



AUGUSTUS: FIRST ROMAN EMPEROR

Explore how Augustus, Rome's first emperor, united a divided kingdom and ushered in a new Golden Age for Romans.

CONVERSATION QUESTION

How did Augustus change the social and political life of Romans?

TEACHING OBJECTIVES

- Students will learn about the Roman Empire
- Students will learn about the contributions of Augustus to Roman society
- Students will generate questions about individuals who have shaped significant historical change
- Students will use questions generated about individuals to analyze why the developments they shaped are seen as highly significant
- Students will analyze connections among events and developments in broader historical contexts
- Students will write narratives to develop real or imagined experiences or events
- Students will annotate a political map



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

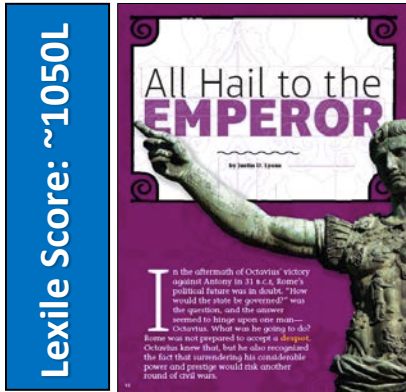
SELECTIONS

- **All Hail to the Emperor**
Expository Nonfiction, ~1050L
- **To the North, South, East, and West**
Expository Nonfiction, ~1250L
- **A Golden Age**
Expository Nonfiction, ~1150L

All Hail to the Emperor

pp. 12–15, Expository Nonfiction

Use this article about Augustus and how he paved the way for the emergence of the Roman Empire to teach your students to generate questions.



OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will generate questions about individuals who have shaped historical change
- Students will write narratives to develop real or imagined experiences or events

KEY VOCABULARY

- **Senate (p. 13)** a political institution in ancient Rome consisting of individuals chosen to represent their regions
- **monarchy (p. 13)** a form of government led by an individual with absolute power
- **republican (p. 14)** a form of government based on representation

ENGAGE

Conversation Question: How did Augustus change the social and political life of Romans?

Tell students to imagine the following scenario: they live in a country that, until recently, was ruled by a dictator who suppressed democratic institutions. Now that the dictator has been assassinated, the country is in a state of political and social turmoil and experiencing civil war. Invite students to discuss what living in such a society would be like.

INTRODUCE VOCABULARY

Together, review the vocabulary words and read them aloud. Then, ask students to make predictions about the topic of the text using the vocabulary words. If necessary, help students guess the topic by revealing the title of the article.

READ & DISCUSS

After all students have read the article, use these prompts for a class discussion:

- Why did Augustus seek to prevent being perceived as a dictator or king?
- How did Augustus consolidate his power over the Roman people?
- What titles did Augustus assume and why?

SKILL FOCUS: Generate Questions

INSTRUCT: Have students review the article and make a list of Augustus's actions mentioned in it. Then have students work in pairs to generate and record two questions about why Augustus took these actions.

ASSESS: Arrange the class into several small circles. Tell students they are going to be asked a question about Augustus by the student on their left and that they will answer the question using details from the article. Then they will ask their own question to the student on their right. Explain that you will start each group off by asking one of them a question.

EXTEND


English Language Arts Tell students to imagine a conversation between Augustus and Marc Antony about who should and will rule Rome. Then have them work independently or in pairs to write a short dramatic scene to portray this conversation. Remind students to write each character's words so they clearly show how he felt about ruling Rome. Also remind students to use stage directions that tell characters how to look, move, sound, and speak.

To the North, South, East, and West

pp. 16–19, Expository Nonfiction

Use this article to help students dive into Augustus's thinking as he expands the Roman Empire to its greatest size yet.

Lexile Score: ~1250L



The funeral inscription of Augustus, known as *Aex Gessae Divi Augusti* ("The Deeds of the Divine Augustus"), memorializes his imperial successes and military victories (see opposite inset). Listed are the territories he added to the empire and the foreign rulers he made subject to Rome. History records that, in his determination to make Rome safe from the barbarians beyond the frontiers, Augustus brought more territory under Roman rule than anyone who ruled Rome before or after him.

RESOURCES

- Augustus's World (map)

OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will use questions generated about individuals to analyze the developments they shaped
- Students will annotate a political map

KEY VOCABULARY

- **pension** (p. 17) a regular payment made during a person's retirement
- **vassal** (p. 19) a country or region that is in a subordinate position to another state
- **imperial** (p. 19) of or relating to an empire

ENGAGE

Conversation Question: How did Augustus change the social and political life of Romans?

Explain to students that the Roman Empire under Augustus expanded to its largest size since the Roman Republic was founded nearly 800 years earlier. Ask students to hypothesize how and why Augustus expanded the empire.

INTRODUCE VOCABULARY

Together, review the vocabulary words and read them aloud. Then ask students to choose two or more words from the vocabulary list and use them to write a sentence about the Roman military under Augustus.

READ & DISCUSS

After all students have read the article, use these prompts for a class discussion:

- How did Augustus reorganize the military?
- Where did Augustus focus his military efforts and why?
- Why did Augustus advise his successor not to attempt to expand the empire?

SKILL FOCUS: Analyze Developments

INSTRUCT: Have students work in pairs to generate questions about military developments under Augustus. Then have pairs team up with other pairs and take turns asking each other their questions and answering them.

ASSESS: Have each student pick one question they were asked by another group and write a paragraph summarizing why that military development was highly significant.

EXTEND

Geography Augustus's actions expanded the Roman Empire to its largest size ever. Using details from the article, add annotations to the map *Augustus's World* that explain why, how, or when Augustus conquered the area.

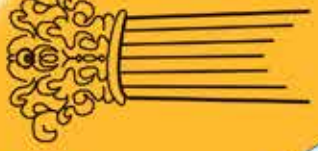


Caspian Sea

Parthia

Euphrates River

MIDDLE EAST



Red Sea

Nile River

Egypt

Judea-Samaria



Black Sea

Ankara

Galatia

Troy

Moesia

Balkans

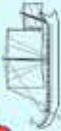
Macedonia

Philippi

Greece

Actium

Mediterranean Sea



Baltic Sea



Germany

Teutoberg Forest

Elbe River

Rhine River

EUROPE

Gaul

Alps

Italy

Rome

Mutina

Raetia

Noricum

Pannonia

Dalmatia

Illyria

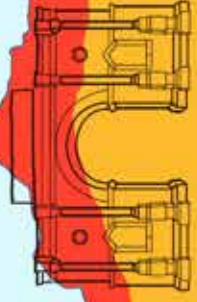
Actium



AFRICA



Hispania



Augustus' World

Golden Age

pp. 22–27, Expository Nonfiction

Teach your students to understand historical context using this article about the ancient artists who shaped people’s perceptions of what Augustus accomplished for Roman society.



RESOURCES

- Historical Context Worksheet

OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will analyze connections among events and developments in broader historical contexts
- Students will write narratives to develop real or imagined experiences or events

KEY VOCABULARY

- **public opinion** (p. 22) views prevalent among the general public
- **revered** (p. 24) deeply respected and admired
- **austerity** (p. 25) sternness or seriousness of manner or attitude

ENGAGE

Conversation Question: How did Augustus change the social and political life of Romans?

Ask students to imagine they have just completed their first term as president of the United States and they want to promote the significance of their achievements to the public as they enter their second term. Have students share ways they could promote their achievements and how each way could benefit them.

INTRODUCE VOCABULARY

Write the following sentences on the board. Then, ask students to decide which two words from the vocabulary list should be used to complete each sentence.

- He was _____ as a model citizen because his _____ caused others to perceive him as wise.
- Throughout the empire, _____ often favored the _____ emperor.

READ & DISCUSS

After all students have read the article, use these prompts for a class discussion:

- What is meant by “Golden Age” and how did Augustus help to usher one in for Romans?
- Why did Augustus make sure he respected ancient Roman traditions?
- How did Augustus use the written word to help shape people’s perceptions?

SKILL FOCUS: Analyze Connections

INSTRUCT: Explain to students that individual historical events take place within a larger historical context. Continue by explaining this historical context includes all the people, places, and developments that are connected to one another within a given time-period. Next, tell students to use details from the article to summarize the historical context in which Augustus instructed the poets Virgil, Horace, and Ovid to write about the Golden Age.

ASSESS: Have students work individually or in pairs to complete the *Historical Context* worksheet with the class.

EXTEND

Language Arts Explain that an ode is a poem that celebrates and praises someone or something. Continue by explaining that in an ode, the poet directly addresses his or her subject. (Example: “Augustus, you breathed new life into Rome.”) Have students write a ten-line ode to Augustus. Tell them to imagine they are average Roman citizens and to emphasize in their odes the ways that Augustus has affected their lives.

Historical Context

Individual historical events take place within a larger historical context. A historical context includes people, places, and developments that are connected to one another within a given time-period. Choose any historical development (for example, the rise of smartphones, the spread of Facebook, etc.) and write it in the box below. Then use the chart to record details about the people, places, and events connected to this development.

Historical Development

| People | Places | Events |
|--------|--------|--------|
| | | |