

CHAPTER
9

Rome: Republic to Empire

ESSENTIAL QUESTION

How do governments change?

Think about how this question might relate to Rome as it changed from a republic to an empire.



TALK ABOUT IT

Discuss with a partner what type of information you would need to know to answer this question. For example, one question might be: *How do individuals change the way a government is run?*

DIRECTIONS: Now write down three additional questions that would help you explain how the Roman government changed over time.

MY RESEARCH QUESTIONS

Supporting Question 1:

Supporting Question 2:

Supporting Question 3:

3 EXPLAINING EFFECTS How did the Etruscans influence Roman culture?

4 CONTRASTING How did the new Roman Republic differ from Rome under Etruscan rule?

5 EXPLAINING Why were the Romans able to rule effectively?

Etruscan Artwork

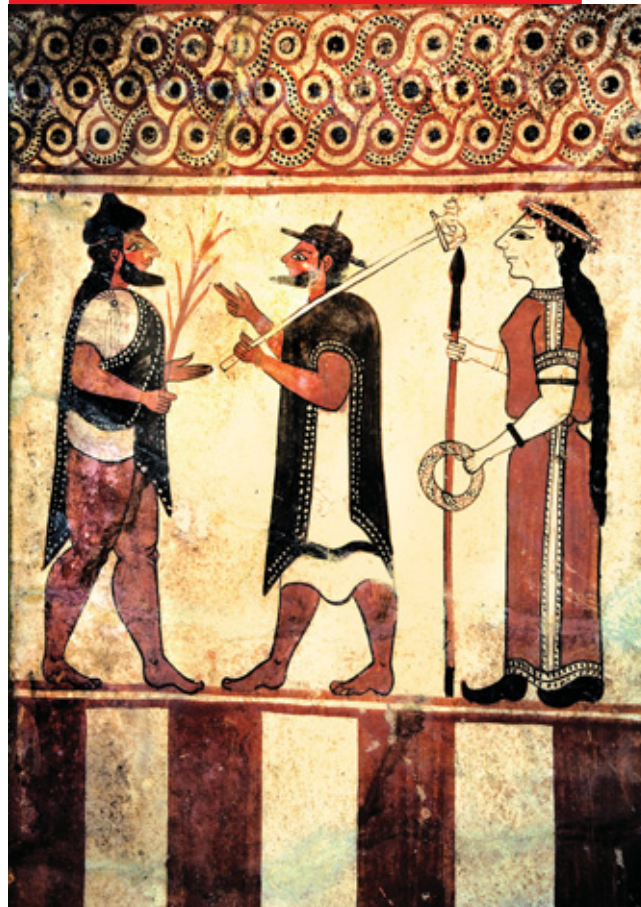
ESSENTIAL QUESTION

How do governments change?

DIRECTIONS: Examine the image below and answer the accompanying questions.

EXPLORE THE CONTEXT: Like some other ancient cultures, the Etruscans had skilled artists. Etruscan artists painted tomb walls with many types of colorful images, such as the scene in the painting below created in the 500s B.C.E.

PRIMARY SOURCE: PAINTING



ESSENTIAL QUESTION

How do governments change?



VOCABULARY

conspicuous: obvious

evidently: clearly

monogamous: married to one person

attentive: thoughtfully helpful

helpmate: spouse, companion, helper, partner

substantial: sizeable, significant

Women in Etruscan Society

DIRECTIONS: Read the following excerpt and answer the accompanying questions.

EXPLORE THE CONTEXT: Various cultures across time have had different opinions of women and their place in society. Many cultures in the past viewed women as second-class citizens. In the excerpt below, the author writes about the Etruscans' view of women.

SECONDARY SOURCE: BOOK

“No one of these is more conspicuous than the position assigned to woman in Etruscan civilization. It was in astonishing contrast to her place among the polished Greeks. . . . With the Etruscans, evidently a strictly monogamous people, she was the equal and the companion of her husband. She sat by his side at the feasting board, she was cared for in the most attentive manner, her image was carved with his on their common tomb, and there are a thousand evidences that she was not merely the idol, but the honored helpmate of the man. It was from this Etruscan example that early Rome drew the principle of monogamy and of the substantial independence of woman.”

—from *The Ethnologic Affinities of the Ancient Etruscans*, 1889

1 EXPLAINING What were the Etruscans' views on marriage?

2A CONTRASTING How did the Etruscans' views on women differ from those of many other cultures of the past?

2B DESCRIBING Describe how women were treated in Etruscan society.

3 CIVICS How did the Etruscans' treatment of women affect Roman culture?

ESSENTIAL QUESTION
How do governments change?

LESSON 2
Rome As a Republic

THE STORY BEGINS...

In 509 BC, the citizens of Rome organized each other. People of the lower classes demanded the power of the wealthy and felt that they were not treated fairly under the law. People of the upper classes did not want to give up control of the government. Finally, the leaders of Rome agreed to vote for a change. The first constitution of Rome, called the *Lex Licinia Sextia*, was created with a very important job: setting down the laws of the Republic. For a year, the first group of citizens worked together to establish the laws of Rome that all Romans should follow. A second constitution of Rome was approved after the first. After another year of debating and studying, they had finally reached the laws of the Roman Republic. Roman citizens gathered in the squares to read the written laws. One man brought to the head of the crowd, standing to catch a glimpse of the king.

44 BC One man while controlling both by right, he rightly said. If a people's freedom should thus have been desired, any deed would be done, but this be account.

If one should permit himself to be summoned, called, as a witness... the same ought to be testimony, let him be called in evidence and acceptable of acting again as witness. **43**

— Sallust, *The Conspiracy of Catiline*, 42–43 B.C.



Rome as a Republic

DIRECTIONS: Search for evidence in Chapter 9, Lesson 2 to help you answer the following questions.

1 CIVICS Use the chart to compare the lives of patricians and plebeians in Rome.

ESSENTIAL QUESTION

How do governments change?

As you gather evidence to answer the Essential Question, think about:

- the social structure of Rome.
- how Rome’s government changed.
- how the Punic Wars extended Rome’s territory and rule.

My Notes

Patricians	Plebeians

2 EXPLAINING List the three branches of Roman government, and explain the function of each.

3 **CIVICS** How did the plebeians win their place in the Roman government?

4 **HISTORY** How did Rome gain control of Sicily?

5 **IDENTIFYING EFFECTS** What was the effect on Rome of the Second Punic War?

6 **RELATING EVENTS** Why was the Third Punic War so significant?

ESSENTIAL QUESTION

How do governments change?

Living Under Roman Laws

DIRECTIONS: Read the following excerpt and answer the accompanying questions.

EXPLORE THE CONTEXT: The Roman justice system changed over time. One major change was posting the city's laws, known as the Twelve Tables, in the Forum for all to see. The Twelve Tables made up the first written code of law, drafted in 451 B.C.E. Below is an excerpt from Table VIII.



PRIMARY SOURCE: LEGAL CODE

“Table VIII. Torts or Delicts

23. . . . Whoever is convicted of speaking false witness shall be flung from the Tarpeian Rock.

24a. If a weapon has sped accidentally from one's hand, rather than if one has aimed and hurled it, to atone for the deed a ram is substituted as a peace offering to prevent blood revenge.

24b. If anyone pastures on or cuts stealthily by night . . . another's crops . . . the penalty shall be capital punishment, and, after having been hung up, death as a sacrifice to Ceres, a punishment more severe than in homicide.”

—from *The Twelve Tables*, 451–450 B.C.E.

VOCABULARY

Torts: civil offenses or wrongdoings

Delicts: a civil crime requiring that money be paid

convicted: found guilty of a crime

atone: make amends

pastures on: to allow one's animals to graze upon

stealthily: in a sneaky manner

Ceres: the Roman Goddess of crops

homicide: murder

- 1 ANALYZING** What does the punishment for “speaking false witness” tell you about the Romans?

2A CONTRASTING Did the Romans make a distinction between causing accidental harm and causing deliberate harm to another person? How do you know this?

2B EXPLAINING What does this distinction tell you about the Roman justice system?

3A CIVICS What is the punishment for stealing crops or allowing one's animals to graze on another person's crops?

3B ANALYZING Why do you think this penalty was “more severe than in homicide”?

ESSENTIAL QUESTION

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Hannibal Wages War Against Rome

DIRECTIONS: Read the following excerpt and answer the accompanying questions.

EXPLORE THE CONTEXT: Polybius was a Greek historian and statesman who lived in Rome. He wrote many books about Rome and its development into a powerful, important entity. In the excerpt below, he writes about the actions of Hannibal, Carthage’s greatest general.

PRIMARY SOURCE: BOOK

“Passing the winter in the Celtic territory, Hannibal kept his Roman prisoners in close confinement, supplying them very sparingly with food; while he treated their allies with great kindness from the first, and finally called them together and addressed them, ‘alleging that he had not come to fight against them, but against Rome in their behalf; and that, therefore, if they were wise, they would attach themselves to him: because he had come to restore freedom to the Italians, and to assist them to recover their cities and territory which they had severally lost to Rome.’ With these words he dismissed them without ransom to their own homes, wishing by this policy to attract the inhabitants of Italy to his cause, and to alienate their affections from Rome, and to awaken the resentment of all those who considered themselves to have suffered by the loss of harbors or cities under the Roman rule.”

—from Polybius, *Book III, Chapter 77, Hannibal and the Punic Wars*, c. 200–118 B.C.E.

VOCABULARY

confinement: to be imprisoned

sparingly: in a poor or stingy way

alleging: claiming

severally: individually

alienate: to separate,

to turn against

resentment: bitterness, anger, harsh feelings

1 CONTRASTING How did Hannibal's treatment of his prisoners differ?

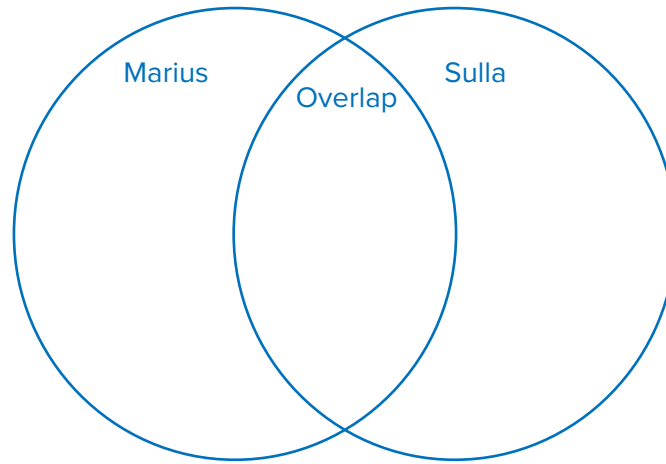
2 GEOGRAPHY Why might some Italians have resented Rome?

3 EXPLAINING What did Hannibal tell Rome's allies?

4 CIVICS Think about your responses to questions 2 and 3. Why did Hannibal behave this way?

5 DRAWING CONCLUSIONS Which part of the excerpt leads you to that conclusion?

- 3 **CONTRASTING** Complete the Venn diagram to show similarities and differences between the generals Marius and Sulla.



- 4 **CIVICS** How did Caesar's rise to power change Rome?

- 5 **HISTORY** What was the relationship between Octavian and Antony? How did Antony's relationship with Cleopatra affect this relationship?

- 6 **CIVICS** After Octavian assumed power, what was his opinion about Rome's republican form of government?

ESSENTIAL QUESTION

How do governments change?



VOCABULARY

pleadings: public statements

eloquence: a persuasive and forceful way of speaking or writing

favor: approval, support

affability: friendliness, pleasantness

tact: a thoughtful or polite way of doing something

slighted: ignored

flourishing: thriving

Plutarch on Julius Caesar's Rise to Power

DIRECTIONS: Read the following excerpt and answer the accompanying questions.

EXPLORE THE CONTEXT: Plutarch was a well-known biographer and writer of essays. His writing often focused on the culture of the ancient Greeks and ancient Romans. He wrote biographies of soldiers, statesmen, and other influential people. In the excerpt below, he writes about Julius Caesar, one of Rome's most famous leaders.

PRIMARY SOURCE: BIOGRAPHY

“In his pleadings at Rome, his eloquence soon obtained him great credit and favor, and he won no less upon the affections of the people by the affability of his manners and address, in which he showed a tact and consideration beyond what could have been expected at his age; and the open house he kept, the entertainments he gave, and the general splendor of his manner of life contributed little by little to create and increase his political influence. His enemies slighted the growth of it at first, presuming it would soon fail when his money was gone; whilst in the meantime it was growing up and flourishing among the common people. . . .”

— Plutarch, *Life of Caesar*, c. 96–98 C.E.

- 1A** **CIVICS** Which quality did Caesar possess that made him popular with his peers in Rome?

1B IDENTIFYING Which quality did Caesar possess that made him popular with the common people of Rome?

2 INFERRING Consider your answers to questions 1A and 1B. Why were these qualities most likely important?

3 ANALYZING What does Plutarch mean when he says that Caesar “showed a tact and consideration beyond what could have been expected at his age”?

4 EXPLAINING Why did Caesar’s enemies think he would fail?

ESSENTIAL QUESTION

How do governments change?

Plutarch on Julius Caesar's Rival, Pompey

DIRECTIONS: Read the following excerpt and answer the accompanying questions.

EXPLORE THE CONTEXT: In this excerpt, Plutarch writes about the Roman senator Pompey. Julius Caesar, another senator named Crassus, and Pompey made up the First Triumvirate, equally sharing power in Rome. However, Pompey later became Caesar's main rival.



PRIMARY SOURCE: BIOGRAPHY

“Never had any Roman the people’s good-will and devotion more zealously throughout all the changes of fortune, more early in its first springing up, or more steadily rising with his prosperity, or more constant in his adversity than Pompey had. . . . In Pompey there were many [causes] that helped to make him the object of their love; his temperance, his skill and exercise in war, his eloquence of speech, integrity of mind, and affability in conversation and address; insomuch that no man ever asked a favor with less offence, or conferred one with a better grace. When he gave, it was without assumption; when he received, it was with dignity and honor.”

— Plutarch, *Life of Pompey*, 96–98 C.E.

VOCABULARY

zealously: eagerly, enthusiastically

prosperity: wealth

adversity: hardship, difficulty

affability: friendliness, pleasantness

temperance: restraint,

integrity: honesty,

reliability

conferred: granted, presented

- 1 ANALYZING** What does Plutarch mean when he says, “Never had any Roman the people’s good-will and devotion more zealously throughout all the changes of fortune, more early in its first springing up, or more steadily rising with his prosperity, or more constant in his adversity than Pompey had?”

2 EXPLAINING What might be another way of saying “When he gave, it was without assumption; when he received, it was with dignity and honor?”

3 CIVICS Why did the Roman people love Pompey?

4 COMPARING According to Plutarch, how were Pompey and Julius Caesar the same?

3A UNDERSTANDING CHRONOLOGY Name the five “good emperors” in order of their reigns.

3B CITING TEXT EVIDENCE List at least one way that each of these emperors strengthened the Roman Empire.

4 IDENTIFYING Where did the Roman Empire expand under Trajan’s rule?

5 ECONOMICS How did the Roman navy aid Rome’s economy?

ESSENTIAL QUESTION

How do governments change?



VOCABULARY

flexible: able to change easily

equipped: ready,

armed with weapons

moreover: in addition

detachment: a military unit that is separate from the main body of troops

maniple: a military unit of 60 or 120 soldiers

serviceable: working, functioning

flourishing: thriving

Polybius on the Army of the Roman Empire

DIRECTIONS: Read the following excerpt and answer the accompanying questions.

EXPLORE THE CONTEXT: Greek historian Polybius had a great deal to say about Rome, including its army. In this excerpt, he gives his opinion about the soldiers' readiness for battle.

PRIMARY SOURCE: BOOK

“The Roman order on the other hand is flexible; for every Roman, once armed and on the field, is equally well equipped for every place, time, or appearance of the enemy. He is, moreover, quite ready and needs to make no change, whether he is required to fight in the main body, or in a detachment, or in a single maniple, or even by himself. Therefore, as the individual members of the Roman force are so much more serviceable, their plans are also much more often attended by success than those of others. . . .”

— Polybius, *Book XVIII, Chapter 32, Flexibility of the Roman Order*, c. 200–118 B.C.E.

1 ANALYZING What is Polybius's opinion of the Roman army?

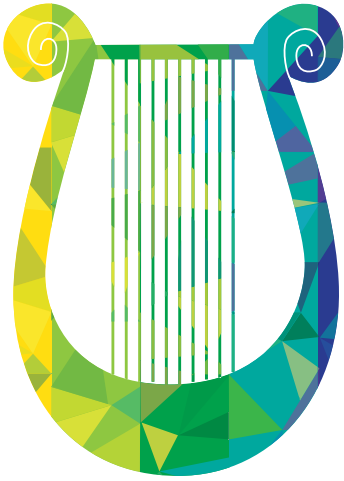
2 EXPLAINING What does Polybius mean when he says that the soldiers need “to make no change, whether he is required to fight in the main body, or in a detachment, or in a single maniple, or even by himself?”

3 CIVICS Why does Polybius believe that Roman soldiers often defeat their enemies?

4 INFERRING Based on Polybius’s statements, what quality are other armies lacking?

ESSENTIAL QUESTION

How do governments change?



VOCABULARY

fancy: liking, desire

chariot: similar to a carriage

degrading: shameful

theatrical: dramatic, as if on the stage

sacred: blessed

prophetic: able to see into the future

deity: a God or Goddess

Tacitus on the Emperor Nero

DIRECTIONS: Read the following excerpt and answer the accompanying questions.

EXPLORE THE CONTEXT: Tacitus was a public official in Rome. In his book *Annals*, he wrote about the Roman Empire during 14 C.E. to 68 C.E. In this excerpt, he wrote about Nero, an emperor famous for being cruel.

PRIMARY SOURCE: BOOK

“He [Nero] had long had a fancy for driving a four-horse chariot, and a no less degrading taste for singing to the harp, in a theatrical fashion, when he was at dinner. This, he would remind people, was a royal custom, and had been the practice of ancient chiefs; it was celebrated, too, in the praises of poets, and was meant to show honor to the gods. Songs indeed, he said, were sacred to Apollo, and it was in the dress of a singer that that great and prophetic deity was seen in Roman temples as well as in Greek cities.”

— Tacitus, *Annals*, Book XIV, Chapter 14, Nero’s Amusements, c. 105–109 C.E.

- 1 ANALYZING** Based on this passage, what do you think was Tacitus’s opinion of Nero and his behavior?

2 INFERRING Tacitus thinks Nero’s “fancy for driving a four-horse chariot” shows a degrading, or shameful, taste. What action of Nero’s does Tacitus think shows “a no less degrading taste”?

3 IDENTIFYING CAUSES Why did Nero sing at dinner?

4 HISTORY How is the portrayal of Nero in this passage different from the description of Nero presented in your textbook?

ESSENTIAL QUESTION

How do governments change?

1 Think About It

Review the Supporting Questions that you developed at the beginning of the chapter. Review the evidence that you gathered in Chapter 9. Were you able to answer each Supporting Question?

If there was not enough evidence to answer your Supporting Questions, what additional evidence do you think you need?

2 Organize Your Evidence

Use the chart below to organize the evidence you will use to support your Position Statement.

Source of information	Specific Evidence to Cite From the Source	How does the evidence support my Position Statement?	How does this evidence connect to modern life?

