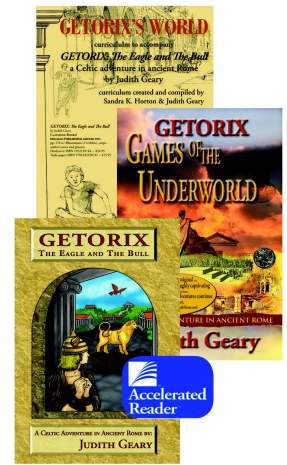


“History shows us a window into our past. Well-researched and well-written historical fiction can take us by the hand and lead us into that long-ago world.”

—Judith Geary, author of *Getorix: The Eagle and the Bull* & *Getorix: Games of the Underworld*, co-author, with Sandra Horton of *Getorix’s World*, curriculum to support study of the Roman Republic



So how does this concept apply to the 2010 Essential Standards for Social Studies and the Common Core?

The table below identifies the Springboards within the Getorix novels and the curriculum that specifically apply to the 2010 Essential Standards for Social Studies in the sixth grade. From the Sixth Grade Social Studies Crosswalk, NCDPI

Essential standard/Clarifying objective	Getorix Springboard
6.H.1 Use historical thinking to understand the emergence, expansion and decline of civilizations, societies and regions over time.	* Context: 101 BCE, the pivot point between the Roman Republic and Empire * Roman expansion into North Africa and Gaul
6.H.1.1 Construct charts, graphs, and historical narratives to explain particular events or issues over time.	* Maps, timelines and calendars * Characters’ arguments, explanations and musing
6.H.1.2 Summarize the literal meaning of historical documents in order to establish context.	* Use contemporary (ancient) and secondary sources to verify accuracy of story.
6.H.1.3 Use primary and secondary sources to interpret various historical perspectives.	* Author’s bibliography
6.H.2 Understand the political, economic and/or social significance of historical events, issues, individuals and cultural groups.	* Context: Republican Rome * Characters: Gaius Marius, Sulla, Catulus, Julius Caesar * Celtic tribes and confederacies
6.H.2.1 Explain how invasions, conquests, and migrations affected various civilizations, societies and regions	* Migration of Celtic tribes in response to environmental upheaval and cultural effects * Roman expansion (and loses) in North Africa and Gaul * Long-term effects of Marius’ reforms on the organization of the legion.
6.H.2.2 Compare historical and contemporary events and issues to understand continuity and change.	* Discussion questions in <i>Getorix’s World</i> * Activities in <i>Getorix’s World</i> * Vivid descriptions in the text
6.H.2.3 Explain how innovation and/or technology transformed civilizations, societies and regions over time	* Context: military technology, travel and trade. * Descriptions of household crafts and various technologies in the text.
6.H.2.4 Explain the role that key historical figures and cultural groups had in transforming society	* Context: pivot point between the Republic and Empire * Marius’ reforms to organization of Legion * Marius, Sulla, Catulus and Caesar * Celtic influence on Roman civilization (and vice versa)
6.G.1 Understand geographic factors that influenced the emergence, expansion and decline of civilizations, societies and regions over time	* Context: Rome’s location on a (semi) navigable river and relatively central to trading routes of other civilizations

<p>6.G.1.1 Explain how the physical features and human characteristics of a place influenced the development of civilizations, societies and regions</p>	<ul style="list-style-type: none"> * Context: Volcanic region with unique materials – tufa, obsidian, pozzolanic ash * Context and descriptions of heterogeneous population of the city. products and foods
<p>6.G.1.2 Explain the factors that influenced the movement of people, goods, and ideas and the effects of that movement on societies and regions over time</p> <p>6.G.1.3 Compare distinguishing characteristics of various world regions</p> <p>6.G.1.4 Explain how and why civilizations, societies and regions have used, modified and adapted to their environments</p>	<p>Context:</p> <ul style="list-style-type: none"> * Migration of Celtic tribes in response to environmental upheaval and cultural effects * Roman expansion (and loses) in North Africa and Gaul * Long-term effects of Marius’ reforms on the organization of the legion. (Settling veterans) * Construction technology, hypocaust, charcoal, glass
<p>6.G.2 Apply the tools of a geographer to understand the emergence, expansion and decline of civilizations, societies and regions.</p> <p>6.G.2.1 Use maps, charts, graphs, geographic data and available technology tools to draw conclusions about the emergence, expansion and decline of civilizations, societies and regions.</p> <p>6.G.2.2 Construct maps, charts and graphs to explain data about geographic phenomena (e.g. migration patterns and population and resource distribution patterns).</p>	<ul style="list-style-type: none"> * Maps, timelines and calendars are included in novels and in <i>Getorix’s World</i>.
<p>6.E.1.1 Explain how conflict, compromise, and negotiation over the availability of resources (natural, human and capital) impacted the economic development of various civilizations, societies and regions</p>	<ul style="list-style-type: none"> * Background: Celtic migrations and relationships among tribes * The relationships of different Celtic tribes with the Romans is a plot point.
<p>6.E.1.2 Explain how quality of life is impacted by economic choices of civilizations, societies and regions.</p>	<ul style="list-style-type: none"> * Context: Commodity price manipulation & trade * Scenes: slavery and the role of women in Roman and Celtic societies * Scenes: banquets and meals & household activity
<p>6.C&G.1 Understand the development of government in various civilizations, societies and regions.</p> <p>6.C&G.1.1 Explain the origins and structures of various governmental systems</p> <p>6.C&G.1.2 Summarize the ideas that shaped political thought in various civilizations, societies and regions (e.g. divine right, equality, liberty, citizen participation and integration of religious principles).</p>	<ul style="list-style-type: none"> * Context: The Roman political system - the role of elections and various political bodies, and how they acted together to preserve the “social order.” * The cursus honorum * Context: Marius’ reforms highlight evolution of Roman system * Scenes: political activities - speeches attending the investiture of new consuls * Scenes: arguments over political issues among the “historical characters” and between Lucius and Getorix.
<p>6.C&G.1.3 Compare the requirements for (e.g. age, gender and status) and responsibilities of (e.g. paying taxes and military service) citizenship under various governments.</p>	<ul style="list-style-type: none"> * Scenes: Getorix muses over manhood ordeal in Celtic culture and over differing roles of women and of leaders.

<p>6.C&G.1.4 Compare the role (e.g. maintain order and enforce societal values and beliefs) and evolution of laws and legal systems (e.g. need for and changing nature of codified system of laws and punishment) in various civilizations, societies and regions.</p>	<p>* Context: Roman legal system – pivotal plot aspect of <i>Getorix: Games of the Underworld</i> *Scenes: Temple of Jupiter, Brosch’s brothers, Lucius & Brosch, in the Subura, Keltus to Getorix about consulship</p>
<p>6.C.1 Explain how the behaviors and practices of individuals and groups influenced societies, civilizations and regions. 6.C.1.1 Analyze how cultural expressions reflected the values of civilizations, societies and regions (e.g. oral traditions, art, dance, music, literature, and architecture).</p>	<p>* Scene and setting: Celtic myths, music * Scenes: Lucius and Getorix argue over the significance of Celtic and Roman myths and stories from the <i>Odyssey</i> * Scenes: Value of craftsmanship and weaving * Descriptions of murals and sculpture</p>
<p>6.C.1.2 Explain how religion transformed various societies, civilizations and regions</p>	<p>* Scenes: assumption, myths and practices of Celtic and Roman religion</p>

Does it seem like a novel and curriculum with this many applications to the 2010 Essential Standards must be boring and loaded with facts?

Turn the page and find out.

REVIEW: *Getorix: The Eagle and the Bull*

Geary, Judith. *Getorix: The Eagle and the Bull*. 278 p. \$15.95 pap. Claystone/Ingalls, 2008.

ISBN 978-1-932158-73-1



[6-12, FIC] Set in ancient Rome, this novel focuses on Getorix, a young captive Celt, who unexpectedly escapes the execution met by his father Claodicos. Lucius, the young Roman who asks to spare Getorix, thinks he is showing him mercy by bringing him home to live as a slave. Far from grateful, Getorix refuses to serve Lucius and continues to think of ways that he can die honorably and join his father in the Otherworld. While he is kept under lock and key for his defiant behavior, he develops a friendship with Keltus, a trusted slave in the house of Lutatius Catulus, and eventually with the young Lucius as well. Along with Getorix, readers discover some of the details of Roman Life in 101 BCE. The ingenuity of the water supply and sewer systems and the magnificence of the buildings contrast with the practices of animal

sacrifice and dining on dormice. The different backgrounds and cultures of the two main characters offer interesting discussions on point-of-view. This novel by a North Carolina writer would make an excellent interdisciplinary unit for middle school. **AUTHOR'S NOTES, BIBLIOGRAPHY, SELECTED MAPS, DIAGRAMS, AND ILLUSTRATIONS, GLOSSARY.** [ELA, SS]

Horton, Sandra K. and Judith Geary. *Getorix's World*. 98 p. \$25. Claystone/Ingalls, 2008.

ISBN 978-1-932158-28-1

[PROF, SS] This curriculum is designed to accompany *Getorix: The Eagle and the Bull* to facilitate the novel's study for a class or literature circle. Part one contains synopses and study questions, both short answer and discussion, as well as activities using quotations and character monologues. Section two focuses more on the culture of Rome during that era of history and has activities related to dress, diet, and education. There is also a timeline and ideas for interdisciplinary study. This curriculum is also available in digital format on a CD-ROM, which includes a PowerPoint presentation introducing the novel and featuring color photographs of Roman ruins. This curriculum is an excellent resource for the social studies or English language arts class and is free with the order of a class set of 25 books (includes 1 hardback copy of the book). [ELA, MATH, SCI]

Historical Novel Review

HNR Issue 59, February 2012 | Reviews

GETORIX: Games of the Underworld

Judith Geary, Ingalls, 2011, \$15.95, pb, 248pp, 9781932158892

The second book in Judith Geary's popular Getorix series finds the young Celt in Rome, treading the line between slave and free, where he watches out for his Celtic slave compatriots as well as his best friend, Lucius, the son of a powerful Roman general. When Lucius is suddenly abducted in a public raid, Getorix is first suspected of collaborating with the kidnappers, then charged with rescuing Lucius and solving the mystery. Enlisting the help of Celtic and Roman friends, Getorix dives into a tangled web of deception and intrigue that threatens not only the lives of himself and his friends, but the very balance of power in Rome.

Set in 100 BC during a period of intense political upheaval that would eventually change the Roman Republic into the Roman Empire, *Games of the Underworld* is a fast-paced and exciting story filled with great dialogue and lots of historical detail. Rome is brought to life as a living, breathing *city; everyday life and complicated politics are woven into the story without feeling crammed in, and readers of all ages will be able to relate to the characters. The first Getorix title, The Eagle and the Bull, was approved for use in classrooms, and it's easy to see why. Very enjoyable and very recommended.*

--Heather Domin