



◀ This Roman mosaic of a wealthy woman of Pompeii was created in the 1st century C.E.

500 B.C.E to 180 C.E.

Rome: Republic to Empire

CHAPTER 9

ASKING ESSENTIAL QUESTIONS

How does geography influence the way people live? • How do governments change? • Why does conflict develop? • What are the characteristics of a leader?

What Will I Learn? I will learn about the origins and rise of Rome, including its early foundations and its transition from the Roman Republic to the Roman Empire.

Why Does It Matter To Me? The ancient Romans influenced the development of Western culture and politics in numerous ways. Rome's ideas about democracy greatly influenced the people who founded the United States.

How Will I Know That I Learned It? I will be able to explain the significant events and achievements of ancient Rome, including how its people first formed a republic and how it later grew into an empire.

LESSON 1

The Founding of Rome

LESSON 2

Rome as a Republic

LESSON 3

The End of the Republic


LESSON 4

Rome Builds an Empire

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Study Organizer

Go to the Foldables® library in the back of your book to make a Foldable® that will help you take notes while reading this chapter.

 **Using Your Inquiry Journal** As you read this chapter and examine the primary sources, use your Inquiry Journal to help you make notes and expand your list of questions. As you gather information, think about how you will answer the Essential Questions above.

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PLACE & TIME Rome: Republic to Empire 500 B.C.E. to 180 C.E.

ROMAN EMPIRE AT ITS HEIGHT

Rome grew from a small farming village into one of the world's greatest empires. The factors that linked the empire together—a common language, a common money, and massive public works projects—influence Western civilization even today.

STEP INTO THE PLACE



GEOGRAPHIC REASONING

In 500 B.C.E., Rome was just a small city on the Italian peninsula's Tiber River. By 200 C.E., the Roman Empire had conquered an area roughly the size of the continental United States.

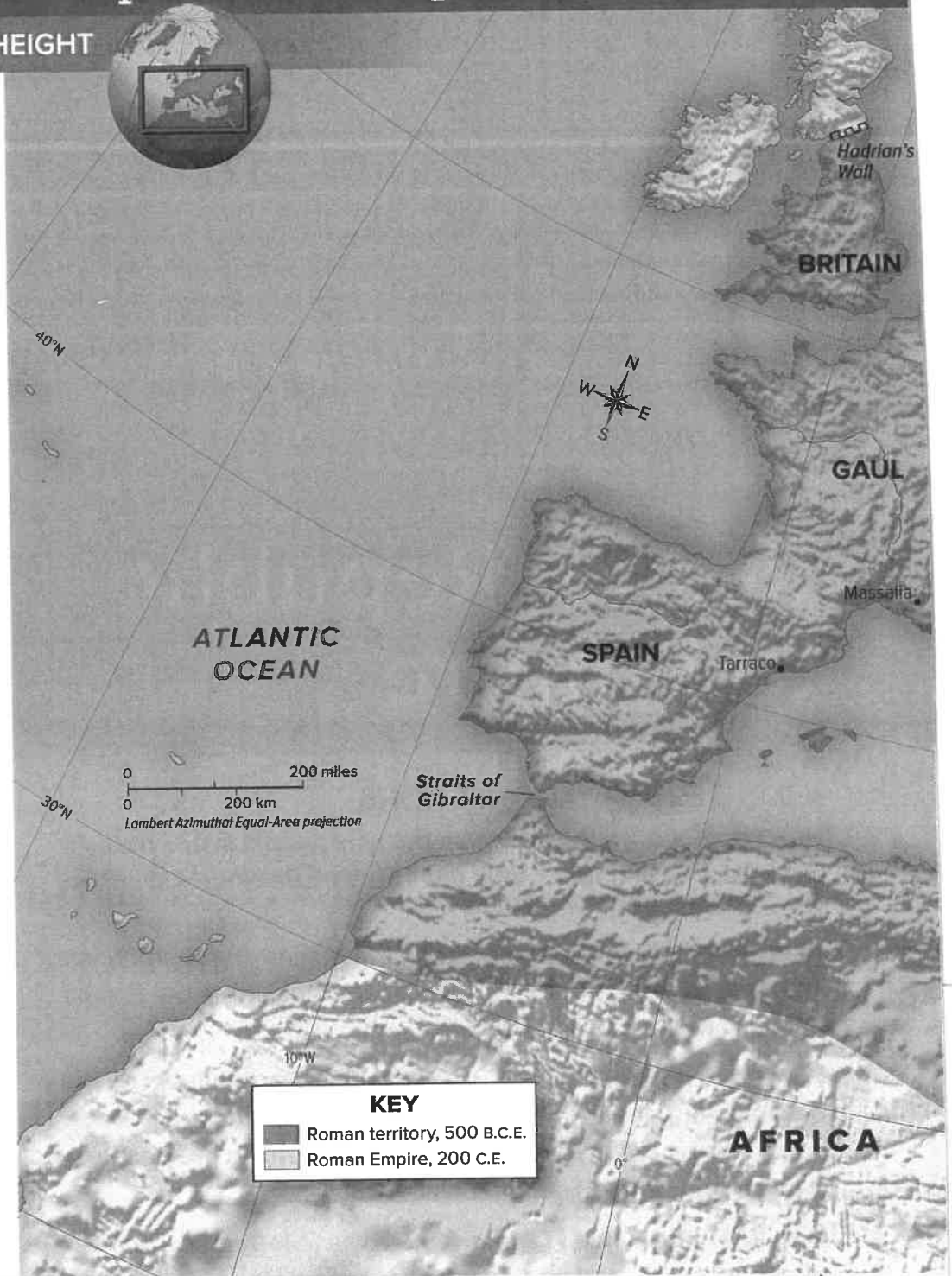
1. EXPLORING PLACE Look at the map. What body of water might have aided the growth of Rome?

2. PATTERNS AND MOVEMENT Using cardinal directions, compare and contrast the boundaries of Rome in 500 B.C.E. with the boundaries in 200 C.E.

STEP INTO THE TIME

UNDERSTANDING

CHRONOLOGY Rome changed greatly during the years shown on the time line. About how many years passed between the Republic being established and Rome having its first emperor?



ROME

c. 509 B.C.E.
Rome becomes a republic

c. 451 B.C.E.
Romans adopt Twelve Tables

c. 267 B.C.E.
Rome controls most of Italy

500 B.C.E.

400 B.C.E.

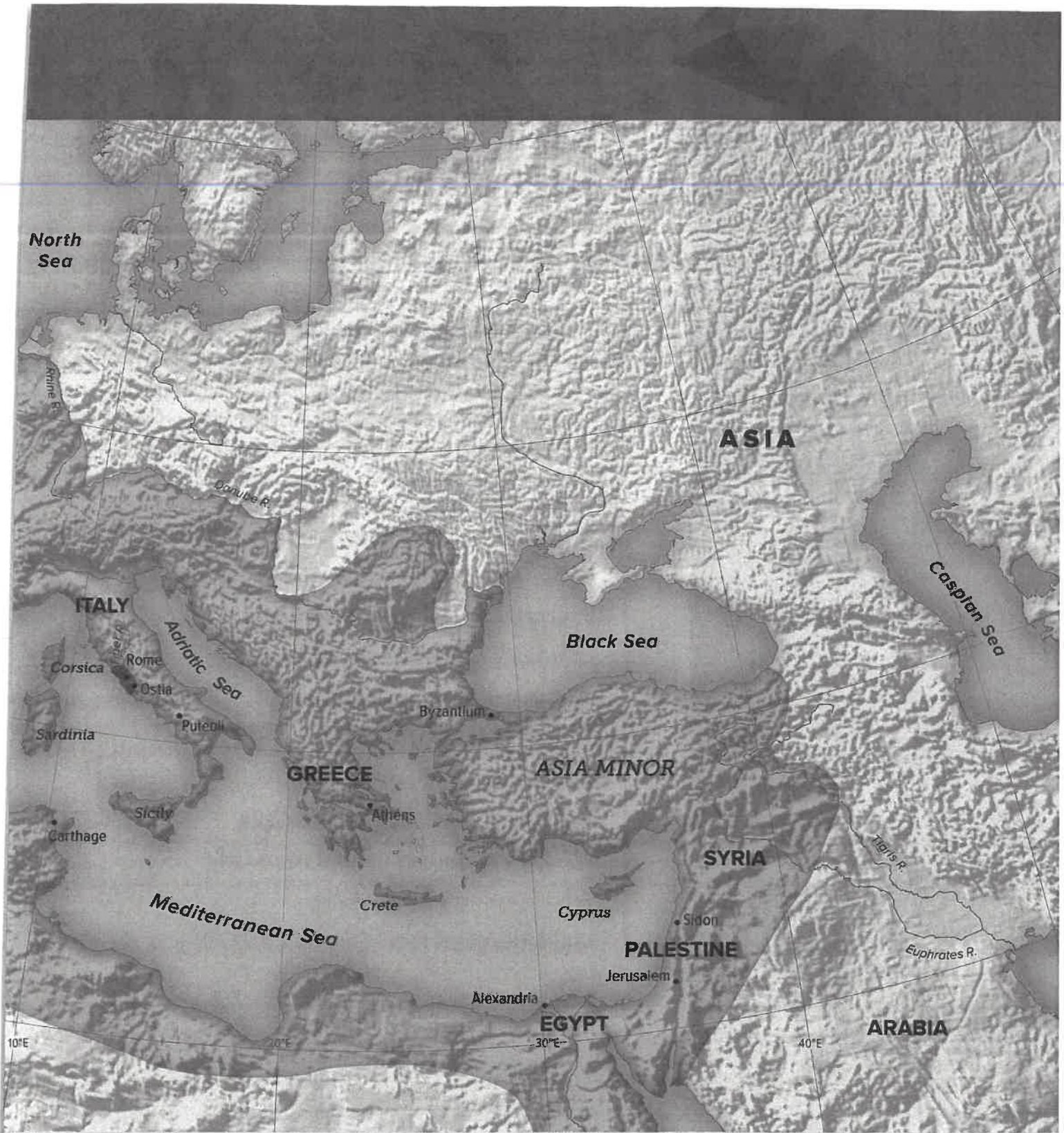
300 B.C.E.

THE WORLD

c. 490 B.C.E.
Greeks at war with Persians

c. 323 B.C.E.
Alexander the Great dies

c. 321 B.C.E.
Mauryan Dynasty begins in India



c. 264 B.C.E.
Punic Wars begin

c. 27 B.C.E.
Octavian becomes
Rome's first emperor

c. 96 C.E.
Rule of Good Emperors begins

c. 180 C.E.
Pax Romana ends

200 B.C.E.

100 B.C.E.

1 C.E.

100 C.E.

200 C.E.

c. 221 B.C.E.
Qin Dynasty begins in China

c. 66 C.E.
Jews revolt
against Romans

c. 100 C.E.
Silk Road is
established

c. 200 C.E.
Kush Kingdom
begins decline

ESSENTIAL QUESTION

- How does geography influence the way people live?

THE STORY BEGINS...

LESSON 1

The Founding of Rome

The earliest Romans believed that they were descended from greatness. After all, how could such a powerful people come from anything else? Many Romans regarded Romulus and Remus, the sons of the God Mars, as the original founders of their great city. Others, however, thought that Rome's founders were descended from the legendary Trojan warrior Aeneas. The Roman poet Virgil shares the story of Aeneas and his people as they are forced to leave Troy and arrive in Italy in search of a new home:

“From ancient Troy, by force expell'd [cast out], we came-
If you by chance have heard the Trojan name.
On various seas by various tempests [storms] toss'd,
At length we landed on your Libyan coast.
The good Aeneas am I call'd a name,
While Fortune favor'd, not unknown to fame.
My household gods, companions of my woes,
With pious [devoted] care I rescued from our foes.
To fruitful Italy my course was bent;
And from the King of Heav'n is my descent.”

—from *The Aeneid* by Virgil, c. 30–19 B.C.E.

This painting, created by Dosso Dossi in 1520 C.E., shows Aeneas and Achates on the Libyan Coast.



800 B.C.E.

200 B.C.E.

ANALYZING KEY IDEAS AND DETAILS

Read closely to identify the sequence of events from the founding of Rome through the Roman Republic's conquest of most of Italy. Record the major events on a time line like this one. Describe how the Romans were able to take control of most of Italy.

THE BEGINNING OF ROME

GUIDING QUESTION *What effect did geography have on the rise of Roman civilization?*

Greek culture did not die when Greece's power declined. Parts of it were adapted and used by the Romans. The Romans had been mostly isolated from the great civilizations of the eastern Mediterranean region. Over time, they learned from Greek, Egyptian, and other civilizations along the eastern Mediterranean coast and used their new knowledge to build a vast and powerful empire. Roman rule extended throughout much of present-day Europe, Africa, and Asia.

THE SETTLING OF ITALY

Italy's location has attracted people for thousands of years. Italy is centrally located in the Mediterranean region. People can easily travel to it from Africa, Asia, and other parts of Europe. In addition, people and goods moved with little difficulty through passes in Italy's rugged mountains. These mountain passes also linked settlements together.

Another key reason why Italy has attracted settlers is its sunny, mild climate and fertile farmland. Its mountain slopes level off to large flat plains that are ideal for growing crops, including wheat, grapes, and olives, and for raising sheep for wool. With the ability to grow plenty of food, Italy could support a large population.

ROME'S LOCATION

The Romans made their home on the Italian Peninsula. This long, thin peninsula juts out from central Europe into the Mediterranean Sea. On a map, Italy looks like a high-heeled boot. The boot's heel points to Greece. The toe points to the island of Sicily (SĪH•suh•lee). The Italian Alps are like shoelaces that are strung across the top of the boot. These rugged mountains separate Italy from northern Europe. Another mountain range in Italy is the Apennines (A•puh•NYNZ). These mountains extend from north

ANALYZING KEY IDEAS AND DETAILS

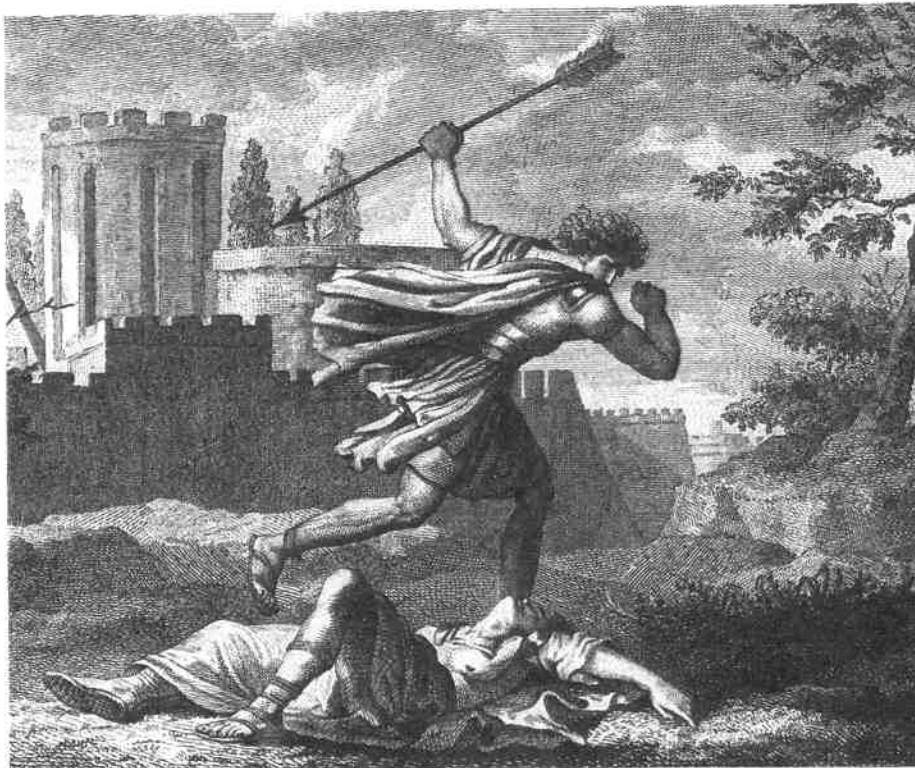
- 1. DETERMINING CENTRAL IDEAS**
What is the central idea of the section?
- 2. SUMMARIZING** What does each part of the section discuss?

According to legend, Romulus and Remus were the sons of the Roman war God, Mars. The historian Livy tells of the brothers' argument about how to build Rome's first walls. As depicted here, Romulus killed Remus in the conflict.

[Illustrated by Augustyn Mirys c. 1740 C.E.]

INTEGRATING VISUAL

INFORMATION Why do you think that some Romans and Roman historians describe Rome's founders as the sons of a God?



MAKING CONNECTIONS

ROMAN EXPANSION

Ancient Rome was centrally located in the Italian Peninsula and Mediterranean Sea. Rome used diplomacy and its military to extend its political and economic control throughout the Mediterranean. Rome eventually conquered Italy, Greece, Carthage, and Gaul through colonization and political agreements. Modern scholars have traced Roman growth through the use of its currency throughout the Mediterranean.

to south. Volcanoes dot southern Italy's landscape. Italy has long been affected by volcanic eruptions and earthquakes.

Physical features influenced Rome's development. Rome was **founded** about 15 miles (24 km) up the Tiber (TY•buhr) River from the Mediterranean Sea. People used the river to move goods easily between northern and southern Italy. Merchants could also ship their goods out to the Mediterranean Sea using the river. In addition, Rome was far enough up the Tiber River to escape raids by sea-going pirates. Rome's location across seven steep hills made it easy to defend against enemy attacks.

ROMAN ORIGINS

Several different legends describe how Rome began. One legend about the founding of Rome is contained in *The Aeneid* (ih•NEE•ihd), written by the Roman poet Virgil. He described what took place after the Greeks captured the city of Troy. First, the Trojan Aeneas (ih•NEE•uhs) and his soldiers escaped from Troy to find a new homeland. The Trojans settled in Italy and waged war. Then Aeneas married a local king's daughter. Their marriage united the Trojans with a group of Latin-speaking people who lived in this region. Aeneas' descendant, Romulus is said to have founded the city of Rome in 753 B.C.E. Because of this, Aeneas is known as the "father" of the Romans.

Another legend describes the founding of Rome much differently. This tale **involves** twin brothers, Romulus (RAHM•yuh•luhs) and Remus (REE•muhs). After they were born, they were left beside the Tiber River. A female wolf discovered the boys and cared for them. A shepherd and his wife found and raised the twins.

When the brothers grew up, they planned to build a city along the Tiber River. However, the two boys argued about the construction of the city. Remus made fun of the walls that Romulus built. The Roman historian Livy (LIH•vee) tells what happened next:

“ Then followed an angry altercation [argument]; heated passions [emotions] led to bloodshed; in the tumult [uproar] Remus was killed. The more common report is that Remus contemptuously [spitefully] jumped over the newly raised walls and was forthwith killed by the enraged Romulus. . . . Romulus thus became sole ruler, and the city [Rome] was called after him, its founder. ”

—from *History of Rome*, by Livy, c. 31–29 B.C.E.

Historically, little is known about the first people to settle in Italy. Archaeological artifacts (AHR•tih•fakts) suggest that Neolithic people might have settled in Italy as early as 5000 B.C.E. These early groups built farming villages but moved after they had used up the nutrients in the soil. Between 2000 B.C.E. and 1000 B.C.E., other groups of people settled permanently in the hills and on the plains. Latin-speaking people, called Latins, settled on the plain of Latium (LAY•shee•uhm) in central Italy.

One group of Latins built straw-roofed huts on Rome’s hills. They tended animals and grew crops. This settlement, which **occurred** (uh•KUHRD) between 800 B.C.E. and 700 B.C.E., marks the birth of Rome. The people living there became known as Romans.

INFLUENCES OF GREEKS AND ETRUSCANS

After 800 B.C.E., other groups moved into the region where the Romans lived. Two of these groups, the Greeks and the Etruscans (ih•TRUHS•kuhnz), would greatly influence Roman civilization.

From about 750 B.C.E. to 500 B.C.E., Greeks settled in farming villages in southern Italy. The Greeks introduced grape and olive farming to the region. The Greeks also passed on the Greek alphabet to the Romans. Later, the Romans would model their buildings, sculpture, and literature after those of the Greeks.

The Etruscans had an even greater influence on Roman civilization. The Etruscans settled north of Rome in Etruria (ih•TROOR•ee•uh). After 650 B.C.E., they moved south. The Etruscans **eventually** (ee•VEN•choo•uh•lee) took control of Rome and its surrounding area.

ANALYZING PRIMARY SOURCES

1. **CITING TEXT EVIDENCE** How does Livy describe Romulus’s attitude in this passage?
2. **DETERMING CENTRAL IDEAS** Does this passage tell us how the story ends?

BIOGRAPHY

LIVY (c. 64 B.C.E. – 17 C.E.)

Livy was a Roman historian best known for writing *The History of Rome*, a collection of 142 books detailing the events of Rome from 386 B.C.E. to 9 C.E. Little is known about Livy’s early life, though historians believe he was born in present-day Padua, Italy. Unlike other Roman historians of his day, Livy was not a politician. This meant that his description of events focused on morality and the personality traits of important Romans in addition to politics. Livy’s *The History of Rome* gives modern historians a glimpse into the Roman Republic and the Roman Empire as he saw it.

CITING TEXT EVIDENCE Why do you think it was important to Livy to explain the personality traits of important Romans?

Etruscan wall paintings were frescoes, meaning they were painted on wet plaster. Many Etruscan frescoes show people enjoying music or dance. This fresco was created around 480 B.C.E.

INTEGRATING VISUAL

INFORMATION What does the image suggest about how the Etruscans lived?



The Etruscans were ruled by nobles, who grew wealthy from trade and mining. Other Etruscans **devoted** themselves to the study of the arts. Skilled Etruscan artisans worked with copper, iron, lead, and tin. They turned these metals into weapons, tools, and jewelry. Etruscan artists covered the walls of tombs with colorful paintings. They painted men and women feasting, dancing, and playing music. Some wall paintings also displayed violent battle scenes. These images showed that the Etruscans were proud of their powerful army.

The Etruscans taught the Romans to build with brick and to roof their homes with tiles. They drained the water from marshes that lay between Rome's hills. They laid out city streets. The Etruscans built temples, passing on their religious rituals to the Romans.

They even influenced the style of clothing that the Romans wore. Roman men adopted the Etruscan fashion of wearing short cloaks and togas. Finally, the Etruscan army served as the model for the mighty army that the Romans would later create.

CHECKING FOR UNDERSTANDING

1. **SUMMARIZING** Explain the two stories about the founding of Rome.
2. **IDENTIFYING EFFECTS** How did the Etruscans influence early Rome?

UNDERSTANDING CRAFT AND STRUCTURE

1. ANALYZING TEXT

PRESENTATION How does the author organize the information in the section?

2. ANALYZING POINT OF VIEW

What is the author's purpose in writing the section?

BECOMING A REPUBLIC

GUIDING QUESTION *How did Rome become a great power?*

The Romans greatly **benefited** from the contributions of the Etruscans. However, they grew weary of Etruscan rulers.

According to Roman tradition, in 509 B.C.E., the Romans overthrew Tarquin the Proud, the Etruscan king, and established a **republic** (rih•PUH•blihk). A republic is a form of government in which citizens elect their leaders. The creation of a republic began a new era in Rome's history.

When Rome became a republic, it was still a small city. It was also still surrounded by different groups of people. These groups included Etruscans, Greeks, and other Latins. Over the next 200 years, the Romans fought many wars against these neighbors. By 267 B.C.E., Rome controlled almost all of Italy. The Roman Republic was able to **acquire** land because of its strong army. During the early years of the republic, every male citizen who owned land had to serve in the army. Roman soldiers were well trained, and deserters were punished by death. This strict discipline ensured soldiers stayed loyal to Rome.

The Romans also developed new battle strategies. In the early days of the republic, the Romans fought like the Greeks. Rows of soldiers moved in a single large group. They attacked from only one direction. Roman generals realized that this way of fighting was slow and hard to control. They reorganized their soldiers into smaller groups, called **legions** (LEE•juhnz). Each legion had about 6,000 men. A legion was further divided into groups of 60 to 120 soldiers. These smaller groups could move quickly around the battlefield to wherever they were most needed.

Roman soldiers were also well armed. Most soldiers carried a short, double-edged iron sword called a *gladius* (GLAY•dee•uhs) and an iron spear called a *pilum* (PY•luhm). Each of the small groups in a legion carried its own standard into battle. The standard was a tall pole topped with a symbol, such as an eagle. Because the standard could be seen above the action, it showed soldiers where they were supposed to be on the battlefield.

WHO RULED ROME?

In addition to having a strong army, the Romans ruled effectively. After they conquered a region, they built permanent military outposts to protect it. These settlements were built at strategic locations, such as on a high hill or at a river crossing. They also built roads between settlements. As a result, troops and supplies could move quickly within the conquered lands.

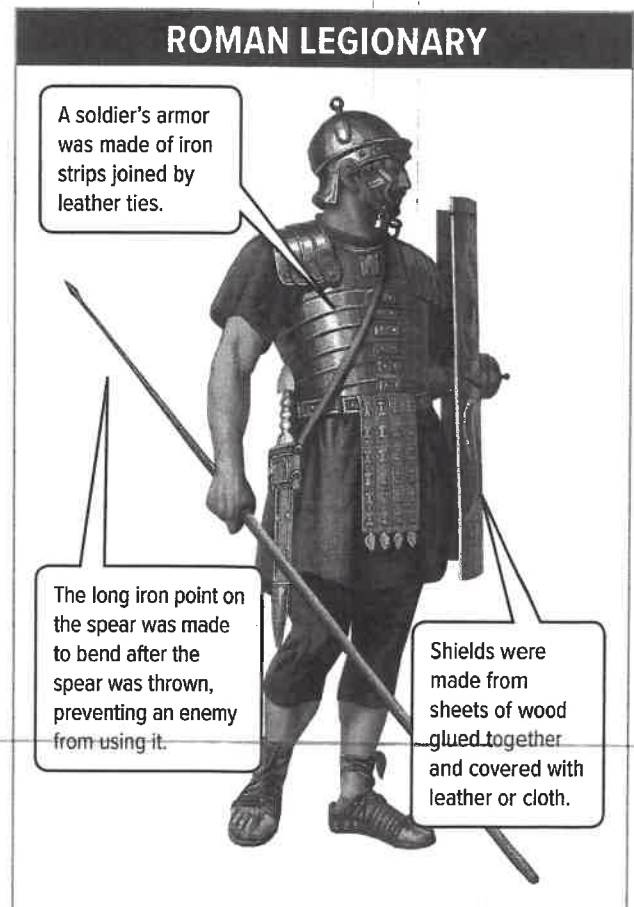
DETERMINING MEANING

What context clues in the paragraph help you determine the meaning of **legion**?

Originally the soldiers in the Roman army were untrained citizens. Through harsh training, the Roman army became known as one of the world's best. [Modern illustration]

INTERATING VISUAL

INFORMATION Why was it an advantage to Rome to have a professional army?





The Roman soldiers, called legionaries, were disciplined and well trained. In groups called legions, they developed new battle strategies. [Date of mosaic unknown]

INTEGRATING VISUAL

INFORMATION What does the mosaic reveal about Roman soldiers?

The Romans stressed the need to treat conquered people fairly. If conquered people were treated well, the Romans believed, the people would become loyal subjects. To encourage fair treatment, the Romans created the Roman Confederation. This system gave some conquered peoples, especially other Latins, full Roman citizenship. They could vote and serve in the government of Rome. They were treated the same as other citizens under the law.

Other conquered peoples became allies, or friends, of Rome. As allies, they paid Roman taxes. In addition, they were required to supply soldiers to fight for Rome. Allies, however, were free to manage their own local affairs.

With these policies, the Romans hoped to maintain the peace in their conquered lands. If conquered peoples turned against Rome, its rulers were ready to crush any revolts. Rome's generosity paid off. The republic grew stronger and more unified.

✓ CHECKING FOR UNDERSTANDING

- SUMMARIZING** How did Roman battle strategies evolve over time?
- EXPLAINING CAUSES** Why were the Romans able to expand their control of Italy?

LESSON 1 REVIEW AND ACTIVITIES

Time and Place

- EXPLAINING CAUSES** How did Rome's location affect its development?

Building History–Social Science Analysis Skills

- EXPLAINING EFFECTS** How was the growth of the republic aided by the Roman army's use of legions in warfare?
- SUMMARIZING** How did the Roman government maintain control over conquered territories?
- DETERMINING CONTEXT** How did the attitude of Romans toward the Etruscans change over time?

Writing About History

- ARGUMENTATIVE WRITING** You are a Roman citizen living around the year 650 B.C.E. The Etruscans have taken over, and your friends are worried about the new rulers. Write a

persuasive speech in which you encourage them to adopt Etruscan ways. Explain what Romans may learn from the Etruscans and why they should not turn against the new rulers.

Collaborating

- PRESENTING** Consider the pros and cons of Roman expansion of the republic. Do you think Roman conquest of other territories and regions was a good thing? Why or why not? Work with a small group to write a brief speech defending a position to share with your classmates. As your classmates share their speeches, take notes on the points with which you agree and disagree to contribute to a class discussion.



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ESSENTIAL QUESTION

• How do governments change?

THE STORY BEGINS...

LESSON 2

Rome As a Republic

For years, the citizens of Rome struggled with each other. People of the lower classes resented 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 it was time for a change. The first commission of ten men, called the *decemviri*, were charged with a very important job: writing down the laws of the Republic. For a year, the first group of *decemviri* worked tirelessly to establish ten sets of rules that all Romans should follow. A second commission of *decemviri* was appointed after the first. After another year of drafting and debating, they had finally finished the laws of the Twelve Tables. Roman citizens gathered in the square to read the written laws. One man wriggled to the front of the crowd, managing to catch a glimpse of Table VIII:

“If one is slain while committing theft by night, he is rightly slain.

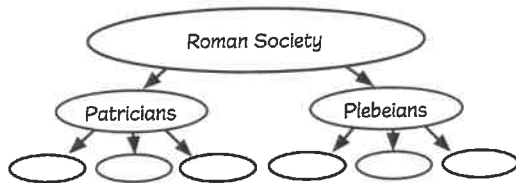
If a patron [business owner] shall have devised any deceit against his client, let him be accursed.

If one shall permit himself to be summoned [called] as a witness . . . if he does not give his testimony, let him be noted as dishonest and incapable of acting again as witness.”

— Table VIII, The Laws of the Twelve Tables, 451–450 B.C.E.

Originating around 451 B.C.E., the laws of the Twelve Tables were the first set of written laws in Rome. They were posted clearly for all Romans to see. [Engraving c. 1798–1799 C.E.]





ANALYZING KEY IDEAS AND DETAILS

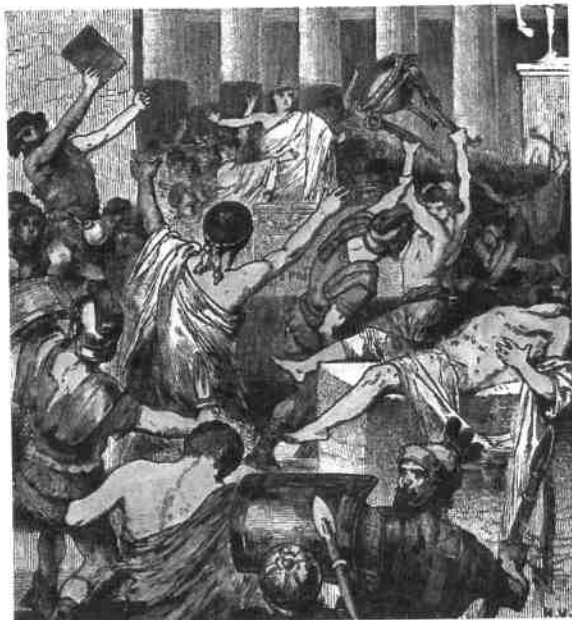
Read closely to identify facts about patricians and plebeians and their roles in the government of Rome. Use a diagram like this one to organize the information. Summarize how plebeians and patricians shaped Rome's republic.

GOVERNING ROME

UNDERSTANDING CRAFT AND STRUCTURE

- ANALYZING POINT OF VIEW**
What is the author's purpose in this section?
- ANALYZING TEXT PRESENTATION**
How does the author structure the text in the subsection "Conflict Between Classes"?

This plebeian strike to gain a voice in government turned violent. The Roman plebeians went on at least five strikes in order to establish their rights. [Date of illustration unknown]



GUIDING QUESTION *How did conflict between classes change Rome's government?*

Not everyone was treated fairly in the Roman Republic. Rome's government reflected divisions within its society.

Early Romans were divided into two classes: patricians and plebeians. The **patricians** (puh•TRIH•shuhn) were Rome's ruling class. Patricians were wealthy landowners. They came from Rome's oldest and most prominent families. Most Romans, however, were **plebeians** (plih•BEE•uhn). Plebeians were not as wealthy as the patricians. In some cases, they were very poor. Plebeians included artisans, shopkeepers, and owners of small farms.

Patrician and plebeian men were Roman citizens and had the right to vote. Both groups were required to perform acts of civic participation, such as voting, paying taxes, and serving in the army. Patricians considered it their responsibility to hold office. Plebeians, however, had a lower social position than the patricians. For example, it was illegal for a patrician and a plebeian to marry each other. Plebeians also lacked important basic rights. They could not hold public office or lead the public ceremonies that honored the Gods of Rome. Rome's republic would be shaped by a struggle between the patricians and the plebeians over the right to govern.

GOVERNMENT OF THE REPUBLIC

The government of the Roman Republic was organized into three branches. One branch made laws; another ran the daily affairs of government; a third branch acted as judges. The republic had a system of checks and balances. This system was designed to prevent one branch from becoming too strong. It did not separate powers like the United States government does today, however. Judges helped run the government and could lead armies. Some leaders who ran the government also helped make laws.

Two patrician **consuls** (CAHN•suhlz) headed the government. The consuls were administrators and

army leaders. Each consul served one year in office. Their terms of office were short so that they would not become too powerful. Each consul could **veto** (VEE•toh), or reject, the other's decision. The word *veto* is Latin for "I forbid." Rome also had other major government officials called **praetors** (PREE•tuhrz). They interpreted the law and served as judges in court. They could also lead armies.

The Senate was Rome's **legislature**. The Senate was a group of 300 patrician men. These senators served the republic for life. During the early republic, the Senate only advised the consuls. By the 200s B.C.E., however, senators debated foreign policy, proposed laws, and approved the construction of roads and temples.

The Assembly of Centuries was another legislative body in Rome. It elected consuls and praetors and passed laws. The Assembly of Centuries was, like the Senate, controlled by patricians.

CONFLICT BETWEEN CLASSES

As time passed, the plebeians grew frustrated. They had to serve in the army and pay taxes, yet they had no power in the government.

In 494 B.C.E., many plebeians went on strike, refusing to fight in the army. They even left Rome to create a government of their own. The patricians feared that the republic was in danger of collapsing, so they agreed to share power with the plebeians.

The patricians allowed the plebeians to have their own body of representatives, called the Council of the Plebs. The

DETERMINING MEANING

What context clues in the paragraph help you determine the meaning of **praetor**?

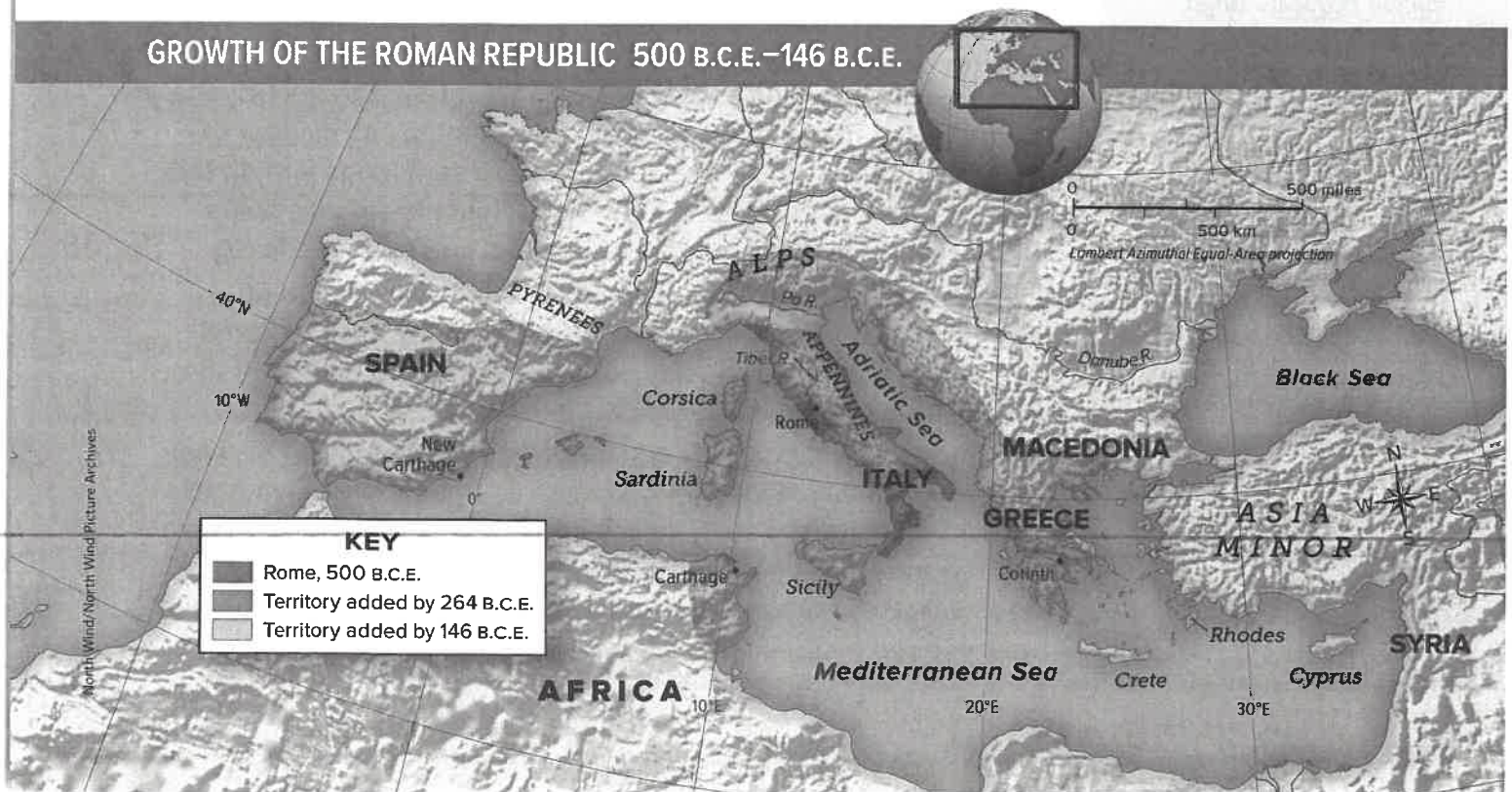


GEOGRAPHIC REASONING

Within 350 years, the Roman Republic conquered territory along much of the Mediterranean Sea's coast.

- EXPLORING PLACE** What major islands did Rome conquer?
- SPATIAL THINKING** Why do you think Rome did not expand farther north?

GROWTH OF THE ROMAN REPUBLIC 500 B.C.E.–146 B.C.E.





When called to serve, Cincinnatus willingly left his farm to fulfill his civic duty. [Date of illustration unknown]

INTEGRATING VISUAL

INFORMATION What role did Cincinnatus play in government to fulfill his civic duty?

MAKING CONNECTIONS TO TODAY

REPRESENTATIVE DEMOCRACY

The Constitution of the United States of America relies partly on principles found in the Roman Republic. When the Founders were creating this new form of government in the 1780s, they were influenced by many different sources. The Roman Republic was an example of a republic that, after the Council of Plebs earned the right to make laws for the rest of society, was more representative. The ideas of representation and republican government made their way into the Constitution and continue to influence the American political system today.

Council of the Plebs elected officials called **tribunes** (TRIH•byoonz). Tribunes voiced plebeian concerns to the government. Tribunes could also veto government decisions. Later, plebeians were even allowed to become consuls, and marriages between plebeians and patricians were made legal.

In 287 B.C.E., the plebeians won another important political victory. The Council of the Plebs was given the right to pass laws for all Romans. Politically, all male citizens were now considered equal. In practice, however, a few wealthy patrician families still held most of the power. Women who were not enslaved could attain citizenship, but did not have any political rights. Women citizens did enjoy some legal rights, including the right to divorce, to make a will, to be out in public, and to hold religious offices. The Roman Republic had become more representative, but it was still not democratic.

CINCINNATUS AND CIVIC DUTY

The Romans believed that there were times when the republic needed a strong leader. To lead Rome, the Romans created the office of **dictator** (DIHK•tay•tuhr). Today, this word is used to describe an oppressive ruler who has total control over a country. In the Roman Republic, however, the consuls resigned during difficult or dangerous times, and the Senate appointed a dictator to lead the republic. During a crisis, the dictator had complete control over Rome. After the crisis was over, the dictator was expected to give up his power, and the regular government's power would then be restored.

One of the most famous Roman dictators was Cincinnatus (SIHN•suh•NA•tuhs). Cincinnatus had been a respected Roman consul who was known for his loyalty to Rome. In 458 B.C.E., a powerful enemy of Rome threatened to destroy the Roman army. The Senate appointed Cincinnatus as dictator to handle this emergency. Messengers were sent to his farm to tell him about his appointment. They found him plowing his fields. Cincinnatus accepted the role of dictator, and he immediately created an army. Then, he led it into battle, easily defeating the enemy. Next, Cincinnatus marched his army back to Rome and resigned as dictator. Just 16 days after taking control of the republic, Cincinnatus returned to his farm.

Cincinnatus was widely admired because he fulfilled his **civic duty**. For Romans, that duty was often to fight. Civic duty or civic participation is the idea that citizens have a responsibility to help their country. This idea was important to the Romans and has been valued by others as well. George Washington, for example, was inspired by Cincinnatus. Like Cincinnatus, Washington

was a farmer who was asked to lead an army: the Continental Army in the American War for Independence. After leading the Americans to victory, Washington returned to his farm in Virginia. Later, he **reluctantly** agreed to become the first president of the United States.

ROME'S SYSTEM OF LAW

One of Rome's greatest contributions to later civilizations was its system of law. Roman law has influenced the legal systems of the United States and other countries.

At first, Roman laws were not written down. This sparked criticism from the plebeians. They believed that patrician judges would always rule in favor of the upper classes if there were no written laws. The plebeians demanded that laws be put into writing. Thus, the judges would have to refer to the laws when they made a legal decision. The patricians eventually agreed.

In 451 B.C.E., Rome adopted its first written code of laws known as the Twelve Tables. The laws were carved on twelve bronze tablets and placed in Rome's marketplace, called the Forum (FOHR-uhm). These laws served as the foundation for all future Roman laws. The Twelve Tables supported the ideal that all free citizens—patrician and plebeian alike—had the right to be treated equally in the Roman legal system.

As the Romans conquered more people, they expanded their system of laws. They created laws that would apply to people who were not Roman citizens. These new laws were known as the Law of Nations. The Law of Nations identified the laws and rights that applied to all people everywhere in the Roman lands.

ROMAN JUSTICE

The ideas found in Roman laws are woven throughout the American legal system today. For example, the American legal system, like the Roman legal system, **assumes** that a person is innocent until proven guilty. People accused of crimes have the right to defend themselves before a judge. Judges must carefully consider all the evidence in a case before making a decision.

The *rule of law* is one of the key ideas that the Romans passed on to the world. The rule of law means that laws apply to everyone equally. It also means that the legal system should treat everyone the same way. Before the Romans, the rule of law was unfamiliar to people.

In many regions, the upper classes enjoyed special privileges. They often had different laws and courts from the lower classes.

CITIZENSHIP

PROCESS, RULES, AND LAWS

The Twelve Tables, the first set of written laws in Rome, helped solve the problem of plebeians feeling that patricians had an unfair legal advantage. Having a set of codified, or written, laws advanced the notion that Roman citizens from all backgrounds should be treated fairly. The United States Constitution is similar to the Twelve Tables. The Constitution outlines laws that all Americans must follow. It also guarantees and protects certain rights of all Americans, again advancing the notion that everyone is treated equally under the law.

*These bundles of rods and axes, called fasces, were carried by Roman officials as a symbol of legal authority.
[Date of relief unknown]*



The ancient Roman court system shared many similarities with the legal system in the United States today. Judges heard cases before an audience of citizens.
[Modern illustration]



People in the lower classes, however, had few legal rights or none at all. The Romans extended the idea of the rule of law to all their lands. Today, the rule of law is the guiding principle of the American legal system.

CHECKING FOR UNDERSTANDING

1. **IDENTIFYING CAUSES** What was the emergency that caused Cincinnatus to be appointed dictator of Rome?
2. **IDENTIFYING PATTERNS** How was the Roman legal system similar to the present-day American legal system?

INTEGRATING KNOWLEDGE AND IDEAS

1. **DESCRIBING** How does the author present the information in this section?
2. **INTEGRATING INFORMATION** Locate the word “innovation” in the subsection “The Punic Wars Begin.” What context clues help you to understand the meaning of the word?

THE PUNIC WARS

GUIDING QUESTION *How did Rome conquer the Mediterranean region?*

Rome continued to grow as a republic. Its power, however, was threatened by another civilization in the Mediterranean region. Carthage (KAHR•thihj) was a powerful trading empire based along the north African coast. Carthage traced its beginnings to the Phoenicians, who created a trading colony there about 800 B.C.E. Carthage became the largest and wealthiest city in the western Mediterranean area because of trade. Its territory included parts of northern Africa and southern Europe. Carthage became Rome’s main rival. Each wanted to control the entire Mediterranean world. In 264 B.C.E., their rivalry **intensified**. It grew into a series of wars that took place over a period of nearly 120 years.

THE PUNIC WARS BEGIN

War between the Romans and the Carthaginians, or the people of Carthage, erupted in 264 B.C.E. The original conflict is known as the First Punic War. The First Punic War began when Rome sought control of the fertile island of Sicily. The Carthaginians had already established colonies on the island. So they were determined to stop the Roman invasion.

Carthage used its strong navy to protect its trading empire. Although Rome had a powerful army, it did not have a navy. It was forced to build a fleet quickly in order to fight Carthage. The Romans modeled their new warships after those of Carthage. They made one key **innovation**. They built a small movable bridge on the front of each ship. This bridge allowed Roman soldiers to board a Carthaginian ship and fight hand-to-hand on its decks. In a way, it changed a sea war into a land war.

For more than 20 years, the Romans and Carthaginians fought each other at sea. Finally, in 241 B.C.E., a Roman fleet badly defeated Carthage's navy off the coast of Sicily. Carthage was forced to give up Sicily and pay a huge fine to the Romans. Rome then took control of the island.



GEOGRAPHIC REASONING

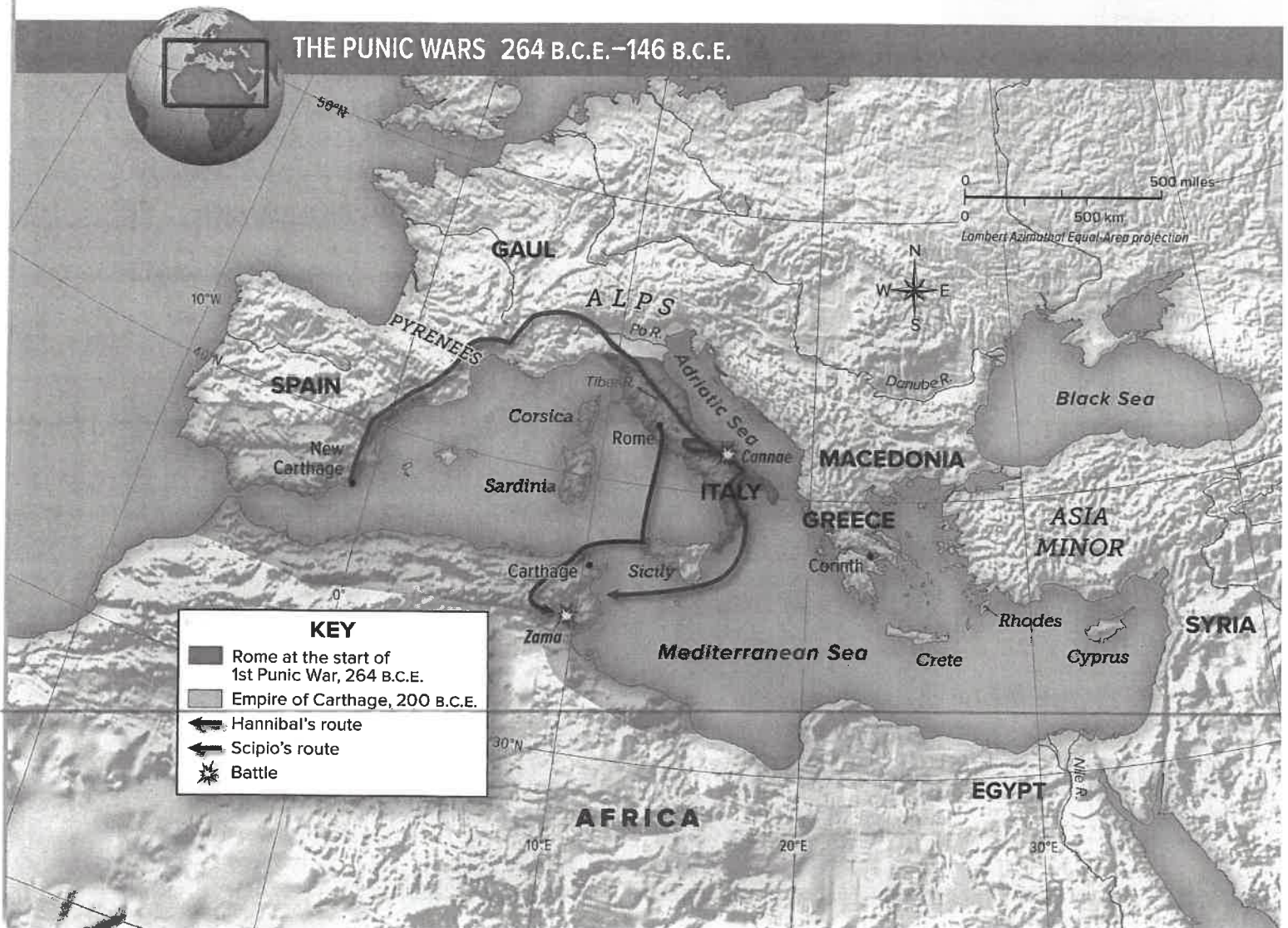
After defeating Carthage in the Second Punic War, Rome was the strongest power in the Mediterranean region.

- 1. EXPLORING PLACE** From what direction did Hannibal of Carthage attack Rome?
- 2. SPATIAL THINKING** Why did Hannibal take the route he did instead of sailing directly to Rome?

HANNIBAL ATTACKS: THE SECOND PUNIC WAR

After losing Sicily, Carthage tried to expand its empire into Spain. They wanted to make up for the losses caused by Rome taking over Sicily. Spain had valuable resources of silver, copper, gold, lead, and iron.

THE PUNIC WARS 264 B.C.E.–146 B.C.E.



The Romans bitterly opposed Carthage's attempt to establish territory so near to Rome. So the Romans encouraged the Spanish to rebel against Carthage. In response, Carthage sent its greatest general, Hannibal (HA•nuh•buhl), to attack Rome. This event, in 218 B.C.E., started the Second Punic War.

Hannibal planned to fight the Romans in Italy. To do this he gathered an army of about 46,000 men and 37 elephants. He sailed from Carthage to Spain. Then, his soldiers marched through southern Gaul, or present-day France.

Next, they crossed the Alps into Italy. The Carthaginians crossed the Alps with their elephants, hoping to overpower the Roman army. Instead, the bitter cold and attacks by mountain tribes killed almost half of the Carthaginian soldiers and most of the elephants. The remaining army, however, was still a powerful fighting force when it reached Italy.

As Hannibal and his army grew closer and closer to Italy and the Roman forces, Roman military leaders looked to the Senate for advice.

ANALYZING PRIMARY SOURCES

1. DETERMINING MEANING What does "being plundered" mean in this excerpt?

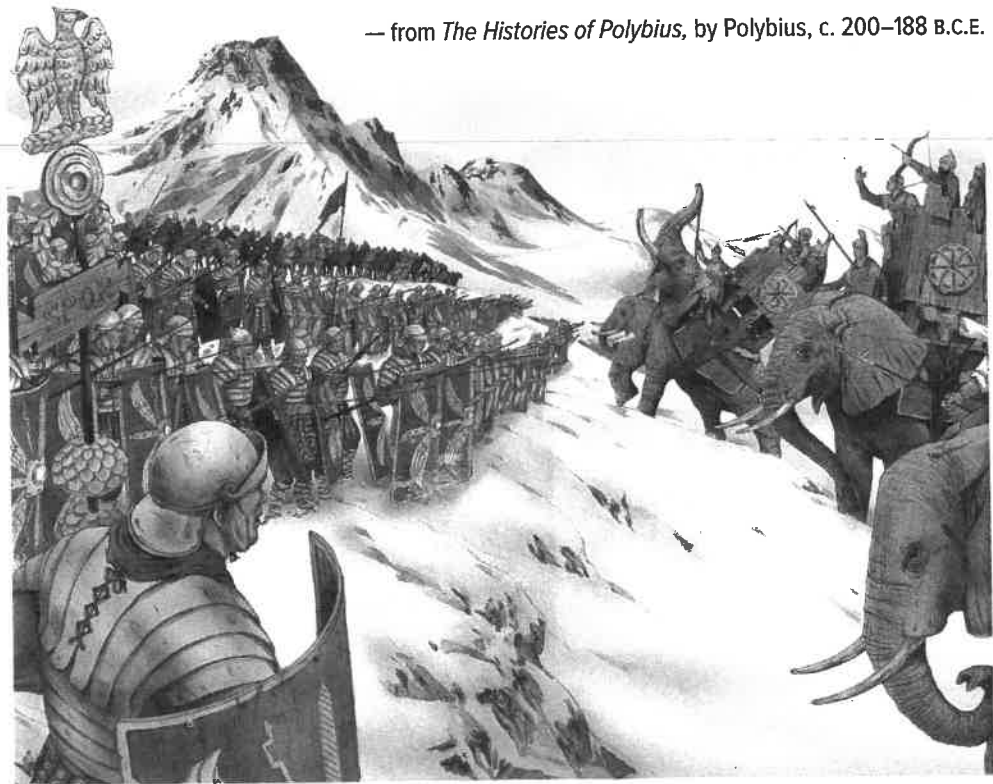
2. CITING TEXT EVIDENCE
How did the Roman soldiers respond to the destruction of the town and the capture of the citadel? How did the Senate respond?

“The town itself, indeed, had been reduced to ruins the year before: but the capture of its citadel and the material of war contained in it, caused great commotion in the Roman army; for it was not only the loss of the place and the stores in it that distressed them, but the fact also that it commanded the surrounding district. They [the Roman commanders] therefore sent frequent messages to Rome asking for instructions: for if they approached the enemy they would not be able to avoid an engagement [battle], in view of the fact that the country was being plundered, and the allies all in a state of excitement. The Senate passed a resolution that they should give the enemy battle. . . .”

— from *The Histories of Polybius*, by Polybius, c. 200–188 B.C.E.

In December 218 B.C.E., the Carthaginian forces defeated the Romans in northern Italy. Hannibal made good use of his elephants in the attack. Unfortunately, most of his animals died after the conflict. [Modern illustration]

INTEGRATING VISUAL INFORMATION Why was this battle important?



In 216 B.C.E., Hannibal defeated the Romans at the Battle of Cannae (KA•nee) in southern Italy. Following the battle, Hannibal's army raided the country. In response, the Romans assembled another army to stop the Carthaginians. In 206 B.C.E. Roman forces, led by Scipio (SIH•pee•oh), captured Spain and then attacked the city of Carthage. Hannibal returned home to North Africa to defend his people. Scipio's troops defeated the Carthaginians in 202 B.C.E. at the Battle of Zama (ZAY•muh). Carthage was forced to give up its navy and pay Rome a large sum of Spanish silver. It also had to give its Spanish territory to Rome. As a result, Rome became the supreme power in the western Mediterranean.

HANNIBAL'S ELEPHANTS

Historians have wondered how Hannibal obtained elephants for his march. Were they Indian or African elephants? Indian elephants are easier to train. In fact, most circus elephants of the past were Indian elephants. However, it would have been very difficult for Hannibal to obtain elephants from India. Even African elephants are not native to North Africa, where Hannibal started his march. Historians continue to question which type of elephant Hannibal used—or how he obtained them.

THE THIRD PUNIC WAR

Rome still considered Carthage a military threat. In 146 B.C.E., Rome finally destroyed it in the Third Punic War. At the same time, Rome also waged war against other states in the eastern Mediterranean region. In the 140s B.C.E., all of Greece fell under Roman rule. About twenty years later, Rome acquired its first province in Asia.

✓ CHECKING FOR UNDERSTANDING

- 1. DETERMINING CONTEXT** How did Hannibal lose the Second Punic War?
- 2. IDENTIFYING EFFECTS** What was the outcome of the Third Punic War?

LESSON 2 REVIEW AND ACTIVITIES

Time and Place

- 1. EXPLAINING EFFECTS** How did physical geography affect Hannibal's campaign against Rome?

Building History-Social Science Analysis Skills

- 2. DESCRIBING** Why were Roman consuls awarded the power of veto?
- 3. SUMMARIZING** How did plebeians gain power in the republic? For what changes were they responsible?
- 4. DISTINGUISHING FACT FROM OPINION** Identify whether the following statement is fact or opinion: "At first, patricians had more rights than plebeians."

Writing About History

- 5. EXPLANATORY WRITING** In an essay, describe what the idea of "rule of law" meant to the average Roman.

Collaborating

- 6. ADAPTING SPEECH** You and a partner are members of the plebeian class who must persuade the patricians to expand plebeian rights. Present and explain to the class a list of reasons why plebeians should have more rights. Consider what changes you might have to make to your presentation to address different opinions in the class.



Include this lesson's information in your Foldable®.

ESSENTIAL QUESTION

• *Why does conflict develop?*

THE STORY BEGINS...

LESSON 3

The End of the Republic

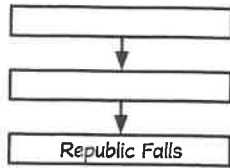
Ill omens had been plaguing Caesar for days. He didn't feel quite well and his wife, Calpurnia, had urged him to stay home. But he left for the Senate anyway. After all, he was the dictator of Rome, the most powerful man in the Republic. As Caesar made his way through the city streets, he had no idea what wicked plot lay in store for him. Members of the Senate, including those Caesar counted as close friends, had grown increasingly unhappy with their ruler. The title "dictator for life" was really the same thing as being king. They could not, would not let Rome be ruled by a king. They knew that something must be done. Led by Cassius and Brutus, the other senators waited for Caesar to arrive:

“When Caesar entered, the whole senate rose up to him. As soon as he was sat down, the men all crowded round about him, . . . and took Caesar by the hand, and kissed his head and his breast. But he [Caesar] putting aside at first their supplications [pleas] . . . when he saw they would not desist [stop], violently rising up, Tillius with both hands caught hold of his robe and pulled it off from his shoulders, and Casca, that stood behind him, drawing his dagger, gave him the first, but a slight wound, about the shoulder. Caesar snatching hold of the handle of the dagger, and crying out aloud in Latin, “Villain Casca, what do you?” he, calling in Greek to his brother, bade him come and help. And by this time, finding himself struck by a great many hands, and looking around about him to see if he could force his way out, when he saw Brutus with his dagger drawn against him, he let go Casca’s hand, that he had hold of, and covering his head with his robe, gave up his body to their blows.”



Senators Cassius and Brutus plotted to kill Julius Caesar when he arrived at the Senate. The plotters killed Caesar in 44 B.C.E. This painting was created by Vincenzo Camuccini c. 1798 C.E.

—*The Assassination of Julius Caesar* from *Marcus Brutus*, 96–98 C.E.



ANALYZING KEY IDEAS AND DETAILS

Read closely to identify the events that led to the fall of the Roman Republic. Use a diagram like this one to record the information. Add more boxes as necessary. Cite examples from the text to show the importance of one of these events.

PROBLEMS IN THE REPUBLIC

GUIDING QUESTION *What factors led to the decline of the Roman Republic?*

The Roman army won victories abroad, bringing considerable wealth from the spoils of war. Trade also brought increased wealth. At the same time, the republic faced mounting economic troubles at home. The gap between the rich and the poor grew wider. Many farmers faced financial ruin. The cities of the republic were becoming overcrowded and dangerous.

ROMANS—RICH AND POOR

Most Romans were plebeians who farmed small plots of land. The plebeians had made some political gains in the Roman Republic, but they lacked real power. Power was still held by the patricians. The upper class still made up most of the Senate and served in key government positions. They also managed Rome's finances and directed its wars.

In the 100s B.C.E, farmers began to fall into poverty and debt. Why? Many small farmers had neglected their fields while fighting in Roman wars. Others had their farms destroyed by the Carthaginians. Now, the farmers did not have crops to harvest. As a result, they could not pay back loans they owed.

In addition, small farmers could not compete with wealthy Romans, who owned **latifundia** (la•tuh•FUHN•dee•uh), or large farming estates. Farmers could not even find jobs on these huge farms. Those jobs went to a new source of labor—the thousands of prisoners captured in the Roman wars. Wealthy landowners did not have to pay wages to enslaved workers. Instead, they bought more land for their latifundia. Small farms were pushed out of business.

As small farms shut down, thousands of poor unemployed people left the countryside. They poured into Rome's cities looking for jobs. Even in the cities, however, enslaved people did most of the work. Paying jobs were hard to find. If free people could find a paying job, it was generally for a low wage.

UNDERSTANDING CRAFT AND STRUCTURE

1. ANALYZING TEXT

PRESENTATION How has the author organized the information in this section?

2. ANALYZING POINT OF VIEW

Why has the author chosen to organize the information in this way?

Desperate economic conditions created mounting anger among the poor. Roman leaders worried about a rebellion. To prevent a revolt, Roman leaders began offering cheap food and free entertainment to the poor. Numerous Roman rulers used this policy of “bread and circuses” to acquire or stay in power.

ROMAN REFORMERS

Not all wealthy Romans ignored the problems of the poor. Two government officials, who were also brothers, worked for reforms. Tiberius and Gaius Gracchus (GRA•kuhs) thought that Rome’s problems were caused by the actions of wealthy landowners. The brothers wanted to stop the wealthy from taking over small farms to create their latifundia. They urged the Senate to take some land from the latifundia and return it to the poor.

The Senate was made up of wealthy Romans, some of whom owned the latifundia. They fought the Gracchus brothers’ proposals. A group of senators even killed Tiberius in 133 B.C.E. Gaius was also murdered 12 years later. Dark days had fallen on the Roman Republic. The people charged with making and upholding the laws repeatedly broke them.

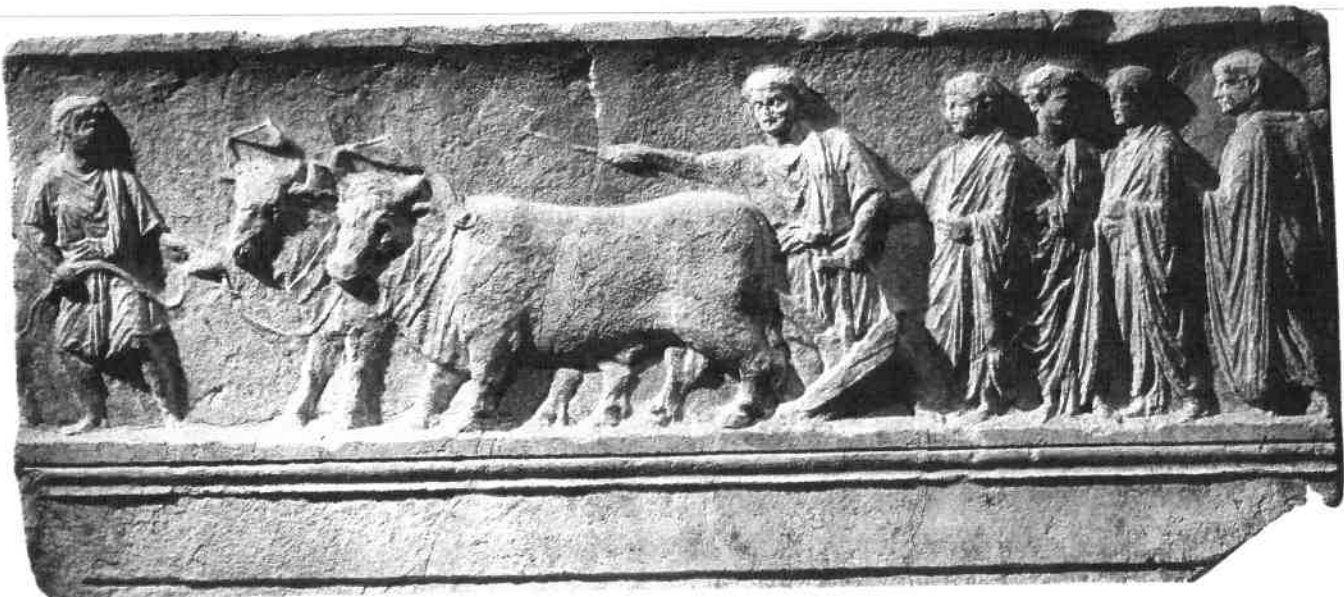
ROMAN POLITICS AND THE ARMY

The republic soon faced more challenges. Rome’s military leaders began to seek political power. In 107 B.C.E., a general named Marius (MARE-ee-uhs) became consul. Marius, the son of a worker, was not a patrician.

Marius believed that he could solve Rome’s economic problems. He **transformed** the army in order to provide opportunities for the poor. Until then, only property owners served in the military. Marius, however, recruited soldiers from

*Stone carvings, such as this, show that artists felt farming was an important topic to include. Oxen did the heavy work for farmers.
[Carving c. 50 B.C.E. - 50 C.E.]*

EXPLAINING EFFECTS How did the reforms of the Gracchus brothers affect farmers?



the landless poor. In return for their service, he paid them wages—and promised them land. The Roman army was no longer a force of citizen volunteers. It was now a force of **professional** soldiers.

The plan that Marius put into action provided work for many jobless, landless Romans. However, it also weakened the republican form of government. Soldiers felt more loyalty to the general who hired and paid them than to the republic. As a result, military generals grew enormously powerful. Some generals sought political office. This allowed them to pass laws that gave land to their soldiers—and increased their power.

The creation of a professional army led to new power struggles. Marius was soon opposed by another general, named Sulla (SUH•luh), who commanded his own army. In 82 B.C.E., Sulla drove his enemies out of Rome and named himself dictator. It marked the first time a Roman general had led his army into the capital.

Over the next three years, Sulla made changes to the government. He reduced the power of the tribunes and gave the senators more responsibilities. Sulla then stepped down as dictator. Sulla hoped that his reforms would restore the Roman Republic to its earlier days of glory. Instead, Rome plunged into conflict that lasted for the next 50 years. Some Romans took notice of how Sulla had used an army to achieve his goals. Those who were eager for power decided that they would do the same thing.

CHECKING FOR UNDERSTANDING

1. **SUMMARIZING** What was the purpose of “bread and circuses”?
2. **EXPLAINING EFFECTS** How did Marius reform the Roman army?

THE RISE OF JULIUS CAESAR

GUIDING QUESTION *How did Julius Caesar rise to power in Rome?*

After Sulla left office, different Roman leaders fought among themselves for power. Many of them were military officials who relied on their loyal armies to support them. In 60 B.C.E., three men ruled the Roman Republic: Crassus, Pompey (PAHM•pee), and Julius Caesar (JOO•lyuhs SEE•zuhr). Crassus was a general and one of Rome’s wealthiest men. Pompey and Caesar were also rich and known for their military accomplishments.

These three men formed the First Triumvirate to rule Rome.

A **triumvirate** (try•UHM•vuh•ruht) is a political group of three people who share equal power.



The Gracchus brothers tried to help the poor farmers who had lost their land to latifundia.

[Modern image based upon the 1853 C.E. sculpture Les Gracques]

INFERRING What does the murder of these brothers tell us about the Roman government at this time?

DETERMINING MEANING

What context clues in the paragraph help you determine the meaning of **professional**?

ANALYZING KEY IDEAS AND DETAILS

1. **SUMMARIZING** Summarize what you think the main idea of this section will be based on the subheadings.
2. **CITING TEXT EVIDENCE** How does the author support the claim that Caesar was “popular with Romans”?



Julius Caesar made himself Rome's first dictator for life in 44 B.C.E. As dictator, Caesar was greatly admired by the poor for his reforms. But he was hated by his enemies for his ambition. [Modern illustration]

INTEGRATING VISUAL INFORMATION What does the image of Caesar reveal about his popularity as a leader in Rome?

ANALYZING PRIMARY SOURCES

- 1. DETERMINING MEANING** What is a die?
- 2. DETERMINING CENTRAL IDEAS** What is Caesar literally saying when he says that "the die is cast"? What does Caesar really mean when he says it?

CAESAR'S CONQUESTS

Each Triumvirate member commanded a military post in an outlying area of the Roman Republic. Pompey led in Spain, Crassus in Syria, and Caesar in Gaul. Gaul was made up mostly of what are now France and Belgium. During his years in Gaul, Caesar built a larger, more powerful army. He demonstrated his skill as a military leader in a series of conquests across Gaul.

In 55 B.C.E., General Caesar led his army across the Rhine River and marched into Germany. Then he crossed the English Channel to invade Britain. He believed he could make these lands part of the Roman Empire. The British Celts, however, fiercely defended their land. Caesar's army lost many men, but they continued their attacks. Finally,

Caesar's army of highly-disciplined Roman soldiers defeated the peoples of northeastern Gaul. Having conquered all of Gaul, Caesar's reputation as a brilliant military strategist spread across the empire. He even won the admiration and support of the poorer classes. Roman senators grew uneasy with Caesar, however. They feared that he was becoming too popular and would seek power as Sulla had.

By 50 B.C.E., the First Triumvirate no longer existed. Crassus had died in battle, and Pompey emerged as Caesar's main rival. In 49 B.C.E., the Senate gave its support to Pompey. It ordered Caesar to give up his army and return to Rome. Caesar, however, refused. He knew that if he returned to Rome, he might be imprisoned or killed by his rivals. Caesar gathered his loyal troops and crossed the Rubicon (ROO•bih•KAHN) River.

This small river separated Caesar's military command area from Roman Italy. According to legend, Caesar saw a vision that inspired him to cross the Rubicon. He exclaimed to his troops:

66 Even yet we may draw back; but once cross yon little bridge, and the whole issue is with the sword. . . . Take we the course which the signs of the gods and false dealing of our foes point out. The die is cast. **99**

—from *Life of Julius Caesar* by Suetonius

Caesar had refused to obey the Senate and was now marching on Rome. He realized that he was starting a **civil** war. His decision, however, could not be reversed.

Caesar and his soldiers swiftly captured all of Italy. They drove Pompey's forces out of the country. The fighting then spread eastward, with Caesar finally crushing Pompey's army in Greece in 48 B.C.E.

CAESAR TAKES POWER

In 44 B.C.E., Caesar took over the Roman government. He ended the practice of dictators serving in office for short terms by declaring himself dictator for life. To strengthen his power, Caesar appointed people to the Senate who supported him.

Meanwhile, Caesar introduced reforms that made him popular with Romans, especially the poor. He gave citizenship to many people living in Roman territories. He created jobs for the unemployed. In the countryside, he organized new settlements for landless laborers. He ordered landowners using slave labor to hire more free workers.



MAKING CONNECTIONS TO TODAY

CROSSING THE RUBICON

Caesar crossed the Rubicon at great risk to himself and to his troops. Caesar's decision to enter Italy with his army was an act of treason, or a betrayal of his country. If he pushed forward, there was no going back. Today, the phrase "crossing the Rubicon" is used when a person makes a decision that cannot be undone. Continued use of the phrase "crossing the Rubicon" reveals not only Caesar's importance in Western history but also his influence on popular sayings that have stood the test of time.

*In 49 B.C.E., Caesar crossed the Rubicon even though he knew it would lead to civil war.
[Modern illustration]*

PREDICTING What might have happened if Caesar had not decided to cross the Rubicon?

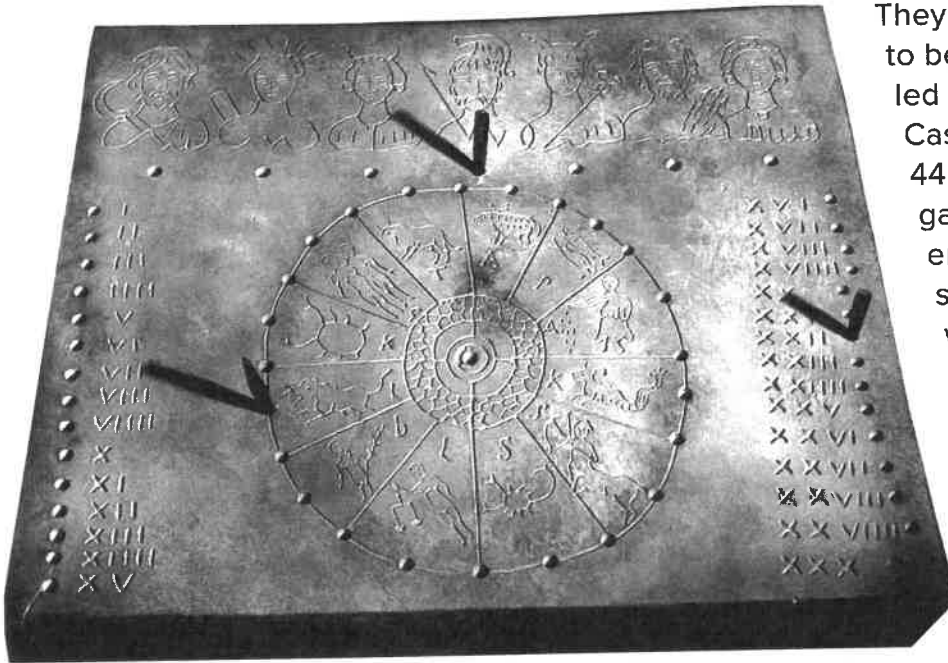
Caesar developed the new calendar with the help of the astronomer Sosigenes (soh-SIHJ-ee-nee-z). It has movable pegs to allow for changing days. [Date of calendar unknown]

One of the most famous reforms that Caesar introduced was the creation of a new calendar. It had 12 months, 365 days, and a leap year. Known as the Julian calendar, it was used throughout Europe until 1582 C.E. Then it was changed slightly to become the Gregorian calendar. The Gregorian calendar is based on the date of the birth of Jesus. This calendar is still used by most countries in the world today.

Many Romans praised Caesar as a wise ruler because he brought peace and good government to Rome.

Others, however, hated him.

They believed that he wanted to be a king. Caesar's enemies, led by the senators Brutus and Cassius, plotted to kill him. In 44 B.C.E., Caesar's opponents gathered around him as he entered the Senate and stabbed him to death. Caesar was killed on March 15, also known as the "Ides of March" in the Julian calendar. His murder was made famous in the play *Julius Caesar*, by William Shakespeare. In the play, Caesar was warned to "Beware the Ides of March."



✓ CHECKING FOR UNDERSTANDING

1. **SUMMARIZING** What was the First Triumvirate, and why was it created?
2. **IDENTIFYING CAUSES** Why did some Romans oppose Caesar?

UNDERSTANDING CRAFT AND STRUCTURE

1. ANALYZING TEXT

PRESENTATION How has the author organized the information in this section?

2. ANALYZING POINT OF VIEW

What is the author's purpose in organizing the information in this way?

FROM REPUBLIC TO EMPIRE

GUIDING QUESTION *How did Rome become an empire?*

After Caesar's death, civil war broke out. Caesar's 18-year-old grandnephew Octavian (ahk-TAY-vee-uhn) joined two of Caesar's top generals, Mark Antony (AN-tuh-nee) and Marcus Lepidus (LEH-puh-duhs). The three leaders' forces defeated those who killed Caesar. In 43 B.C.E., they formed the Second Triumvirate. Next, they divided the Roman Empire among themselves. Octavian took command of Italy and the west. Antony ruled in Greece and the east. Lepidus took charge in North Africa.

MARK ANTONY (83–30 B.C.E.)

Mark Antony, a Roman, supported Caesar during the civil war between Caesar and Pompey.

Antony was known as a wise politician. He was also a talented orator, meaning he was an effective public speaker. Antony was married twice before he fell in love with the Egyptian queen Cleopatra. He first met her around 40 B.C.E., when he accused her of assisting his enemies. Soon after, they formed a romantic and military partnership that lasted until their famous deaths.

[Date of coins unknown]

CITING TEXT EVIDENCE How do you think Marc Antony's talents as an orator affected his political career?



CLEOPATRA (69–30 B.C.E.)

Cleopatra was the daughter of an Egyptian king. When her father died in 51 B.C.E., Cleopatra took the throne with her brother. They soon became rivals. To hold on to the throne, Cleopatra formed an alliance with Julius Caesar. After Caesar died, Cleopatra allied herself with Mark Antony. When they fled to Egypt, Antony, it is said, heard a false report that Cleopatra had died. Deeply saddened, he killed himself. After Cleopatra buried him, she then took her own life to avoid capture.

CITING TEXT EVIDENCE Based on the description of Marc Antony and Cleopatra's deaths, what can you infer about their relationship?



ANTONY AND CLEOPATRA

The Second Triumvirate, however, did not last long. Lepidus retired from politics. Soon Octavian and Antony became rivals. Antony fell in love with the Egyptian queen Cleopatra. Together, they formed an alliance. Octavian accused Antony and Cleopatra of plotting against Rome. According to Octavian, Antony planned to make himself the sole ruler of the republic with Cleopatra's help. Many Romans grew alarmed at this news. Their support **enabled** Octavian to declare war on Antony.

In 31 B.C.E., Octavian and Antony's navies clashed off the coast of Greece. At the Battle of Actium (AK-shee-uhm), Octavian's forces defeated those of Antony and Cleopatra. Within a year, Octavian captured Alexandria and made Egypt Roman territory. Antony and Cleopatra killed themselves to avoid being captured by Octavian. Octavian became the supreme ruler of Rome. The civil wars had ended and so, too, did the Roman Republic.

OCTAVIAN—A NEW DIRECTION

Octavian could have made himself a life-long dictator. However, he knew that many Romans favored a republic. These Romans were influenced by Cicero (SIH-suh-ROH) who was a well-known political leader and writer in Rome. Cicero strongly supported the representative, republican government. Cicero also did not trust dictators.



Octavian overcame many obstacles to become emperor of Rome. [Sculpture from c. 1st century C.E.]

INTEGRATING VISUAL

INFORMATION What does the statue of Octavian reveal about his qualities as a person and leader?

Throughout Rome's civil wars, Cicero had argued that a representative government should be restored to Rome. He died before Octavian rose to power. Cicero's ideas, however, would influence the writers of the United States Constitution centuries later.

Publicly, Octavian voiced his support for a republic. Privately, however, Octavian felt differently. He believed that a republican government was too weak to solve Rome's problems. Octavian felt that Rome needed a strong leader. With a strong and loyal army supporting Octavian, the Senate consented to his wishes. It declared Octavian consul, tribune, and commander-in-chief for life in 27 B.C.E. Octavian, however, took the title *Augustus* (aw•GUHS•tuhs), or "the majestic one." Caesar Augustus, as Octavian was now called, became Rome's first emperor, or all-powerful ruler.

✓ CHECKING FOR UNDERSTANDING

- 1. COMPARING** How did Octavian's leadership style differ from Caesar's?
- 2. ANALYZING POINTS OF VIEW** How do you think Cicero might have reacted when the Senate named Octavian the first emperor of Rome?

LESSON 3 REVIEW AND ACTIVITIES

Time and Place

- 1. EXPLAINING EFFECTS** How did the Punic Wars impact the landscape and economy of Rome?

Building History—Social Science Analysis Skills

- 2. EXPLAINING EFFECTS** Why did the latifundia cause poor people to move to cities?
- 3. DETERMINING CONTEXT** How did the election of Marius as consul reflect a change in Rome's government?
- 4. IDENTIFYING EFFECTS** What changes did Julius Caesar bring about as ruler of Rome?

Writing About History

- 5. NARRATIVE WRITING** You own a small Roman farm in the 100s B.C.E. Write a letter to a friend describing the changes you have witnessed in agriculture and the Roman government. Describe how those changes have affected you personally.

Collaborating

- 6. PRESENTING** You and a partner are members of the Roman Senate debating whether or not Caesar should be dictator for life. Choose one side of the argument to present, and explain to the class a list of reasons why Caesar should or should not remain dictator for life.



Include this lesson's information in your Foldable®.

ESSENTIAL QUESTION

- What are the characteristics of a leader?

THE STORY BEGINS...

LESSON 4

Rome Builds an Empire

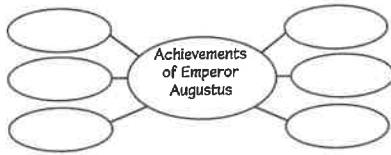
Marcus Aurelius had always looked up to his father, Antoninus Pius. The fourth of the five “good emperors,” Antoninus put the Roman Empire and its people before himself. For 23 years, he helped the poor citizens of Rome, especially children without families or homes. After Antoninus Pius passed away, Marcus Aurelius became the emperor of Rome. As leader of the vast Roman Empire, Marcus reflected on the qualities that made his father such a good leader:

“In my father [Antoninus Pius] I observed his meekness; his constancy without wavering [changing his mind] in those things which, after due examination, he had determined. How free from all vanity he carried himself in matters of honor and dignity. . . his readiness to hear any man that had aught to say tending to any common good! how generally and impartially [without bias] he would give every man his due. . . . His sociability, his gracious and delightful conversation never reached satiety [was enough], his care of his body was within bounds and measures, not as one who did not wish to live long, or overstudious of neatness and elegance; yet not as one that did not regard it, so that through his own care of his health he seldom needed any medicine. He was not easily moved and tossed up and down, but loved to be constant, both in the same places and businesses.”

—from *On the Virtue of Antoninus Pius*, 161 C.E.



Antoninus Pius (shown here) was the fourth of the five “good emperors” of Rome. He ruled from 138-161 C.E. His son Marcus Aurelius became emperor of Rome after he died. [Sculpture created in the 100s C.E.]



ANALYZING KEY IDEAS AND DETAILS

Read closely to identify the important achievements of the Emperor Augustus. Use a diagram like this one to organize the information. Explain how his achievements helped protect the empire.

INTEGRATING KNOWLEDGE AND SKILLS

- 1. DISTINGUISHING FACT AND OPINION** In the first paragraph there is the statement “During this time, Rome reached the height of its power.” Is this a fact or opinion? How can you tell?
- 2. INTEGRATING VISUAL INFORMATION** How does the use of images help support what the author says in the text?

THE RULE OF AUGUSTUS

GUIDING QUESTION *How did Augustus create a new age of prosperity for Rome?*

The rule of Caesar Augustus (formerly called Octavian) marked the beginning of a new era. For nearly two hundred years, the Roman world enjoyed peace and prosperity. This time period lasted until about 180 C.E. It is known as the ***Pax Romana*** (PAHKS roh•MAH•nah), or “Roman Peace.” During this time, Rome reached the height of its power.

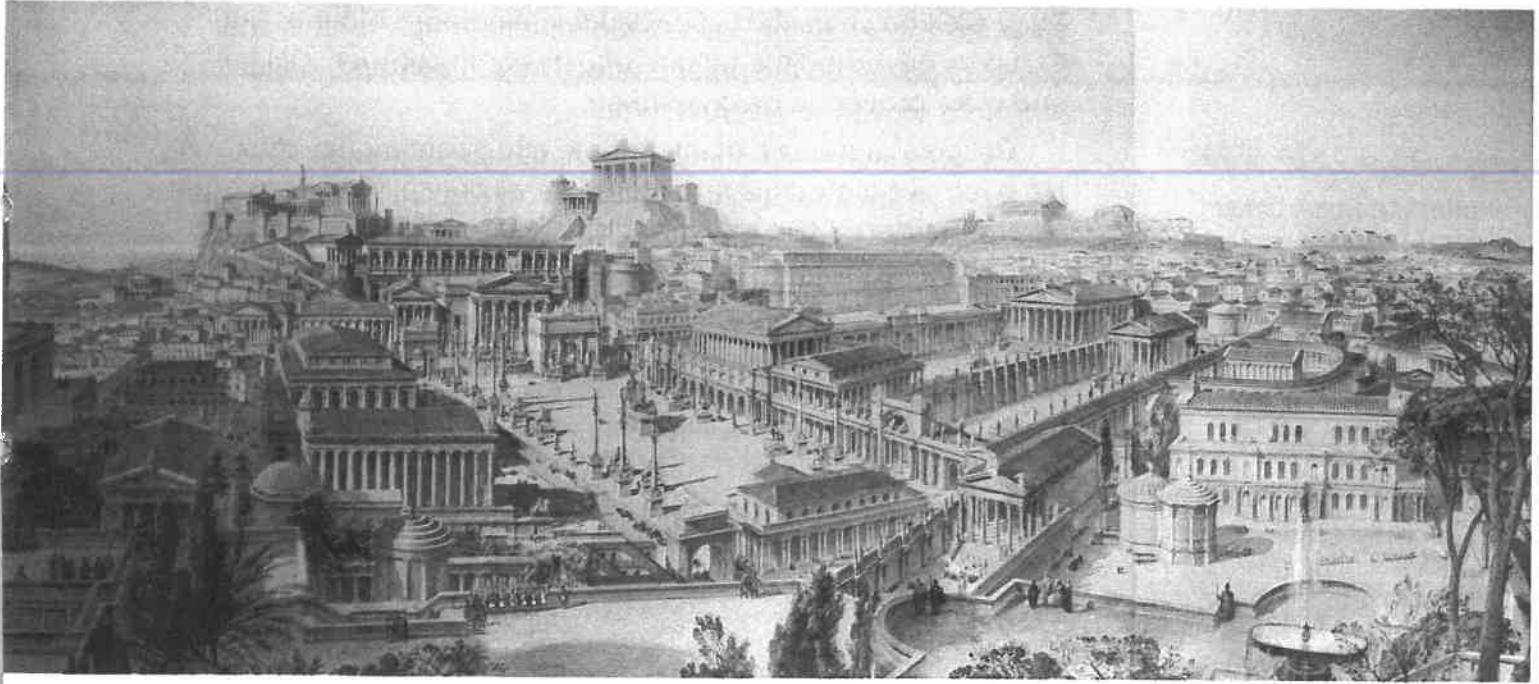
WHAT REFORMS DID AUGUSTUS MAKE?

As emperor, Augustus was determined to protect the empire. To do this, he created a permanent professional army. About 150,000 soldiers—all Roman citizens—made up this powerful military force. In addition, Augustus created a special unit known as the Praetorian Guard. The 9,000 men in this select unit guarded the emperor.

Augustus thought that Rome’s borders should be easier to defend. He established the empire’s boundaries along natural physical features. These included the Rhine (RYN) River and Danube (DAN•yoob) River to the north, the Atlantic Ocean to the west, the Sahara to the south, and near the Euphrates River to the east. Troops were stationed along these frontier areas to protect the empire from invaders.

In addition to protecting the empire, Augustus wanted to display the power of Rome. Augustus had many public buildings, fountains, and palaces rebuilt to reflect the greatness of Rome. “I found Rome a city of brick,” he boasted, “I left it a city of marble.” Although Rome had become an empire, the idea of citizenship remained strong. Even as Augustus sought to rebuild the city, many wealthy Romans joined in, contributing their wealth to building public structures, funding entertainment for the people, and improving city life.

Augustus also worked to improve Rome’s government. During his reign, more than 50 million people lived within the empire’s borders. This is slightly fewer than the number of people living in Italy today. To maintain control over his empire, Augustus named an official called a **proconsul** (PROH•KAHN•suhl), or governor, to oversee each of Rome’s provinces.



These new local officials replaced the politicians who had been appointed by the Senate. Augustus himself often visited the provinces to **inspect** the work of the proconsuls.

With new leaders in place, Augustus changed the empire's tax system. Before Augustus, tax collectors paid the government for the right to collect taxes. Tax collectors could keep some of what they collected from the people. Many tax collectors, however, were dishonest and took too much from the people. To solve this problem, Augustus made tax collectors permanent government officials and paid them regular wages.

Augustus also changed Rome's legal system. He created a code of laws for people living in the provinces who were not Roman citizens. As time passed, most of these people became citizens, so eventually, the laws were applied to nearly all non-slaves. However, the legal system often favored the authority of the empire over individual citizens' rights.

Despite all of his reforms, Augustus feared that people might still be unhappy with his leadership. To preserve his rule and the empire, Augustus imported grain from Africa and **distributed** it to the poor. Augustus believed that a well-fed population would be less likely to revolt against him.

EMPERORS AFTER AUGUSTUS

Augustus ruled Rome for almost 40 years. After Augustus died in 14 C.E., his adopted son, Tiberius, became emperor. After Tiberius, three other emperors from Augustus's family ruled Rome—Caligula (kuh•LIH•gyuh•luh), Claudius, and Nero (NEE•roh).

*Augustus rebuilt many of Rome's buildings in marble to reflect the city's grandeur.
[Modern illustration]*

UNDERSTANDING CRAFT AND STRUCTURE

1. ANALYZING POINT OF VIEW

Why does the author present the information about Roman peace before the information about the five “good emperors”?

2. ANALYZING TEXT

PRESENTATION Why might the author have chosen to present the information about Rome’s economy in a separate section?

MAKING CONNECTIONS TO TODAY

MOUNT VESUVIUS

Natural disasters can shape people’s interactions with their environment. In August of 79 C.E. the volcano Mt. Vesuvius erupted and destroyed the city of Pompeii, in what is now Italy. Several thousand people escaped, while thousands more died. Today, about 600,000 people live near the volcano, although scientists warn it may be due to erupt again soon.

INTEGRATING VISUAL

INFORMATION Why might people live in an area where a natural disaster has happened?



They are known as the Julio-Claudian emperors. Tiberius and Claudius governed the empire effectively. In **contrast**, Caligula and Nero proved to be cruel rulers.

Caligula murdered many people and spent money recklessly. He even appointed his favorite horse as consul. The Praetorian Guard murdered him and made Claudius emperor.

Nero was also a brutal emperor who killed many people. Among his victims were his mother and two wives. Nero committed suicide after the Senate had sentenced him to death for treason.

✓ CHECKING FOR UNDERSTANDING

1. **DESCRIBING** How did Augustus protect Rome’s borders?

2. **SUMMARIZING** What were proconsuls, and what was their job?

THE ROMAN PEACE

GUIDING QUESTION *How did the Roman Empire become rich and prosperous?*

After Nero died, violence erupted throughout the Roman Empire. Then, in 69 C.E., a general named Vespasian (veh•SPAY•zhee•uhn), became emperor. Vespasian restored order, but he treated harshly anyone who opposed Roman rule. Vespasian crushed several uprisings throughout the empire. One such uprising was the Jewish revolt in the eastern province of Judaea. Vespasian’s son, Titus, commanded troops that defeated the Jewish rebels. Roman soldiers also destroyed the Jewish temple in Jerusalem in 70 C.E.

Vespasian began the construction of the Colosseum, the huge amphitheater located in central Rome. After Vespasian died, his sons Titus and Domitian each governed Rome. While Titus was emperor, two disasters struck the empire. In 79 C.E., the volcano Mount Vesuvius erupted, destroying the city of Pompeii. A year later, a great fire badly damaged Rome. Both sons, however, ruled during an era of relative growth and prosperity.

FIVE GOOD EMPERORS

During the early 100s C.E., several emperors who were not related to Augustus or Vespasian ruled the empire. Nerva, Trajan, Hadrian, Antoninus Pius, and Marcus Aurelius are known as the “good emperors.”

THE FIVE “GOOD EMPERORS” OF THE PAX ROMANA



Nerva
96–98 C.E.

Revised taxes; land reforms helped the poor



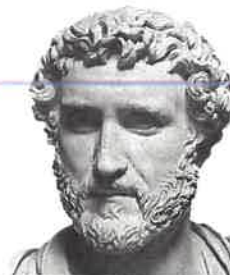
Trajan
98–117 C.E.

Greatly expanded the empire; gave money for education



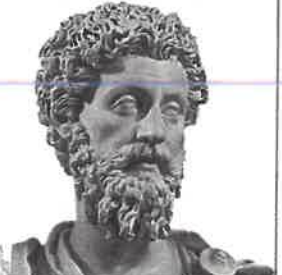
Hadrian
117–138 C.E.

Made Roman law easier to understand and apply



Antoninus Pius
138–161 C.E.

Enacted laws that assisted orphans



Marcus Aurelius
161–180 C.E.

Reformed Roman law; assisted in uniting empire’s economy

The five “good emperors” did not abuse their power. They were among the most **capable** rulers in Rome’s history.

The five emperors governed during a time of economic growth. Agriculture and trade flourished during this period, which lasted from 96 C.E. to 180 C.E. Tertullian, a Roman writer, described this time:

“All places are now accessible [easy to reach], all are well known, all open to commerce; . . . cultivated fields have subdued [tamed] forests; . . . marshes are drained; and where once were . . . solitary cottages, there are now large cities....[E]verywhere are houses, and inhabitants, and settled government, and civilized life.”

—from *Treatise on the Soul* by Tertullian, c. 150–220 C.E.

The five emperors introduced programs to help the empire’s people. For example, Trajan made money available so that poor children could receive an education. Hadrian made Roman laws easier for ordinary citizens to understand.

The five emperors also improved Roman cities. They spent tax money to build arches and monuments, bridges, roads, and harbors. They also built extensive **aqueducts** (A·kwuh·duhktz) to bring water from the country to the city.

A UNITED EMPIRE

The Emperor Trajan expanded the Roman Empire to its maximum size. The empire’s borders extended to Britain in the northwest and Mesopotamia in the east.

These emperors, who earned the title the Five Good Emperors, together ruled for almost 75 years. [Date of sculptures unknown]

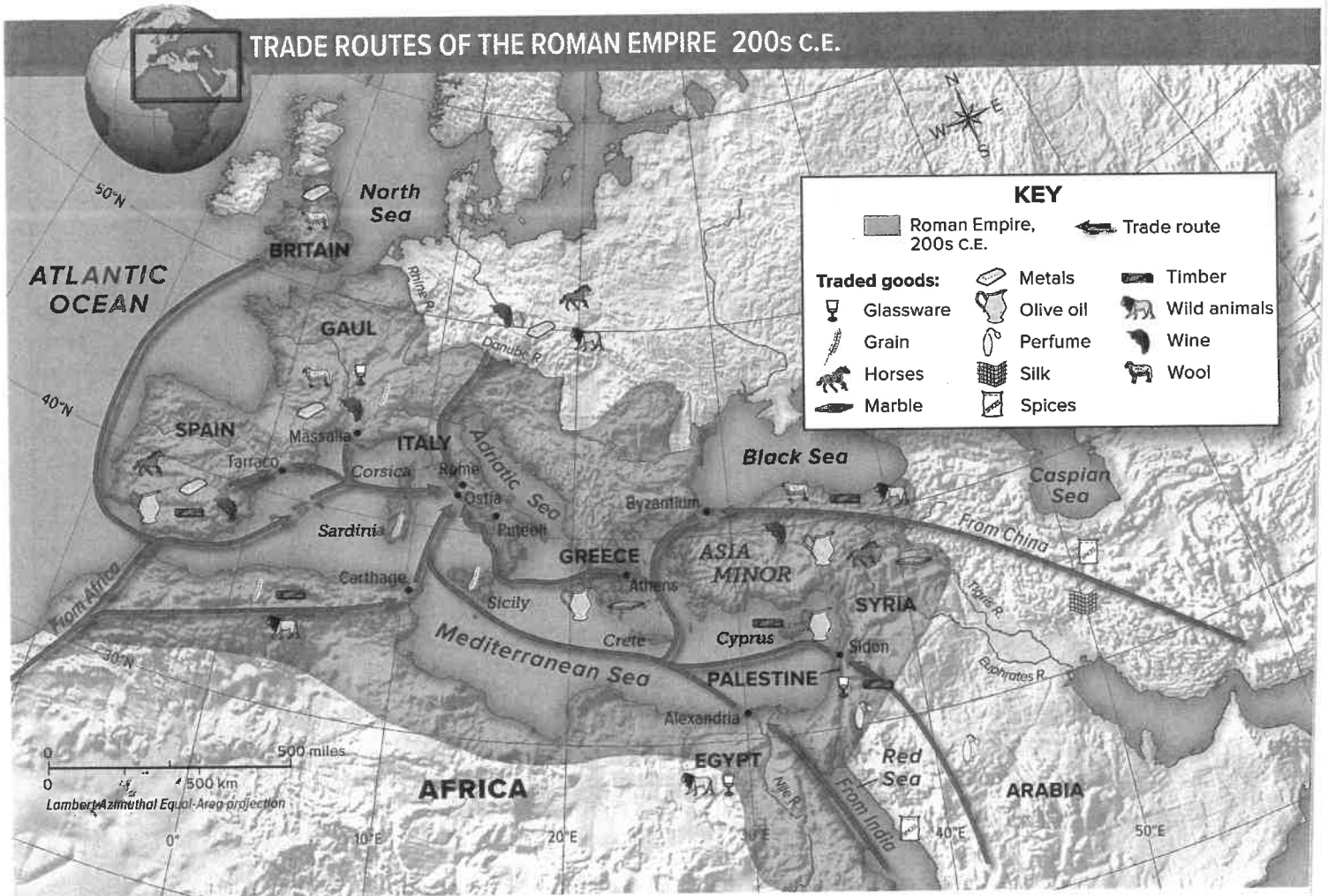
- SUMMARIZING** Under which emperor did the empire grow significantly?
- EXPLAINING EFFECTS** How would the contributions of Hadrian and Marcus Aurelius affect the empire’s legal system?

ANALYZING PRIMARY SOURCES

- ANALYZING POINT OF VIEW** Is the author positive or negative about trade in the Roman Empire? How can you tell?
- What does the author mean by “civilized life?”

DETERMINING MEANING

What context clues in the paragraph help you determine the meaning of **aqueduct**?



GEOGRAPHIC REASONING

Trade goods flowed to Rome and kept the city well supplied.

- 1. EXPLORING PLACE** Which areas of the empire shipped timber to Rome?
- 2. EXPLORING CULTURE** Why do you think Romans traded for horses and wild animals?

Trajan's **successors** believed that the empire had become too large to rule effectively. They withdrew Roman forces from regions they could not defend and reinforced areas that were easier to protect. Hadrian pulled troops from Mesopotamia but strengthened defenses at the Rhine and Danube rivers.

By the 100s C.E., the Roman Empire was one of the largest empires in history. Its land area was about 3.5 million square miles (9.1 million square km), almost the size of the United States.

Many groups of people lived in the Roman Empire. Roman law, Roman rule, and a shared Roman identity united them all. By 212 C.E., every free person within the empire was considered a Roman citizen. All male citizens were treated equally under Roman laws.

THE EMPIRE'S ECONOMY

Agriculture remained the most important economic activity in the Roman Empire. Most people were farmers. Farmers in northern Italy and in the provinces of Gaul and Spain grew grapes and olives to make wine and olive oil. Grain from Britain, Sicily, and Egypt supplied Rome's people with food.

Industry thrived in the cities. Potters, weavers, and jewelers produced pottery, cloth, and jewelry. Other artisans made glass, bronze, and brass. These goods were exported throughout the Mediterranean region.

Trade flourished. By 100 C.E., a common Roman system of money was used within the empire. Merchants used the same money in Gaul, Greece, or Egypt as they did in Rome. People also used a standard system of weights and measurements.

A network of paved roads extended throughout the empire. The roads allowed the Romans to communicate and move armies and goods easily. The Roman navy eliminated piracy on the Mediterranean Sea and other waterways. As a result, goods could be shipped safely to and from the empire's ports.

Traders from all over the empire arrived in Rome's port cities. Traders sold luxury goods to wealthy Romans. The Romans also imported raw materials, such as British tin and Spanish silver and lead. Roman workshops turned them into different goods.

Trade made many people wealthy. The wealth, however, did not extend to all Romans. Most city dwellers and farmers remained poor, and many other people remained enslaved.

CHECKING FOR UNDERSTANDING

1. **IDENTIFYING CAUSES** Why were five of Rome's rulers known as the "good emperors"?
2. **IDENTIFYING** What was the most important economic activity in the Roman Empire?

LESSON 4 REVIEW AND ACTIVITIES

Time and Place

1. **EXPLAINING EFFECTS** How did the roads constructed throughout the Roman Empire contribute to its success?

Building History—Social Science Analysis Skills

2. **SUMMARIZING** What was the role of proconsul under Augustus?
3. **EXPLAINING EFFECTS** How did the changes that Augustus made to the Roman tax system reduce government corruption?
4. **COMPARING** How did the emperors Caligula and Nero differ from their predecessor, Augustus?

Writing About History

5. **EXPLANATORY WRITING** You are a Roman living around the year 215 C.E. Write an essay about how the Roman Empire has changed since the reign of Trajan. As an ordinary citizen, which change affects you the most?

Collaborating

6. **PRESENTING** What do you think was the greatest achievement of Augustus? Work with a partner to prepare a short speech defending your opinion with the class. As your classmates share their speeches, take notes on points that you agree and disagree with to contribute to a class discussion.



Include this lesson's information in your Foldable®.

ROME: REPUBLIC TO EMPIRE

The Roman Republic was first established in 509 B.C.E. before becoming the Roman Empire in 27 B.C.E. Over the course of nearly 500 years, the Roman government changed dramatically as consuls, senators, and eventually emperors left their mark on Roman history. How did Roman government change over time? How did individuals influence changes in Roman government? How was it similar to or different from government today?

PRIMARY SOURCE: DIALOGUE

"ON THE TWELVE TABLES"

Cicero

Cicero, born in about the year 106 B.C.E., was a prominent Roman politician, lawyer, philosopher and writer. Born into a wealthy patrician family, Cicero studied in the Roman Republic and then abroad in Greece before returning home to serve in the military. Cicero was a brilliant legal mind and was known for his convincing speeches. Around the year 55 B.C.E., he wrote *De Oratore* (On the Orator). Cicero's work discusses Roman law as if he were having a conversation with his readers:

“Though all the world exclaim against me, I will say what I think: that single little book of the Twelve Tables, if any one look to the fountains and sources of laws, seems to me . . . to **surpass** the libraries of all the philosophers, both in weight of authority, and in plenitude of utility [abundance of usefulness]. . . Its spirit, customs, and discipline ought to be our first objects of study, both because our country is the parent of us all, and because as much wisdom be thought to have been employed [used] in framing such laws, as in establishing so vast and powerful an empire. You will receive also this pleasure and delight from the study of the law, that you will then most readily comprehend [understand] how far our ancestors excelled other nations in wisdom. . . It is indeed incredible how undigested and almost ridiculous is all civil law, except our own;

on which I am **accustomed** to say much in my daily conversation when I am praising the wisdom of our countrymen above that of all other men. . . ”

ANALYZE THE TEXT

1. **CITING TEXT EVIDENCE** According to Cicero, how do other governments compare to the Roman government?
2. **DETERMINING CENTRAL IDEAS** Why does Cicero say, “Its spirit, customs, and discipline ought to be our first objects of study”?

PRIMARY SOURCE: BIOGRAPHY

"LIFE OF HADRIAN"

Aelius Spartianus

“Life of Hadrian” (Date of origin unknown) is just one of roughly 30 biographies of Roman emperors and leaders that make up the work *Historia Augusta*, or in English, Augustan History. *Historia Augusta* was written by six Roman authors. The biography about Hadrian was written by a man named Aelius Spartianus. Little is known about his life and personal history beyond his contributions to *Historia Augusta*.

“He [Hadrian] took away the right of masters to kill their slaves, requiring that if the slaves deserved it, they should be **condemned** to death by the regular judges. He abolished [got rid of] the special dungeons for slaves and freedmen.

...Hadrian had also a most agreeable style of conversation, even towards persons of decidedly humble rank. He hated those who seemed to envy him this natural pleasure. ... At the Museum of Alexandria he proposed many questions to the professors there, and satisfied himself as to the facts. He had a remarkable memory, and great talents (for oratory), preparing his own orations [speeches] and responses without aid of a secretary [assistant]. He had a great faculty [ability] for remembering names without prompting [reminding]; ... He wrote, dictated [spoke aloud], heard others, and conversed with his friends; and all at the same time! ”

ANALYZE THE TEXT

1. **EXPLAINING EFFECTS** According to the excerpt, how did Hadrian improve the lives of enslaved people in the Roman Empire?
2. **CITING TEXT EVIDENCE** How would you characterize Hadrian as an individual?

PRIMARY SOURCE: BOOK

HISTORIES

Polybius

Polybius, born in about the year 200 B.C.E., was a Greek historian. While serving in the military, he was sent to Rome during a conflict between the Republic and a Greek state. There, Polybius met and befriended the Roman general Scipio. Polybius was allowed to stay in Rome thanks to Scipio's power and influence in the Republic. Polybius observed Roman politics and culture



MULTIPLE PERSPECTIVES

How do Cicero's *De Oratore* and Polybius's *Histories* differ from "Life of Hadrian"?

How might the specific time periods and backgrounds of the authors of the sources have influenced what they wrote?

carefully during his stay, leading him to write *Histories*, a 40-book history of the expansion of the Roman Republic. Polybius describes in great detail the government of Rome:

“After this one would naturally be **inclined** to ask what part is left for the people in the constitution, when the Senate has these various functions [jobs], especially the control of the receipts and expenditure of the exchequer [spending of the treasury]; and when the Consuls, again, have absolute power over the details of military preparation, and an absolute authority in the field? There is, however, a part left the people, and it is a most important one. For the people is the sole fountain of honour and of punishment; and it is by these two things and these alone that dynasties and constitutions and, in a word, human society are held together. ... The people then are the only court to decide matters of life and death. ... And in regard to this arrangement there is one point deserving especial commendation [recognition] and record. Men who are on trial for their lives at Rome, while sentence is in process of being voted ... have the privilege [right] at Rome of openly departing [leaving] and condemning themselves to a **voluntary** exile [to be banished from Rome]. ”

ANALYZE THE TEXT

1. **DETERMINING CENTRAL IDEAS** Which part of the government does Polybius believe to be the most important? Why does he think this?
2. **DETERMINING MEANING** What does Polybius mean when he says, "The people then are the only court to decide matters of life and death"?

CHAPTER 9 Analysis Skills Activities

Write your answers on a separate piece of paper.

Thinking Like a Historian

1. **ANALYZING ISSUES** Roman leaders faced many problems and obstacles in expanding the empire and creating a peaceful society. Using a chart like this one, list some of the major problems they faced and how they solved these problems.

Problem	Solution

Understanding Time

2. **SEQUENCING** Create a time line to arrange the events in the order that they occurred.
- Rome becomes a republic.
 - The Twelve Tables are adopted as Roman law.
 - Octavian becomes the first emperor of Rome.
 - Rome controls most of Italy.
 - The Council of the Plebs is given the right to pass laws.
 - Cincinnatus is appointed dictator of Rome.
 - The Second Punic War begins.
 - Caesar seizes control of Rome.

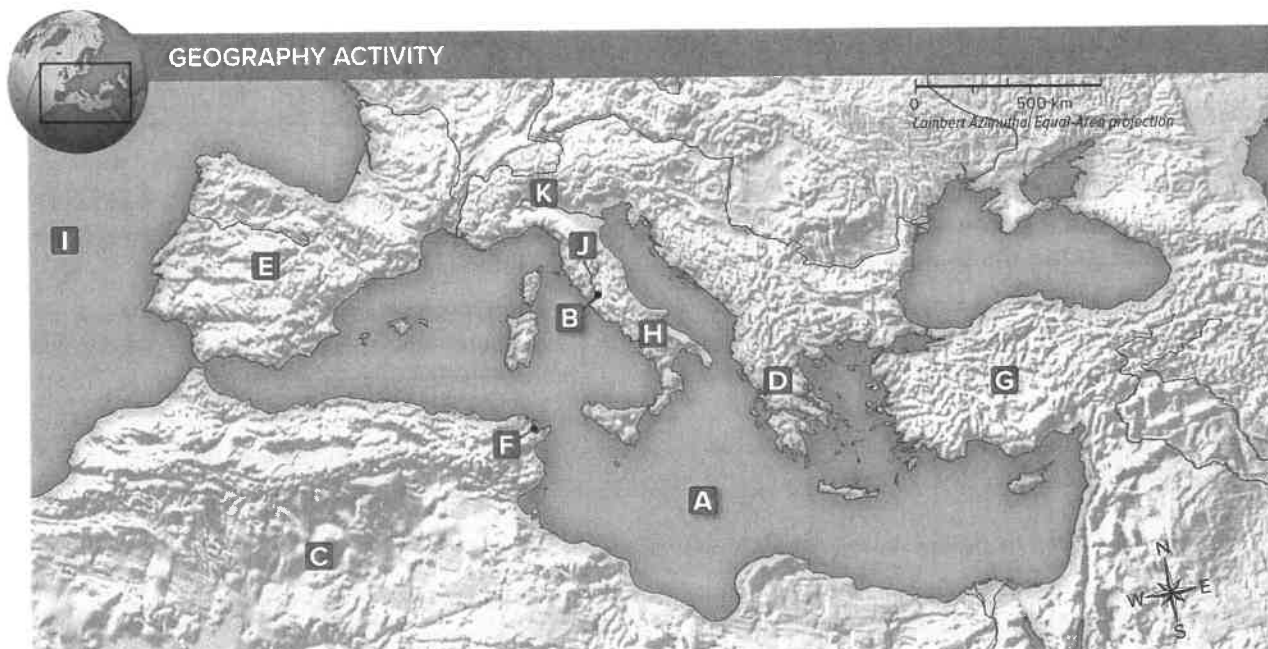
Building Citizenship

3. **COMPARING** Compare the government of the Roman Republic to the government of the United States today. In what ways did Roman government influence the government of the United States?

Geographic Reasoning

4. **SPATIAL THINKING** Match the letters on the map with the numbered places listed below.

- | | | | |
|----------------------|--------------------|----------------|-----------------|
| 1. Rome | 2. Spain | 3. Tiber River | 4. Africa |
| 5. Mediterranean Sea | 6. Carthage | 7. Asia Minor | 8. Italian Alps |
| 9. Italy | 10. Atlantic Ocean | 11. Greece | |



CHAPTER 9 Assessment

Write your answers on a separate piece of paper.

Vocabulary Practice

- 1 Determine the meaning of each word as it is used in the text.
- | | |
|--------------|----------------------|
| A. republic | F. veto |
| B. legion | G. dictator |
| C. patrician | H. civic duty |
| D. plebeian | I. latifundia |
| E. consul | J. <i>Pax Romana</i> |

Short Answer

- 2 **IDENTIFYING EFFECTS** What are three ways that physical geography affected the rise of Roman civilization?
- 3 **EXPLAINING CAUSES** How did Rome's army make Rome a great Mediterranean power?
- 4 **SUMMARIZING** What two groups had the right to vote in the Roman Republic? What two groups did not have this right?
- 5 **EXPLAINING CAUSE AND EFFECT** How did the Punic Wars help Rome conquer the Mediterranean region?
- 6 **IDENTIFYING CAUSES** What were some of the reasons that the Roman Republic began to decline?
- 7 **DETERMINING CONTEXT** Use your own words to briefly explain how Julius Caesar became Rome's sole ruler.
- 8 **SUMMARIZING** How did Octavian become Rome's first emperor?
- 9 **IDENTIFYING CAUSES** List at least three actions Augustus took that led to Rome reaching a new age of prosperity.
- 10 **DESCRIBING** What were some ways that the Five Good Emperors helped Rome to become rich and prosperous?
- 11 **INTEGRATING VISUAL INFORMATION** Study the illustration of the Roman legionary in Lesson 1. What conclusions can you draw concerning these soldiers based on the illustration?
- 12 **COMPARING** How was the separation of powers in the Roman Republic similar to that in the United States? How was it different?
- 13 **CONTRASTING** How were the lives of patricians and plebeians different during the Roman Republic?
- 14 **ANALYZING POINTS OF VIEW** Why was the idea of civic duty so important in the Roman Republic?
- 15 **EXPLAINING CAUSE AND EFFECT** Why was it important to the growth of the Roman Empire that the navy was able to eliminate piracy on the Mediterranean Sea?
- 16 **EXPLAINING CAUSES** What do you think was a major cause for the decline of the Roman Empire after the *Pax Romana*?
- 17 **ARGUMENTATIVE WRITING** If you lived in ancient Rome, would you have been for or against Julius Caesar declaring himself dictator for life? Defend your answer.
- 18 **PREDICTING** How do you think the Mediterranean region would have been different by 140 B.C.E. if Carthage had won the Punic Wars?
- 19 **EXPLAINING ISSUES** If you were a Roman senator in the 100s B.C.E., how might you solve the problems of small farmers? Be specific in your answer.
- 20 **INFERRING** During the Roman Empire, a standard system of weights and measurements was used. What problems might have occurred if the Roman Empire did not have this standard system for weighing and measuring goods?

Need Extra Help?

If You've Missed Questions	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Review Lesson	1, 2, 3, 4	1	1	2	2	3	3	3	4	4	1	2	2	2	4	4	3	2	3	4

CHAPTER 9 Assessment, continued

Write your answers on a separate piece of paper.

Analyzing Primary Sources

The historian Plutarch wrote of Julius Caesar's leadership:

“His [Caesar's] soldiers showed such good will and zeal [energy] in his service that those who in their previous campaigns had been in no way superior to others were invincible [undefeatable] . . . in confronting every danger to enhance Caesar's fame. . . . Such spirit and ambition [eagerness] Caesar himself created and cultivated [raised] in his men . . . because he showed, by his unsparing bestowal [giving] of rewards and honours, that he was not amassing wealth from his wars for his own luxury or for any life of ease, but that he treasured it up carefully as a common prize for deeds of valour [bravery], and had no greater share in the wealth than he offered to the deserving among his soldiers; and in the second place, by willingly undergoing every danger and refusing no toil. . . .”

—from *Caesar* by Plutarch, 96–98 C.E.

- 21 DETERMINING MEANING** Read the phrase from the excerpt.

“he was not amassing wealth from his wars for his own luxury”

Which of the following words could best replace the underlined words in the phrase?

- A. decreasing, splendor
 - B. collecting, wealth
 - C. distributing, inexpensiveness
 - D. sharing, riches
- 22 DESCRIBING** Which statement best describes how Caesar's soldiers performed under his leadership?
- A. They were more courageous under his leadership than under the leadership of others.
 - B. They were more foolish under his leadership than under the leadership of others.
 - C. They were more fearful under his leadership than under the leadership of others.
 - D. They were more hesitant under his leadership than under the leadership of others.

- 23 IDENTIFYING CAUSES** Which aspect of Caesar's leadership most inspired his soldiers' actions?

- A. his eagerness to learn new languages
- B. his excitement to amass great fortunes
- C. his ability to defeat all his enemies
- D. his willingness to do any type of work

- 24 CITING TEXT EVIDENCE** Which of the following lines from the excerpt indicates that Caesar valued bravery in his troops?

- A. “[he] had no greater share in the wealth than he offered to the deserving among his soldiers”
- B. “His [Caesar's] soldiers showed such good will and zeal [energy] in his service”
- C. “Such spirit and ambition [eagerness] Caesar himself created and cultivated [raised] in his men”
- D. “he was not amassing wealth from his wars for his own luxury or for any life of ease”

- 25 DETERMINING MEANING** Read the following phrase from the excerpt.

“Such spirit and ambition [eagerness] Caesar himself created and cultivated [raised] in his men”

Write a brief explanation of what this phrase means and how it relates to the writer's main point.

Extended Response Essay

- 26 ARGUMENTATIVE WRITING** Who do you think was the greatest leader of Rome? Write a persuasive essay in support of your candidate.

Need Extra Help?

If You've Missed Question	21	22	23	24	25	26
Review Lesson	3	3	3	3	3	2–4