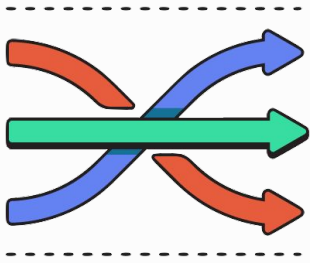


Teacher Edition:  
Citizenship in Ancient Rome

Prompt:



**How did the idea of citizenship change over time in ancient Rome?**

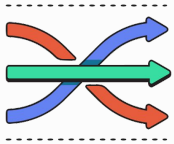
**Write the prompt in your own words:**

Having students write the prompt in their own words is a great way to ensure all students understand what the prompt is asking them to focus on in their essay.

## Overview of Curated Research Paper (CRP)

This DBQ was developed with the aim of having students examine how citizenship evolved over time in ancient Rome. The key in this DBQ is to help students understand that because citizenship was not tied to a specific group or ethnicity, it expanded over time to include many different people. Of course, some groups did not see an expansion of citizenship or rights. Women were considered citizens but could not vote and slaves were not considered citizens during the Roman Republic and empire. Still, the documents provided demonstrate a general trend of expansion in relation to Roman citizenship. Document A is the Twelve Tables, the first written law of the Roman Republic. By having the law written, plebeians, who made up the majority of Rome's population, obtained rights more equal to the upper class, or the patricians. Document B is a table meant to help students see how different groups' relationship to citizenship expanded over time. The table shows that over the course of the republic and empire, more people were given citizenship. Document C summarizes the result of the Social War (88-91 B.C.E.), which was the *Lex Julia de civitate*. This *Lex Julia* granted citizenship to free people across the entire Italian Peninsula. Similarly, Document B is the text of the Edict of Caracalla, which granted citizenship to all free people in the Roman empire, which covered the entire Mediterranean when the edict was issued in 212 C.E. All the documents together reveal that the idea of citizenship changed over time by including more people in the Roman citizenry.

### Targeted Historical Thinking Skill: Continuity and Change over Time



Thinking historically means identifying and exploring the reasons behind both what has changed and what has stayed the same within a given time period or around a specific historical event.

### Suggested Timetable for this Curated Research Paper (Based on a 55 minute class)

**Day 1:** Introduce the prompt and historical thinking skill for this CRP. The thinking skill for this CRP is Continuity and Change over Time. Complete key vocabulary, brainstorm, relevant to today, and context sections.

**Day 2:** Read and analyze the documents, making annotations as needed on each document.

**Day 3:** Have students finish reading and analyzing the documents. Begin thesis creation and essay outline. Go over the rubric to ensure that students know what is required of the essay.

**Day 4:** Have students produce a rough draft with the rubric in mind. If time allows, incorporate peer editing.

**Day 5:** Write the essay. Students can use this CRP, notes, essay organizers, etc.



# Grading Rubric – MS CCoT

Category	Criteria	Guide for Grading						
<b>Thesis</b> (0–1 point) (CCSS RH6–8.2; WHST6–8.1a)	Clear thesis, in the introduction paragraph, which makes a historically defensible claim.	Thesis must make a claim that clearly answers the prompt and can be defended; it may not be a simple restatement of the prompt.						
<b>Purpose</b> (0–2 points) (CCSS RH6–8.2; WHST6–8.1)	<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">2 points</td> <td>Argument is maintained throughout paper by using logical and historical reasoning and analysis to connect the evidence to the argument.</td> </tr> <tr> <td>1 point</td> <td>Argument is mostly maintained throughout paper.</td> </tr> <tr> <td>0 points</td> <td>Argument is not maintained.</td> </tr> </table>	2 points	Argument is maintained throughout paper by using logical and historical reasoning and analysis to connect the evidence to the argument.	1 point	Argument is mostly maintained throughout paper.	0 points	Argument is not maintained.	The argument, supported by evidence and analysis, should be clear throughout the paper to earn 2 points.  If the argument is mostly clear, but unclear at times, one point is awarded.  If no argument exists, or the argument is unclear, no points are awarded.
2 points	Argument is maintained throughout paper by using logical and historical reasoning and analysis to connect the evidence to the argument.							
1 point	Argument is mostly maintained throughout paper.							
0 points	Argument is not maintained.							
<b>Textual Evidence</b> (0–2 points) (CCSS RH6–8.1; WHST6–8.1)	<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">2 points</td> <td>All but 1 of available documents are used appropriately as relevant evidence (can be direct quotes or paraphrase) to support paper's argument.</td> </tr> <tr> <td>1 point</td> <td>More than 1 of available documents are used appropriately as relevant evidence (can be direct quotes or paraphrase) to support paper's argument.</td> </tr> <tr> <td>0 pts.</td> <td>0-1 documents are used in the paper.</td> </tr> </table>	2 points	All but 1 of available documents are used appropriately as relevant evidence (can be direct quotes or paraphrase) to support paper's argument.	1 point	More than 1 of available documents are used appropriately as relevant evidence (can be direct quotes or paraphrase) to support paper's argument.	0 pts.	0-1 documents are used in the paper.	2 points are awarded when the essay incorporates at least 3/4 documents from the document set in connection to the paper's argument.  1 point is awarded when the essay incorporates at least 2/4 documents from the document set in connection to the paper's argument.  0 points are awarded if 1 or fewer documents are incorporated into the paper.
2 points	All but 1 of available documents are used appropriately as relevant evidence (can be direct quotes or paraphrase) to support paper's argument.							
1 point	More than 1 of available documents are used appropriately as relevant evidence (can be direct quotes or paraphrase) to support paper's argument.							
0 pts.	0-1 documents are used in the paper.							
<b>Outside Evidence</b> (0–1 point) (CCSS RH6–8.1; WHST6–8.1b)	1 point for use of relevant historical evidence to support the argument that goes beyond the documents. This outside evidence should be included in the body paragraphs and/or conclusion.	1 point is awarded when the essay incorporates, in either the body paragraphs or conclusion, at least one piece of historically relevant evidence from beyond the document set in order to strengthen the paper's argument. The outside evidence can come from "What is the Context", "How is this relevant to today?", or prior knowledge.						
<b>Historical Thinking Skill:</b> Contextualization (0–1 point)	The historical context of the specific topic outlined in the CRP task is accurately described in the introduction paragraph.	1 point is awarded if the essay's introduction paragraph provides context related to the essay's topic. It briefly outlines all or some of the broader historical, social, or cultural setting surrounding the topic before diving into the primary argument of the paper.  0 points are awarded if there is no helpful context in the introduction that sets up the the paper before leading into the paper's argument.						
<b>Historical Thinking Skill:</b> Continuity and Change over Time (0–2 points)	<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">2 points</td> <td>Both changes and continuities within a given time period or around a specific historical event are identified. Reasons why certain things changed or stayed the same are explained.</td> </tr> <tr> <td>1 point</td> <td>Either changes <b>or</b> continuities within a given time period or around a specific historical event are identified. Reasons for those changes <b>or</b> continuities are explained.</td> </tr> <tr> <td>0 points</td> <td>Either changes <b>or</b> continuities within a given time period or around a specific historical event are identified.</td> </tr> </table>	2 points	Both changes and continuities within a given time period or around a specific historical event are identified. Reasons why certain things changed or stayed the same are explained.	1 point	Either changes <b>or</b> continuities within a given time period or around a specific historical event are identified. Reasons for those changes <b>or</b> continuities are explained.	0 points	Either changes <b>or</b> continuities within a given time period or around a specific historical event are identified.	2 points are awarded when the essay identifies both changes and continuities within the specified time frame or around a historical event. Provides a thoughtful analysis supported by historical evidence for why these changes or continuities occurred. Offers a comprehensive understanding of the historical context.  1 point is awarded when the essay identifies either changes or continuities within the specified time frame or around a historical event. Offers explanations supported by evidence for these changes or continuities, but lacks analysis. Alternatively, mentions both changes and continuities but explains only one with evidence.  0 points are awarded when the essay merely mentions changes and/or continuities, but offers no explanation to why either occurred.
2 points	Both changes and continuities within a given time period or around a specific historical event are identified. Reasons why certain things changed or stayed the same are explained.							
1 point	Either changes <b>or</b> continuities within a given time period or around a specific historical event are identified. Reasons for those changes <b>or</b> continuities are explained.							
0 points	Either changes <b>or</b> continuities within a given time period or around a specific historical event are identified.							
<b>Writing Mechanics</b> (0–1 points) (CCSS WHST6–8.1b; WHST6–8.4)	<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">1 point</td> <td>Writing style, spelling, and grammar errors are few if any and don't interfere with the paper's clarity.</td> </tr> <tr> <td>0.5 points</td> <td>Writing style, spelling, and grammar errors exist, and at times can interfere with the paper's clarity.</td> </tr> <tr> <td>0 points</td> <td>Writing style, spelling, and grammar significantly inhibits the paper's clarity.</td> </tr> </table>	1 point	Writing style, spelling, and grammar errors are few if any and don't interfere with the paper's clarity.	0.5 points	Writing style, spelling, and grammar errors exist, and at times can interfere with the paper's clarity.	0 points	Writing style, spelling, and grammar significantly inhibits the paper's clarity.	1 point is awarded if writing conventions are adhered to. It is clear that student understands conventions such as spelling, grammar, and punctuation.  0.5 points are awarded if writing conventions are mostly adhered to but can at times interfere with the paper's clarity. In some instances, it is unclear if the student is aware of certain spelling, grammar, or punctuation conventions.  0 points are awarded if writing style prevents the paper from being clear to the reader.
1 point	Writing style, spelling, and grammar errors are few if any and don't interfere with the paper's clarity.							
0.5 points	Writing style, spelling, and grammar errors exist, and at times can interfere with the paper's clarity.							
0 points	Writing style, spelling, and grammar significantly inhibits the paper's clarity.							
<b>TOTAL:</b>	_____ /10							



# Essay Outline (Sample)

## Introduction paragraph:

Since the Roman Republic began, in 509 B.C.E., citizenship was a critical part of Roman society. Citizens had important rights like voting, writing laws, and holding public office. Who exactly was a citizen, however, changed throughout the Roman Republic, which ended in 27 B.C.E. and the Roman Empire, which came after.

## Sample Thesis Statement

The idea of citizenship did change over time in ancient Rome by expanding to incorporate more people, both plebeians and foreigners; but continuities also existed within this expansion, as women, although citizens, had few rights, as well as the fact that slaves could never become citizens unless freed.

Topic 1:	Documents	Outside Information
Expansion of citizenship for plebeians	Doc A Doc B	Citizens of the upper class, the patricians, generally had more access to political rights than the rest of the citizens—the plebeians. In 450 B.C.E., plebeians pressured the patricians to write down the laws, called the Twelve Tables. For the next 200 years, plebeians pressured the upper class for more rights, an era known as the “Conflict of the Orders.”
Topic 2:	Documents	Outside Information
Expansion of citizenship for foreigners	Doc B Doc C Doc D	In 91 B.C.E., the Socii, or allies to the Roman Republic, revolted against the republic because they were not granted citizenship, which left them in poverty.
Topic 3:	Documents	Outside Information
Continuities: status of women and slaves OR Citizenship was a legal relationship and impersonal	Doc B Doc D	Unlike many ancient civilizations, citizenship in Rome marked a legal relationship to the state. This emphasis on the law made citizenship less personal. More people could become citizens over time.

## Conclusion (main ideas rephrased and overall conclusion of essay):

Citizenship was a vital part of ancient Roman society. Rome was unique in the ancient world in that it did not only give citizenship to one type of people, but expanded citizenship to include diverse groups. In the early years of the republic, plebeians successfully petitioned patricians for more rights relating to citizenship. Furthermore, as Rome expanded and conquered more territory, citizenship also expanded, as shown with the *Lex Julia de civitate* passed after the Social War (91-88 B.C.E), and the Edict of Caracalla, issued in 212 C.E. Of course, this expansion of rights did not cover everyone, as women had few rights and slaves could not become citizens. Still, the expansion of citizenship in ancient Rome provided a glimpse of the future, where countries like the United States grant citizenship to people from diverse origins.





## Optional Hook Activity

Have students imagine starting a club at school. They have to find a way to determine who would become a member. They should consider making the club inclusive while still having member expectations. How might they go about doing this?

The goal here is that students identify complexities in membership, and therefore, citizenship.

### What vocabulary should I know?

1. republic <b>D</b>	A. <i>Senatus populusque Romanus</i> , the Senate and Roman People; phrase symbolizing government of the people.
2. patricians <b>E</b>	B. the general free public in ancient Rome.
3. plebeians <b>B</b>	C. the first written laws in ancient Rome, inscribed on 12 bronze tablets in 451 and 450 B.C.E.
4. citizenship <b>F</b>	D. a state in which supreme power is held by the people and their elected representatives.
5. <i>SPQR</i> <b>A</b>	E. members of a noble family or class in ancient Rome.
6. Twelve Tables <b>C</b>	F. the state of being a member of a particular country and having rights because of it.



## Brainstorm: What do I already know?

Use this space to write down anything you already know about **Ancient Rome and the Roman Republic**. What was happening during this time? What social, economic, or political movements were happening?

## How is this relevant today?

To identify the citizens in the Roman Republic, the government would issue a census every five years. A census is an official count of a population that often records various details of individuals. The Roman census helped the government determine both the rights and duties of the citizenry. Similarly, the United States conducts a census to help officials understand population growth, tax distribution, and representation in Congress.

The first U.S. census was given in 1790 and one has been given every ten years since. The relationship between citizenship and the census was especially pronounced as the government prepared to implement the 2020 census. President Donald Trump, who has authority over the Department of Commerce which houses the U.S. Census Bureau, advocated adding a citizenship question to the 2020 census. A citizenship question has not been on the census since 1950. This proposition was challenged by his critics who argued that undocumented immigrants would be fearful of filling it out, leading to an inaccurate count on the census. The Supreme Court ruled on the matter, determining that the reasoning for including a citizenship question was not valid. Thus, a citizenship question was left off of the 2020 census.

1. How often did Rome issue a Census? How often does the United States issue one?  
**Rome issued one every five years. The United States issues one every ten years.**



# What is the Context?

The Roman Republic began in 509 B.C.E. after the king was expelled from Rome **(A)**. The Senate, which was the governing body, agreed to abolish kingship. The republic lasted almost 500 more years, until 27 B.C.E., when Rome became an empire.

Citizenship was very important during both the Roman Republic and empire. Citizens had various rights. They could join the army, participate in the governing assembly, vote, and hold public office **(B)**. These rights made citizens superior to non citizens.

However, not all citizens were equal. Citizens of the upper class, the patricians, generally had more access to political rights than the rest of the citizens—the plebeians **(C)**. Women were considered citizens but could not vote. Moreover, as the Roman Republic expanded outside of the city of Rome, throughout the Italian Peninsula and eventually throughout the Mediterranean world, foreigners came under Roman rule, but not always with the rights of citizens.

Over time, though, both plebeians and foreigners were able to obtain more rights. In 450 B.C.E., plebeians pressured the patricians to write down the laws so that patricians could not simply change laws whenever they wanted. This first written code was called the Twelve Tables **(D)**. For the next 200 years, plebeians pressured the upper class for more rights, an era known as the “Conflict of the Orders.” As a result, plebeians’ citizenship became much more equal to patricians over time.

Foreigners were also able to gain full citizenship over time. In 91 B.C.E., the *Socii*, or allies to the Roman Republic, revolted against the republic because they were not granted citizenship, which left them in poverty. As a result of the war, *Lex Julia de civitate* was issued in 90 B.C.E. This law, and one passed two years later, gave citizenship to most people living in Italy **(E)**. Again, almost 300 years later, the Roman Emperor Caracalla issued his own edict on citizenship. In 212 C.E., he gave citizenship to all free people living within the empire, which spanned the Mediterranean world and three continents: Europe, Asia, and Africa **(F)**.

This expansion of citizenship to conquered peoples demonstrates a shift in people’s relationship to rulers in the ancient world. Unlike many ancient civilizations, citizenship in Rome marked a legal relationship to the state. This emphasis on the law made citizenship less personal. More people could become citizens over time. With the above in mind, for this CRP, use the following documents to answer the prompt: **How did the idea of citizenship change over time in ancient Rome?**

**A.** When was the Roman Republic established?  
**509 B.C.E.**

**B.** What were four main rights that Roman citizens had?  
**To join the army, participate in the governing assembly, vote, and hold public office.**

**C.** What were the two main classes of people in ancient Rome?  
**Patricians and plebeians.**

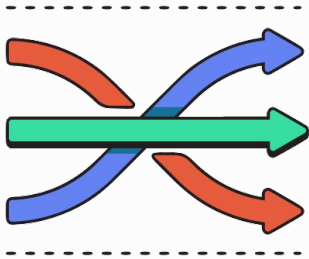
**D.** What was the name of the first written law in ancient Rome?  
**The Twelve Tables.**

**E.** What did the law, *Lex Julia de civitate*, do?  
**It gave citizenship to most people living in Italy.**

**F.** Summarize the significance of the Edict of Caracalla.  
**The edict gave citizenship to all free people living within the Roman Empire. This drastically increased the amount of citizens living in the empire.**



## How did the idea of citizenship change over time in ancient Rome?



### Targeted Historical Thinking Skill:

## CONTINUITY AND CHANGE OVER TIME

Thinking historically means identifying and exploring the reasons behind both what has changed and what has stayed the same within a given time period or around a specific historical event.

### Documents

Document A: The Twelve Tables, 450-449 B.C.E.

Document B: Table of different groups and their citizenship status in the Roman Republic and Roman Empire from 450 B.C.E. to 212 C.E.

Document C: William Smith, *A Dictionary of Greek and Roman Antiquities*, 1875.

Document D: Edict of Caracalla (*Constitutio Antoniniana*), 212 C.E.





# Document A

Source: The Twelve Tables, 450–449 B.C.E.  
Translated by Paul R. Coleman-Norton. Project Gutenberg.

Note: The Twelve Tables was the first written law in the Roman Republic. After plebeians voiced their frustration that there was no written law, which allowed patricians to change the laws whenever they wanted, a group of ten men was appointed to create the written code.

## TABLE IX (9). PUBLIC LAW

1. Laws of personal exception shall not be proposed.
6. For anyone whomsoever to be put to death without a trial and unconvicted ... is forbidden.

## TABLE XI (11). SUPPLEMENTARY LAWS

1. Intermarriage between plebeians and patricians shall not occur.

## TABLE XII (12). SUPPLEMENTARY LAWS

5. Whatever the people ordain last shall be legally valid.

1. Why was it so important for plebeians to have a written law?

**Before they were written, patricians would just change the laws whenever they felt it would benefit them. This directly hurt plebeians so by having laws written down, they had more security under the law.**

2. The first law in Table 9 prevents laws “of personal exception” from being proposed. Why would it be important to include this law?

**This means that people (especially patricians) could not just excuse themselves from certain laws. This way, all people were subject to the law and could not escape it if they wanted to.**

3. Did these laws bring equality between the plebeians and the patricians? How do you know?

**In some ways it did, because patricians couldn't get away with changing the law to benefit themselves. But still, Table XI states that there cannot be marriage between the two classes, showing that there was still inequality.**



# Document B

Source: Table of different groups and their citizenship status in the Roman Republic and Roman Empire from 450 B.C.E. to 212 C.E.

	<b>Before 450 B.C.E. (Twelve Tables)</b>	<b>From 450 to 90 B.C.E.</b>	<b>After 90 B.C.E. (Social War and <i>Lex Julia de civitate</i>)</b>	<b>After 212 C.E. (Edict of Caracalla)</b>
<b>Patricians</b>	voting citizens	voting citizens	voting citizens	voting citizens
<b>Plebeians</b>	partial-voting citizens	voting citizens	voting citizens	voting citizens
<b>Allies (<i>Socii</i>) on Italian Peninsula</b>	not in Roman Republic at this time	non-voting citizens	voting citizens	voting citizens
<b><i>Provinciales</i> (people outside of Italy)</b>	not in Roman Republic at this time	non-voting citizens	non-voting citizens	voting citizens
<b>Women</b>	citizens without political rights	citizens without political rights	citizens without political rights	citizens without political rights
<b>Slaves (If slaves were freed, they could become citizens)</b>	non-citizens	non-citizens	non-citizens	non-citizens

1. When did plebeians gain more power as citizens in the Roman Republic?  
**In 450 B.C.E. after the Twelve Tables were passed.**
2. Which groups' statuses did not change over the course of this table's timeline?  
**Both women and slaves' statuses remained the same throughout this timeline. While women were technically citizens, they could not vote. Similarly, slaves could only become citizens once they were freed, otherwise they remained non-citizens.**
3. What does this table reveal about how Roman citizenship changed over time?  
**The table shows that citizenship expanded to include more groups of people over time. It went from just patricians, to adding plebeians, then after a few hundred years, all free people in Italy, then eventually all free people throughout the Roman Empire.**



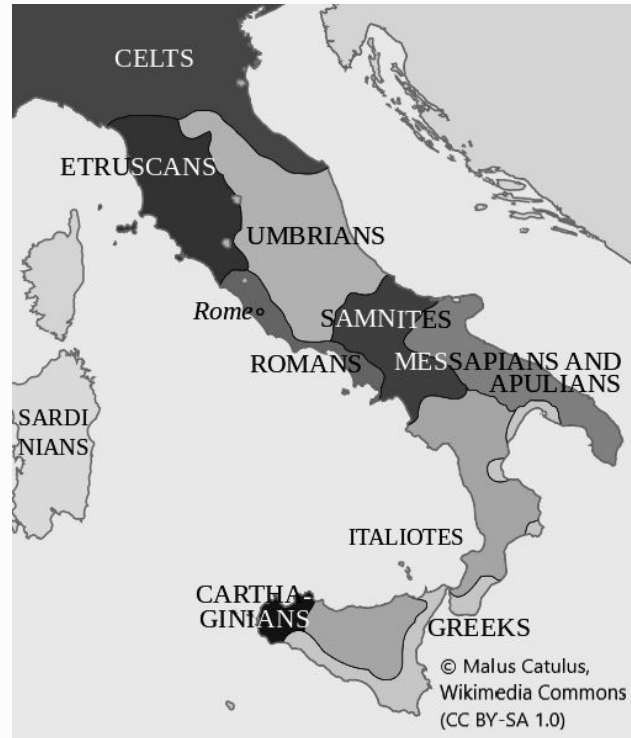
# Document C

Source: William Smith, *A Dictionary of Greek and Roman Antiquities*, 1875.

Note: The Social War occurred between 91-88 B.C.E. when people living on the Italian Peninsula who were allies to the Roman Republic demanded to be citizens of the republic. Their wish was granted when the war ended by a Lex Julia, or a Roman Law.

After the Social War, and in B.C. 90, by a *Lex Julia* [*Lex Julia de civitate*], the Roman citizenship was extended to all Italy...

When, after the termination of the Social War, a large proportion of the inhabitants of Italy were admitted to the privilege of Roman citizens, the ancient distinction so long maintained between the *Legiones* (Roman soldiers) and the *Socii* (allies) at once disappeared, all who had formerly served as *Socii* became as a matter of right incorporated with the *legiones*...



This map depicts the Italian Peninsula in 400 B.C.E. People (except slaves) in each of these regions would become full Roman citizens, able to vote (except women), after the Social War.

1. What law extended citizenship to all of Italy?  
***Lex Julia de civitate.***

2. Summarize why the Social War was an important event in relation to Roman citizenship.

**The Social War was an important event for Roman citizenship because it resulted in the granting of citizenship to all free people living on the Italian Peninsula, not just those from Rome.**



# Document D

Source: Edict of Caracalla (*Constitutio Antoniniana*), 212 C.E.

Note: This fragmented text was discovered in Egypt in 1910. This translation comes from F. M. Heichelheim, a historian of ancient history, in 1941. The Edict allowed for roughly 30 million people to now become citizens of Rome, perhaps the greatest single grant of citizenship in world history.

[It is everywhere] necessary to attribute the main causes and reasons of events [to the divinity. I too myself have to be justly] grateful to the immortal gods, because they [safely] protected me, after such an [assault, as that of Geta, was attempted]. I believe, therefore, in the following manner to be able, magnificently and marvellously to do something equal to their greatness...

I grant, therefore, to all [free persons throughout the Roman] world the citizenship of the Romans, [no other legal status remaining] except that of the dediticians\*; for it seems fair, [that the masses not only] should bear all the burdens, but participate in the victory as well. [This my own] edict is to reveal the majesty of the Roman people. [For this majesty happens] to be superior to that of the other [nations], the [honour] in which [the Romans have excelled from the beginning]...

\*a deditician was a former slave who had bad character, or a foreigner who fought against Rome.

1. How many people became citizens of the Roman Empire because of the Edict of Caracalla?

**Roughly 30 million people, potentially making it the greatest single grant of citizenship in world history.**

2. According to the language of the edict, why does Caracalla give citizenship to “free persons throughout the Roman world”?

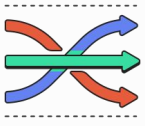
**He provides a few reasons. First, “to do something equal to their [the gods’] greatness. Second, to show that Rome is “superior to that of other nations.” In a way, it is to show that he, like the gods, is greater than all other people.**

3. Thinking about this document and Document C, did a person have to be from Rome to become a Roman citizen? What does that reveal about citizenship in general?

**No. Both documents show that people outside of Rome could become citizens. This shows that citizenship was not tied to ethnicity or country of origin, but was open to a more diverse group of people.**

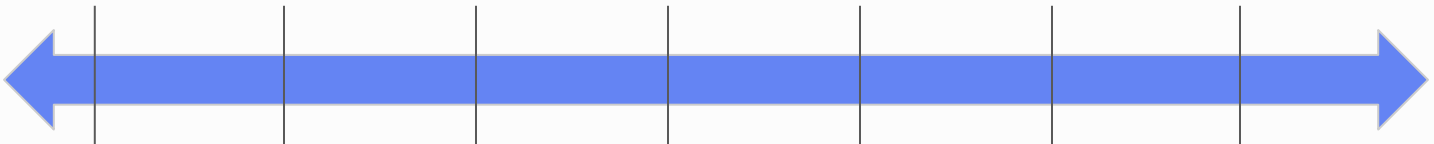


# Historical Thinking Skill Graphic Organizer: Continuity and Change over Time



**Directions:** Place historical events or ideas related to the main topic in chronological order. Write a one sentence description for each one.

Historical Event/Topic/Idea:



Summarize: List any major changes or continuities that you identify	
<b>Major Changes</b>	<b>Major Continuities</b>