

# Downfall of the Roman Empire

This activity was originally developed by Susan Hart and Stuart Scott in 1981 and has been in our catalogue since the inception of the project.

The webaddress for this activity is:

<<http://www.collaborativelearning.org/downfallromanempire.pdf>>

Last updated 21st October 2009

Project Director: Stuart Scott

Supporting a cooperative network of teaching professionals throughout the European Union to develop and disseminate accessible teaching materials in all subject areas and for all ages.

17, Barford Street, Islington, London N1 0QB UK Phone: 0044 (0)20 7226 8885

Website: <http://www.collaborativelearning.org>

## BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies across all phases and subjects. We hope they will inspire you to use similar strategies in other topics and curriculum areas. We run teacher workshops, swapshops and conferences throughout the European Union. The project publishes a catalogue of activities plus lists in selected subject areas, and a newsletter available by post or internet: "PAPERCLIP".

\*These activities were influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in mixed classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers opportunities for spoken language and other assessment.

\*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts and move them about physically they help to develop thinking skills.

\*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in mother tongue and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

\*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

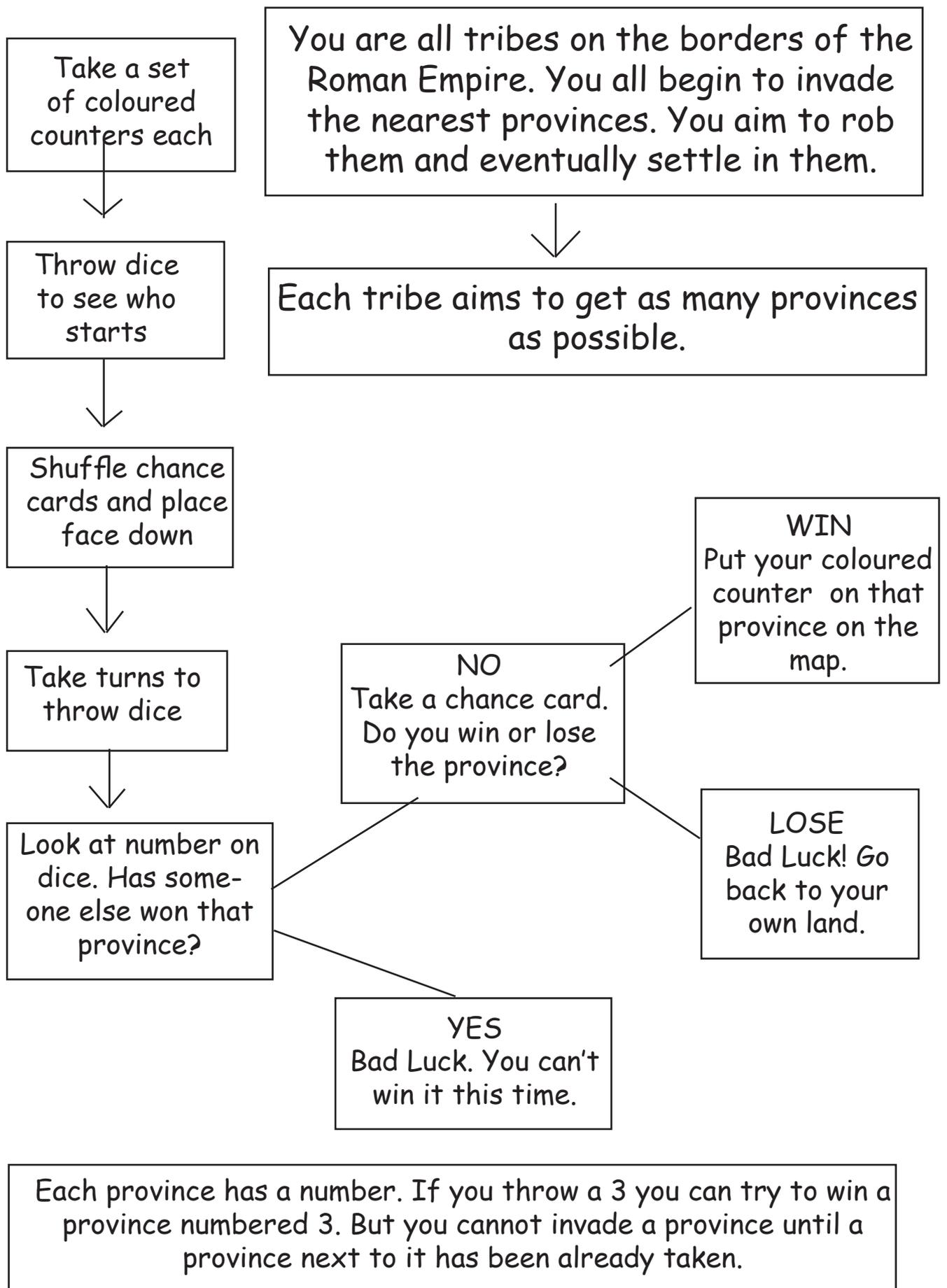
\*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

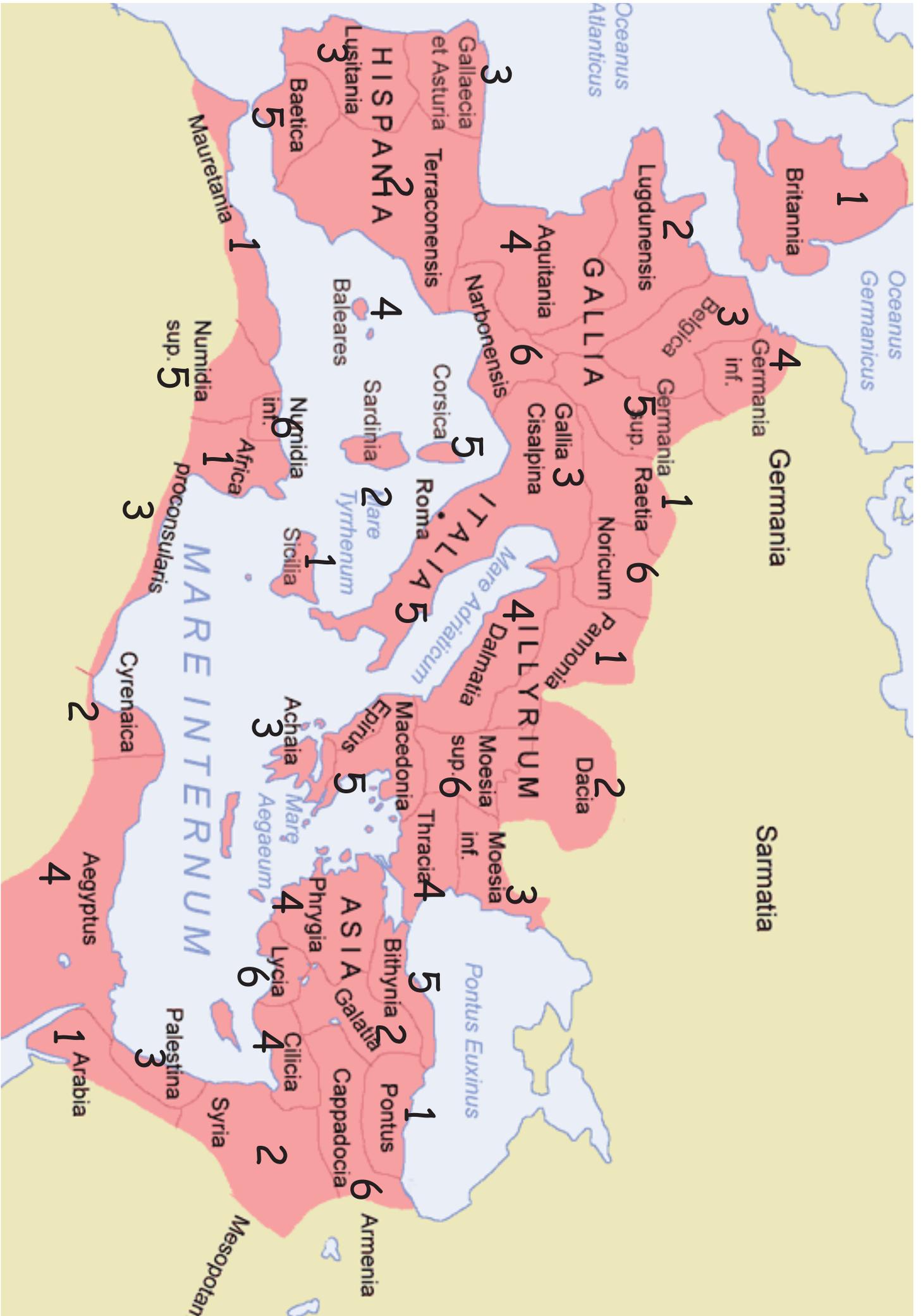
\*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities

back to the project, so that we can add them to our lists of materials.

<http://www.collaborativelearning.org/downfallromanempire.pdf>

# DOWNFALL OF THE ROMAN EMPIRE





Nobody resists you. The cities are empty, but you find plunder in the big country estates.

The Romans did not make their yearly payment to you for peace. You take the province and settle there.

The people in the province manage to get help from the powerful and rich eastern provinces.

You fall out with your allies. Because of your quarrels, your attack fails.

Attila the Hun, called the "Scourge of God", attacks your homesteads. You have to leave the province to return to defend your homes.

The people of the province invite you to settle, and defend them from other tribes. You accept their offer plus some gold.

The province is fed up with providing supplies for the Roman army. It welcomes you and hopes you won't demand so much corn and gold.

The legions have left, but an army of Goths, paid by villa owners, defeats you.

You defeat the legions. Unfortunately, some Huns then defeat you.

Odin answers your prayers. The province is yours.

The province accepts your offer to defend them against the terrible Huns. You move in.

The legions have been paid. They drive you out, and capture many of your men.

The legions and auxiliaries have left to defend another province. Townspeople bury their treasure and flee. You take over.

A group of Germans help the Romans to resist you. You are defeated.

You defeat a legion, and the Roman Army decides to abandon the province to you.

The Roman Army runs away when you attack, because the Emperor has no money to pay the soldiers

Two Roman legions are busy fighting each other. You can take the province.

Many soldiers leave the Roman army and join your horde. You settle in the province.

The Huns are coming. You plunder the province, but you are too scared to stay to fight terrible Huns.

The legions have gone but many soldiers have stayed to defend their farms. They have a good leader, called Arthur, who defeats you.

Thor is a strong god. He gives you the land and gold in the province.

The Emperor from Constantinopolis brings his legions into the province and defeats you.

A local bishop converts you to Christianity. You settle peacefully in the province and defend it.

Your army is strong. You take the province and burn all the towns down. The Roman gods are destroyed.

# THE END OF THE EMPIRE

1. After the game, sort the chance cards into two piles:

Cards where the invaders won the province.  
(1)

Cards where the invaders did not win the province.  
(2)

2. Read set (1) again carefully, looking for the reasons why the Empire collapsed. Tick them on the list below.

The Empire collapsed because:

- \* the invaders fought harder than the Romans
- \* the invaders had better trained soldiers
- \* people in the provinces turned against the Romans
- \* soldiers deserted because they were not paid
- \* the invaders' gods were stronger than the Roman gods
- \* some Roman armies were fighting each other
- \* the Empire was too big for the army to control properly
- \* people wanted more protection than the Romans could give
- \* the invaders had better weapons than the Romans
- \* Roman armies had been called away to defend provinces nearer Rome
- \* the invaders had more gold than the Romans

3. Now write up the reasons you have ticked in your book.