

Sampler Unit: Ancient History

Rise of Rome & Fall of Carthage

Rome swallowed each of her neighbors with force and became the growing power we know it to have been. But there was a world that stretched far beyond the Italian peninsula and they want to seize it - and they weren't alone in that feat. Carthage, ruler of the wester half of the Mediterranean Sea now controlled almost the whole island of Sicily - should the rest fall into their hands, nothing would stop them from hitting Italy next. The Romans, fearing the Carthaginians would soon reach their doorstep, raced to Sicily to battle for the island just south of the Italian heel. Romans were not sailors. They had a grandiose reputation for their inland battle capability - but it seemed they lacked the ability to swim. After several attempts to construct a fleet, this infant navy seemed to grow fins as the naval battles raged between the two imperial armies, despite the Sicily's stalemate inland.



This unit will show students the ins and outs of early battles and societies and show the similarities to that of modernity. Even thousands of years ago, our governments are still modeled

after those ancient practices which students will learn. They will see the maneuvering that came with battle and develop the capacity for complex strategy throughout this unit. By unit's end, they will have the knowledge and the ability to conceptualize difficult movement, such as war and battle strategy, and strengthen their minds to handle such discussions in the future.

Era	Duration	Vocabulary
<ul style="list-style-type: none">• Roman Empire• 509 - 107 BCE	45 minute sessions per lesson	<ul style="list-style-type: none">• Citizen-soldiers• Democratic Republic• Empire• Notorious

Unit Goals and Essential Skills

- Students will be introduced to the governments, societies, and militaries of Republican Rome and ancient Carthage. They will be able to identify some differences between both societies.
- They will begin to understand how competition over land, resources, and prestige, between two great powers can lead to war; and how geography on land and sea, and the technology and resources of the state, affects the ways those wars are fought.
- Creates a foundation for learning the early forms of government, students will make comparisons to Rome and the United States as they both abandoned monarchy for democratic republics

Unit at a Glance

Lesson 1

The Rise of Rome - This lesson serves as a precursor to the four that follow. Setting the stage for the Punic Wars and tension with Carthage, this lesson offers prerequisite information necessary for students to contextualize the animosity between the two peoples as well as explain the basic workings of the Roman society.

Lesson 2

The First Punic War - With a stalemate on Sicilian land, the First Punic War would be decided at sea. The Carthaginians, notorious for their seafaring abilities wouldn't stand a chance against the Roman fleet, still in infancy. But one battle won does not a war end.

Lesson 3

Hannibal Barca - A boy who wore at the sacrificial altar never the befriend the Roman foe, grew into a man whose every breath seemed to embody that promise. General of the Carthaginian army, like his father before him, Hannibal defeated the Romans one battle at a time, intending not to merely beat them - but end them.

Lesson 4

Quintus Fabius Maximus - Nicknamed "the lamb" this Roman leader took a different approach to war. While Hannibal and his men wandered across Italian land, looting and killing - Maximus sought a new tactic - one that greatly resembled pacifism - but only to Hannibal's army. In reality, waiting out the warmongering General Barca was merely a sleight of hand.

Lesson 5

The Second Punic War - While Hannibal's army tramped through Italy, Rome moved secretly in other directions. Those directions were Carthaginian colonies. Wars raged between the two empires, but here we will see its dramatic end - with Rome standing over Carthage, crumbling in ruin.

Warm Up Discussions

Rise of Rome: Start by showing students a map of the ancient world. Illustrate Carthage's path of expansion leading up to the Sicilian take over. Now, ask your students: why would Rome send an army to Sicily? What were the motivations for leaving their homes?

First Punic War: When we aren't good at something we have to keep trying, right? What are some things you want to get better at? Then lead into the Roman's inexperience with naval battles and the lesson will show that they eventually trumped and became a most proficient fleet on the Mediterranean Sea.

Hannibal Barca: Look at your neighbor. If a grownup you admire told you to hate that person, would you? Would you do it automatically? Would you question why?

Quintus Fabius Maximus: Here, you can get a little more creative by either practicing a sleight of hand magic trick yourself, or showing a video of one to your students. Start a discussion about the importance of wit rather than force. While both brawn and brain have their place, in this case, which was more important?

Second Punic War: For this unit's final discussion, show your students the numbers. Polybius records that 70,000 Romans were killed, 10,000 men were captured and possibly 3,000 survived the battle. Let the students pick a war to compare the number of casualties. Alternatively, compare the numbers to your school's, town's, or county's population to give them a personal example that can resonate with them and last beyond the lesson.

Unit Activities

- Create! Hannibal advertised himself as a man of the people. He was the guy who'd liberate (free) cities from Roman rule. Create a poster Hannibal may have used to spread the word about himself. Your poster should portray Hannibal in a positive light.
- Alternatively, you can create a poster the Romans may have used to convince people that Hannibal was a bad guy.
- Quintus Fabius Maximus's childhood nickname was 'the lamb.' He was a gentle child but he grew up to be the leader Rome needed. Historical figures throughout history have had nicknames given to them by their friends and enemies. They represent different ways that people have looked upon that person. Do you have a nickname, and if you do who gave it to you and why. If not, take the moment to give yourself one. Then ask yourself: what does this nickname say about me?
- Question and Answer! Imagine you're a reporter for the Historical Conquest Gazette. Your job is to interview the infamous Hannibal Barca. Create 3 questions you'd like to ask him. Now you'll pretend you're Hannibal and answer your questions and along with the following: Why did you (Hannibal) start the war? What was your (Hannibal's) plan to win? Why did you (Hannibal) lose the war?
- Polybius records that 70,000 Romans were killed, 10,000 men were captured and possibly 3,000 survived the battle. Pick a war to compare the number of casualties. Alternatively, compare the numbers to your school's, town's, or county's population to give them a personal example that can resonate with them and last beyond the lesson.
- Write a song or poem about the Punic Wars or how the men would have felt during battle. Write it from the view point of any of the key players or even a foot soldier from either side
- Carefully construct a coin (either Carthaginian or Roman) by drawing, painting, or whittling it out of soap.

Resources

PRIMARY

Poly. 6.11-14, 3.9.6-11.7, 3.87, 3.11, 3.20.8-10, 3.56.2, 19.3, 3.117, 6.22-23

Pugna...magni victi sumus. Liv. 21.3, 21.38.2, 27.49, 22.8, 34.60, 21.4, 8.8.9-13, 22.7.7

Plut. Fab. 1.3-4.

Polyb. 1.20. Trans. Robin Waterfield. (Oxford: Oxford University Press, 2010), 19, 1.10-11, 1.23, 1.20

Machiavelli, Niccolo. Discourses on Livy, 1.4, trans. Julia Conway Bondanella and Peter Bondanella. (Oxford: Oxford University Press, 1997), 29.

Veg. De Re Militari. 1.20;

Inde rem ad triarios redisse. 'To have come to the triarii.' Liv. 8.8.11.

SECONDARY

Aubet, Maria E. The Phoenicians and the West: Politics, Colonies, and Trade. Second Edition. Translated by Mary Turton. (Cambridge: Cambridge University Press, 2001), 226 - 228;

Pilkington, Nathan. The Carthaginian Empire: 550 - 202 BCE. (London: Lexington Books, 2019), 110-115.

Crawford, Michael H. The Roman Republic. Second Edition. (Cambridge: Harvard University Press, 1992), 22 - 30.

Goldsworthy, Adrian. The Fall of Carthage. (London: Phoenix, 2006), 84-92, 106-9, 146 - 7, 310-16.

Lazenby, John F. Hannibal's War: a Military History of the Second Punic War. (Norman: University of Oklahoma Press, 1998), 19-32.

Brand, Steele. Killing for the Republic: Citizen Soldiers and the Roman War of War. (Baltimore: Johns Hopkins University Press, 2019), 51 - 56, 86-92.

Fonda, Michael P. Between Rome and Carthage: Southern Italy during the Second Punic War. (Cambridge: Cambridge University Press, 2010), 34 - 37.

Liddell Hart, B.H. Strategy. Second Revised Edition. (New York: Meridian, 1991), 26 - 29.

Lendon, J. E. *Soldiers and Ghosts: a History of Battle in Classical Antiquity*. (New Haven: Yale University Press, 2005), 178 - 181.

Assessment Questions

- I. Q. How many wars did it take for Rome to defeat Carthage?
 - II. Q. Why did Rome and Carthage go to war?
 - III. Q. True or False: You had to serve in the army to become a politician.
 - IV. Q. What was the driving force behind the Carthaginian loss?
 - V. Q. Why did Hannibal Barca drink poison?
-
-
-

Furthering the Lesson

SUGGESTED READING

Ancient Rome for Kids through the Lives of its Heroes, Emperors, and Philosophers by Catherine Fet

DKfindout! Ancient Rome by DK

How to Be a Roman Soldier by Fiona MacDonald

A Roman Soldier's Handbook (Crabtree Connections Level 2: Above Level Readers) by Alison Hawes

Hannibal: Rome's Worst Nightmare (Wicked History) by Philip Brooks

Hannibal of Carthage (Hero Journals) by Sean Price

VIDEOS

See videos linked in Hunt The Past's lessons

<https://huntthepast.com/topics/the-rise-of-rome/>

<https://huntthepast.com/topics/the-first-punic-war/>

<https://huntthepast.com/topics/hannibal-barca-2/>

<https://huntthepast.com/topics/quintus-fabius-maximus/>

<https://huntthepast.com/topics/the-second-punic-war/>

SIMILAR UNITS

Carthage: <https://huntthepast.com/topics/carthage/>

Roman Senate: <https://huntthepast.com/topics/the-roman-senate/>

Roman Expansion: <https://huntthepast.com/topics/roman-expansion/>

Rise of Legions: <https://huntthepast.com/topics/the-rise-of-the-legions/>

Gaius Marius: <https://huntthepast.com/topics/gaius-marius/>

Reflect and Close

These lessons included battles, wars, and people from thousands of years ago - yet we still learn them today - why? Because, even with so many centuries between our times, our worlds still hold so many similar qualities. We still have people in positions of power, like Hannibal Barca, who are fueled by the hate in their hearts. Though we don't use the same weapons we still have wars. We still have armies, navies, generals, and high casualty rates. We still can take the example of rivalry between Rome and Carthage and apply it to that of the modern world. Our own democratic government is modeled after the very Roman Republic we just learned about. Though our worlds are separated by what seems like an incredible amount of time - how different are we, really?
