

Name \_\_\_\_\_

# ANCIENT ROME DBQ

Due \_\_\_\_\_

Learning Target: I can draw conclusions about sourcing information for primary source documents written during the Roman Empire and write informational claims based on my sourcing analysis.

## DOCUMENT 1: Polybius, a Greek historian on the character of Hannibal (c. 200 BC/BCE)

"Some cities again he made up his mind to treat with treacherous violence, removing their inhabitants to other cities, and giving their property up to plunder . . . these movements were accompanied by robberies of money, murders, and violence, on various pretexts at the hands of the outgoing or incoming soldiers in the cities."

**Speaker:**

**Occasion:** (what war is this?)

**Audience:** (who would want to hear these things about Hannibal?)

**Purpose:**

**Claim:** The quote about Hannibal reflects his character as \_\_\_\_\_

## DOCUMENT 2: Plutarch, a Greek and Roman scholar on the assassination of Julius Caesar (c. 100 AD/CE)

"When Caesar entered, the senate stood up to show their respect to him, and of Brutus's confederates, some came about his chair and stood behind it, others met him, pretending to add their petitions to those of Tillius Cimber . . . when Tillius, laying hold of his robe with both his hands, pulled it down from his neck, which was the signal for the assault. Casca gave him the first cut, in the neck, which was not mortal nor dangerous, as coming from one who at the beginning of such a bold action was probably very much disturbed. Caesar immediately turned about, and laid his hand upon the dagger and kept hold of it. And both of them at the same time cried out, he that received the blow, in Latin, "Vile Casca, what does this mean?" and he that gave it, in Greek, to his brother, "Brother, help!" Upon this first onset, those who were not privy to the design were astonished and their horror and amazement at what they saw were so great, that they durst not fly nor assist Caesar, nor so much as speak a word. But those who came prepared for the business enclosed him on every side, with their naked daggers in their hands. Which way soever he turned, he met with blows, and saw their swords leveled at his face and eyes, and was encompassed, like a wild beast in the toils, on every side. For it had been agreed they should each of them make a thrust at him, and flesh themselves with his blood; Some say that he fought and resisted all the rest, shifting his body to avoid the blows, and calling out for help, but that when he saw Brutus's sword drawn, he covered his face with his robe and submitted, letting himself fall, whether it were by chance, or that he was pushed in that direction by his murderers, at the foot of the pedestal on which Pompey's statue stood, and which was thus wetted with his blood. So that Pompey himself seemed to have presided, as it were, over the revenge done upon his adversary, who lay here at his feet, and breathed out his soul through his multitude of wounds, for they say he received three and twenty."

**Speaker:**

**Occasion:**

**Audience** (who would want to know about the murder?):

**Purpose:**

**Claim:** According to Plutarch, the murder of Caesar was \_\_\_\_\_

**DOCUMENT 3: Tacitus, a Roman Senator on Augustus Caesar (109 AD/CE)**

“Augustus won over the soldiers with gifts, the populace with cheap corn, and all men with the sweets of repose, and so grew greater by degrees, while he concentrated in himself the functions of the Senate, the magistrates, and the laws. He was wholly unopposed, for the boldest spirits had fallen in battle, or in the proscription, while the remaining nobles, the readier they were to be slaves, were raised the higher by wealth and promotion, so that, aggrandised by revolution, they preferred the safety of the present to the dangerous past. Nor did the provinces dislike that condition of affairs, for they distrusted the government of the Senate and the people, because of the rivalries between the leading men and the rapacity of the officials, while the protection of the laws was unavailing, as they were continually deranged by violence, intrigue, and finally by corruption.”

**Speaker:**

**Occasion:**

**Audience:**

**Purpose:**

**Claim:** This quote by Tacitus shows that Augustus gained power by \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**DOCUMENT 4: Plautus, a Roman playwright on slavery in Rome (201 BC/BCE)**

A character named Messenio describes his life as a slave in Plautus’s play: “Well, this is the proof of a good servant: he must take care of his master's business, look after it, arrange it, think about it; when his master is away, take care of it diligently just as much as if his master were present, or be even more careful. He must take more care of his back than his appetite, his legs than his stomach---if he's got a good heart. Just let him think what those good-for-nothings get from their masters---lazy, worthless fellows that they are. Stripes, fetters, the mill, weariness, hunger, bitter cold---fine pay for idleness. That's what I'm mightily afraid of. Surely, then, it's much better to be good than to be bad. I don't mind tongue lashings, but I do hate real floggings. I'd rather eat meal somebody else grinds, than eat what I grind myself. So I just obey what my master bids me; and I execute orders carefully and diligently. My obedience, I think, is such as is most for the profit of my back. And it surely does pay! Let others do just as they think it worth while. I'll be just where I ought to be. If I stick to that, I'll avoid blunders; and I needn't be much afraid if I'm ready for my master, come what may.”

**Speaker:**

**Occasion:**

**Audience:**

**Purpose:**

**Claim:** According to Plautus, the life of a Roman slave was \_\_\_\_\_

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**DOCUMENT 5: Macrobius, a Roman writer describing the Roman feast (c. 380 AD/CE)**

“The Romans laid a vast stress upon the joys of eating. Probably never before or since has greater effort been expended upon gratifying the palate. The art of cooking was placed almost on a level with that of sculpture or of music. It is worth noticing that the ancient epicures were, however, handicapped by the absence of most forms of modern ices, and of sugar. Before the dinner proper came sea hedgehogs; fresh oysters, as many as the guests wished; large mussels . . . field fares with asparagus; fattened fowls; oyster and mussel pasties; black and white sea acorns. . . boar’s ribs; fowls dressed with flour; becaficoes [songbird]; purple shellfish of two sorts. The dinner itself consisted of sows’ udder; boar’s head; fish pasties; boar pasties; ducks; boiled teals; hares; roasted fowls; starch pastry; and Pontic pastry.”

Speaker:

Occasion:

Audience:

Purpose:

Claim: According to Macrobius \_\_\_\_\_

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\_\_\_\_\_

**DOCUMENT 6: Plutarch, a Greek and Roman writer on the way to raise Roman children (c. 110AD/CE)**

“This also I assert, that children ought to be led to honorable practices by means of encouragement and reasoning, and most certainly not by blows or ill-treatment, for it surely is agreed that these are fitting rather for slaves than for the free-born; for so they grow numb and shudder at their tasks, partly from the pain of the blows, partly from the degradation. Praise and reproof are more helpful for the free-born than any sort of ill-usage, 9since the praise incites them toward what is honorable, and reproof keeps them from what is disgraceful.

But rebukes and praises should be used alternately and in a variety of ways; it is well to choose some time when the children are full of confidence to put them to shame by rebuke, and then in turn to cheer them up by praises, and to imitate the nurses, who, when they have made their babies cry, in turn offer them the breast for comfort. Moreover in praising them it is essential not to excite and puff them up, for they are made conceited and spoiled by excess of praise. “

Speaker:

Occasion:

Audience:

Purpose:

Claim: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Grade breakdown: Your score has been circled and multiplied by 5**

0	1	2	3	4
Incomplete. Please finish and submit as soon as possible	Student has not successfully extracted evidence from documents to create sourcing information and has not created logical claims that show an understanding of the source content.	Student shows the ability to extract evidence from documents by drawing sourcing conclusions, but has not successfully created claims to support that sourcing information. Can redo for additional practice and points.	You mostly have it! Writing shows that student has the ability to extract evidence from documents, use evidence to create well thought out claims, and a good understanding of the sources.	