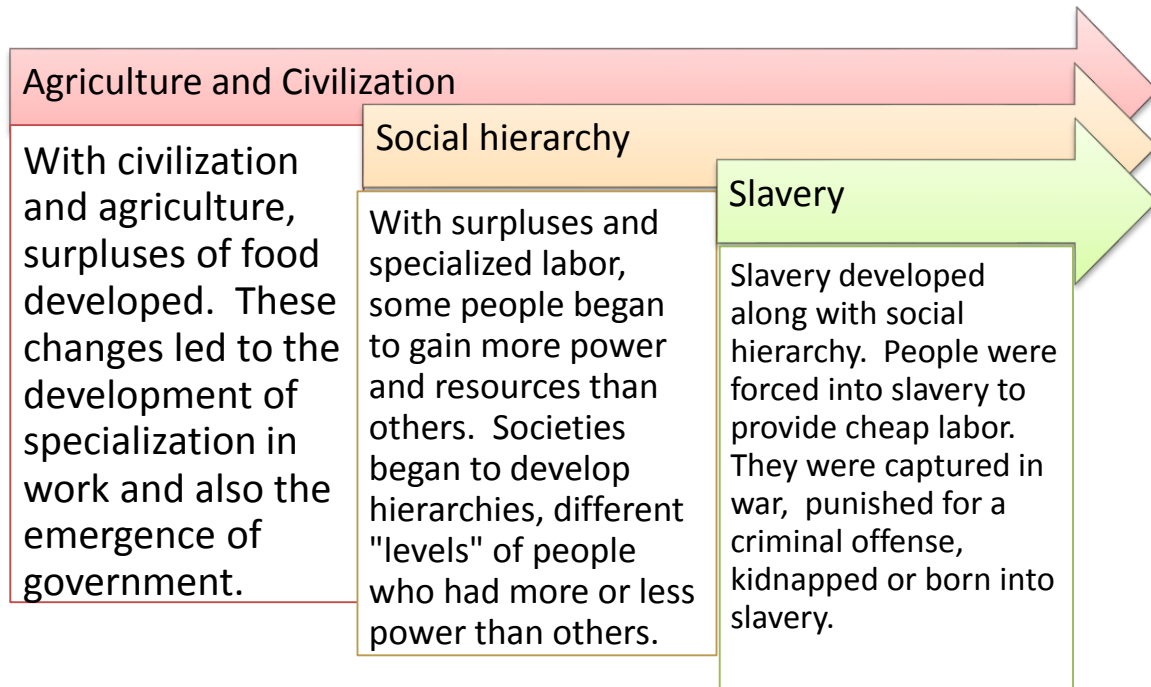


Graphic Organizer



Big Ideas Card

Big Ideas for Lesson 4, Unit 4

- With civilization and the development of empires, human societies also developed complex social hierarchies with small groups of people controlling most of the resources and power.
- Slavery was part of these early social hierarchies, and slaves were at the bottom of the hierarchy. Slavery developed along with civilization, specialization, the development of agriculture, and a growing desire for cheap labor.
- Slavery was organized differently in different places and at different times, but always revolved around forced labor and the unequal treatment of certain groups of people. In empires like Rome, slavery became an important part of the overall economy.
- Slavery affected people differently, depending upon their place in the social hierarchy.

Word Cards

17 slavery

systems in which some people are held as property by others and forced to do different types of work



Example: Slavery existed in Ancient Egypt, and the great pyramids of Egypt were built in part by slaves.

(SS070404)

18 elite

a group of people considered to be the best in a particular society or category, usually because of their power, talent, or wealth

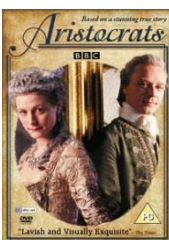


Example: Priests were often included in the elite classes of ancient civilizations because it was believed they could gain favor from the gods.

(SS070404)

19 aristocrats

members of a ruling class or of the nobility and were usually wealthy landowners



Example: In ancient empires, the family members of the emperor were aristocrats and enjoyed wealth with little work.

(SS070404)

20 merchants

people who buy and sell goods for profit; business people



Example: Merchants often had connections to people in other places because they bought and sold goods through large trade networks.

(SS070404)

21 artisan

a worker in a skilled trade or craft; one who makes things by hand



Example: There were many artisans in ancient Greece, some of which were skilled sculptors and stone workers. They were higher in the social hierarchy than unskilled laborers.

(SS070404)

22 scholar

a person dedicated to the pursuit of learning and the building of knowledge; valued for their thinking rather than their labor



Example: Scholars in ancient Greece were well-respected and studied topics related to mathematics, philosophy, and history.

(SS070404)

Student Handout 1 – Social Hierarchy and Slavery in the Ancient World

Between 1000 BCE and 500 CE, the vast majority of the world's population were farmers, herders, or foragers. They produced their own food, and they lived short lives compared to today. However, as cities developed and got bigger, some people began to gather and control more resources than others. Over time, groups of **elites** emerged, and these people had more wealth and power than everyone else. Other groups developed in cities as well, such as classes of **merchants**, **artisans**, **scholars**, and other people with special skills who could gain a limited amount of wealth and influence. **Social hierarchy**, different levels of wealth and power among people, began to develop, with some people having much less than others.

Part of **social hierarchy** involved differences in power between men and women. In the developing cities, adult males controlled political and social life, as far as we know. Men and women likely had more equal relations in daily life in forager, pastoral, or small-scale farming societies. However, in the big states and empires, women at the very top of the **social hierarchy** appear to have enjoyed more freedom and rights than other women.

War was the main source of slaves initially. When a town or city was taken by an enemy, it was common for the winner to take people from the losing side as slaves. There were also pirates who captured people and then sold them as slaves. In addition, criminals could be sentenced to slavery, unpaid debts could lead to someone being forced into slavery, and very poor families sometimes sold their children into slavery. Children born to slaves also provided a new source for future slaves. These were the conditions for slavery; every ancient civilization used slaves at some point and found different ways to force people into this unfair system.

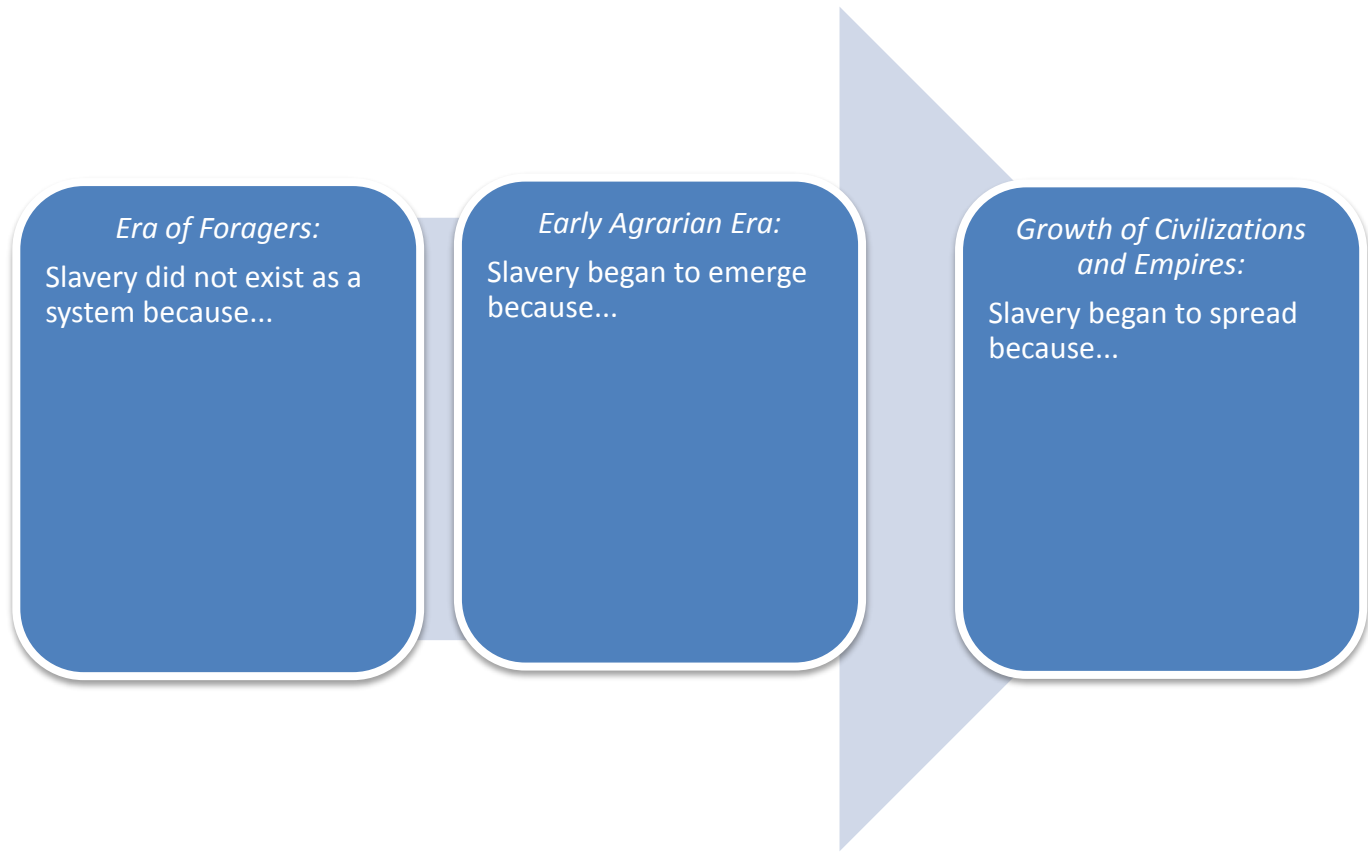
As civilizations developed **social hierarchies**, **slavery** became an integral part of societies. Before the growth of civilizations, hunter-gatherers and early farmers had no use for slaves because they produced just enough food for themselves. One more person meant one more mouth to feed, so there was no economic advantage in owning another human being. This began to change as people started to live in towns and cities, where a surplus of food created in the countryside (often on large estates) made it possible to develop a wide range of crafts in the town. On large farms or in workshops, owners wanted a steady source of cheap labor that they did not have to pay.

Information about slaves in early societies appears most often with regards to their legal status, basically as part of the owner's valuable property. The Code of Hammurabi, from Babylon in the 18th century BCE, gave chilling details of the different rewards and penalties for surgeons operating on free men or slaves, but it also revealed that slaves there had some limited rights. For example, Babylonian slaves were themselves allowed to own property.

But the first civilization in which we know a great deal about the role of slaves was that of ancient Greece. The slaves of Athens, for example, had no basic rights, but their lives varied greatly according to the work they did. The most unfortunate Athenian slaves were the miners, who were worked often to the point of death by their owners. Other categories of slaves - particularly those owned by the government, such as the 300 Scythian archers who provided the police force of Athens - could acquire a better position in society. The majority of Athenian slaves were domestic servants who worked in the households of more wealthy Greeks. Their living conditions depended entirely on the relationship they developed with their owners.

Slaves were at the bottom of the social hierarchy, and during this time period (1000 BCE to 500 CE) there was a huge expansion of slavery and organized slave trade in many parts of the world, notably the Mediterranean basin. For example, slaves may have made up 40 percent of the total population of the Roman Empire at the end of the first century BCE.

Text adapted from <http://worldhistoryforusall.sdsu.edu/eras/era4.php> and <http://www.historyworld.net/wrldhis/plaintexthistories.asp?historyid=ac41>



Turn and Talk: How were slaves obtained?

Stop and Jot:

- How were the lives of slaves different from other members of society?
- How did the lives of slaves differ from one another?

Student Handout 2 – Roman Social Hierarchy Note Tracker

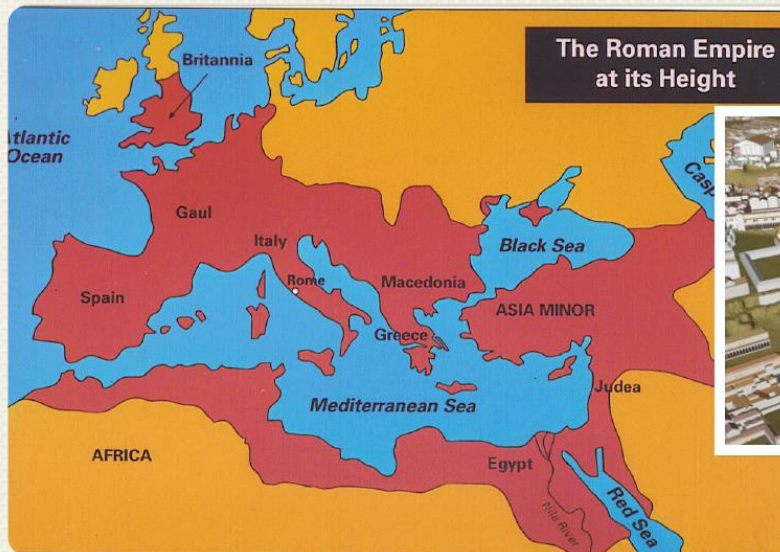
Take notes with this chart as you view the PowerPoint. What were the pluses and minuses (if any) of being in different groups?

Role	Advantages... perks	Disadvantages... drawbacks
<i>Emperor</i>		
<i>Patrician</i>		
<i>Senator</i>		
<i>Equestrian</i>		
<i>Plebeian</i>		
<i>Freedmen</i>		
<i>Women</i>		
<i>Slaves</i>		
<i>Gladiators</i>		

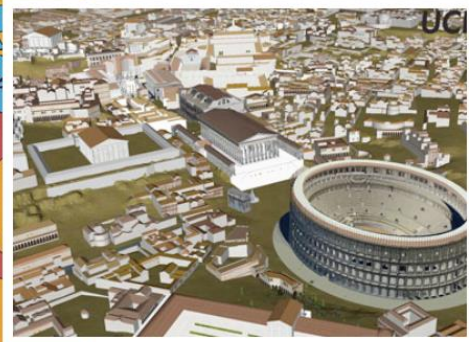
STUDENT HANDOUT #3: INTRODUCTION TO SLAVERY IN ROME



ROMAN EMPIRE



The Roman Empire
at its Height



ABOVE: DETAILED DIGITAL
RECONSTRUCTION OF ROME
CIRCA 320 CE. (NATIONAL
GEOGRAPHIC)

The Power of Rome

In 509 BCE the Roman republic was founded. Over a period of four centuries, the Roman empire expanded until it conquered the entire Mediterranean basin. The unifying of the empire included the conquest of Etruscans, Greeks, Egyptians, Berbers, Gauls, and Syrians, among others. At its

height, around 100 CE, the empire covered a land area of approximately 1,698,400 square miles.

Its peak of prosperity during the Pax Romana, or Roman peace, extended well into the third century CE. For a long time, the city of Rome was the empire's most powerful city as well as

the capital. In terms of art and architecture, the city was not only the largest site of art production but for centuries it received a constant stream of the spoils of war from all over the Mediterranean region.



ROMAN SOLDIERS



ROMAN COINS SHOWING CAESAR ON ONE SIDE AND ON THE
OTHER GERMANIC TRIBES GIVING CHILDREN AS HOSTAGES
TO THE EMPEROR. CIRCA 8 BCE

Slavery in the Roman Empire

In the third-century BCE, with the wars of conquest Rome became a large-scale slave society.

Many common citizens lost their farmland because they were away for extended periods fighting in the Roman army. Aristocrats then bought up this farmland with the profits they made from war. The problem was that they then needed a lot more workers to farm the land. Free citizens were needed by the army, plus they did not want to work for the aristocrats. Aristocrats chose to use slaves to work the farmland.

It is hard to know how many slaves there were in imperial Rome. Scholars using a variety of methods, have estimated that up to 35% of the total population in the first century CE were slaves. Compare that to estimates of slavery in ancient Egypt where the slave population never rose above 10%.

+++++

War was a common source of slaves because the winner in a war could take some or all the enemy captive. As agriculture increased in the third century BCE in Rome, so did the demand for slaves. At this point, Romans began to enslave and sell many more of their war captives. Slaves were bought at slave markets, and could even be rented for periods of time.

The Romans did not depend only on war as a source of slaves. New slaves were also

obtained when the existing slaves had children, piracy, kidnapping, abandoned babies, and the sale of one's children or of oneself.

+++++

Wealthy Romans owned hundreds or thousands of slaves, but even the average person could own a few. The Roman government even owned slaves and forced them to work in such jobs as: mining for precious metals; building roads and bridges; and as executioners.

Some masters made a lot of money from the labor of their slaves. The slaves who were profitable to their owners did jobs like farming, unskilled labor (i.e. digging, moving), and skilled labor (i.e. carpentry, weaving).

On the other hand, some masters owned slaves that did not actually make profit for the master. These masters only owned slaves to serve them in their homes and to show off their wealth. Some people were so dependent on their slaves that they did not even dress themselves---they had a slave do it for them. The slaves who were not profitable to their masters were:

- nannies
- housekeepers
- dancers
- cooks
- laundry-women
- personal/body slave (with the master at ALL times)

+++++

The lives that slaves led differed greatly depending on who owned them and what kind of work they did. Some owners felt affection for their slaves and treated them humanely. Perhaps they also thought it was a good idea to take care of their investment. Sometimes slaves were put into trusted positions like accountants or advisors. However, most slaves led very difficult lives. Some owners abused their slaves by beating them, torturing them, and even killing them. It is known that many abused slaves reacted against their masters by running away. Runaway slaves, if caught, were whipped, branded with iron, or even killed. Some slaves killed their masters or started a rebellion, as in the case of Spartacus.

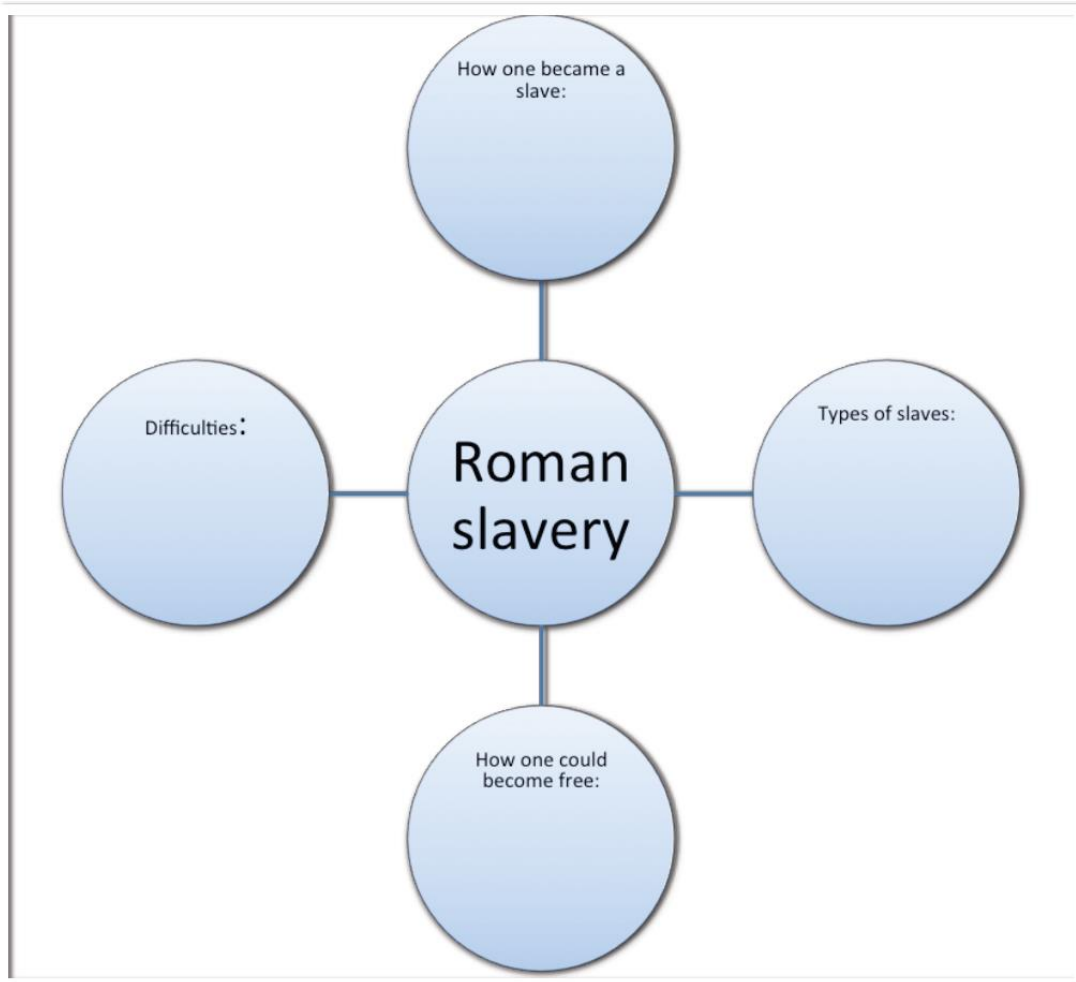
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There never was an attempt to legally abolish slavery in Rome. But it is known that Rome was unique among slave-owning societies in that slaves were regularly freed. When a slave was informally freed, he or she did not become Roman citizens and could not own property or wealth. When a slave was formally freed, he or she became a Roman citizen. However, ex-slaves could not hold public office and faced discrimination. In theory, a freedman or freedwoman's child had the same opportunities as other free-born citizens.

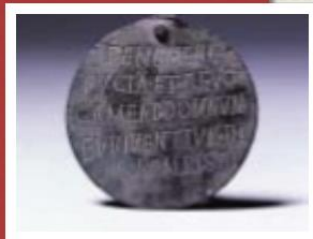
*Adapted from World History For Us All, Era 4
Closeup Teaching Unit 4.5.*

Putting it all together: Jot down one or two ideas in each circle below, based on the reading you just did.

When you are done, Turn & Talk to compare your thinking about the big picture of slavery in Rome, adding to your graphic organizer any important ideas you missed.



A DEFEATED BARBARIAN KNEELS BEFORE THE ROMAN EMPEROR. 2ND CENTURY CE. RELIEF ON SARCOPHAGUS IN ROME, VATICAN MUSEUM



ARTIFACTS

BRONZE TAG OF A RUNAWAY SLAVE. 4TH CENTURY, CE. IT READS, "HOLD ME, LEST I FLEE, AND RETURN ME TO MY MASTER VIVENTIVS ON THE ESTATE OF CALLISTUS."

Student Handout 4 – Social Group Perspective Document Analysis

Answer the first question based on your group description sheet. You will use documents provided by the teacher to answer the rest. Respond to each document with the prompts in the graphic organizer below.

Your group:			
<i>Do you think your group would have benefitted from slavery? Explain your answer.</i>			
Document	<i>Does this document, help or harm your argument on slavery?</i>	<i>How does the account of slavery in this document help or harm your argument? How does this document portray slavery? Does this account make slavery seem more or less acceptable?</i>	<i>How will you use this document in the hearing? What will you highlight? What will you challenge or argue against?</i>
1			
2			
3			
4			
5			

Document	<i>Does this document, help or harm your argument on slavery?</i>	<i>How does the account of slavery in this document help or harm your argument? How does this document portray slavery? Does this account make slavery seem more or less acceptable?</i>	<i>How will you use this document in the hearing? What will you highlight? What will you challenge or argue against?</i>
6			
7			
8			
9			
10			
11			
12			

Student Handout 5 - Slavery in Rome: Primary Documents

1) Suetonius was a second-century-CE Roman writer. In this selection we learn about the abandonment of Gaius Melissus:

Gaius Melissus was born at Spoleto; he was free-born, but abandoned because of an argument between his parents. Because of the interest and efforts of the man who brought him up, he received a higher education and was presented as a gift to Maecenas to use as a grammarian. Because he realized that Maecenas liked him and accepted him as he would a friend, he retained the status of a slave even though his mother claimed his freedom on his behalf, and he preferred his present status to that due to his true birth. For this he was soon freed, and became friendly with Augustus; ...

Source: Suetonius, *Grammatician* 5, qtd. in Thomas Wiedemann, ed., *Greek and Roman Slavery* (Baltimore: The Johns Hopkins UP, 1981), 118.

2) The *Theodosian Code* was a compilation of fourth- and fifth-century Roman laws, published in 438 CE. This selection is from a law passed by Constantine in the early fourth century CE: The August Emperor Constantine, to the Italians.

In accordance with the decisions of earlier emperors, any person who lawfully obtains a new-born child in any manner and intends to bring it up, shall have the right to hold it in a state of slavery; so that if after a series of years anyone asserts that it is free, or claims it as his own slave, that person must provide another similar slave or pay an equivalent price.

Source: The *Theodosian Code* 5.10.1, qtd. in Thomas Wiedemann, ed., *Greek and Roman Slavery* (Baltimore: The Johns Hopkins UP, 1981), 118-9.

3) This contract on papyrus records the sale, in 142 CE, of ten-year-old Abaskantis:

Pamphilos, otherwise known as Kanopos, son of Aigyptos, from Alexandria, has purchased in the marketplace from Artemidoros, son of Aristokles, the slave girl Abaskantis, or by whatever other name she may be known, a ten-year-old Galatian, for the sum of 280 silver **denarii**. M. Aelius Gavianus **stands surety for** and guarantees the sale. The girl is healthy, in accordance with the Edict of the Aediles ... is free of liability in all respects, is prone neither to wandering nor running away, and is free of epilepsy ...

Source: *P. Turner* 22, in Keith R. Bradley, *Slavery and Society at Rome* (Cambridge: Cambridge UP, 1994), 2.

4) Galen was a second-century-CE doctor and philosopher. This selection shows some ways in which masters abused their slaves:

There are other people who don't just hit their slaves, but kick them and gouge out their eyes and strike them with a pen if they happen to be holding one. ... The story is told that the emperor Hadrian struck one of his attendants in the eye with a pen. When he realized that he had become blind in one eye as a result of this stroke, he called him to him and offered to let him ask him for any gift to make up for what he had suffered. When the victim remained silent, Hadrian again asked him to make a request of whatever he wanted. He declined to accept anything else, but asked for his eye back. ...

Source: Galen, *Diseases of the Mind* 4, qtd. in Thomas Wiedemann, ed., *Greek and Roman Slavery* (Baltimore: The Johns Hopkins UP, 1981), 180-1.

5) This papyrus records a complaint filed before the authorities in Roman Egypt against an abusive husband and master:

He shut up his own slaves and mine with my foster-daughters and his agent and son for seven whole days in his cellars, having insulted his slaves and my slave Zoe and half killed them with blows, and he applied fire to my foster-daughters, having stripped them quite naked, which is contrary to the laws. ...

Source: *P. Oxy.* 903, in Keith R. Bradley, *Slavery and Society at Rome* (Cambridge: Cambridge UP, 1994), 171.

6) Suetonius was a second-century-CE Roman writer. This selection shows one way of acquiring a slave:

Staberius Eros was a Thracian bought at a public sale, and later set free because of his interest in literature. ...

Source: Suetonius, *Grammarians* 13, qtd. in Thomas Wiedemann, ed., *Greek and Roman Slavery* (Baltimore: The Johns Hopkins UP, 1981), 127.

7) The *Digest* was a compilation of more than 700 years of Roman legislation enacted under the emperor Justinian in the early sixth century CE. This selection shows that slaves were property:

"If anyone kills unlawfully a [male] slave or [slave-girl] belonging to someone else or a four-footed beast of the class of cattle, let him be condemned to pay the owner the highest value that the property had attained in the preceding year. ..."

Source: *The Digest of Justinian* 9.2.2, Vol. I, trans. Alan Watson (Philadelphia: University of Pennsylvania Press, 1985), 277.

8) The *Digest* was a compilation of more than 700 years of Roman legislation enacted under the emperor Justinian in the early sixth century CE. In this selection we read about a variety of slave occupations:

... Trebatius [a lawyer] further thinks that a baker and barber, intended to serve the needs of the rural household, are included [with the equipment of the farm]; likewise, the mason, who is intended to repair the villa, and the women who cook bread and look after the villa; likewise, the millers, if they are intended for use on the estate; likewise, the kitchen maid and the **steward's** wife ... likewise, the wool-makers who make clothes for the rural household and those women who cook relishes for the rural slaves. ...

Source: *The Digest of Justinian* 33.7.12, Vol. III, trans. Alan Watson (Philadelphia: University of Pennsylvania Press, 1985), 125.

.....

9) Cassius Dio was a second- and third-century-CE writer. He reports an excessive case of abuse in which the slave was saved by the emperor himself:

This same year Vedius Pollio died, a man who ... belonged to the **knights**, and had performed no brilliant deeds; but he had become very famous for his wealth and for his cruelty, so that he has even gained a place in history. Most of the things he did it would be wearisome to relate, but I may mention that he kept in reservoirs huge **lampreys** that had been trained to eat men, and he was accustomed to throw to them such of his slaves as he desired to put to death. Once, when he was entertaining [the emperor] Augustus, his cup-bearer broke a crystal goblet, and without regard for his guest, Pollio ordered the fellow to be thrown to the lampreys. Hereupon the slave fell on his knees before Augustus and supplicated him, and Augustus at first tried to persuade Pollio not to commit so monstrous a deed. Then, when Pollio paid no heed to him, the emperor said, "Bring all the rest of the drinking vessels which are of like sort or any others of value that you possess, in order that I may use them," and when they were brought, he ordered them to be broken. When Pollio saw this, he was vexed, of course; but since he was no longer angry over the one goblet, considering the great number of the others that were ruined, and, on the other hand, could not punish his servant for what Augustus also had done, he held his peace, though much against his will. ...

Source: Cassius Dio, *Roman History* 54.23, Vol. VI, trans. Earnest Cary (Cambridge, MA: Harvard UP, 1960), 339-43.

.....

10) This contract written on papyrus in 139 CE records the sale of six-year-old Passia in the Roman province of Dacia, present-day Romania. The seller has to guarantee that she has not tried to flee:

Maximus Bato buys the girl named Passia, or whatever other name she has, more or less six years old ... She is now a healthy girl [and] is not a runaway or a wanderer ...

Source: *CIL* III 3937 (*FIRA*₂ III no. 87), in Carl Bruns, ed., *Fontes Iuris Romani Antiqui* (Aalen, Germany: Scientia Antiquariat, 1958), 330; translated from Latin by the writer of this unit.

.....

11) The *Digest* was a compilation of more than 700 years of Roman legislation enacted under the emperor Justinian in the early sixth century CE. In this selection we read that some slaves may have resorted to suicide as a means of resistance:

No valuation is put on slaves who have been drowned, any more than if they had sickened and died on board or thrown themselves into the sea. ... The damage arising when a slave wounds himself is not a deductible item, any more than if he had committed suicide or thrown himself over a cliff; ... He is deemed a bad slave who does something to remove himself from human affairs, for example, he strangles himself or drinks a poisonous potion, casts himself from a height, or does something else in the hope of resulting death; it is as though there is nothing that he would not venture against others, who dares to do it against himself.

Source: *The Digest of Justinian* 14.2.2.5, 15.1.9, and 21.1.23.3, Vols. I and II, trans. Alan Watson (Philadelphia: University of Pennsylvania Press, 1985), 420 and 439 (Vol. I), 609 (Vol. II).

12) Plutarch was a second-century CE writer. In this selection we read about the beginning of Spartacus' rebellion.

The insurrection of the gladiators and their devastation of Italy, which is generally called the war of Spartacus, had its origin as follows. A certain Lentulus Batiatus had a school of gladiators at Capua, most of whom were Gauls and Thracians. Through no misconduct of theirs, but owing to the injustice of their owner, they were kept in close confinement and reserved for gladiatorial combats. Two hundred of these planned to make their escape, and when information was laid against them, those who got wind of it and succeeded in getting away, seventy-eight in number, seized cleavers and spits from some kitchen and sallied out. On the road they fell in with wagons conveying gladiators' weapons to another city; these they plundered and armed themselves. Then they took up a strong position and elected three leaders. The first of these was Spartacus, a Thracian ... They were also joined by many of the herdsmen and shepherds of the region, sturdy men and swift of foot, some of whom they armed fully, and employed others as scouts and light infantry. ... [After the rebels defeated the Romans in several battles, the senate] chose Crassus to conduct the war ...

Source: Plutarch, *Parallel Lives*, Vol. III, *Crassus* 8-10, trans. Bernadotte Perrin (Cambridge, MA: Harvard UP, 1916), 337-43; first-century-CE bronze statuette: Getty Villa, # 96.AB.189, "© 2009. The J. Paul Getty Trust. All rights reserved," <http://www.getty.edu/art/gettyguide/artObjectDetails?artobj=35439>

Student Handout 6: Fishbowl Note-Taking Guide and Self-Assessment

During the fishbowl, use this guide to jot down some notes on the most convincing *arguments* and *evidence* presented by the participants in the discussion.

Slavery should stay the same.	Slavery should change.

Self-Assessment: Participation in today's fishbowl is worth up to 10 points. When the fishbowl is over, please fill out the rubric below to assess your participation:

- ___/2 Contributes quality, detailed, well-informed information/points to the discussion and is clearly well-prepared
- ___/2 Offers appropriate and effective responses to other points made during the discussion
- ___/2 Listens actively, reflects, and analyzes comments from other students while in the fishbowl
- ___/2 Conducts self in a respectful manner and **does not interrupt** others (and is silent when not in the fishbowl).
- ___/2 Takes quality notes (above) during the discussion

Total: ____/10