

II.A.5

Ancient Cultures

The Origins of Europe – The Rise and Fall of the Roman Empire

Manfred Dederichs



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Was wäre gewesen, wenn Hannibal nach der erfolgreichen Schlacht bei Cannae 216 v. Chr. weiter nach Rom gezogen wäre? Was, wenn Lucrezia vom Sohn des Tarquinius nicht vergewaltigt worden wäre? Und letztlich: Wäre Cäsar nicht ermordet worden, hätte die Römische Republik Bestand gehabt und wäre in den folgenden zwei Jahrhunderten unter den Kaisern zum Weltreich aufgestiegen? Fast 500 Jahre lang verloren die Römer zwar Schlachten, aber nie Kriege, denn sie hatten erfolgreich ein funktionierendes System von checks and balances aufgebaut, an dem jeder Feind scheitern musste. Anhand von Karten, Büsten, Porträts, Zeichnungen, Gesetzestexten und Augenzeugenberichten wandern die Schüler durch fünf Jahrhunderte römischer Geschichte, die ausschlaggebend für die heutige Geografie Europas ist.

KOMPETENZPROFIL

Klassenstufe:	Sek. II
Dauer:	6 Unterrichtsstunden
Kompetenzen:	1. Analyse – Primärquellen und Darstellungstexte analysieren; 2. Schreiben – einen historischen Darstellungstext verfassen; 3. Textverständnis – Texte vergleichen
Thematische Bereiche:	Antike Geschichte, Römisches Reich
Zusatzmaterialien:	LEK



Netzwerk
lernen

zur Vollversion

Auf einen Blick

1. Stunde

Thema: How to deal with classical history.

- M 1** Why do we need history?
 - M 2** The Extent of the Roman Republic and Roman Empire
 - M 3** Stimulus cards for students' lectures
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2. Stunde

Thema: The Constitution of the Roman Republic

- M 4** Republican order
 - M 5a** Roman system – based on balance of interests
 - M 5b** U.S. Constitution – Checks and Balances
 - M 6** Duties, responsibilities and descriptions
-

3./4. Stunde

Thema: Roman Values

- M 7** Father against son – Titus Livius (Livy), „The History of Rome“, Book 8
 - M 8** The Punic Wars
 - M 9** The Spartacus Insurgence
 - M 10** “Quo vadis, res publica?” – The crisis of the Roman Republic
-

5./6. Stunde

Thema: Caesar and the end of the Republic

- M 11** The end of the Republic
 - M 12** Timeline – Revision
-

Why do we need history?

M 1

The following three sources deal with the question why it could be of importance to deal with history, particularly with ancient history.

Source A: Friedrich Nietzsche: Why do we need history?

There are three ways through which history belongs to the living: it belongs to them as the active and aspirants¹, them as the preservers² and worshippers³, them as the suffering and the needy of liberation. This trinity of relationships corresponds to a trinity of types of history as far as a monumental⁴, an antiquarian⁵ and a critical way to differentiate the history.

5 The history is primarily the one of the people and the mighty, the one who is fighting a great battle, the role models, teachers, comfort needy⁶, which they cannot find among their comrades⁷ and in the present [...]. Why is it useful, in the present, to observe the monuments of the past, to deal with the classic and rare of former times? They learn that the greatness which once existed was possible and will therefore also be possible in the future. They walk more courageously, because then the doubt, which has befallen them in weaker hours that they might probably want the impossible, will vanish⁸. [...] Secondly, history belongs to those preserving and worshipping⁹, those who look back with loyalty and love to where they stem¹⁰ from and in which they have developed; by this piety¹¹, they also show gratitude¹² for their existence. [...]

15 [However, humans also] need a third type of history, the critical one which helps in one's life. They must have the strength and use this from time to time to break and dissolve¹³ their past, in order to live; this can be achieved by bringing it to court¹⁴, inquiring and examining it painstakingly¹⁵ and finally condemning it; each past is worth being condemned.

Friedrich Nietzsche, „Vom Nutzen und Nachteil der Historie für das Leben“, in: Schlechta, K. (Hrsg): Werke in sechs Bänden. Bd. 1 München/Wien, 1980, S. 219 ff. Übersetzung: M. Dederichs

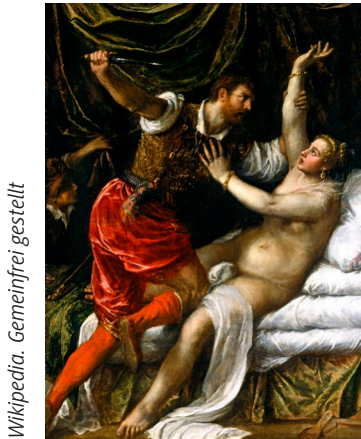
Source B: Herodotus: On Hellenes and Barbarians

This is the display of the inquiry of Herodotus of Halicarnassus, so that neither the world events created by the people in the course of time nor the great and astonishing¹⁶ achievements of both the Hellenes and the barbarians¹⁷ remain without recognition in posterity¹⁸; the exploration focussed mainly on the question of who was responsible for the war of the Hellenes¹⁹ and the barbarians against each other. [...]

5 Then, after having named Kroisos²⁰ as the originator, I would like to continue with my documentation by strolling²¹ through many small and big cities. Many of those which were once great have become small; those which have become big in my time, were once small. I know that human happiness never remains on the same level and so I want to deal with both destinies in the same way.

Herodot, „Prooimion“, 1.5,3-4. Übersetzung: M. Dederichs

M 3 Stimulus cards for students' lectures



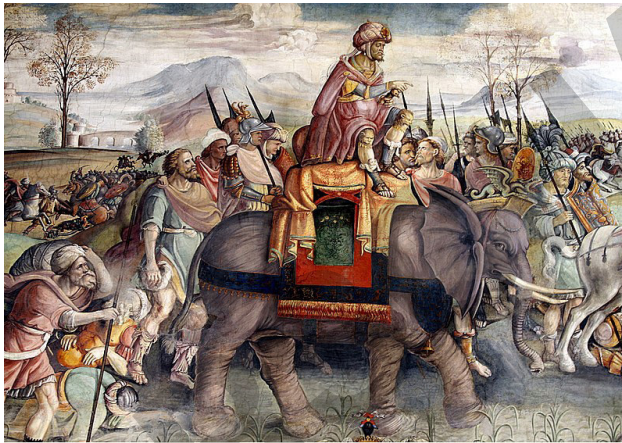
Wikipedia. Gemeinfrei gestellt

„Rape of Lucretia“, Titian 1571, The Fitzwilliam Museum, Cambridge, United Kingdom



Wikipedia. Gemeinfrei gestellt

The Gracchi, Eugene Guillaume (1822–1905)



Wikipedia. Gemeinfrei gestellt

Hannibal Crossing the Alps; detail from a fresco ca. 1510, Palazzo del Campidoglio Capitoline Museum, Rome



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Statue of Greek historian Polybios, Vienna

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Twelve Table Laws, Reichsgerichtsgebäude, Leipzig



Wikipedia. Gemeinfrei gestellt

Augustus of Prima Porta (where the bust was found in 1863)

M 4

Republican Order

Polybios admired Roman order and the constitution and gives reasons why Rome was developing so well.

5 The three kinds of government, monarchy, aristocracy and democracy, were all found united in the commonwealth of Rome. And so even was the balance between them all, and so regular the administration that resulted from their union, that it was no easy thing to determine with assurance¹, whether the entire state was to be estimated an aristocracy, a democracy, or a monarchy. [...]The consuls, when they remain in Rome, before they lead out the armies into the field, are the masters of all public affairs. For all other magistrates, the tribunes² alone excepted, are subject to them, and bound to obey their commands. They introduce
10 ambassadors into the senate. They propose also to the senate the subjects of debates; and direct all forms that are observed in making the decrees³. [...]

To the senate belongs, in the first place, the sole care and management of the public money. For all returns that are brought into the treasury⁴, as well as all the payments that are issued from it, are directed by their orders. Nor is it allowed to the quaestors to apply any part of
15 the revenue⁵ to particular occasions as they arise, without a decree of the senate; those sums alone excepted which are expended in the service of the consuls. And even those more general, as well as greatest disbursements⁶, which are employed at the return every five years, in building and repairing the public edifices, are assigned to the censors for that purpose, by the express permission of the senate. To the senate also is referred the cogni-
20 zance⁷ of all the crimes, committed in any part of Italy, that demand a public examination and inquiry: such as treasons, conspiracies, poisonings, and assassinations. Add to this, that when any controversies arise, either between private men, or any of the cities of Italy, it is the part of the senate to adjust all disputes; [...] There is, however, a part still allotted⁸ to the people; and, indeed, the most important part. For, first, the people are the sole dispens-
25 ers⁹ of rewards and punishments; which are the only bands by which states and kingdoms, and, in a word, all human societies, are held together.

To the people alone belongs the right to sentence any one to die. The public magistrates are allotted also by the people to those who are esteemed worthy of them: and these are the
30 noblest rewards that any government can bestow on virtue. To the people belongs the power of approving or rejecting laws and, which is still of greater importance, peace and war are likewise fixed by their deliberations. When any alliance is concluded, any war ended, or treaty made; to them the conditions are referred, and by them either annulled or ratified. [...]

It now remains to be considered, in what manner each several form is enabled to counteract¹⁰ the others, or to cooperate with them. When the consuls, invested with the power that has been mentioned, lead the armies into the field, though they seem, indeed, to hold
35 such absolute authority as is sufficient for all purposes, yet are they in truth so dependent both on the senate and the people, that without their assistance they are by no means able to accomplish any design¹¹. It is well known that armies demand a continual supply of necessities. But neither corn, nor habits, nor even the military stipends¹², can at any time be
40 transmitted to the legions unless by an express order of the senate. Any opposition, therefore, or delay, on the part of this assembly, is sufficient always to defeat the enterprises of the generals. It is the senate, likewise, that either compels the consuls to leave their designs

M 6 Duties, responsibilities and descriptions

This is a list of duties, responsibilities, and descriptions of the various branches of the Roman Republic.

<ul style="list-style-type: none"> • 10 elected officials • decided foreign policy • composed of 1 Patrician and 1 Plebeian • ran the government • commanded the army during war times • elected by the people • registered citizens according to their wealth for tax and military service purposes • composed of Patricians who ruled for life 	<ul style="list-style-type: none"> • proposed dictators in times of emergency • elected to one year terms • open to all members of the public depending on social class • approved the actions of the Senate • ruled for periods of 6 months at a time • voted on laws • elected tribunes • held absolute power during emergencies • voted on war and peace 	<ul style="list-style-type: none"> • controlled the public funds • appointed dictators • held veto power over one another • oversaw the legal system and managed the courts • appointed candidates to the Senate • oversaw the moral conduct of all citizens • mainly farmers and workers who make up the majority of the society • made up of nobles and landowners who make up the minority of the society
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Magistrates (Consuls, Praetors etc.)	Senate	Roman citizens

Task

Place the items under the correct branch of the government.

Erwartungshorizont (M 6)

Magistrates (Consuls, Praetors etc.)	Senate	Roman citizens
<ul style="list-style-type: none"> • one Patrician, one Plebeian • ran the government • commanded the army during war times • elected by the people (<i>Comitia centuriata</i>) • elected to one year terms • (dictators) ruled for periods of six months at a time • (dictators) held absolute power during emergencies • (Quaestors) controlled the public funds • held veto power over one another • (Praetors) oversaw the legal system and managed the courts • (Consuls) oversaw the moral conduct of all citizens 	<ul style="list-style-type: none"> • decided foreign policy • composed of Patricians who ruled for life • proposed dictators in times of emergency • voted on laws • appointed dictators • appointed candidates to the Senate • oversaw the moral conduct of all citizens • made up of nobles and landowners who represented the minority of the society 	<ul style="list-style-type: none"> • ten elected officials • registered citizens according to their wealth for tax and military service purposes • open to all members of the public depending on social class • approved the actions of the Senate • elected tribunes • voted on war and peace • mainly farmers and workers • who made up the majority of the citizens • (Tribunes) held veto power over one another