 2 & 6*

Conduct further research on Roman baths and write an essay on their function within the society.



Lucius Septimius Severus, a native of Leptis Magna, held a number of government positions before being declared emperor and building his legacy.

ESSENTIAL QUESTION

What political and economic means did Rome use to gain and maintain power in North Africa, and why was this territory important to the empire?

SOCIAL STUDIES CONCEPT

Broad historical developments (e.g. Roman expansion) influence connections among historical events on a personal, local, and regional level.

CROSS-CURRICULAR EXTENSION

History & Culture

Research Roman circuses and modern circuses. Create a chart of similarities and differences between the two.

KEY VOCABULARY

bid (p.29) an attempt to win, get, or do something

consolidate (p. 29) to make (something, such as a position of power or control) stronger or more secure

disgruntled (p.29) unhappy and annoyed

PREPARE TO READ

Have students draw a mind map of attributes or objects they associate with the term “royal.” Discuss their associations as a class.

CLOSE READING QUESTIONS

- How did Lucius Septimius Severus obtain his position as emperor?
- Use information from the article to create a time line of important events in Severus' life.
- What reasons does the author give for why emperors made civic improvements to Leptis Magna?

COMMON CORE CONNECTIONS

Draw Inferences *CCSS Info Text 1*

What do you think the Roman political climate was like during the years leading up to Severus' reign? Use information from the text to support your answer.

Summarize Main Ideas *CCSS Info Text 2*

Write an outline of the article. Include the main idea of each section and the main idea of each paragraph within each section.

Writing Arguments *CCSS Writing 1 & 6*

Write an essay explaining how Severus' prior government service may have helped him gain and maintain the throne. Use specific examples of his service in your answer.



King Geiseric, a Vandal, attacked the Western Roman Empire, winning North Africa and other territories. Vandals reign lasted 99 years.

ESSENTIAL QUESTION

What political and economic means did Rome use to gain and maintain power in North Africa, and why was this territory important to the empire?

SOCIAL STUDIES CONCEPT

Broad historical developments (e.g. Vandal expansion) influence connections among historical events on a personal, local, and regional level.

CROSS-CURRICULAR EXTENSION

History and English Language Arts

Research examples of marriages arranged to unite ruling families. Select one couple and write about whether the marriage succeeded in its political goals.

KEY VOCABULARY

abundant (p. 30) existing or occurring in large amounts

lavish (p. 32) having a very rich and expensive quality

turbulence (p. 30) a state of confusion, violence, or disorder

PREPARE TO READ

Look at Rome and North Africa on a map of the ancient Mediterranean. What areas are to the North of each? Hypothesize about what the title means?

CLOSE READING QUESTIONS

- Trace Geiseric's conquests on a map of the region. Note the years in which he gained each territory.
- What steps did Geiseric take to gain and remain in power? Underline evidence in the text that supports your answers.
- What role did the Eastern Roman Empire play in the battles with the Vandals? Use the text to support your answer.

COMMON CORE CONNECTIONS

Analyze Relationships *CCSS Reading 3*

What role does family play in the events depicted? Use textual evidence to support your answer.

Explain Reasons & Evidence *CCSS Info Text 8*

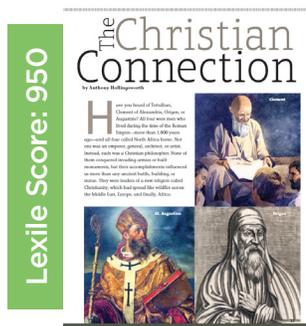
What reasons does the author give for Geiseric's decision to invade? What evidence accompanies those reasons?

Narrative Writing *CCSS Writing 3*

Imagine life in North Africa under Vandal rule. Write a narrative depicting that life.

ARTICLE: The Christian Connection

Magazine pages 33 - 34, Expository Nonfiction



Christianity rises from a religion for the poor to a religion of broad practice. Four North Africans contributed to its development.

ESSENTIAL QUESTION

What political and economic means did Rome use to gain and maintain power in North Africa, and why was this territory important to the empire?

SOCIAL STUDIES CONCEPT

Individuals can shape significant historical change.

CROSS-CURRICULAR EXTENSION

History and English Language Arts

Use links in Online Resources to research one of the four Christian Philosophers. Write a brief biography.

KEY VOCABULARY

hotbed (p.34) a place where something grows or develops easily

instrumental (p. 34) very important in helping or causing something to happen or be done

PREPARE TO READ

Ask the students what they know about the beginnings of Christianity. Ask them what it has to do with Africa.

CLOSE READING QUESTIONS

- Underline details explaining what factors may have made it easier for upper class Romans to dismiss Christianity as it began.
- What was the relationship between early Christians and the pagan leadership of Rome?
- List the accomplishments of each of the four thinkers mentioned.

COMMON CORE CONNECTIONS

Analyze Text Structure *CCSS Info Text 5*

Each subtitle in the article ends with an ellipses. What is the grammatical purpose of this mark and how does it impact the meaning of each section? Do you believe it is more effective than complete ideas?

Explain Ideas *CCSS Info Text 1*

How does Christianity evolve from a religion of the poor to one more widely practiced? Use information from the text to support your answer.

Describe Relationships *CCSS Reading 3*

What characteristics do the four philosophers share? How does the author make connections among them?

CROSS-TEXT CONNECTIONS WITH MULTIPLE ARTICLES

COMPARE ARTICLES

SYNTHESIZE: Guide students to compare articles they read. Help students find the connections between pieces of information in multiple texts. Use prompts, such as the following examples, to have students work together to **Integrate Ideas and Information** (*CCSS.Reading.9*):

- Use information from several articles to create a time line of important events involved with Rome’s rule of North Africa. The time line on page 4 will help you get started.
- Compare a modern map to a map of the region in Roman times. Locate places mentioned in the articles on both maps to compare names and use information from the articles to trace the changing borders as Rome conquered North Africa.
- Use information from the articles “Olive `Money” and “North Africa’s Silphium” to compare the economic impact of the crops. Consider the life cycles and longevity of each plant.
- Compare the uses of olive oil mentioned in “Olive `Money” and “Let’s Visit El Djem.” How does each article highlight the importance of the olive?
- Study all of the articles for information about the religions practiced in ancient Roman territory. Note which groups practiced each religion and how the religions influenced each other. Also note any examples of persecution or cooperation and the reasons given for this behavior.

EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

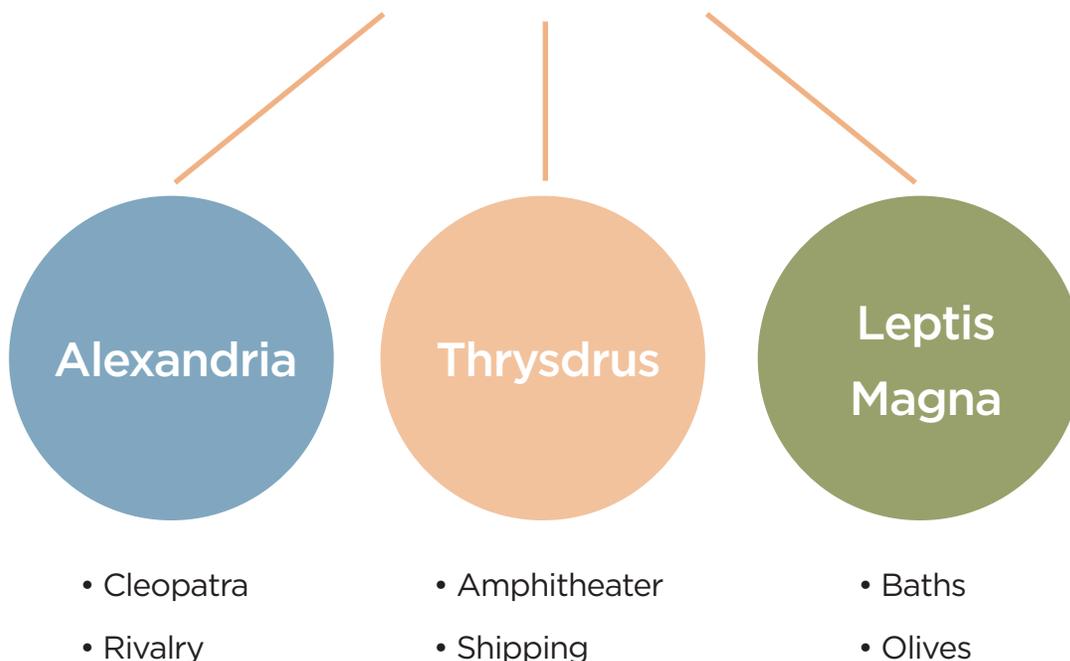
Knowledge Is Power: Tourism is popular today. In fact, it's a booming industry. Many Romans were travelers too, although most travel was for official or business purposes. Would you want to visit a Roman city? That depends. How firm is Rome's hold? Your students will decide. They will need maps, historical data, and information on how the two cities influenced each other.

ENGAGE

READ AND
COMPARE

APPLY

ENGAGE: Show travel brochures or websites for a variety of cities to your students. Discuss why students might prefer not to travel to a certain area. Explain that political stability is an important factor in travel decisions. Tell them they will work together to determine which of the three African cities in the graphic organizer below might have been stable enough to visit and that the other elements relate to that stability.



Share the essential question:

What political and economic means did Rome use to gain and maintain power in North Africa, and why was this territory important to the empire?

READ AND COMPARE ARTICLES: Begin with a focus article as a base for building content knowledge and model how to work through the text.

1) READ ALOUD: Use “The Stage Is Set” pages 2-4 as a focus article, or choose a different article that works well for your teaching goals. Share the article summary on page 4 of this guide. Students can read using their own copies of the article and sticky notes to mark places they find interesting or have questions about.

2) DISCUSS THE ARTICLE: After reading, guide students to turn and talk about the article. See the Article Pages for Close Reading Questions.

3) READ NEW ARTICLES: Help students choose additional articles to read based on their inquiry questions or what they wonder. Refer to the Article Pages for summaries of each article within *Roman Africa*.

4) COMPARE ARTICLES: After students have read multiple articles, guide them to make cross-text connections. Refer to page 16 to Compare Articles using prompts that help students integrate ideas and information.

CHOOSE A PURPOSE FOR READING

CLOSE READ: *CCSS Reading Info Text.1* Mark the text, noting important details and highlighting what interests, surprises, or confuses you.

ANALYZE THEMES: *CCSS Reading Info Text.2* Determine the theme of your text and analyze how the author presents and develops the theme. What purpose does each detail serve, and how does it relate to the theme? Are any details extraneous? Do subtitles and illustration captions also support the theme?

EVALUATE CLAIMS: *CCSS Reading Info Text.8* What claims does the author make? For each claim, list the evidence used to support it. Do you feel the evidence is sufficient? Why or why not?

APPLY: KNOWLEDGE IS POWER

Separate your students into three groups and assign a city to each. Help them use the links listed in *Online Resources*, articles in the issue, the *Presentation Guide Graphic Organizer*, and other resources to locate information on their city. Explain that many means, including military action and economic support, can be used to gain power and that they should look for those elements. Once students have assembled their resources, they will go through their material together. They must make sure material is available for each subgroup below to use to present their city at a specific time period.

SUBGROUP 1: MAPS

Members of this group, with your support, will locate maps. They will consider the borders of the city they have chosen and other features that may support or detract from the city's power. They will provide a map for the group's final presentation.

SUBGROUP 2: HISTORY

Members of this group, with your support, will research the history of the area. They will provide historical context in the form of an essay to be used in the group's final presentation.

SUBGROUP 3: INFLUENCES

Members of this group, with your support, will research the influences the city had on Roman culture and politics as well as the influences of Rome on the city. They will provide a chart of these influences for the final presentation.

RECONVENE

The subgroups will share their findings with their group and determine how Rome maintains its power in the city and how stable the power structure is. They will decide how to explain their conclusions and present their materials to the class. Instruct students to use the *Presentation Guide Graphic Organizer* to record information and help plan their presentations. Once each group has presented, the class will vote on which city is best to visit.

FACTORS TO CONSIDER:

- Will I be safe in the city?
- Will I have food and water?
- Can I stay clean?

The teacher can follow up by showing a video or other materials related to the chosen city.



GROUP MEMBERS:

Mini-Unit Graphic Organizer

Introductory Notes: Narrator's Name _____

Order of Subgroups:
First _____
Second _____
Third _____

Maps Subgroup Speakers:

Main Points:

History Subgroup Speakers:

Main Points:

Influences Subgroup Speakers:

Roman Influences on Our City:

Our City's Influences on Rome:

Have you answered these two questions?

1. What political and economic means did Rome use to gain and maintain power in North Africa, and why was this territory important to the empire?
2. Was the city a good place to visit?



NAME: _____

ANALYZE GRAPHIC FEATURES

GRAPHIC FEATURE	PAGE LOCATION	HOW THIS FEATURE HELPED YOUR UNDERSTANDING

NAME: _____

CONCEPT CHART

Show how reading multiple articles developed your understanding of the essential question or or your own inquiry question.

ESSENTIAL QUESTION OR INQUIRY QUESTION:

ARTICLE 1:	ARTICLE 2:	ARTICLE 3:

abundant existing or occurring in large amounts

*Reports had reached him about prosperous cities, busy ports, and lands **abundant** with wheat and olives. (p. 30)*

apse a projecting part of a building (as a church) that is usually semicircular and vaulted

*In the south **apse** is a beautiful fresco that depicts a leopard hunt. (p.26)*

aqueduct a structure that looks like a bridge and that is used to carry water over a valley

*He used this money to finance his empire, including military expeditions and public works such as temples, theaters, roads, and **aqueducts**. (p.11)*

beholden owing a favor or gift to (someone)

*There was, however, a mutual agreement that, in return, the Numidians would be **beholden** to the rich Romans who sponsored them. (p. 13)*

bid an attempt to win, get, or do something

*After hearing the news from Rome, he convinced his troops to support him in a **bid** for the imperial office. (p.29)*

consolidate to make (something, such as a position of power or control) stronger or more secure

*Severus was proclaimed emperor, and he acted quickly to **consolidate** support among the Praetorians and the Senate. (p. 29)*

derivative a word formed from another word

*Geographically speaking, "Roman Africa" meant the northeastern peninsula of Tunisia, which was a **derivative** of either a Punic or Berber word. (p. 6)*

disgruntled unhappy and annoyed

*Not everyone approved the choice, and just three months into his reign, he was assassinated by **disgruntled** Praetorians. (p.29)*

drastic extreme in effect or action

*Pliny the Elder describes the **drastic** decline and blames it on farmers who let their sheep graze on the plants. (p. 19)*

ecstatic very happy or excited

*The Roman Senate is **ecstatic** with such a turn of events. (p. 15i)*

embroil to involve (someone or something) in conflict or difficulties

*Rather the two were **embroiled** in a conflict that lasted more than 20 years. (p. 4)*

engineer a person who has scientific training and who designs and builds complicated products, machines, systems, or structures

*The nation's **engineers** should, as well. (p.24)*

exploit to use (someone or something) in a way that helps you unfairly

*Unfortunately, while the popularity of silphium brought wealth to many who worked trading it, the **exploitation** of the plant also led to its extinction. (p. 19)*

gleam to shine brightly

*These structures **gleamed** white and housed some of the best ancient art that survives from Africa. (p.23)*

hotbed a place where something grows or develops easily

*Most of us think Rome and Jerusalem, the first **hotbeds** of Christianity. (p.34)*

humiliate to make (someone) feel very ashamed or foolish

*On his subsequent travels, he suffers much abuse and **humiliation** and hears many thrilling stories. (p. 17)*

incision a cut made in something

*While the stock of the plant was used in several recipes, the real value seems to have come from a gum resin that was extracted when a small **incision** was made at the base of the plant. (p. 19)*

instrumental very important in helping or causing something to happen or be done

*These four men—all from North Africa—were **instrumental** in converting a pagan world to a Christian world. (p. 34)*

lavish having a very rich and expensive quality

*Some Vandals adopted Roman customs, enjoying **lavish** banquets, fine clothing, entertainment at amphitheaters, and even baths. (p. 32)*

mandate an official order to do something

*His replacement was Aelius Gallus, who followed the **mandates** of Augustus. (p.7)*

oust to cause or force (someone or something) to leave a position of power, a competition, etc.

*Lepidus was the first to be **ousted** from the alliance. (p. 10)*

pantheon the gods of a particular country or group of people

*He crushed revolts in Egypt, incorporated local Egypto-Nubian deities into the Roman **pantheon**, and hired Nubian guards to patrol the border areas. (p.7)*

province any one of the large parts that some countries are divided into

*From the farthest western province of Mauretania—modern day Morocco—all the way to the eastern **province** of Africa Proconsularis (see pages 5–7)—modern-day Tunisia—farmers grew olive trees to harvest the oil from the olives. (p.22)*

punitive intended to punish someone or something

*When Aelius returned to Aswan in 23 B.C., he ordered a **punitive** counter attack on Meroe. (p. 7)*

remnant the part of something that is left when the other parts are gone

*In his determination to topple those who opposed him, he swept through North Africa, conquering the **remnants** of those forces pledged to Pompey. (p. 8)*

revenue money that is made by or paid to a business or an organization

*Octavius, in turn, rented land to the Egyptians, generating a huge sum of **revenue**. (p. 11)*

spunk spirit, courage, and determination

*Energy and **spunk** propel a person to power, not family. (p.14)*

staunch very devoted or loyal to a person, belief, or cause

*On one side was the Roman Senate, led by Pompey; on the other was Julius Caesar and his **staunch** supporters. (p. 8)*

stipulate to demand or require (something) as part of an agreement

*The terms **stipulated** that Rome could not create cities in North Africa or on the island of Sardinia. (p. 4)*

subsequent happening or coming after something else

*On his **subsequent** travels, he suffers much abuse and humiliation and hears many thrilling stories. (p. 17)*

suppress to end or stop (something) by force

*Together they **suppressed** the power of the Senate and defeated their enemies. (p. 10)*

turbulence a state of confusion, violence, or disorder

*Geiseric had also learned that the Roman Empire's military forces in North Africa were weakened because of continuing **turbulence** throughout the rest of the empire's vast and unruly lands. (p. 30)*

vaulted built in the form of an arch

***Vaulted** ceilings, heated walls and floors, and marble paving represent traditional architectural and engineering advancements. (p. 25)*

THE STAGE IS SET

- <http://www.history.com/topics/ancient-history/punic-wars>

This website by the History Channel contains articles and video on Hannibal and the Punic Wars.

- <http://www.forumromanum.org/history/morey15.html>

This chapter of the book *Outlines of Roman History* by William C. Morey, Ph. D. describes the Second Punic War.

OLIVE `MONEY`

- <https://www.oliveoilsource.com/>

“The Olive Oil Source” contains information on all aspects of oil production from growth through bottling.

THE GOLDEN ASS

- <http://biography.yourdictionary.com/lucius-apuleius>

Read a complete biography of Lucius Apeleius including information about influences on his work.

- <http://www.britannica.com/biography/Lucius-Apuleius>

This article by Encyclopedia Britannica describes the life of Lucius Apuleius.

THE CHRISITAN CONNECTION

- <http://www.religionfacts.com/origen>

Read a description of Origen’s life and works.

- http://www.dacb.org/stories/egypt/clement_of_alex.html

Read a biography of Clement by the Dictionary of Christian Biography.

- <http://www.theopedia.com/tertullian>

Read a biography of Tertullian.

- <http://www.britannica.com/biography/Saint-Augustine>

This article by Encyclopedia Britannica describes the life of St. Augustine.

