



## Lesson Plan: Defining Civic Duty and Participation

### Student Handouts

#### The Roman Republic

Etruscan kings ruled over the Romans until about 509 B.C. At that time, the Romans forced the Etruscans to leave Rome and pushed the Etruscan king out of power. The Romans then established their own form of government. Rather than having a king, they decided to choose their own leaders. This type of government is known as a Republic. Rich landowners and military leaders, called Patricians, made up one of Rome's two social classes. Poor artisans, farmers, merchants, and former slaves, who were the majority of the Roman people, made up the other social class, the Plebeians. Patricians formed an assembly and chose two men from their class to act as consuls that would lead the Roman Republic. Consuls had the power to administer the law. The advisors to the consuls were called senators. Senators were allowed to serve in government as long as they wanted to; consuls served for one year.

Even though Romans chose their own leaders, the Roman Republic was not a Democracy. Plebeians did not have representation in government. Eventually, Plebeians began to demand rights and start their own council. Because the Patricians needed the Plebeians to serve in the military, and perform jobs in the Republic, they agreed to give the Plebeians a voice in government matters.

#### Key Feature: Written Constitution

One of the changes that were made in the Roman Republic as a result of the Plebeians' demands were the writing down of laws. At the beginning of the Roman Republic, only consuls and senators, all representatives of the Patricians, had knowledge of the laws. This was unfair to the Plebeians. If the Patricians wanted to change the laws to favor them; they could do so very easily since the laws were not written down. About 450 B.C., the plebeians' demands for written laws were met. The Patricians wrote the Roman laws down on 12 bronze tablets.

These tablets are called the Law of the Twelve Tables. Everyone in the Republic Patricians and Plebeians alike were subject to follow the same set of written laws.

#### Key Feature: Tripartite Government

Something that is "tripartite" is divided into three parts or made up of three parts. The Roman Republic was a tripartite government. There were three parts of the Roman government that shared the power to rule. The Senators were from the wealthy class called the Patricians. The senators elected two consuls from their group.

Then there was a third group, an assembly of Roman citizens. In time, the Plebeians had representation in the assembly and representatives that were equal to the senators, called tribunes. Tribunes could prevent laws proposed by the Senate from being passed. After a while, plebeians also were able to elect one of the consuls.



## Key Feature: Checks and Balances

A system of checks and balances in government prevents any one part of a government from becoming too powerful. In ancient Rome, the tripartite government kept any one person or group from taking control of the Republic. The Senate gave the aristocracy a voice in government. The consuls had to be elected by senators and so were dependent on them for their power. The assemblies provided representation for regular citizens. Even today, we value the system of checks and balances. In the United States, we have three branches of government. Power is distributed among the president, the lawmakers and the courts so that nobody has too much control over government.

## Key Feature: Civic Duty

The structure of the Roman Republic demonstrates that its people valued the concept of civic duty. “Civic duty” refers to the types of responsibilities that citizens have to their nation or country. In Rome, people could not rely on a king or dictator to rule them and make decisions for them. Instead, they had to take an active role in their government. Citizens could work towards the betterment of their community through economic participation, public, volunteer work, and other such efforts to improve life for all citizens. People also participated in other ways. Citizens were expected to defend the Republic when required. Citizens served the Republic when enemies threatened its existence, and the citizens helped defend it. Roman citizens took their civic duties seriously which helped the Republic remained strong and stable for a very long time.

Write your answers to the following questions.

1. Describe the significance of the Roman Republic in relation to its key features of the government.

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Curricula for K-12 Civics Education

2. Which key feature of the Roman Republic do you think is most important to people today? Explain your answer.

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For further discussion:

1. What would you like to know more about in terms of the government of the Roman Republic? Frame questions that you can answer by historical study and research. Conduct this research and discuss your findings.
2. How is the Roman Republic similar to the government of the United States today? How is it different? Explain the sources of historical continuity and how the combination of deas and events explains the emergence of new patterns.
3. Read the historian Polybius’s comments on the government of the Roman Republic. Detect his point of view on historical events and determine the context in which the historical statements were made (the questions he may have asked about the subject, the sources he used, and the perspective from which he is writing).



## Visual Arts Elements Guide

Use the elements (line, shape, color, texture) to enhance your meaning in the artwork. Using a variety of each kind of element is highly recommended! Here are some helpful hints about each element.

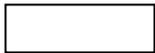
**LINE** short/long, thick/thin, broken/solid, zigzag/curved, spiral/straight

vertical: strength

horizontal: calm

diagonal: action

**SHAPE**



Geometric/Man-made



Organic/Nature-made

**TEXTURE**



**COLOR** has meaning or emotional tone.

<b>COLOR MEANING for Western Cultures</b>	
<b>RED</b>	Patriotism with white and blue, conservative, can mean "stop" anger or violence
<b>ORANGE</b>	Religious connotations, nature. old world
<b>YELLOW</b>	Nature, earthiness GOLD opulence or wealth
<b>GREEN</b>	"environmental" or "go ahead" move forward, grow, energy
<b>BLUE</b>	"water" cold, isolation, calm "democratic"
<b>VIOLET</b>	Spiritualism, power, otherworldly
<b>BLACK</b>	Apathy, anger, defiance, absence of emotion, void, strength, right or wrong
<b>WHITE</b>	Summer, spiritual, innocence, youth, purity

## Be A COMPOSITION DESIGNER



## Use Unity and Emphasis

*Unity: Making artwork as a whole look like all the components fit together through: repetition of shape, color, line, or pattern.*

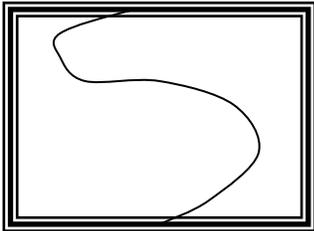
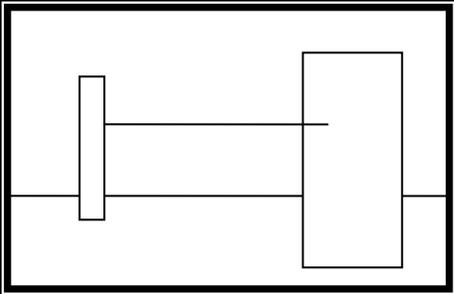
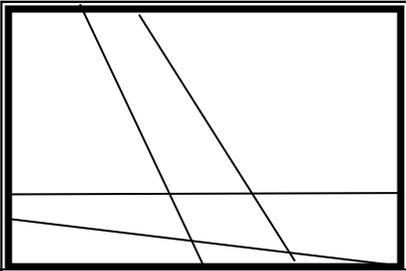


*Emphasis: The visual art principle of design that has one item in a piece of art stand out the most to focus the viewer on the most important concept in the art.*

**Emphasis can happen by...**

- making an object larger than others
- giving it a stronger shape (triangles create the most strength; open shapes are the weakest in energy).
- use of strong color
- making it a different texture than the rest of the artwork
- creating lines or shapes around it working like “arrows” pointing toward the important area
- overlapping shapes with the most important on top

**Place shapes in one of these *tried and true* compositional templates.**

<p style="text-align: center;"><b>Form an S Curve</b></p> 	<p style="text-align: center;"><b>Form a Bridge</b></p> 
<p style="text-align: center;"><b>Form an intersection</b></p> 	<p style="text-align: center;"><b>Find the Golden Mean or Section (Rule of thirds)</b></p> 