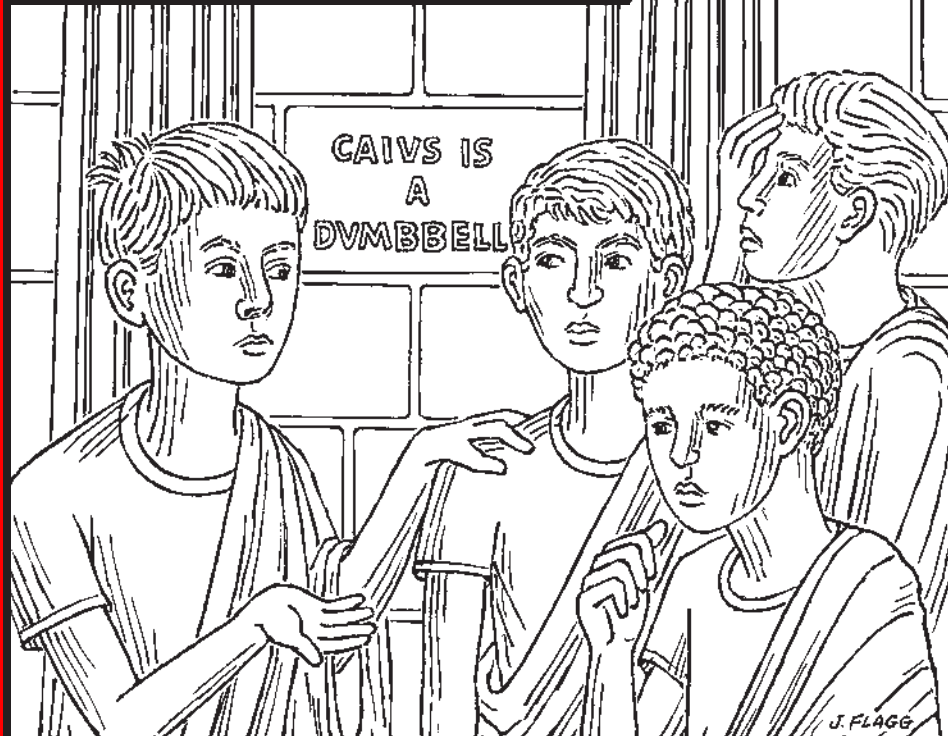


Novel·Ties

DETECTIVES IN TOGAS

HENRY WINTERFELD



A Study Guide
Written By Estelle Kleinman
Edited by Joyce Friedland and Rikki Kessler

LEARNING LINKS
P.O. Box 326 • Cranbury • New Jersey 08512

TABLE OF CONTENTS

Synopsis	1 - 2
Background Information	3
Map: Rome at the Time of Trajan	4
Glossary	5
Names and Places	6
Pre-Reading Activities	7
Chapters 1 - 3	8 - 10
Chapters 4, 5	11 - 13
Chapters 6 - 8	14 - 15
Chapters 9 - 11	16 - 18
Chapters 12 - 14	19 - 21
Chapters 15, 16	22 - 24
Chapters 17, 18	25 - 26
Chapters 19, 20	27 - 29
Chapters 21, 22	30 - 32
Cloze Activity	33
Post-Reading Activities	34
Suggestions For Further Reading	35
Answer Key	24 - 25

Novel-Ties® are printed on recycled paper.

The purchase of this study guide entitles an individual teacher to reproduce pages for use in a classroom. Reproduction for use in an entire school or school system or for commercial use is prohibited. Beyond the classroom use by an individual teacher, reproduction, transmittal or retrieval of this work is prohibited without written permission from the publisher.

For the Teacher

This reproducible study guide consists of lessons to use in conjunction with a specific novel. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel on its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for guided reading by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter or group of chapters; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits will be transferred to the books students read independently. Passive readers become active, avid readers.

BACKGROUND INFORMATION

The city of Rome developed from a small village of farmers on the bank of the Tiber River into the capital of the largest and most powerful empire in the ancient world. According to Roman legend, the city of Rome was founded in 753 B.C. In A.D. 476, Germanic tribes overthrew the last Roman emperor. Rome was first ruled by a series of kings, whose cruelty finally caused the people to rebel and form a republic. In the republic, leaders were elected by an assembly of male citizens and the senate, the main law-making group of Rome. The senate was initially dominated by the patricians, members of the nobility. Each year, two senators were elected to be consuls, who shared responsibility for the government, the army, and the courts. Eventually, the plebeians, members of the lower class, demanded that they be given representation. As a result, several plebeians were appointed as tribunes, whose role was to defend the plebeians from injustice.

At first the republic had friendly relations with its neighbors, but gradually it began to conquer other lands and force them to become part of the Roman state. Despite being burned to the ground by the Gauls, Rome was powerful enough to rise up and again assert its dominance by defeating its enemy. The highly organized and disciplined Roman army eventually conquered all of Italy. After defeating the north African city of Carthage in the Punic Wars, Rome emerged as the greatest power in the Mediterranean, with control over most of Europe, northern Africa, and western Asia. As a result of the army's success, Roman generals grew to dominate political life. This led to civil war and eventually to a one-man rule with an emperor at the head of government. The era of the Roman Empire had begun.

Rome adopted many aspects of Greek culture, including its art, philosophy, architecture, literature, and religion. Romans also imitated the Greek system of education and government, altering these models to conform to its own values.

In ancient Rome, politics and religion were connected because many of the chief priests were also political figures. The early Romans believed in a family of gods and goddesses, around whom a mythology developed, similar in many respects to Greek mythology. Romans traveled from country to country, learning about and sometimes acquiring new gods from the people they conquered. Romans also worshiped many of their emperors as gods. Christians were persecuted and forced to worship in secrecy until the fourth century A.D. By that time, Christianity had established itself as a major religion, and Emperor Constantine declared it the official religion of the Roman Empire.

In early Rome, children of patricians were taught by their parents. The children were mainly taught how to be good citizens. Their mothers were responsible for the first seven years of education. After that, an upper-class Roman girl would be trained in domestic tasks until she married. The son would be tutored by his father until the age of sixteen. As the Roman Empire expanded, parents had less time to spend educating their children and were replaced by Greek tutors. At seven years of age, Roman boys were sent to elementary school, often escorted by a slave who carried his young master's books and made sure the boy arrived on time. Interestingly, some slaves, especially those from Greece, had more education than their masters. Plebeian children might be taught to read and write at home but would more likely have to help their parents.

GLOSSARY

amphitheater	roofless, oval shaped arena used for spectator sports
astrologist	person who studies the stars and planets to predict the future
barbarians	according to ancient Romans, people who lived outside the Roman Empire, particularly those hostile to Rome
colonnade	row of columns separated from each other by an equal distance, usually supporting a roof of a building
consul	chief Roman official, chosen annually and serving for one year
forum	public square or marketplace of an ancient Roman city or town, where legal and political business was conducted; the Roman Forum included temples, a law court, a rostrum, and an archives building
galley	shallow ship propelled by sails and oars, usually rowed by chained convicts or slaves
gladiator	in ancient Rome, a slave or captive who participated in combat staged for public entertainment
legion	main unit of the Roman army, consisting of about 6000 soldiers
livery	identifying uniforms, such as those worn by servants
mantle	cloak; loose sleeveless coat worn over outer clothing
oracle	medium or priest who imparts revelations
orator	public speaker of great skill
pallet	straw-filled mattress arranged on the floor or a narrow hard bed
papyrus	form of paper made from the fiber of the papyrus reed
parchment	writing material made from the skin of cattle, sheep, and goats
patrician	member of the upper class in ancient Roman society, from which senators were chosen
plebian	belonging or pertaining to the common people
prefect	high-ranked military or civil official in ancient Rome
retinue	assistants or servants accompanying a high-ranking person
rostrum	speaker's platform in ancient Rome which was decorated with the prows of captured enemy ships
sedan chair	covered chair for one person, carried on poles by two men
sesterce	ancient Roman coin of little value
soothsayer	person who claims to be able to predict the future
stylus	writing stick made of iron, bronze, or bone used to write on clay or wood tablets coated with wax
toga	in ancient Rome, a loose, one-piece outer garment worn in public by citizens
tribune	Roman official chosen by the plebeians to protect their rights and interests; one of six officers, each of whom in turn commanded a legion in the course of a year
tunic	basic Roman garment, slipped over the head and fastened with a belt