"Liberty is the very birthright of the Roman people." – Cicero
"Where liberty dwells, there is my country." – Benjamin Franklin

In a letter to Patrick Henry written in 1778, George Washington declared, “We ought not to look back unless it is to derive useful lessons.” Washington and the other Founding Fathers looked back to the ancients to derive many useful lessons as they set about creating their own form of government. From the battlefields of the Revolution to the chambers of Congress, Rome’s legacy played an integral role in America’s founding, with Roman republican ideals greatly influencing the development of our own country’s political and cultural life.

On behalf of the National Constitution Center, it is my pleasure to invite you to experience the world debut of Ancient Rome & America, running from February 19 through August 1. Covering more than 8,000 square feet and featuring marble sculptures, paintings, jewelry, coins and ceramics from Italy and the United States, Ancient Rome & America is an unprecedented exhibition showcasing the profound connections between the lost world of ancient Rome and the U.S.

Like the United States, Rome overcame a monarchy to become a republic, and long after the fall of ancient Rome, its heroes and legends have continued to influence future generations. The connections between these two cultures—separated by millennia—are profound, and visitors to Ancient Rome & America will never think of either the lost world of ancient Rome or the founding values of America in the same way.

In addition to the activities distributed through Newspapers in Education, lesson plans and podcasts of exhibition-related programs will soon be available on the Center’s website at www.constitutioncenter.org. All of these teaching materials aim both to engage your students with the ancient world, and to help them develop the knowledge, skills and dispositions to become active citizens.

We hope to see you and your students at the Center soon, and we look forward to sharing with you these treasures of global and national significance.

David Eisner
President & Chief Executive Officer
National Constitution Center
For generations, the story of ancient Rome’s rise and fall has fueled hopes for national greatness and fears for the fate of America’s republic. Are we Rome? Will America’s rise to world leadership last for a thousand years? Or will our nation come to ruin, like the great Empire of ancient Rome? What lessons does Rome teach us? These questions have haunted Americans since the founding of the new nation in 1776, and they are still with us today.

Visitors to the Ancient Rome & America exhibition will discover the many ways in which Americans have imagined ourselves to be a nation built in the image of ancient Rome. Rome’s influence still echoes in the names of political institutions such as capitolos and senates, in symbols such as the Goddess of Liberty and the American bald eagle, and in American arts and culture.

American Eyes
Ancient Rome & America views the lost world of ancient Rome through American eyes. The exhibition recovers the classical spirit that inspired Rome’s impact on the nation and asks, “What enduring lessons does Rome have for America today?”

The exhibition is divided into five sections: Introduction, Building a Republic, A Classical Revival, Expansion and Empire, and Enduring Legacy.

The exhibition was created in partnership with Contemporanea Progetti of Florence, Italy, in collaboration with the Ministero per i Beni e Le Attività Culturali, Rome, Italy.

Drawing Comparisons in the News
When you look at any two cultures side-by-side you will notice definite similarities and differences. Cultures evolve over time and even take on characteristics of others, at the same time making them their own. Think about your own culture. What are some things that define who you are? Now, think about someone else’s culture, use the newspaper to get ideas about activities in which this culture engages. What do you notice about the two cultures? Are they alike or different? What commonalities do they share?
CITIZENSHIP AND RIGHTS

In ancient Rome and America, rights of citizenship were at the heart of what it meant to be “Roman” or “American.” The right to vote was—and is—one of the most important rights of citizenship. In America, however, citizenship did not always guarantee this right. Many groups in American history—such as Native-Americans, African-Americans, Roman Catholic and Jewish people, women, and the poor—were considered citizens but were denied the right to vote.

VOTING RIGHTS

Though the Roman Empire never expanded voting rights to include women, or anyone who was enslaved, the Edict of Caracalla issued in 212 A.D. gave citizenship, and therefore voting rights, to every free man in the empire. Citizenship was expanded to increase the number of people who could be taxed and were eligible to serve in the armed forces.

In America, voting rights were expanded over time to include all religious groups, women, African-Americans, and people of all classes. In 1971, the 26th Amendment lowered the voting age to 18, in all elections. Today, however, certain people who are considered citizens are still denied the right to vote—including people under 18 years of age, and in some states, convicted felons.

THE PRIVILEGE AND THE RIGHT

Is voting a right or a privilege of citizens? The editorial page of The Philadelphia Inquirer is a place where people can make known their opinions on important issues. In the space provided, write your own op-ed in response to this question.

You can send your essay to the editor of The Philadelphia Inquirer, or other local and national newspapers through the National Constitution Center’s Citizen’s Help Desk at www.constitutioncenter.org/action.
NATIONALISM AND CURRENCY

In both ancient Rome and America, coins have been more than just a means of purchasing goods and accumulating wealth. They serve as important symbols of a unified government and convey messages to a wide audience.

During the late Republic, Julius Caesar became the first leader to put his own image on coins. Roman emperors continued the practice as a way to assert their authority and circulate their image throughout the Empire. Americans, at first, resisted this tradition. Instead, they used other classical imagery such as eagles and the goddess Liberty as the symbols of their new republic. Over time, Americans began honoring deceased Presidents by putting their images on coins, a practice reminiscent of the Roman emperors of old.

TRADITION

The Coinage Act of 1792 originally proposed putting Presidents’ heads on coins, but George Washington was against it. He thought it made the leader of a republic look too much like a king or an emperor. The act provided the basic framework on which all coins were produced and declared the coins to have symbols emblematic of liberty on them.

It wasn’t until then-President Theodore Roosevelt decided to break with tradition in 1909 for the celebration of the 100th anniversary of Abraham Lincoln’s birth that a president’s image appeared on an officially circulated U.S. coin.

MY OWN COIN

Coins have been used to honor people, like past presidents and emperors, and to promote ideas like national strength, peace and victory.

Imagine you were asked to design a new coin. What people or symbols would you choose for the design? Think about your heritage, favorite activities, and places you like to go, to draw inspiration. Draw your coin in the circles below!
DO AS THE ROMANS DO: ORATORY

Oratory is the art of persuasive public speaking. In both ancient and modern republics, orators have played an important role by persuading through the power of words, rather than the force of arms. For whom should people vote? Should a country go to war? These are the kinds of important questions orators have used their persuasive skills to convince others to answer.

Though the ancient Romans were not the first to study what makes a good speech (they looked back to the ancient Greeks before them), one Roman wrote the book on speech-making. This famous ancient Roman was Marcus Tullius Cicero (106 – 43 BCE), and his book, “On the Orator” (in Latin, De Oratore) was greatly admired by America’s Founders.

See John Quincy Adams’ personal copy of Cicero’s “On the Orator” on display in the exhibition, Ancient Rome & America at The National Constitution Center.

WRITE A SPEECH

Do you ever have to convince your friends, parents or teachers? Persuasive speaking is an important skill that you will use time and time again—in school, at home and in any career you will have. Try writing your own persuasive speech about something that you feel passionately about. Use the techniques below. Practice the speech in the mirror to see how convincing you can be.

SPEECHES IN THE NEWS

Persuasive speeches are often made by politicians and activists trying to convince others to join their cause. These speeches are often reported in The Philadelphia Inquirer. Find a modern speech reprinted in the newspaper and use it as a model to create your own speech on the same topic. Use the points below in writing and delivering your speech. Try it out on your friends or family. What is their reaction?

1. Learn by watching, listening to others, and practicing.
2. Know the facts before speaking about your topic.
3. Remember as much as you can. Having the speech written is helpful, but reading directly will keep you from connecting with your audience.
4. Change your speaking style depending on the point you are trying to make. Speak slowly when explaining your case; speak forcefully when making an important point.
5. Identify the arguments against your cause, and prove them wrong, one by one.
6. Use gestures to emphasize your most important points.
7. Choose your words wisely. Be sure to use words your audience understands.
CITIZEN’S VOICE: FROM ROME TO AMERICA

The center of the ancient Roman republic and empire was the city of Rome. And the center of Roman political life was the Forum, where citizens gathered to discuss the issues of the day, make their opinions known, and influence lawmakers.

Throughout American history, active citizens have descended upon Washington, D.C.—staging protests and marches—in an attempt to have a direct impact on their elected officials. Many lobbyists and interest groups have their offices in the heart of Washington so as to be able to meet face-to-face with lawmakers.

THE MOBILE FORUM
Historically, the best way for citizens to have their voices heard in both ancient Rome and America was to be in direct contact with decision-makers. In ancient times, location mattered. Today, thanks to the Internet and widespread access to news and information, making one’s voice heard in the political process is much easier.

LOCAL REPRESENTATIVES
Some of your local government representatives, you may have heard of like Mayor Michael Nutter, some you not be so familiar. Did you know Philadelphia is divided into 10 districts? Each district has a designated council representative and there are 7 council-at-large members. Do you know who your district representative is? It is very important to know who is representing you and what is going on in your community. Visit philagov to locate your council member and find out when the next council meeting will take place.

USE THE NEWS
What issues do you care about most? Reading *The Philadelphia Inquirer* is a great way to stay informed about local, national and international issues. Choose an issue you care about, get informed and then tell your representatives what you think!

Draft a letter to your elected officials in the space to the right. Once you have finished, e-mail your thoughts directly to President Obama, your representatives in Congress, and your state legislators through the National Constitution Center’s Citizen’s Help Desk at www.constitutioncenter.org/action.
The United States Census, a survey of all those living in the United States at a particular time, is based on the Roman practice of census-taking. The practice of taking a census was repeated every five years in the Roman Empire. During the census, certain members of every household were counted so the government could tally the number of citizens, which was important for the military strength of the empire. By registering in the census, one was declaring one’s freedom as a citizen of Rome and one’s ability to vote. Slave and other non-citizens were not allowed to register. Roman citizens were expected to register for the census; otherwise, all their belongings could be taken. The census was also a time when masters could register their slaves as freemen, which would free the slave.

LET IT BE WRITTEN...
The Founders believed the census was so important that they put it in the Constitution. This piece of the Constitution establishes the census as a way to calculate the population of the nation for purposes of taxation and representation.

ARTICLE 1, SECTION 2, CLAUSE 3 STATES:
"Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, three fifths of all other persons. The actual Enumeration shall be made within three years after the first Meeting of the Congress of the United States, and within every subsequent Term of ten Years, in such Manner as they shall by Law direct. The Number of Representatives shall not exceed one for every thirty Thousand, but each State shall have at Least one Representative…"

U.S. CENSUS
The census did not always count everyone in the United States equally. When it was first established, the census calculated all “free persons.” All “other persons,” which meant slaves, were counted as 3/5 of a person. Native Americans were not counted at all. This practice of counting slaves as 3/5 of a person was a compromise reached in the Constitutional Convention between slave-owning states and non-slave states. With the abolition of slavery and passage of the 13th and 14th Amendments after the Civil War, all people were counted equally, though Native Americans were still excluded.

TODAY
A census is to be taken every ten years. The U.S. Census tallies the number of people in a particular household, and each person’s ethnicity, race, age, gender, and economic status. These criteria are very similar to those of the Roman census. The U.S. Census helps to determine representation in the United States Congress, since the number of delegates in the House of Representatives is apportioned according to a state’s population. The Census also decides the number of electoral votes a state has, and assists in distributing government funds.

Record from the Fourth District Census, Lower Delaware Ward (1820) National Archives, Mid-Atlantic Region
The U.S. government conducts a census every ten years. A census is the process of acquiring and recording information about the members of a population. The twenty-third United States Census, also known as Census 2010, will be conducted this year. The Census has been conducted every 10 years since 1790 as required by the United States Constitution.

The Census is important because it determines how much funding as well as how many Senate seats each state will receive. Everyone in the nation must be counted so that we, the people, can be represented in our government. Encourage people to stand up and be counted by creating an advertisement for the U.S. Census on a separate sheet of paper.

THE FORM

Your family will probably be getting the 2010 Census form sometime soon. Read below to see the questions on the form and to learn more about why this information is needed.

<table>
<thead>
<tr>
<th>Question</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many people were living or staying in this house, apartment, or mobile home on April 1, 2010?</td>
<td>We ask this question to help get an accurate count of the number of people in the household on Census Day, April 1, 2010. The answer should be based on the guidelines in the 'Start here' section. We use the information to ensure response accuracy and completeness and to contact respondents whose forms have incomplete or missing information.</td>
</tr>
<tr>
<td>Were there any additional people staying here April 1, 2010 that you did not include in Question 1?</td>
<td>Asked since 1880. We ask this question to help identify people who may have been excluded in the count provided in Question 1. We use the information to ensure response accuracy and completeness and to contact respondents whose forms have incomplete or missing information.</td>
</tr>
<tr>
<td>Is this house, apartment, or mobile home: owned with mortgage, owned without mortgage, rented, occupied without rent?</td>
<td>Asked since 1890. Homeownership rates serve as an indicator of the nation's economy. The data are also used to administer housing programs and to inform planning decisions.</td>
</tr>
<tr>
<td>What is your telephone number?</td>
<td>We ask for a phone number in case we need to contact a respondent when a form is returned with incomplete or missing information.</td>
</tr>
<tr>
<td>Please provide information for each person living here. Start with a person here who owns or rents this house, apartment, or mobile home. If the owner or renter lives somewhere else, start with any adult living here. This will be Person 1. What is Person 1's name?</td>
<td>Listing the name of each person in the household helps the respondent to include all members, particularly in large households where a respondent may forget who was counted and who was not. Also, names are needed if additional information about an individual must be obtained to complete the census form. Federal law protects the confidentiality of personal information, including names.</td>
</tr>
<tr>
<td>What is Person 1's sex?</td>
<td>Asked since 1790. Census data about sex are important because many federal programs must differentiate between males and females for funding, implementing and evaluating their programs. For instance, laws promoting equal employment opportunity for women require census data on sex.</td>
</tr>
<tr>
<td>What is Person 1's age and Date of Birth?</td>
<td>Asked since 1800. Federal, state, and local governments need data about age to interpret most social and economic characteristics, such as forecasting the number of people eligible for Social Security or Medicare benefits. The data are widely used in planning and evaluating government programs and policies that provide funds or services for children, working-age adults, women of childbearing age, or the older population.</td>
</tr>
<tr>
<td>Is Person 1 of Hispanic, Latino or Spanish origin?</td>
<td>Asked since 1970. The data collected in this question are needed by federal agencies to monitor compliance with anti-discrimination provisions, such as under the Voting Rights Act and the Civil Rights Act. State and local governments may use the data to help plan and administer bilingual programs for people of Hispanic origin.</td>
</tr>
<tr>
<td>What is Person 1's race?</td>
<td>Asked since 1790. Race is key to implementing many federal laws and is needed to monitor compliance with the Voting Rights Act and the Civil Rights Act. State governments use the data to determine congressional, state and local voting districts.</td>
</tr>
<tr>
<td>Does Person 1 sometimes live or stay somewhere else?</td>
<td>This is another question we ask in order to ensure response accuracy and completeness and to contact respondents whose forms have incomplete or missing information.</td>
</tr>
</tbody>
</table>

DO AS THE ROMANS DO: ARCHITECTURE

The center of the ancient Roman Republic and empire was the city of Rome. Growing from a tiny village to become the grandest city of the ancient world, Rome was filled with great public buildings, from the temples and basilicas of the Forum to arenas and theaters. These venues for social life, commerce, politics and entertainment were copied in cities throughout the Roman Empire.

AMERICA

Americans after the Revolution turned to Roman architecture and city planning as they sought to create a new republic in the image of ancient Rome. Though Americans did not adopt all the features of Roman civic life (like the public baths), they did work Roman architecture into many of their federal and state governmental buildings.

THOMAS USTICK WALTER

In 1838-39, American architect Thomas Ustick Walter (1804-1887) went to Europe to study its monuments in order to complete his work on Girard College in Philadelphia. With the approval of President Millard Fillmore, Walter became the fourth Architect of the Capitol in Washington, D.C. Using his knowledge of ancient Roman design, Walter is responsible for the Capitol building’s expansion and famous dome. Today, the Capitol stands as the grandest example of Rome’s influence on architecture in America, though other examples, such as some stadiums and amphitheaters, also serve as evidence of Rome’s lasting influence on America.

ARCHITECTURE IN THE NEWS

Many of the buildings in Philadelphia have the architecture of ancient structures. Even brand-new buildings have attributes of ancient ones. Look through The Philadelphia Inquirer for information regarding a new structure being built or a renovation taking place. What can you learn about the building? Is it built to look like something familiar? Do some research on the architect and find out more about his vision for the grand structure.

ARCHITECTURE FIELD JOURNAL

Ancient Rome is famous, in part, for its Coliseum with an open-air design and many arches, which has inspired the design of many stadiums in America. In addition to the Coliseum, many staples of ancient Roman architecture such as columns, arches and domes can be found in American buildings from the Founding to today.

11a. Explore the buildings in your town or city. Can you find any examples of Rome’s influence on the buildings you see? Take this field journal with you to record your findings as you explore the city.

11b. Can you find any other ways that ancient Rome influences, fascinates or inspires Americans today? Hint: Can you think of any TV shows, movies or fashions inspired by ancient Rome? Record your answers below.

11a. Examples of Rome’s influence on local buildings:

11b. Ways Rome influences Americans today:
NOTES FROM THE IZARDS

During the early years of America’s republic, classical art, architecture and culture made ancient Rome part of Americans’ daily lives. The style called “Neoclassicism” reached a peak of popularity in the late 1700s and early 1800s, just as America was forming its identity as an independent nation.

ITALY

When travelers went to Italy to experience antiquity for themselves, they went on the so-called “Grand Tour.” Though these tourists visited other countries, Italy was the primary destination. Traditional stops included Rome, Venice and Florence, along with visits to the ruins of Pompeii and the Greek city of Paestum. Artists, writers and architects also made the journey to study the work of the ancients in person. The books, paintings, prints, sculptures, antiques and facsimiles these travelers brought home helped fuel the fascination with ancient Mediterranean cultures.

EXHIBITION CONNECTION:

See a portrait of Ralph and Alice Izard on display in Ancient Rome & America.

SENDING WORD BACK HOME

On the eve of the American Revolution, Ralph and Alice Izard were on their Grand Tour of ancient Greece and Rome. Imagine what the Izards saw during their travels. What lessons or symbols of the ancient world do you think would be helpful to the people back home, just beginning the struggle for freedom in America? Write a letter back home to help your friends and family in their struggle.

ROME’S ENDURING LEGACY

The road the Founders traveled led in two directions: ahead to the American future and back to ancient Rome. For generations, the story of Rome’s rise and fall has fueled hopes for national greatness and fears for the fate of America’s republic.

Rome’s influence is with us still. It echoes in the names of political institutions such as capitols and senates; in symbols such as the Statue of Liberty and the American bald eagle; and in America’s arts and culture. The Roman Republic and its empire in Europe and the Mediterranean lasted for almost 1,000 years. Though its power eventually declined, ancient Rome’s legacy, like the objects it left behind, still remains.

TODAY

The United States is now almost 250 years old. At its founding, Americans modeled their new nation on what they admired about ancient Rome, especially, the Romans’ emphasis on civic virtue and the common good, and their ability to cultivate a national identity among diverse peoples they ruled. The loss of these attributes is often cited as the reasons for the decline of ancient Rome.

Today, Americans see Rome both as a model of republican government and a warning about what they fear their country may become.

USE THE NEWS

Consider the following questions. Read The Philadelphia Inquirer to find examples that support your answers.

1. Are Americans today willing to sacrifice their individual interests for the common good?  
   Hint: Read the newspaper to find examples of Americans helping others or acting selfishly.

2. Do Americans have a sense of unity and common purpose?  
   Hint: Read the newspaper to find examples of everyday unity or discord among Americans. What brings Americans together? What pulls them apart?

3. Has America created a modern-day empire?  
   Hint: Read the newspaper to find evidence of the influence of American culture and military strength around the world. Does this influence make America an empire?
Having considered the previous questions and examined the ways ancient Rome has influenced America from its founding to today, answer the question: “Are we Rome?” Think about the similarities and differences, takes notes, and have a discussion with your class.

Visit the National Constitution Center for the world debut of Ancient Rome & America. On display now through August 1, 2010.

National Constitution Center
525 Arch Street
Independence Mall
Philadelphia, PA 19147

Group rates to Ancient Rome & America are available. Admission to the Center’s main exhibition, The Story of We the People, including the award-winning theater production “Freedom Rising,” is included in the rate. For ticket information, call 215.409.6800 or visit www.constitutioncenter.org.

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