

## Teacher Notes: Case 2: School of Hard Knocks

### Story summary

TIMON, a schoolteacher and former slave, is accused of beating a student, LUCIUS, to the point that he cannot speak. The boy's father, RUFUS, wants compensation and for TIMON to return to being a slave. In order to defend TIMON, COSMO must get to the bottom of the recent increase in neighbourhood thuggery, a bag of missing coins, the appearance of mysterious tattoos and the unsettling whiff of boiled urine.

### The Crime

By the end of Case 2: School of Hard Knocks, the true facts of the case are discovered to be as follows:

COSMO is able to prove that TIMON is a committed teacher who wants to raise the opportunities of children in the poor neighbourhood – he was only responsible for the mildest of LUCIUS' three injuries, faint welt-marks from caning. The deep whip-marks could not have been inflicted by TIMON'S whip as it has never been used. Rather, a blood-stained whip is found in the backroom of a local barber, CORNELIUS, along with other signs of membership of the shadowy local gang, the Wolves of Aventine. COSMO and his trusty eagle AQUILA are able to prove that CORNELIUS is in fact the dreaded 'REMUS' who has been terrorising the neighbourhood and that he inflicted the whipping upon LUCIUS.

### Key characters

**COSMO** - our hero, a wisecracking public advocate who fights for justice;

**AQUILA** - Cosmo's pet eagle, and agent of divine justice;

**TIMON** - a former slave and teacher of Lucius, Brutus and others;

**CICERO** - Cosmo's legal advisor and former mentor;

**JULIUS CAESAR** - popular politician, aspiring Consul and former student of Timon;

**LUCIUS** - a previously conscientious schoolboy with severe injuries that have rendered him unable to speak;

**BRUTUS** - a fellow schoolboy and the younger brother of Cornelius;

**CORNELIUS** - a barber in a rough area of Rome;

**FELICIA** - Lucius' sister who is denied schooling;

**RUFUS** – Father of Lucius and Felicia, pressing charges against Timon;

**VENATUS** – *Praetor Urbanis* of Rome and presiding magistrate in the case;

**GRACCHUS** – terrible prosecutor, terrible wig.

## Curriculum links

Case 2 of QED: Cosmo's Casebook will assist students to meet the following requirements of the Australian Curriculum.

Year 7 History: The Ancient World, c.60,000 BCE–c. 650 CE

Curriculum requirement	Questions explored in QED: Case 2
<p><i>Key inquiry questions:</i></p> <p>Why and where did the earliest societies develop?</p> <p>How do we know about the ancient past?</p>	<p>According to the legend of Romulus and Remus, how and when was Rome founded?</p> <p>What do we know about JULIUS CAESAR from historical and literary texts?</p>
<p><i>Key concepts:</i></p> <p>Continuity and change, cause and effect, significance, contestability</p>	<p>What effect did schooling have on the social standing and opportunities of Romans? (cause and effect)</p> <p>How is school life today different from how it was in Ancient Rome? (continuity and change)</p> <p>Was JULIUS CAESAR a friend of the people and what did he achieve? (significance, contestability)</p>
<p><i>Historical knowledge and understanding (Overview):</i></p> <p>The evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery) (ACOKFH002)</p> <p>Key features of ancient societies (farming, trade, social classes, religion, rule of law) (ACOKFH003)</p>	<p>What does the famous sculpture of Romulus and Remus with the Capitoline Wolf suggest about Roman identity and history?</p> <p>What schooling was offered to whom in Ancient Rome?</p> <p>Could education improve the lives of former slaves?</p>
<p><i>Historical knowledge and understanding (Depth Study 1, Rome):</i></p> <p>The physical features of ancient Rome (such as the River Tiber) and how they influenced the civilisation that developed there. (ACDSEH004)</p> <p>The role of a significant individual in ancient</p>	<p>Why was the Tiber River central to myths of Rome's founding?</p> <p>Was Julius Caesar the people's champion or a self-serving politician?</p>

<p>Rome's history such as Julius Caesar or Augustus (ACDSEH131)</p>	
<p><i>Historical skills:</i></p> <p>Use historical terms and concepts (ACHHS206)</p> <p>Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS212)</p>	<p>What was the meaning and significance of terms such as 'Romulus and Remus', 'consul', 'republic', 'Plebeian' and 'freedman'?</p> <p>What are the sources of evidence available on JULIUS CAESAR and how accurate are they?</p>

## Key Lore

### BARBERS

In the late Republic, it was the fashion for Roman men to be clean shaven. Beards were for slaves, foreigners, or the very poor. Respectable citizens only grew beards as a sign of mourning. Your hair and facial grooming, like your clothes, were an outward sign of your status in Roman public life.

### BREAD

Bread was one of the most important parts of the Roman diet. Rich or poor, most Romans ate bread at least once a day. Bread could be a meal in itself with some oil or a pinch of salt, or it could be an accompaniment to a larger meal. The wide demand for bread required a steady supply of grain. The Italian peninsula could not supply enough grain to feed Rome, so the Republic became reliant upon shipments from abroad, especially Egypt. Roman bakeries, *pistrini*, were very busy places, constantly producing bread for the hungry people of Rome.

### CANE

Corporal punishment was used in Roman schools. The cane, *ferula*, made from the giant fennel plant, was painful but would not physically scar the student. Teachers taught by making students memorise their lessons. Fear of the cane was seen as an incentive to memorising lessons!

### CONSUL

In 59BCE, Caesar was elected Consul along with a conservative Senator, Bibulus, who like many in the Senate, was opposed to the popular reforms of Caesar. Caesar, with his powerful allies, swept aside his opposition so effectively that his term was known as the Consulship of Julius and Caesar.

### EDUCATION

Schooling in Republican Rome was available only to those who could afford it. Some wealthy Romans had their children taught at home, but the majority of Roman children were educated in schools (*ludus litterarius*). School students were mostly boys; girls could also attend school, but many were educated at home by their mothers. A school could be located anywhere, from a shopfront on a busy street to a private house; the school facilities depended on the wealth of the teacher. Teachers were often educated freedmen or slaves who made their money from student fees. Only wealthy students continued beyond primary school. Grammar schools instructed students in Greek and classical poetry. Higher education was focused on public speaking and philosophy. Higher education was essential for a career in public life.

### JULIUS CAESAR

Gaius Julius Caesar (100BCE - 44BCE) was one of the most important political and military leaders of late Republican Rome. Born into one of Rome's patrician families, Caesar was

involved in public life from an early age. Like his father, he was a believer in populist reform; he challenged the wealthy, conservative forces of the Senate, with a political agenda that gave more rights to the lower classes. A brilliant thinker and master strategist, Caesar pursued the highest political offices and built powerful alliances in order to realise his goals.

#### LAUNDRY/FULLERY

Laundry in ancient Rome was handled by workers known as fullers (*fullones*). Fulleries existed in towns and cities across the Roman world, providing a cleaning service for clothes and finishing raw fabric for weavers. Not everyone sent their clothes to the fullers; poor and working people would often wash their own clothes. Fullers were members of a proud and valued profession; having freshly laundered clothes was an important part of defining your status in Rome. Fullers used human urine to clean clothes in their laundries. The urine, which was rich in ammonia and reportedly stank, was collected from large jars around the neighbourhood. The fullers then added water and minerals to create a cleaning agent.

#### PIRATES

In his 25th year, Caesar was captured by pirates while travelling by sea. The pirates aimed to ransom the young Roman for 25 talents. Boldly, Caesar told them that they should demand 50 talents. When the ransom was paid, Caesar raised a fleet to pursue his captors. He caught the pirates unawares and had them all crucified.

#### PLEBEIAN

Plebeians or 'plebs' were common citizens who did not belong to a patrician family. Rich or poor, the plebs made up the bulk of the Roman population. Plebs fought for greater political power during the Republic. Senators who championed the rights of the plebs were called *populares*.

#### POPULARITY

Caesar was rivalled only by Pompey Magnus as the most popular man in Rome. His skill in public speaking and his generosity to the common people ensured his ability to win votes. He borrowed huge sums of money, putting on games and sponsoring public works, in order to maintain his popularity.

#### TEACHERS

A teacher, *litteratus*, was responsible for the primary education of Roman children. Commonly freemen or educated slaves, teachers did not need to have formal qualifications. School fees were set by the teacher, and were paid annually or monthly.

#### WIGS

Both Roman men and women wore wigs. Wigs were made from the hair of slaves or captured prisoners of war. There were two styles of wig: the *capillamentum* was a full wig and the *galerus* was a partial wig, which could be attached to existing hair, like a toupee.

## Learning activities

*Using Case 2: School of Hard Knocks and its Lore as a reference, complete the following activities. Cite further sources where needed.*

Draw TIMON'S classroom and attach notes describing aspects of education in Ancient Rome. Then draw your own classroom and attach similar notes describing aspects of education in Australia today. Would there have been advantages to being a student in the old system?

In a paragraph of 150 words, discuss the following question: *'The more things change, the more they stay the same.'* To what extent is this true of education in Ancient Rome and in Australia today?

Discuss FELICIA'S experience of education – how typical would it have been at the time?

In a format of your choice, recreate JULIUS CAESAR'S run-in with pirates.

As a class, debate ONE of the following topics:

- Without education you were nothing in Ancient Rome
- In the late Republic period, Rome was crying out for a strong and honest leader
- Crime was a major problem in late Republic Rome

Extension/enrichment

JULIUS CAESAR was murdered by conspirators in 44 BCE, shortly after the period shown in Case 2: School of Hard Knocks. In Shakespeare's *Julius Caesar*, one of the conspirators, Brutus, says: 'As he was valiant, I honour him. But as he was ambitious, I slew him.' After examining the play and 3–4 other sources, present to the class your own view on the following question: JULIUS CAESAR – HERO OR VILLAIN?

## **Glossary**

### **Bulla**

The bulla is a small charm worn by young Roman boys to protect them from evil while they were children. The pouch was worn on a cord around the neck of the child. Rich parents would have pouches made of gold; less wealthy parents would make do leather. The pouch contained a mix of things: locks of hair, small charms, and prayers against evil.

### **Fullers**

Laundry workers in ancient Rome.

### **Capitoline Wolf**

Famous bronze sculpture of a wolf suckling Romulus and Remus, mythical founders of Rome

### **Consul**

The highest elected official in Republican Rome. Each year two Consuls were elected to govern for a year. The Roman calendar system reckoned years by the names of the Consuls. Hence, 59BCE, when Julius Caesar was elected Consul, was known as the Year of the Consulship of Caesar and Bibulus

### **Lupus**

Latin for 'wolf'.

### **Horrea**

The horrea were warehouses that Romans used to store supplies of grain and other foodstuffs as a way to forestall food shortages.

### **Pirates**

Pirates were sea-travelling brigands who raided commercial shipping, as well as on-shore communities. In Roman times, pirates were interested in booty, but their main revenue source was slavery. People captured by pirates were often sold as slaves, assuming they survived the rest of the voyage.

## Teacher 'cheat sheet'

### Case 2 Evidence walkthrough

#### COSMO'S OFFICE

- Talk to TITUS
  - Go to the COURT HOUSE

#### COURT

- Talk to VENATUS and GRACCHUS
  - Unlock FULLER'S YARD
  - Unlock TITUS' SCHOOL

#### FULLER'S YARD

- Talk to RUFUS
  - (He won't let you examine his son)

#### TITUS' SCHOOL

- Talk to TIMON
  - Get EVIDENCE: TIMON'S CONFESSESION
  - Unlock LOCATION: FORUM
  - Unlock LOCATION: APOTHECARY
- Explore the Schoolroom
  - Find EVIDENCE: LUCIUS' WAX TABLET
  - Find EVIDENCE: WHIP (NEW)
  - Find EVIDENCE: WOLF STATUE

#### FORUM

- Talk to JULIUS CAESAR
  - Get EVIDENCE: CAESAR REMEMBERS
- (optional) Talk to CICERO

#### APOTHECARY

- Talk to NIKON
  - Get EVIDENCE: THREE INJURIES
  - Get ITEM: CRUSHED SNAILS

#### Return to FULLER'S YARD

- Talk to RUFUS
  - He will let you examine LUCIUS when you bring him the ITEM: CRUSHED SNAILS
- Explore location and find stairs up to LUCUIS ROOM – enter ROOM.



## **LUCIUS' ROOM**

- Talk to FELICIA
  - Unlock LOCATION: TITUS' FORGE
  - Unlock LOCATION: BARBER'S SHOP
- Explore location, find ITEM: BAG OF COINS
  - Talk to FELICIA about BAG OF COINS
  - Unlock LOCATION: LICANUS' OFFICE
- Examine LUCIUS
  - Get EVIDENCE: BAG OF COINS

## **TITUS' FORGE**

- Talk to TITUS
  - Get EVIDENCE: GOOD TEACHER
- Talk to ARIUS
  - Get EVIDENCE: THE INSULT

## **BARBER'S SHOP**

- Talk to CORNELIUS (BARBER)
- Explore location
  - Find EVIDENCE: LIST OF NAMES
  - Find EVIDENCE: WOLF PELT
  - Find Door to Back Room – cannot open it without KEY and while BRUTUS is there.
- Talk to BRUTUS
  - Update EVIDENCE: TATTOO
  - Get EVIDENCE: TIMON AT SCHOOL

## **LICANUS' OFFICE**

- Talk to LICANUS
  - Get EVIDENCE: BAD HAIRCUT
  - Unlock LOCATION: AGRICOLA'S BAKERY

## **AGRICOLA'S BAKERY**

- Talk to AGRICOLA
  - Get EVIDENCE:BAKER'S PEEL
  - Give ITEM: BAG OF COINS
  - Get ITEM: DROPPED KEY (This is the key to the back room at the BARBERS)

## **Return to BARBER'S SHOP**

- Talk to CASSIUS
- Go to DOOR at the back of the BARBER'S SHOP
- Door opens with DROPPED KEY.

## **BACK ROOM AT THE BARBER'S SHOP (AKA SCHOOL OF CRIME)**

- Explore location
  - Get EVIDENCE: WHIP
  - Get EVIDENCE: BULLA

## **Case 2 Trial Walkthrough**

### **Rufus**

#### **Round 1**

Statement: "That teacher is a thug, there's not a kid in the class that hasn't been beaten."

Challenge with: EVIDENCE: GOOD TEACHER

#### **Round 2**

Statement: "His past is a mystery. As a slave, he was probably whipped every day."

Challenge with: EVIDENCE: CAESAR REMEMBERS

#### **Round 3**

Statement: "The injuries inflicted by the schoolmaster's cane are severe."

Challenge with: EVIDENCE: THREE INJURIES

### **Brutus**

#### **Round 1**

Statement: "Then, without provocation, the teacher stormed over and he b...b...began to h...h...hit him..."

Challenge with: EVIDENCE: THE INSULT

#### **Round 2**

Statement: "Timon stormed to the back of the class room and smashed Lucius over the head with his wax tablet."

Challenge with: EVIDENCE: BAKER'S PEEL or EVIDENCE: LUCIUS' WAX TABLET

#### **Round 3**

Statement: "All I remember was picking up my friend and carrying him out. It took hours, I did not get him home until after dark!"

Challenge with: EVIDENCE: BAD HAIRCUT

## **Cornelius**

### **Round 1**

Statement: "Timon runs his School of Crime from that school room, sneaking out when lessons are over to identify businesses for his gang to rob!"

Challenge with: EVIDENCE: TIMON AT SCHOOL

### **Round 2**

Statement: "That was the whip that was used on Lucius!"

Challenge with: EVIDENCE: WHIP (NEW)

### **Round 3**

Statement: "Lucius might have visited the barber for a haircut, but that's all!"

Challenge with: EVIDENCE: BULLA

### **Round 4**

Statement: "You can't prove that my brother or me have anything to do with this gang."

Challenge with: EVIDENCE: TATTOO

## **Primary sources used**

### **On Apothecaries and On Bread**

Pliny the Elder, Natural Histories, (Apothecaries) Books XXVII-XXXII; (Bread) Book XVIII

<http://www.perseus.tufts.edu/hopper/text?doc=Perseus:text:1999.02.0137>

### **On Caesar**

Suetonius; The Lives of the Twelve Caesars, Book I

[http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Suetonius/12Caesars/Julius\\*.html](http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Suetonius/12Caesars/Julius*.html)