

## SUNSET

I wonder where the sun goes when it sets behind  
the hill,  
And everything is so silent, so quiet, and still,  
Does it go to skyland through the long, long hall?  
Or does it make a lamp for the fairies' ball?  
If I could have a wish, I'd wish right away  
That I could go with the sun just for a day.

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4-A Grade

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## A BANQUET IN CÆSAR'S HONOR

*A Unit for Use in the Study of "Cæsar" in  
the Second Year of High School*

### I. *What the Children Did*

- A. They decided to give a banquet in Roman style in honor of Cæsar's victorious return from Gaul.
- B. They had a meeting and chose the following characters:
  1. Marcellus, the host.
  2. Julius Cæsar, the guest of honor.
  3. Claudius, a friend and officers of Cæsar.
  4. Marcus Brutus, Cæsar's closest friend.
  5. Lucellus, a Senator friendly toward Cæsar.
  6. Marcus Antonius, Cæsar's ally.
  7. Cornelia, Calpurnia, Valeria, Portia, Gracia, and Maria, wives of the men.
  8. Roman citizens, foreign ambassadors, prisoners, hostages, professional entertainers, and slaves.
- C. They decided that the conversation should deal with current topics of the period: Cæsar's triumph in Gaul, the flight of Pompeius and the Senators, the rising of the Plebes, the theater, Cicero, the uprising in the East, the fashions.
  1. Each student studied to perfect himself for the part he was to play.
  2. He supplied the class with information necessary for the success of the play, but retained enough to make his own part an individual contribution.
- D. They selected committees to be in charge of each aspect of the banquet.
  1. The Costume Committee studied Roman customs in dress and designed the costumes.
    - a. They presented pictures to the class showing Roman costumes for each rank and position.
    - b. They helped each student make a costume suitable for his part.
  2. The Decoration Committee studied interior decoration in Rome and arranged the gymnasium for the banquet.
    - a. They arranged one long table and couches on which the guests reclined.
    - b. They used "tapestry" of dyed cheese-cloth as hangings and as covers for the couches.
    - c. They gathered pictures, rugs, skins, and statuary and made armor of cardboard to lend atmosphere.
  3. The Menu Committee was in charge of the food and service.
    - a. They selected and prepared the food.
    - b. They trained the serving men in the proper forms.
    - c. They made "dinner gifts" for each person.
    - d. They helped the Decoration Committee in choosing dishes, table linen, and utensils.
  4. The Entertainment Committee prepared for the guests' amusement.
    1. Gallic prisoners-of-war gave a pantomime of the creation of the world by their gods.
    2. Professional entertainers gave an acrobatic exhibition.
    3. Eastern prisoners presented the death of Hector in Grecian style.

### II. *What the Children Learned*

- A. They learned the social divisions of Roman citizens and the distinctive dress of each class.

1. The Consul wore a purple toga; the Senator, white with purple border; the warrior, scarlet; the citizen, white with scarlet border; the youth, plain white.
  2. Roman women wore elaborately embroidered garments and many jewels.
  3. The plebians wore tan or white togas, the tribunes alone having the right of a scarlet border.
  4. The tunic was the indoor garment. It might be embroidered.
  5. Slaves wore drab tunics and outer garments of skin. Favored slaves might be given more beautiful or more expensive costumes. Personal attendants and house slaves often wore rich and elaborate livery.
- B. They learned about Roman social customs and manners.
1. Slaves met each guest at the portal, saw to his wants, and escorted him to his place at the table.
  2. The host presented each guest with a dinner gift—a jewel, a curious chain, a bit of lace, a fan, a weapon.
  3. Entertainers amused the guests between courses.
- C. They learned about the men of Cæsar's time and the things they did.
1. Gneius Pompeius, supposedly Cæsar's friend, conspired with the Senate against him, but feared to remain at Rome when Cæsar threatened to approach.
  2. Marcus Brutus was an old friend of Cæsar and one of the most intimate and beloved.
  3. Marcus Antonius allied himself with Cæsar solely for his own gain.
- III. *Skills and Abilities Selected for Emphasis*
- A. They learned to use books.
1. They learned to choose books and parts of books suited to their needs.
  2. They learned to apply the information gained from books to situations about them.
3. a. They learned how to produce an effective background with few and simple materials.
- b. They learned the value of color and line in decoration.
- B. They had practice in self-expression in the form of acting.
1. They transported themselves into another world, where they lived the lives of the men of that world.
  2. They learned to portray the character of men about whom they had read and thought.
- IV. *Attitudes and Ideas Strengthened*
- A. The ability to work together.
1. Helping one another was essential to the success of their project.
  2. Receiving suggestions from others and profiting by them enabled them to accomplish more in a set time.
- B. The art of conducting oneself in a social group.
1. They gained social poise by associating with the group outside of classes.
  2. They gained an appreciation of present social customs by comparing them with past customs.
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- \*Starred references are particularly valuable.

MARGARET NEWSOME