

## 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 verheerenden Schlacht bei Cannae 216 v. Chr. weiter nach Rom gezogen wäre? Was, wenn Lucretia 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 Allianzen aufgebaut, an dem jeder Feind scheitern musste. Anhand von Karten, Büchern, Porträts, Zeichnungen, Gesetzestexten und Augenzeugenberichten wandern die Schüler durch fünf Jahrhunderte römischer Geschichte, die ausschlaggebend für die heutige Geographie Europas sind.

#### 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

## 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 aspirants<sup>1</sup>, them as the preservers<sup>2</sup> and worshippers<sup>3</sup>, them as the suffering and the needy of liberation. This trinity of relationships corresponds to a trinity of types of history: the history as far as a monumental<sup>4</sup>, an antiquarian<sup>5</sup> and a critical way to differentiate the history.

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 needy<sup>6</sup>, which they cannot find among their comrades<sup>7</sup> and in the present [...]. Why is it useful, in the present, to observe 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 speak more courageously, because then the doubt, which has befallen them in darker hours that they might probably want the impossible, will vanish<sup>8</sup> [...]. Secondly, history belongs to those preserving and worshipping<sup>9</sup>, those who look back with loyalty and love to where they stem<sup>10</sup> from and in which they have developed; by this people also speak of gratitude<sup>12</sup> for their existence. [...]

[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 dissolve<sup>13</sup> their past, in order to live; this can be achieved by bringing it to court<sup>14</sup>, inquiring and examining it painstakingly<sup>15</sup> 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 astonishing<sup>16</sup> achievements of both Hellenes and Barbarians<sup>17</sup> remain without recognition in posterity<sup>18</sup>; the exploration focuses mainly on the question of who was responsible for the war of the Hellenes<sup>18</sup> and the barbarians against each other. [...]

Then, after having named Kroisos<sup>20</sup> as the originator, I would like to continue with my documentation by stroking<sup>21</sup> 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.

Herodotus, „Prooimion“, 1,5,3-4. Übersetzung: M. Dederichs

**Source C: Polybius**

For who is so worthless or indolent<sup>22</sup> as not to wish to know by what means and under what system of polity the Romans in less than fifty-three years have succeeded in subjecting nearly the whole inhabited world to their sole government — a thing unique in history?

But the Romans have subjected to their rule not parts, but nearly the whole of the world and possess an empire which is not only immeasurably<sup>23</sup> greater than any which preceded<sup>24</sup> it, but need not fear rivalry in the future.

The date from which I propose to begin my history is the 140th Olympiad [220-215 B.C.] [...] Previously the doings of the world had been, so to say, dispersed, as they were held together by no unity of initiative, results, or locality; but ever since this the history has been an organic whole, and the affairs of Italy and Libya have been interlinked with those of Greece and Asia, all leading up to one end. And this is my reason for beginning their systematic history from that date. For it was owing<sup>27</sup> to their defeat of the Carthaginians<sup>28</sup> in the Hannibalic War that the Romans, feeling that the chief and most essential step in their scheme<sup>29</sup> of universal aggression had now been taken, were fully emboldened<sup>30</sup> to reach out their hands to grasp<sup>31</sup> the rest and to cross with an army to Greece and the continent of Asia.

**Annotations:**

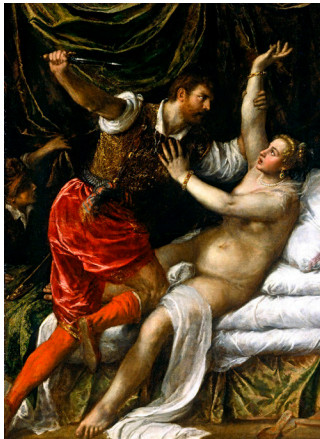
1 **aspirant**: der Strebende – 2 **preserver**: Bewahrer – 3 **emphatic**: der Verehrende – 4 **monumental**: übergroß – 5 **antiquarian**: antiquarisch, alt – 6 **to comfort the needy**: die Armen trösten – 7 **comrade**: Kamerad, Genosse – 8 **vanish**: to disappear – 9 **worship**: to praise, to support – 10 **to stem**: wurzeln – 11 **piety**: Frömmigkeit – 12 **gratitude**: thankfulness – 13 **to dissolve**: sich auflösen – 14 **to bring sth. to court**: etwas vor Gericht zerren – 15 **painstakingly**: very carefully, detailedly – 16 **astonishing**: erstaunlich – 17 **barbarian**: foreigners in and outside of Greece – 18 **posterity**: Nachwelt – 19 **Hellenes**: die Hellenen, Griechen – 20 **Kroisos**: durch Kriege sagenhaft reich gewordener König von Lydien um 550 v. Chr. – 21 **strolling**: bummelnd – 22 **indolent**: träge, faul – 23 **immeasurably**: unermesslich – 24 **to precede**: vorhergehen – 25 **to disperse**: zerstreuen, auflösen – 26 **to interlink**: to connect – 27 **to owe**: schulden – 28 **Carthaginians**: Karthager – 29 **scheme**: Muster, Schema – 30 **emboldened**: ermutigt – 31 **to grasp**: ergreifen

**Tasks**

1. Collect examples for Nietzsche's way of dealing with the past.
2. Describe Herodotus's topics of history.
3. Explain the differences between Nietzsche's, Polybius's and Herodotus's ideas of dealing with history.

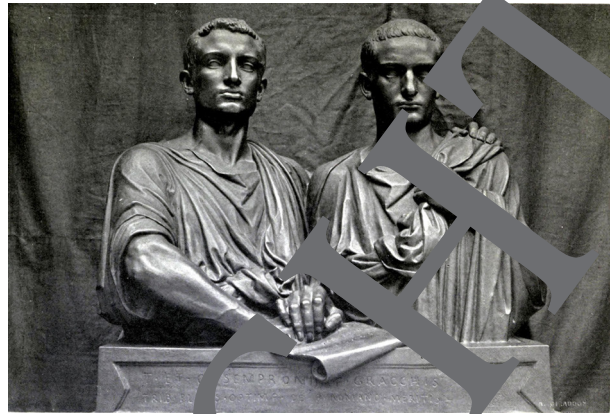


### M 3 Stimulus cards for students' lectures



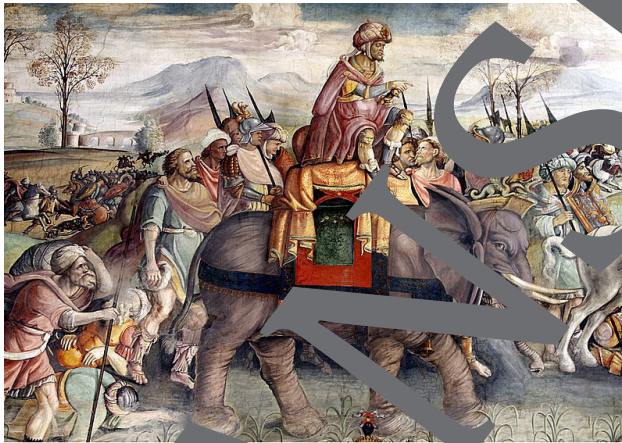
Wikipedia. Gemeinfrei gestellt

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



Wikipedia. Gemeinfrei gestellt

The Gracchi, Eugene Carpeaux (1822–1905)



Wikipedia. Gemeinfrei gestellt

Hannibal Crossing the Alps, by Paul Veronese, a fresco ca. 1510, Palazzo del Campidoglio Capitoline Museum, Rome



CC BY-SA 3.0\_Gryffindor

Statue of Greek historian Polybios, Vienna



CC BY-SA 3.0\_Andreas Praefcke

Twelve Table Laws, Reichsgerichtsgebäude, Leipzig



Wikipedia. Gemeinfrei gestellt

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





Assassination of Caesar by Vincenzo Camuccini (1771–1844)



Cicero accusing Catiline, painting by Cesare Macari



Spartacus, by Denis Foyatier

### Tasks

1. Choose a picture and research its background.
2. Find a primary source (e.g. contemporary historian) which focusses on the content this picture.
3. Present a thesis paper in which you highlight important aspects to your classmates.



### Roman System – based on balance of interests

M 5a

	Monarchical	Aristocratic	Democratic
Who			
Tasks			
Power base			
Limits on power			

### U.S. Constitution – Checks and Balances

M 5b

	Executive	Legislative	Judiciary
Who			
Tasks			
Power base			
Limits on power			

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**Task**

Work in two groups.

One group researches the Roman system, the other one the U.S. Constitution.

**In class**

Compare and contrast the Roman system with the U.S. Constitution.



## M 11

## The End of the Republic

Tacitus was a senator and famous historian who became widely acclaimed for his book on the Germans (although he never was north of Italy). He begins the „Annals“ by describing how the civil war and proscriptions (mass executions of political opponents) had destroyed the Republic.

Rome at the beginning was ruled by kings. Freedom and the consulship were established by Lucius Brutus. Dictatorships were held for a temporary crisis. The power of the decemvirs did not last beyond two years, nor was the consular jurisdiction of the military tribunes of temporary duration. The despotisms of Cinna and Sulla were brief; the rule of Pompey and of Crassus soon yielded before Caesar; the arms of Lepidus and (Mark) Antony before Augustus; who, when the world was wearied by civil strife<sup>2</sup>, subjected it to empire under the title of prince.<sup>3</sup> But the successes and reverses of the old Roman people have been recorded by famous historians; and fine intellects were not wanting to describe the times of Augustus, till growing sycophancy<sup>3</sup> scared them away. [...] Hence my purpose is to relate a few facts about Augustus- more particularly his last acts, then the reign of Tiberius<sup>4</sup>, and all which follows, without either bitterness or partiality, from any motives to which I am far removed.

When after the destruction of Brutus and Cassius<sup>5</sup> there was no longer any army of the Republic, when Pompey was crushed in Sicily, and when, with Lepidus pushed aside and (Mark) Antony<sup>6</sup> slain, even the Julian faction had only Octavian left to lead it, then, dropping the title of triumvir, and giving out that he was a Consul, and was satisfied with a tribune's authority for the protection of the people, Augustus won over the soldiers with gifts, the populace<sup>7</sup> with cheap corn, and all men with the sweets of repose<sup>8</sup>, and so grew greater by degrees, while he concentrated in himself the power 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<sup>9</sup> by revolution, they preferred the safety of the present to the dangerous past. And the provinces of like 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<sup>10</sup> of the officials, while the protection of the laws was unavailing<sup>11</sup>, as they were continually deranged by violence, intrigue, corruption and finally by money.

#### Translations

- 1 Decemvirs: 10 men responsible for the establishment of the 12 Tables Law – 2 **strife**: = conflict – 3 **sycophancy**: Speichelleckerei – 4 **Tiberius**: successor of emperor Augustus – 5 **Brutus/Cassius**: members of the senate taking important parts in the assassination of Caesar – 6 **repose**: Rast – 7 **aggrandise** vermehren – 8 **rapacity**: Habgier – 9 **unavailing**: in vain

„Hence my purpose is to relate a few facts about Augustus...“. Summarize the facts Tacitus reveals about Augustus and why the Republic collapsed.

## Timeline – Revision

M 12

Year BC	Event
753	
509	
450	
336	
264–146	
133	
60–59	
73–71	
58–51	
44	
27	

After the legendary foundation of Rome by Romulus and Remus in 753 BC, the Romans expelled the \_\_\_\_\_ kings after the also \_\_\_\_\_ rape. Soon riots started between the Plebeians and the \_\_\_\_\_, called the \_\_\_\_\_ which lasted for almost 100 years. In these two groups were established, the optimates, the supporters of the Senate and the \_\_\_\_\_, those \_\_\_\_\_ the side of the Plebeians.

Shortly afterwards the \_\_\_\_\_ Punic Wars started, in which the \_\_\_\_\_, a people from today's Tunisia, attacked and threatened the Romans. Most prominent became \_\_\_\_\_ in the 2nd Punic War when he crossed the Alps with elephants and defeated \_\_\_\_\_ at \_\_\_\_\_. In Zama, however, he was defeated shortly afterwards and \_\_\_\_\_ Punic War, according to the historian \_\_\_\_\_, the capital was completely destroyed.

Initiated by the land reforms of the \_\_\_\_\_, the system of the Republic and its values deteriorated, rhetorically exemplified and complained by the historians and statesmen \_\_\_\_\_ and \_\_\_\_\_. In 60 BC Caesar, Crassus and \_\_\_\_\_ established a triumvirate and Caesar started to conquer \_\_\_\_\_, today's France and Belgium. Shortly afterwards, the Senate was afraid that Caesar wanted to become \_\_\_\_\_ of Rome and so they assassinated him. This was followed by the 2nd triumvirate with Octavian, Lepidus and \_\_\_\_\_, however, this also failed and in 27 BC, the Republic ceased to exist with Octavian who became the first \_\_\_\_\_ and later was called Augustus. What has survived though is the Roman Republican political system of \_\_\_\_\_ and \_\_\_\_\_ in today's constitutions of the USA and many countries in Western Europe.

### Tasks

Fill in the gaps in the text and then you can complete the time table.