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[Week 1](#)

**Week 2**

**Week 3**

**Week 4**

### **Year 6, Term 1 Lesson Package MWO**

*Developmental Phase: The Maturing Student*

The year 6 student is moving from imaginative, pictorial thinking to forming abstract concepts. They become rational in their thinking, grappling with more intangible ideas. Year 6 students can be very fine company, capable of interesting insight and discussion, though it is important to remember that they are still children.

Twelve is the onset of puberty for many students (some earlier, some later), and therefore they have two new challenges – their bodies and the demands of their social and school interactions. This growth rate will never be repeated in the life span of human development.

Year 6 children are becoming fascinated with how things work, why things happen the way they do, and what the laws are that govern their world. They no longer accept things just as they are, nor do they accept the sovereignty of adults. They like the chance to debate thorny issues such as justice and loyalty. Their thinking is still very practical however, so the cause and effect of history, human motivation or observable scientific experiments suits them well.

Rome is the literary/cultural focus of the curriculum in grade 6 and lawfulness an important anchor. Clear structure, consequences for law breaking, and contracts for increasing responsibility are the best for helping a child through the difficult range of feelings that burst forth at this age.

More at [Mumbulla Steiner School](#)

Main Lesson Overview	
<b>Weeks 1-4</b>	Roman Myths and Legends (English/HASS)
<b>Weeks 5-7</b>	Physics and Chemistry (Science)
<b>Weeks 8-10</b>	Relationships and Wellbeing (HPE)

**Materials List (required):**

Main Lesson Books with a combination of both lines and blank pages

Lined exercise books for English

Grid exercise books for mathematics

Good quality coloured pencils

Good quality lead pencils

Eraser

Sharpener

Ruler

Calculator

Glue

Art Paper or drawing book

Watercolours/watercolour pencils and or acrylics

<http://www.mercurius-australia.com/>

<https://www.dragonflytoys.com.au/>

<https://www.teaching.com.au/>

**Week 1**

Chessboard (or play online: <https://poki.com/en/g/casual-chess> )

Making Roman Roads (see attachments for ingredients/materials)

**Week 2**

Levelled books for DEAR (Drop Everything and Read) - these could be collected from the library.

Students might prefer to read articles online or use a Kindle/ereader.

**Week 3**

Coloured squares for Mosaic Art (self made or purchased)

AIR DRY Clay for Roman Sculptures (Pandora's Box)

Ingredients for [Roman Bread](#)

A newspaper or 2!

**Week 4**

Chalk

Paper Mache Masks (newspaper, [masks for base](#) however a balloon or chicken wire can be used, card/paper, PVA glue OR flour, paint brush, acrylic paints, feathers and other crafting/decorative items).

**Recommended Materials (not required):**

Felt pens

Charcoal (willow)

Index or System Cards

<https://goo.gl/queGJa>

Blackboard and good quality chalk

Butcher's Paper

Acrylic paints and paint brush set

Protractor

Compass

T-Square or Metre Ruler

### Weekly Timetable Suggestion

Times	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning Session</b>	Main Lesson	Main Lesson	Main Lesson	Main Lesson	Main Lesson
<b>Middle Session</b>	English and Mathematics	English and Mathematics	English and Mathematics	English and Mathematics	English and Mathematics
<b>Afternoon Session</b>	Hands on activities/real world experiences/physical activities	Hands on activities/real world experiences/physical activities	Hands on activities/real world experiences/physical activities	Hands on activities/real world experiences/physical activities	Hands on activities/real world experiences/physical activities

**Afternoon session ideas:** art (watercolour, acrylic, mixed medium, charcoal) dance, playing an instrument, martial arts, sport, gymnastics, nature walks/hiking, *special interest projects*, sketching, travelling/historical trails.

**Rhythms** - It is important to continue rhythms to maintain a sense of calmness, stability, and expectation. Verses/songs, stories and games are still used to deliver content in a rich and artistic way, however work is now more head focussed within the main lessons. In depth special interest projects are recommended for the afternoon.



Meredith from a Waldorf Journey/Unknown/Annemarie Vermeulen

[Week 2](#)

[Week 3](#)

[Week 4](#)

## WEEK 1

### To read and discuss before Main Lesson begins...

The Ancient Greeks believed that we share our world with divine beings. Greek mythology attempted to clarify this human connection with the divine, and like humans, these Gods and Goddesses had individual personalities that made them unique.

Many of the Roman gods overlap with the Greek gods but don't share the same names. Instead, a lot of their Roman counterparts are named after our planets. The Romans picked these names to bestow on some of the gods and goddesses the qualities of the planets, because the planets are bright enough to be seen from earth. The brightest planet, Venus, was given to the Roman counterpart of Aphrodite, the Greek goddess of love and beauty.

There are many similarities between the two, but they are different belief systems completely. The Roman gods and goddesses were described and thought of as much more 'intense' and 'proper.'

At first you may think there are only minor differences between the gods worshipped by the Greeks and those the Romans. Twelve important gods and goddesses stood at the pinnacle of the Greeks' Mount Olympus. The Romans, too, centred their mythology around 12 very similar gods and goddesses, so many scholars have decided that upon conquering Greece the Romans adopted a great deal of Greek mythology, renaming the central characters. - <https://www.greekmythology.com/>

### Main Lesson

**Verse:** Inner Quiet (week 1 appendix).

*Stand for morning verse to bring awareness to the body. Practise a few deep breaths before reading.*

**Hands on Learning:** Play the Ancient Roman game: noughts and crosses (played in Terni Lapilli in the 1st century).



- The game requires a grid of 3 squares by 3 squares (9 squares in total) and is only suitable for 2 players.
- One player is assigned X, and the other player is assigned O.
- Each of the players takes turns to put their mark (either X or O) in an open square on the grid.
- The game's objective is for a player to get 3 of their marks in a row on the grid, before the other player. The marks can be in a row in a straight up-down line, diagonal line, or across.

- The game is over either when one of the players achieves the main objective, or all 9 squares have been filled. <https://www.gamesver.com/tic-tac-toe-noughts-crosses-origins-history-evolution/>

**Questions/Retell/Brainstorm:** Discuss the above introduction.

Roman influence today: Ask students if they have ever heard of the following

*When in Rome, do as the Romans do.*

*Crossing the Rubicon.*

*Rome wasn't built in a day.*

*Let the die be Cast!*

Read and discuss the list of Roman Sayings and the (week 1 appendix). What do they mean to us? Discuss the influences of the past on the present and why these things may have remained. *When might you say some of these sayings now/what situations?*

**Bookwork:** Title and Contents Page

Create a Roman Mythology title and contents page (*Please see Roman Myths and Legends attachment for title page inspiration OR Choose one of the images of the Roman Gods to copy and one of the quotes from our earlier activity*).

## CONTENTS PAGE

1. *Jupiter and the Mighty Company*
2. *Aqueducts*
3. *Pluto and the Clever King*
4. *Roman Roads*
5. *Neptune and Minerva*
6. *The Aeneid*
7. *The Cave of Sibyl*
8. *Romulus and Remus*
9. *Prometheus and Pandora*
10. *Jupiter and the Bee*
11. *Janus*

**Story or New Information:** Read Jupiter and His Mighty Company and The Golden Age (appendix)

**English:** Your Stance: The Media

Discussion: Have you heard of the “town square” or the “public square”? What are they?

With social media these ideas have regained popularity recently.

Social media such as Twitter, Facebook and Ticktock often describe themselves as “communities”. They often use these terms to describe the usefulness of the sites in terms of sharing information and news content. What do you think of this? Are they really a “town square?”

**How do you get major news now and how much does it influence us?**

Create a continuum with the following at each end of the room.

- *Media Completely influences us*

- *Media Doesn't influence at all*

Ask your student/s to stand in on the continuum according to what they think. This can be done individually in their book creating a line.

Ask them to justify their choices/decisions. Have a discussion surrounding their ideas.

Level 1: Brainstorm some dot points about how the media influences us/or does not depending on your stance.

Level 2: Brainstorm some dot points about how the media influences us/or does not depending on your stance. Write these into some clear persuasive sentences.

Level 3: Brainstorm some dot points about how the media influences us/or does not depending on your stance. Write a quick, short persuasive piece.

**Mathematics:** Roman Numerals

-Read over the Roman Symbols, Basic Combinations and Forming Numbers Rules below.

-Complete a levelled worksheet from the week 1 appendix.

## The Roman Symbols

Romans Numerals are based on the following symbols:

1     5     10     50     100     500     1000

I     V     X     L     C     D     M

## Basic Combinations

Which can be combined like this:

1     2     3     4     5     6     7     8     9  
I     II     III     IV     V     VI     VII     VIII     IX

10     20     30     40     50     60     70     80     90  
X     XX     XXX     XL     L     LX     LXX     LXXX     XC

100     200     300     400     500     600     700     800     900  
C     CC     CCC     CD     D     DC     DCC     DCCC     CM

## Forming Numbers - The Rules

When a symbol appears after a larger (or equal) symbol it is added

Example: VI = V + I = 5 + 1 = 6

Example: LXX = L + X + X = 50 + 10 + 10 = 70

But if the symbol appears before a larger symbol it is subtracted

Example: IV = V - I = 5 - 1 = 4

Example: IX = X - I = 10 - 1 = 9

**Music Theory Extension:** Roman influence in music.

Research the use of Roman numerals in music.

## Day 2

### Main Lesson

**Verse:** Inner Quiet

**Hands on Learning:** Play another game of Noughts and Crosses. This time, add more squares to your grids.

**Questions:** What do you know about origin stories? (Bible, creation, beginning of the Gods).

Most of us don't remember when we were born, and we rely on the memories of others and our understanding of the experiences we have to write our own story about where we have come from.

Where were you born? Do you know where you lived at the time? (Some photos of you when you were young may help you piece the story together). If you could create your own origin story what would it include?

**Retell:** Summarise the Jupiter and His Mighty Company and The Golden Age into a rough timeline together.

### Bookwork: Character and Perspective

Choose a character/s from Jupiter and His Mighty Company and/or The Golden Age to write about.

Level 1: Craft a short poem about your character. You might like to research them further.

Level 2: Write from your character's perspective about the war between Jupiter and the Titans. You can start any place you like.

Level 3: Write from your character's perspective about the war between Jupiter and the Titans. You can start any place you like. Research them further to add more detail.

**Story/New Information:** Read about Aqueducts (appendix).

**English:** Narrative - Whose story is it?

*Narrative "who writes the story and what and why do they choose particular story elements?"*

*What is narrative – is it the same as story?*

Where have you heard the word narrative? Social media or mainstream media use it to describe the main threads of news. You may have heard "official narrative" compared with "fake news or mis or dis information." What do these

terms mean?

*Discuss: It is interesting that you can read many of the same myths (sometimes with different names or focus) and they are interchangeable as Greek or Roman, such as Jupiter's story which is comparable to the mighty Zeus. Look at the comparison between Greek and Roman Gods (week 1 appendix).*

If you were creating a new world to conquer, what elements would you include in your story? What would you change? How would you represent your god/goddesses?

### **Design your own Roman God/Goddess**

**Level 1:** Create a god/goddess and draw them. Use some of the words in the story of Jupiter and Mighty Company to describe them. Give them a 'story/narrative about who they are' verbally.

**Level 2:** Create a god/goddess or giant to fit the story, with some adjectives and write at least a one paragraph description.

**Level 3:** Create a god/goddess/giant with detail, applying some of the elements from the story. Write a description of at least two paragraphs using adjectives to develop a description of a complex character.

### **Mathematics: Roman Numerals**

-Read over how to convert roman numerals below and discuss the example.

#### **How to Convert to Roman Numerals**

Break the number into Thousands, Hundreds, Tens and Ones, and write down each in turn.

#### **Example: Convert 1984 to Roman Numerals.**

Break 1984 into 1000, 900, 80 and 4, then do each conversion

1000 = M

900 = CM

80 = LXXX

4 = IV

$1000 + 900 + 80 + 4 = 1984$ , so  $1984 = \text{MCMLXXXIV}$

Level 1: Use the roman numerals chart in the week 1 appendix to write some 2 digit numbers like in the examples.

Level 2: Use the roman numerals chart in the week 1 appendix to write some 3 digit numbers like in the examples.

Level 3: Use the roman numerals chart in the week 1 appendix to write some 4 digit numbers like in the examples.

## **Day 3**

### **Main Lesson**

**Verse:** Inner Quiet

**Hands on Learning:** Play another game of Noughts and Crosses. This time, change the noughts and crosses to something else!

**Questions:** Fresh water often comes up in many myths. Why do you think this is? What is an aqueduct? Does the word give you a hint about what it might be? Aqua – what does this mean? Duct?

### **Bookwork: Roman Technology - Aqueducts**

Level 1: Illustrate your own drawing of an aqueduct into your main lesson book.

Level 2: Illustrate your own drawing of an aqueduct into your main lesson book and label it. Write about how they worked.

Level 3: Illustrate your own drawing of an aqueduct into your main lesson book and label it. Write about how they worked and summarise some history about them.





**Story/New Information:** Read Pluto and the Clever King (appendix).

**English:** Influence of the Media - Alien Invasions!

Humans have always been fascinated with the idea of what lives in outer space and with the ideas of aliens visiting or living among us.

- List some science fiction texts you know of that include aliens. It does not have to be films, there are many books written about the same topic.



- Read about the Unsolved UFO mysteries (week 1 appendix).

**Some questions for prompt:**

- Are aliens presented as good or bad, a threat/friend?
- Why is it so often called an alien invasion rather than visit?
- Why do we wonder about what is beyond earth?
- Explain and justify your opinion for why we have been so interested in the idea of aliens coming to earth.

**Have you ever heard any stories about Aliens from media sources?**

Do we believe the media more than we believe what we see?

Level 1: Write a short story about an alien invasion as if it were fact.

Level 2: Write a short news article about an alien invasion as if it were fact.

Level 3: Write a short script for a news presentation about an alien invasion as if it were fact.

**Mathematics:** Roman Numerals

-Convert the following numbers into Roman Numerals into books.

Level 1

82, 22, 46, 78, 23, 12, 11, 10, 56, 17, 29, 44, 88, 98, 19, 32, 70.

Level 2

282, 122, 246, 278, 323, 312, 411, 510, 556, 617, 729, 744, 888, 898, 819, 932, 970.

Level 3

1282, 1122, 1246, 2278, 2323, 2312, 3411, 3510, 4556, 4617, 4729, 5744, 5888, 6898, 7819, 8932, 9970.



**Inner Quiet**

*Quiet I bear within me,  
I bear within myself  
Forces to make me strong.  
Now will I be imbued with their glowing warmth.  
Now will I fill myself  
With my own will's resolve.  
And I will feel the quiet  
Pouring through all my being  
When by my steadfast striving  
I become strong  
To find within myself the source of strength  
The strength of inner quiet.*

*-Rudolf Steiner*

## Roman Sayings

### **Rome wasn't built in a day (also a song)**

#### **Latin: 'Roma uno die non est condita'**

The first known reference to the saying wasn't made by a Roman, or even an Italian, but by a 12th-century cleric in the court of Phillippe of Alsace, the Count of Flanders, in present-day Belgium. Recorded as 'Rome ne fut pas faite toute en un jour', the phrase was captured in a mediaeval French poem dating to 1190.

### **When in Rome do as the romans do**

#### **Latin: Quando Romae faciunt Romani?**

Can be traced back to the 4th century AD when the Roman Empire was undergoing much instability and had already split in two. St Augustine, an early Christian saint, moved to Milan in Rome and unlike in his previous church in Rome, he found the congregation didn't fast on Saturdays.

The older and wiser St Ambrose, at that time the bishop of Milan, offered up some sage words. 'Romanum venio, ieiuno Sabbato; hic sum, non ieiuno: sic etiam tu, ad quam forte ecclesiam veneris, eius morem serva, si cuiquam non vis esse scandalum nec quemquam tibi.' In other words, 'When I go to Rome, I fast on Saturday, but here I do not. Do you also follow the custom of whatever church you attend, if you do not want to give or receive scandal.'

### **Crossing the Rubicon**

#### **Latin: Iacta Alea Est**

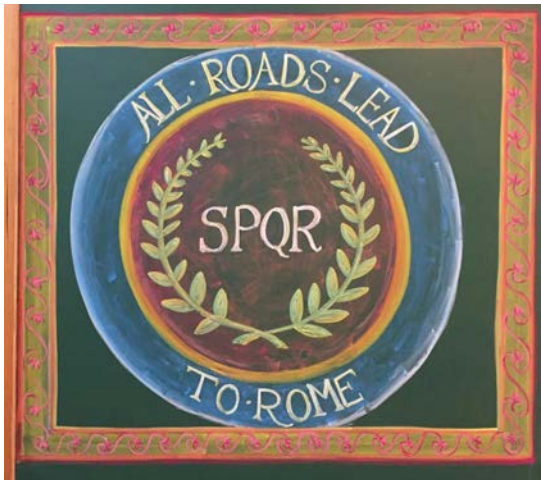
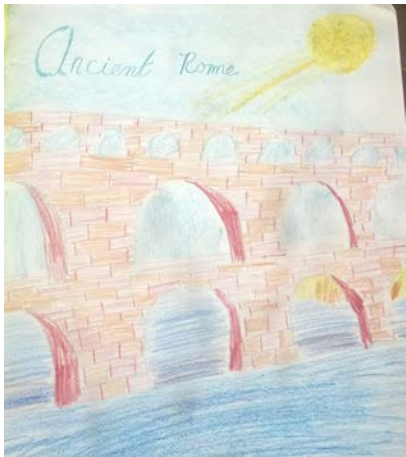
To cross the Rubicon is a metaphor which means to take a step that is unchangeable and that commits one to a specific course. When Julius Caesar was about to cross the tiny Rubicon River in 49 B.C.E., he quoted from a play by Menander to say "anerriphtho kybos!" or "let the die be cast" in Greek. But what kind of die was Caesar casting and what decision was he making?

### **Let the die be cast**

#### **Latin: iacta alea est (the same as crossing the Rubicon)**

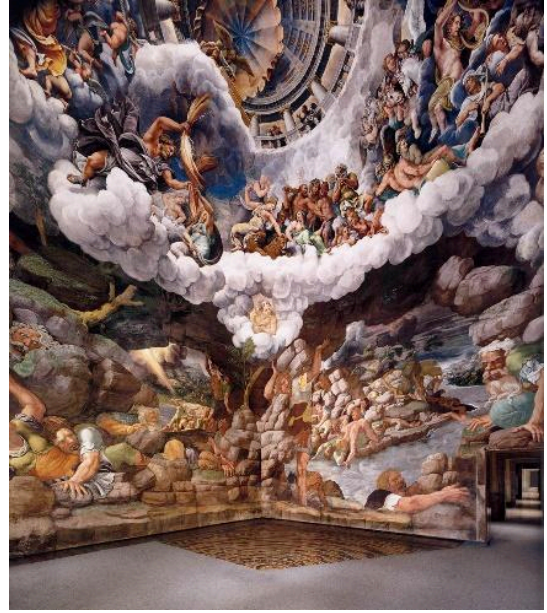
The Roman historian Plutarch reported that at this critical moment of decision Caesar declared in Greek and in a loud voice, "let the die be cast!" and then led his troops across the river. Plutarch renders the phrase in Latin, of course, as "alea iacta est" or "iacta alea est."

Rome Waldorf Title Pages



### **Jupiter and His Mighty Company - By James Baldwin**

A long time ago, when the world was much younger than is now, people told and believed a great many wonderful stories about wonderful things which neither you nor I have ever seen. They often talked about a certain Mighty Being called Jupiter, or Zeus, who was king of the sky and the earth; and they said that he sat most of the time amid the clouds on the top of a very high mountain where he could look down and see everything that was going on the earth beneath. He liked to ride on the storm-clouds and hurl burning thunderbolts right and left among the trees and rocks; and he was so very, very mighty that when he nodded, the earth quaked, the mountains trembled and smoked, the sky grew black, and the sun hid his face.



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Jupiter had two brothers, both terrible fellows, but not nearly so great as himself. The name of one of them was Neptune, or Poseidon, and he was the king of the sea. He had a glittering, golden palace far down in the deep sea-caves where the fishes live and the red coral grows; and whenever he was angry the waves would rise mountain high, and the storm-winds would howl fearfully, and the sea would try to break over the land; and men called him the Shaker of the Earth.

The other brother of Jupiter was a sad pale-faced being, whose kingdom was underneath the earth, where the sun never shone and where there was darkness and weeping and sorrow all the time. His name was Pluto, or Aidoneus, and his country was called the Lower World, or the Land of Shadows, or Hades. Men said that whenever anyone died, Pluto would send his messenger, or Shadow Leader, to carry that one down into his cheerless kingdom; and for that reason they never spoke well of him, but thought of him only as the enemy of life.

A great number of other Mighty Beings lived with Jupiter amid the clouds on the mountain top, — so many that I can name a very few only. There was Venus, the queen of love and beauty, who was fairer by far than any woman that you or I have ever seen. There was Athena, or Minerva, the queen of the air, who gave people wisdom and taught them how to do very many useful things. There was Juno, the queen of earth and sky, who sat at the right hand of Jupiter and gave him all kinds of advice.

They lived in glittering, golden mansions, high up among the clouds — so high indeed that the eyes of men could never see them. But they could look down and see what men were doing, and oftentimes they were said to leave their lofty homes and wander unknown across the land or over the sea.

And of all these Mighty Folk, Jupiter was by far the mightiest.

### **The Golden Age**

Jupiter and his Mighty Folk had not always dwelt amid the clouds on the mountain top. In times long past, a wonderful family called Titans had lived there and had ruled over all the world. There were 12 of them — six brothers and six sisters — and they said that their father was the Sky and their mother the Earth. They had the form and looks of men and women, but they were much larger and far more beautiful.

The name of the youngest of these Titans was Saturn; and yet he was so very old that men often called him Father Time. He was the king of the Titans, and so, of course, was the king of all the earth besides.

Men were never so happy as they were during Saturn's reign. It was the true Golden Age then. The springtime lasted all year. The woods and meadows were always full of blossoms, and the music of singing birds was heard every day and every hour. It was summer and autumn, too, at the same time. Apples and figs and oranges always hung ripe from the trees; and there were purple grapes on the vines,<sup>11</sup> and melons and berries of every kind, which the people had but to pick and eat.

Of course, nobody had to do any kind of work in that happy time. There was no such thing as sickness or sorrow or old age. Men and women lived for hundreds and hundreds of years and never became grey or wrinkled or lame but were always handsome and young. They had no need of houses, for there were no cold days nor storms nor anything to make them afraid.

Nobody was poor, for everybody had the same precious things: the sunlight, the pure air, the wholesome water of the springs, the grass for a carpet, the blue sky for a roof, the fruits and flowers of the woods and meadows. So, of course, no one was richer than another, and there was no money, nor any locks or bolts; for everybody was everybody's friend, and no man wanted to get more of anything than his neighbours had.

When these happy people had lived long enough, they fell asleep, and their bodies were no more. They flitted away through the air, and over the mountains, and across the sea, to a flowery land in the distant west. And some men say that, even to this day, they are wandering happily hither and thither about the earth, causing babies to smile in their cradles, easing the burdens of the toilworn and sick, and blessing mankind everywhere.

What a pity it is that this Golden Age should have come to an end! But it was Jupiter and his brothers who brought about the sad change.

It is hard to believe it, but men say that Jupiter was the son of the old Titan king, Saturn, and that he was hardly a year old when he began to plot how he might wage war against his father. As soon as he was grown up, he persuaded his brothers, Neptune and Pluto, and his sisters, Juno, Ceres, and Vesta, to join him; and they vowed that they would drive the Titans from the earth.

Then followed a long and terrible war. But Jupiter had many mighty helpers. A company of one-eyed monsters called Cyclopes were kept busy all the time, forging thunderbolts in the fire of burning mountains. Three other monsters, each with a hundred hands, were called in to throw rocks and trees against the stronghold of the Titans; and Jupiter himself hurled his sharp lightning darts so thick and fast that the woods were set on fire and the water in the rivers boiled with the heat.

Of course, good, quiet old Saturn and his brothers and sisters could not hold out always against such foes as these. At the end of ten years they had to give up and beg for peace. They were bound in chains of the hardest rock and thrown into a prison in the Lower Worlds; and the Cyclopes and the hundred-handed monsters were sent there to be their jailers and to keep guard over them forever.

Then men began to grow dissatisfied with their lot. Some wanted to be rich and own all the good things in the world. Some wanted to be kings and rule over the others. Some who were strong wanted to make slaves of those who were weak. Some broke down the fruit trees in the woods, lest others should eat of the fruit. Some, for mere sport, hunted the timid animals which had always been their friends. Some even killed these poor creatures and ate their flesh for food.

At last, instead of everybody being everybody's friend, everybody was everybody's foe.

So, in all the world, instead of peace, there was war; instead of plenty, there was starvation; instead of innocence, there was crime; and instead of happiness, there was misery.

And that was the way in which Jupiter made himself so mighty; and that was the way in which the Golden Age came to an end.

*"Jupiter and His Mighty Company End the Golden Age" from Old Greek Stories by James Baldwin (1895) is in the public domain.*



## Aqueducts

### Water Systems in Rome

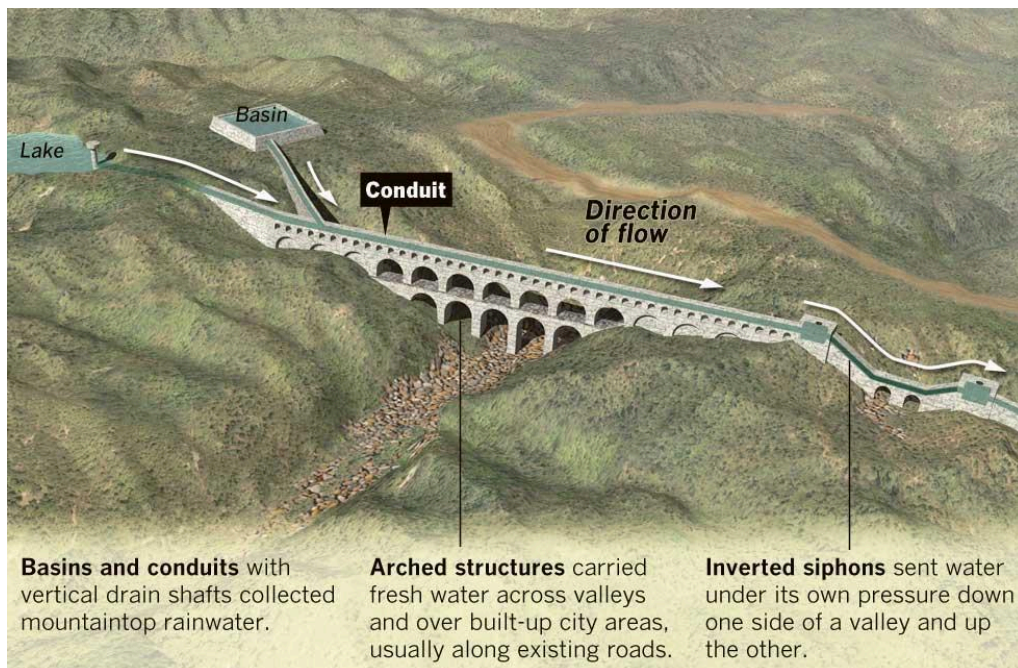
Ancient Rome was famous for its water systems. Today, our water systems are more complex than those of the Romans, though they are constructed in similar ways. Aqueducts brought water to the city of Rome. They provided water for the 1,000,000 Roman residents. Some aqueducts, or tunnels, were built underground so enemies could not tamper with them. Once the water was in Rome, they used settling basins as filters for the water. The basins slowed the water down and unloaded impurities. The water flowed into and was held in large cisterns. Then it flowed through lead pipes to public baths, fountains, and private villas. Some historians claim the lead pipes led to the decline of the Roman Empire due to lead poisoning.

Wastewater systems were drainage pipes that expelled waste from bathrooms, baths, and homes into the Tiber River. The system, built about 28 centuries ago, still exists today.

Fountains, public baths, and drinking water were the primary uses of water that flowed into Rome. The supply of water was so constant in Rome that it was considered one of the cleanest cities in the ancient world. Buildings were often municipal projects that Roman emperors sponsored.

The ancient Romans constructed numerous aqueducts to supply water to cities and industrial sites. These aqueducts were amongst the greatest engineering feats of the ancient world, and set a standard not equalled for over a thousand years after the fall of Rome.

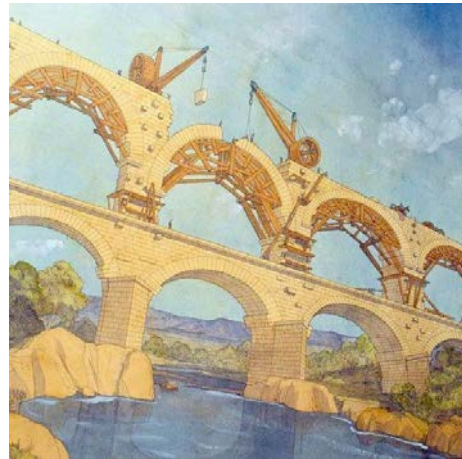
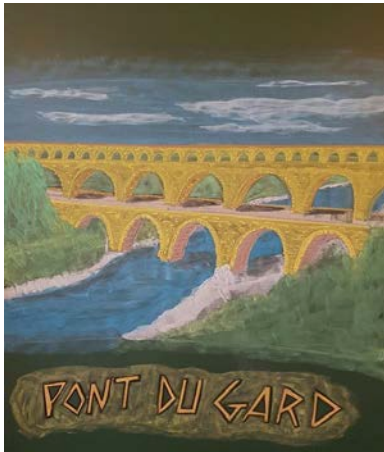
*From Wikipedia, the free encyclopaedia*





Pont du Gard's stone blocks, some of which weigh up to six tons, were precisely cut to fit together without the need for mortar.

By Wolfgang Staudt - originally posted to Flickr as Pont du Gard, CC BY 2.0,  
<https://commons.wikimedia.org/w/index.php?curid=3982864>



## Greek and Roman Gods/Goddesses Comparison

	Greek Gods	Roman Gods
<b>Description</b>	Gods in Greek Mythology, i.e., the collection of stories or myths of the ancient Greeks about their gods, heroes, and the natural world.	Gods in Roman mythology, i.e., the mythological beliefs about gods in the city of Ancient Rome.
<b>Time Period</b>	<i>The Iliad</i> was distributed 700 years before the Roman civilization. No exact date for the start of civilisation.	Came 1000 years after the Greeks
<b>Literary Source</b>	Greek myths chronicled in the book <i>The Iliad</i> by Homer.	Roman myths chronicled in the book <i>Aeneid</i> .
<b>Origin of Mythology</b>	Not known	Many Roman gods borrowed from Greek mythology and myths of Roman creation from Greeks.
<b>Nature of the Gods</b>	Gods and goddesses based on human personality traits such as Love, Honour, Hatred, Dignity, as well as their roles in life determined by what they were god of, like: Zeus: Sky/weather, Hades: The underworld, Poseidon: Sea, Aquatics, etc.	Deities named after objects (for example, planets) rather than human personality traits.
<b>Afterlife</b>	Importance of the physical life on earth rather than eventuality of the afterlife.	Mortals did good deeds on earth to be rewarded in the afterlife. They strove to gain their place among the gods in heaven in the afterlife.
<b>Traits</b>	As gods were based on human traits they each had characteristics that determined their actions.	Gods and goddesses are not gender specific so their individual characteristics were not central to the myths.
<b>Role of mortals</b>	Deities were important for the progression of life but mortals were just as important as it was their contribution in society that in the end mattered.	Myths rooted in brave, heroic deeds of gods not mortals as mortal life was not important after death.
<b>Actions of mortals and Gods</b>	Individualistic: actions of the individual were of more consequences than actions of the group.	Not individualistic
<b>Revered Traits</b>	Creativity is more important than physical work. They revered the poet.	Focused on actions rather than words. They revered the warrior as sacred.
<b>Physical forms</b>	Greek gods had beautiful bodies where gorgeous muscles, eyes and hair would enhance their looks.	Gods did not have a physical appearance – represented only in the imagination of the people.



# UFO mysteries

## UNSOLVED!

Thousands of people around the world have claimed to have had an extraterrestrial encounter – but did these alien sightings really happen? Read these incredible case files and then decide!

### Case file 1

#### Did a UFO crash in Roswell?

Location: Roswell, USA

Reported: July 1947

It was a stormy night when something crashed near the town of Roswell in New Mexico. Rancher Mac Brazel woke up and rode out to check on his sheep. Suddenly, he came to an area about 400m long and 100m wide, scattered with strange metals. Mac reported it to the sheriff, and an intelligence officer, Jesse Marcel, was put on the case. Jesse told of finding beams at the site with strange symbols written in pink and purple, and thin pieces of metal that couldn't be torn or damaged, no matter how hard he tried.

However, the military released documents which claimed the metal was the remains of a weather balloon that had crashed...



Intelligence officer Jesse Marcel on the case

**What really crashed that night in Roswell?**  
Many UFO researchers believe the wreckage was of an alien craft and that the military tried to cover it up.

**What do you think?**

It was a UFO ☐

It was a weather balloon ☐

### Case file 2

#### Did alien activity occur at Area 51?

Location: Nevada, USA

Reported: Early 1995

After the Roswell incident, there were many rumours about aliens and UFOs. Then, in 1995, a shocking film was released. It was claimed that the top-secret footage was of an experiment carried out at a place called Area 51 – on one of the unlucky alien pilots that had supposedly crashed at Roswell! The USA government insists that Area 51 is just a military base for the air force, but others believe the government stores and studies extraterrestrial bodies and aircraft there.

Recently, a man named John Humphreys owned up to making the alien video, revealing it was a prank. But many people still believe it's a government cover-up and that Area 51 is a landing base for spaceships! No one knows what goes on there, but we do love a good mystery...

**Is Area 51 an alien research base?**

It's an out-of-bounds area, surrounded in secrecy, but it could just be a military base.

**What do you think?**

It's an alien research base ☐

It's a military base ☐



John Humphreys: © Getty Images UK. Area 51: John Humphreys. Roswell: © Getty Images UK. UFO: courtesy of www.ufosite.com

### Case file 3

#### Did a UFO fly over Argentina?

Location: Sierra de la Ventana, near Buenos Aires

Reported: November 2006

A family from Argentina were returning home from a trip to Buenos Aires, when they stopped to take photos in the mountains near Sierra de la Ventana. Although they didn't see it at the time, after developing the images, an object could be seen flying low over the mountains. Investigations proved that it wasn't a plane or a bird, and that the photo was not a fake, but real...

**Is that a UFO in the picture?**

There is definitely a strange object in this image, but it may not have come from outer space.

**What do you think?**

It was a UFO ☐

It was a camera problem ☐



It's behind you!

It isn't a bird or a plane, so what is it?

### Case file 4

#### Brilliant meteor or alien aircraft?

Location: Rendlesham Forest, Suffolk, UK

Reported: December, 1980

Two security officers saw lights in Rendlesham Forest in the early hours of a dark December morning and set out to investigate. The men say they came across a strange, glowing triangular object made of metal. It was hovering, or standing on legs, and lit up the entire forest with a bright white light! As they approached, it gave off a silent explosion of light, then disappeared. The next night, three small circular marks that formed a triangle were found on the ground...

**What did the security men see in the forest?**  
There were reports that a brilliant meteor had been seen over southern England that night. But the case of the UFO is still a mystery.

**What do you think?**

It was a UFO ☐

It was the light from a meteor ☐



Now turn over to see what the experts say!

## ROMAN NUMERALS CHART

1	I
2	II
3	III
4	IV
5	V
6	VI
7	VII
8	VIII
9	IX
10	X

11	XI
20	XX
30	XXX
40	XL
50	L
60	LX
70	LXX
80	LXXX
90	XC
100	C

200	CC
300	CCC
400	CD
500	D
600	DC
700	DCC
800	DCCC
900	CM
1000	M
1001	MI

I	V	X	L	C	D	M
1	5	10	50	100	500	1000