

UNIT

5

753 BC–AD 1453

The Roman World

Chapter 10 The Roman Republic

Chapter 11 Rome and Christianity



What You Will Learn...

From a small town in Italy, Rome grew to become the center of one of the world's greatest empires. Like the Greeks, whom they admired, the Romans had a lasting influence on world history.

The legacy of Rome was great. The Romans made many huge advances in engineering and architecture, and they developed advanced systems of written laws and government. In the first century AD, a new religion called Christianity appeared and spread throughout the empire.

In the next two chapters, you will learn about the rise of Rome, the growth and spread of Christianity, and the ultimate division and decline of one of the world's greatest empires.

Explore the Art

In this scene, a Roman tutor teaches two young students how to read. What does this scene suggest about life in ancient Rome?



FLORIDA...

The Story Continues

CHAPTER 10, The Roman Republic (753–27 BC)

PLACES

c. 500 BC: The council house serves as the center of ceremonial and political life for Florida's native people.

Historic descriptions of the council houses of the Timucua shed light on what council houses might have looked like around 500 BC. The Timucua had a large circular council house. The chief and his council met in the building. The building had other uses as well. The people used the building for ceremonies, and the men of the village used it as a lodge. The building also served as a place for visitors to stay. At the center of the council house was a hearth surrounded by a dance floor. Rows of benches lined the walls. Where people sat in the council house depended on their status. Some council houses could hold only about 300 people. Others were large enough to hold 3,000 people. Since populations were smaller in 500 BC, it is unlikely that council house would have been as large then.

EVENTS

Present: Florida's current constitution is its sixth.

Like other states, Florida has revised its constitution through the years as needed. The state's first constitution was written in 1838 while Florida was still a territory. A written constitution was one of the requirements of becoming a state. The constitutional convention's 56 delegates established a government that consisted of a one-term governor, a two-house legislature, and department administrators selected by the legislature. Since that time the constitution has been revised five times. The constitution was first revised in 1861 when Florida seceded from the Union during the Civil War. It was revised again in 1865 at the end of the Civil War and again in 1868 and 1885. The last revision was adopted in 1968. It is

Florida's current constitution. The Constitution of the State of Florida outlines the duties, power, and structure of the government and the rights of citizens.

PEOPLE **Present: The Florida governor has the power to veto laws.**

The Roman Tribunes had the right to veto, or prohibit, actions by other government officials. Similarly, the governor of Florida has the right to veto laws passed by the Florida legislature. When a bill comes before the governor, the governor can sign the bill, approve it without signing it, or veto it. A vetoed bill cannot become law unless the bill is sent back to both houses of the legislature and is passed by a two-thirds vote. The governor also has the right to veto certain items in bills dealing with spending money without vetoing the entire bill. This is called a line-item veto. The right to veto is the governor's strongest constitutional power.

PEOPLE **Present: Good government requires civic participation.**

People's willingness to participate in government is as important in Florida as it was in ancient Rome. Romans believed that participating in their government was their civic duty as citizens of Rome. Florida's people carry out their civic duty when they vote, run for office, and obey laws.

EVENTS **Present: The Florida state government has checks and balances.**

The Constitution of the State of Florida divides the powers of state government into three branches: the executive, the legislative, and the judicial. The branches are separate and relatively independent. The branches are only relatively independent because each branch of government shares in the powers of the other two. This means that each branch can also limit the powers of the other branches. This ability to limit the powers of other branches serves as a check and balance.

Unpacking the Florida Standards <...

Read the following to learn what this standard says and what it means. See FL8–FL29 to unpack all of the standards related to this chapter.

Benchmark SS.6.C.1.2 Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).

What does it mean?

Explain how a number of key principles developed by the Roman Republic contributed to the development of modern democracy.



SPOTLIGHT ON

SS.6.E.3.1, SS.6.E.3.2, SS.6.E.3.4, SS.6.G.2.1 See pages FL36, FL37, and FL42 for content specifically related to these Chapter 10 standards.



The Roman Republic

Essential Question How did Rome become the dominant power in the Mediterranean region?



Florida Next Generation Sunshine State Standards

SS.6.C.1.2 Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty). **SS.6.C.2.1** Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process. **SS.6.E.3.1** Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions. **SS.6.E.3.2** Categorize products that were traded among civilizations, and give examples of barriers to trade of those products. **SS.6.E.3.4** Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade. **SS.6.G.2.1** Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world. **SS.6.G.2.4** Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies. **SS.6.G.3.1** Explain how the physical landscape has affected the development of agriculture and industry in the ancient world. **SS.6.G.5.1** Identify the methods used to compensate for the scarcity of resources in the ancient world. **SS.6.W.3.8** Determine the impact of significant figures associated with ancient Rome. **SS.6.W.3.9** Explain the impact of the Punic Wars on the development of the Roman Empire. **SS.6.W.3.10** Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty). **SS.6.W.3.11** Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one. **SS.6.W.3.14** Describe the key achievements and contributions of Roman civilization. **SS.6.W.3.16** Compare life in the Roman Republic for patricians, plebeians, women, children, and slaves.

FOCUS ON SPEAKING

A Legend The ancient Romans created many legends about their early history. They told of heroes and kings who performed great deeds to build and rule their city. As you read this chapter, look for people or events that could be the subjects of legends. When you finish studying this chapter, you will create and present a legend about one of the people or events that you have studied.



753 BC

According to legend, Rome is founded.

CHAPTER EVENTS

800 BC

WORLD EVENTS

c. 700 BC

The Assyrians conquer Israel.





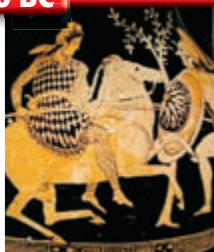
The Roman Forum, the ruins of which are shown above, was a public meeting place at the heart of Rome.



c. 600 BC

The Etruscans take over Rome.

600 BC



490 BC

The Persians invade Greece.



400 BC

334–323 BC

Alexander the Great builds his empire.

264–146 BC

Rome and Carthage fight in the Punic Wars.



200 BC

c. 221–206 BC

The Qin dynasty rules China.



27 BC

Augustus becomes Rome's first emperor.

BC 1 AD

Reading Social Studies

Economics

Geography

Politics

Religion

Society
and Culture

Science and
Technology

Focus on Themes In this chapter, you will read about the Roman Republic, about how Rome's location and **geography** helped it become a major power in the ancient world. You will also read about the city's **politics** and discover how its three-pronged

government affected all of society. Finally, you will read about the wars the Roman Republic fought as it expanded its boundaries. You will see how this growth led to problems that were difficult to solve.

Outlining and History

Focus on Reading How can you make sense of all the facts and ideas in a chapter? One way is to take notes in the form of an outline.

Outlining a Chapter Here is an example of a partial outline for Section 1 of this chapter. Compare the outline to the information on pages 294–297. Notice how the writer looked at the heads in the chapter to determine the main and supporting ideas.

The writer picked up the first heading in the chapter (page 294) as the first main idea. She identified it with Roman numeral I.

Section 1, Geography and the Rise of Rome

- I. The Geography of Italy
 - A. Physical features—many types of features
 - 1. Mountain ranges
 - 2. Hills
 - 3. Rivers
 - B. Climate—warm summers, mild winters
- II. Rome's Legendary Origins
 - A. Aeneas
 - 1. Trojan hero
 - 2. Sailed to Italy and became ruler
 - B. Romulus and Remus
 - 1. Twin brothers
 - 2. Decided to build city
 - a. Romulus killed Remus
 - b. City named for Romulus
 - C. Rome's Early Kings

The writer saw two smaller heads under the bigger head on pages 294–295 and listed them as A and B.

The writer identified two facts that supported II.A (the head on page 296). She listed them as numbers 1 and 2.

The writer decided it was important to note some individual facts under B.2. That's why she added a and b.

Outlining a Few Paragraphs When you need to outline only a few paragraphs, you can use the same outline form. Just look for the main idea of each paragraph and give each one a Roman numeral. Supporting ideas within the paragraph can be listed with A, B, and so forth. You can use Arabic numbers for specific details and facts.



LA.6.1.7.1 The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection. **LA.6.1.7.3** The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details.



Key Terms and People

You Try It!

Read the following passage from this chapter. Then fill in the blanks to complete the outline below.

Growth of Territory

Roman territory grew mainly in response to outside threats. In about 387 BC a people called the Gauls attacked Rome and took over the city. The Romans had to give the Gauls a huge amount of gold to leave the city.

Inspired by the Gauls' victory, many of Rome's neighboring cities also decided to attack. With some difficulty, the Romans fought off these attacks. As Rome's attackers were defeated, the Romans took over their lands. As you can see on the map, the Romans soon controlled all of the Italian Peninsula except far northern Italy.

One reason for the Roman success was the organization of the army. Soldiers were organized in legions . . . This organization allowed the army to be very flexible.

*From
Chapter 10,
page 308*

Complete this outline based on the passage you just read.

- I. Roman territory grew in response to outside threats.
 - A. Gauls attacked Rome in 387 BC.
 1. Took over the city
 2. _____
 - B. The Gauls' victory inspired other people to attack Rome.
 1. _____
 2. Romans took lands of defeated foes.
 3. _____
- II. _____
 - A. Soldiers were organized in legions.
 - B. _____

Chapter 10

Section 1

Aeneas (p. 296)
Romulus and Remus (p. 297)
republic (p. 298)
dictators (p. 298)
Cincinnatus (p. 298)
plebeians (p. 299)
patricians (p. 299)

Section 2

magistrates (p. 303)
consuls (p. 303)
Roman Senate (p. 303)
veto (p. 304)
Latin (p. 304)
checks and balances (p. 305)
Forum (p. 305)

Section 3

legions (p. 309)
Punic Wars (p. 309)
Hannibal (p. 310)
Gaius Marius (p. 312)
Lucius Cornelius Sulla (p. 313)
Spartacus (p. 313)

Academic Vocabulary

Success in school is related to knowing academic vocabulary—the words that are frequently used in school assignments and discussions. In this chapter, you will learn the following academic words:

primary (p. 303)
purpose (p. 312)

As you read Chapter 10, identify the main ideas you would use in an outline of this chapter.

SECTION

1



SS.6.C.1.2, SS.6.C.2.1, SS.6.G.1.4,
SS.6.G.1.5, SS.6.G.1.6, SS.6.G.1.7,
SS.6.G.2.1, SS.6.G.2.4, SS.6.G.2.5,
SS.6.G.3.1, SS.6.W.3.8

What You Will Learn...

Main Ideas

1. The geography of Italy made land travel difficult but helped the Romans prosper.
2. Ancient historians were very interested in Rome's legendary history.
3. Once a monarchy, the Romans created a republic.

The Big Idea

Rome's location and government helped it become a major power in the ancient world.

Key Terms and People

Aeneas, p. 296
Romulus and Remus, p. 297
republic, p. 298
dictators, p. 298
Cincinnatus, p. 298
plebeians, p. 299
patricians, p. 299



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TAKING NOTES

Use the graphic organizer online to take notes on Italy's geography and the rise of Rome.

Geography and the Rise of Rome

If YOU were there...

You are the ruler of a group of people looking for a site to build a new city. After talking with your advisors, you have narrowed your choice to two possible sites. Both locations have plenty of water and good soil for farming, but they are otherwise very different. One is on top of a tall rocky hill overlooking a shallow river. The other is on a wide open field right next to the sea.

Which site will you choose for your city? Why?

BUILDING BACKGROUND From a small town on the Tiber River, Rome grew into a mighty power. Rome's geography—its central location and good climate—were important factors in its success and growth. The city's rise as a military power began when the Romans went to war and conquered neighboring Italian tribes.

The Geography of Italy

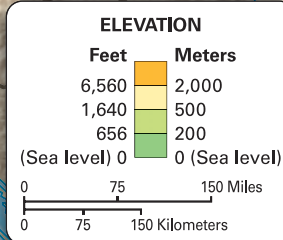
Rome eventually became the center of one of the greatest civilizations of the ancient world. In fact, the people of Rome conquered many of the territories you have studied in this book, including Greece, Egypt, and Asia Minor.

Italy, where Rome was built, is a peninsula in southern Europe. If you look at the map, you can see that Italy looks like a high-heeled boot sticking out into the Mediterranean Sea.

Physical Features

Look at the map again to find Italy's two major mountain ranges. In the north are the Alps, Europe's highest mountains. Another range, the Apennines (A-puh-nynz), runs the length of the Italian Peninsula. This rugged land made it hard for ancient people to cross from one side of the peninsula to the other. In addition, some of Italy's mountains, such as Mount Vesuvius, are volcanic. Their eruptions could devastate Roman towns.

Italy: Physical



Mountains cover much of the Italian Peninsula. These mountains are in the Alps in northern Italy.



Italy's fertile coastal plains have been settled for thousands of years.

GEOGRAPHY SKILLS

INTERPRETING MAPS

Place What mountain range runs down the length of the Italian Peninsula?

Not much of Italy is flat. Most of the land that isn't mountainous is covered with hills. Throughout history, people have built cities on these hills for defense. As a result, many of the ancient cities of Italy—including Rome—sat atop hills. Rome was built on seven hills.

Several rivers flow out of Italy's mountains. Because these rivers were a source of fresh water, people also built their cities near them. For example, Rome lies on the Tiber (TY-buhr) River.

Climate

Most of Italy, including the area around Rome, has warm, dry summers and mild, rainy winters. This climate is similar to that of southern California. Italy's mild climate allows people to grow a wide variety of crops. Grains, citrus fruits, grapes, and olives all grow well there. A plentiful food supply was one key factor in Rome's early growth.

READING CHECK Drawing Conclusions

How did Rome's location affect its early history?

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ANIMATED HISTORY

Seven Hills of Rome

Rome's Legendary Origins

Rome's early history is wrapped in mystery. No written records exist, and we have little evidence of the city's earliest days. All we have found are ancient ruins that suggest people lived in the area of Rome as early as the 800s BC. However, we know very little about how they lived.

Would it surprise you to think that the ancient Romans were as curious about their early history as we are today? Rome's

leaders wanted their city to have a glorious past that would make the Roman people proud. Imagining that glorious past, they told legends, or stories, about great heroes and kings who built the city.

Aeneas

The Romans believed their history could be traced back to a great Trojan hero named **Aeneas** (i-NEE-uhs). When the Greeks destroyed Troy in the Trojan War, Aeneas fled with his followers. After a long and dangerous journey, he reached Italy. The story of this trip is told in the *Aeneid* (i-NEE-id), an epic poem written by a poet named Virgil (VUHR-juhl) around 20 BC.

According to the story, when Aeneas reached Italy, he found several groups of people living there. He formed an

SS.6.W.3.8 Determine the impact of significant figures associated with ancient Rome.

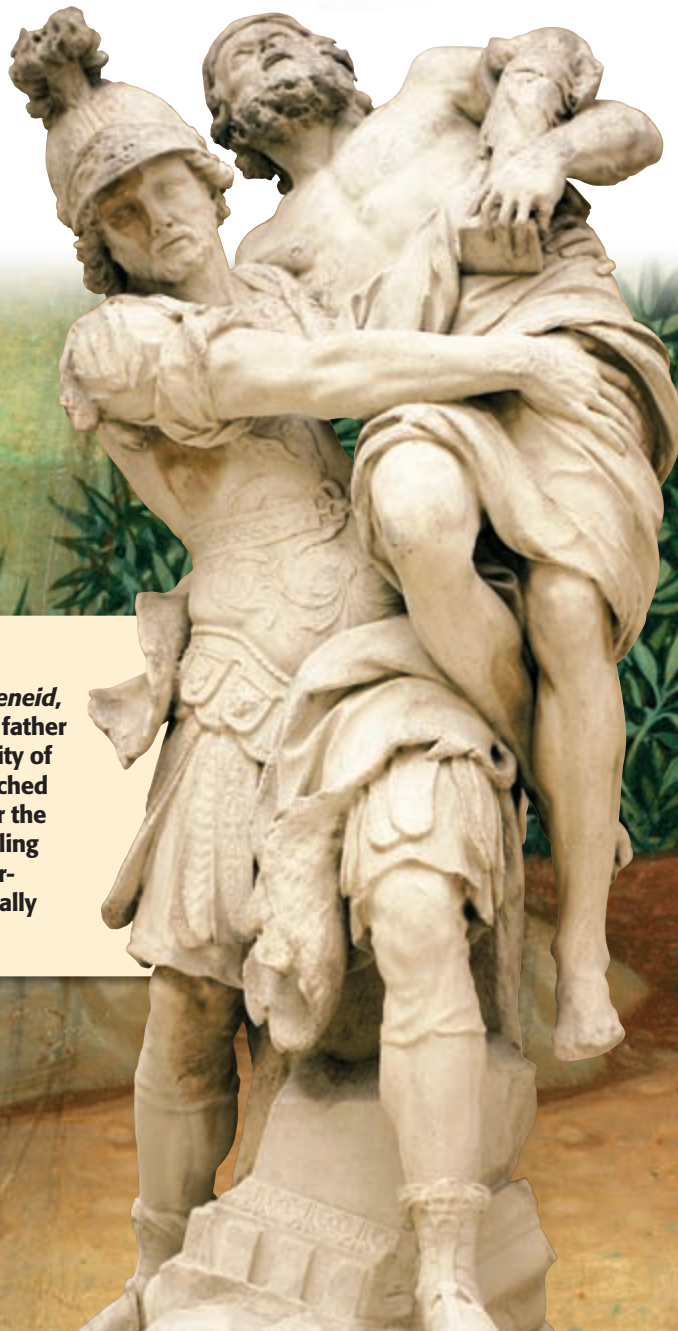
Legendary Founding of Rome

QUICK
FACTS

Roman historians traced their city's history back to legendary figures such as Aeneas, Romulus, and Remus.

Aeneas

According to the *Aeneid*, Aeneas carried his father from the burning city of Troy and then searched for a new home for the Trojans. After traveling around the Mediterranean, Aeneas finally settled in Italy.



alliance with one of these groups, a people called the Latins. Together they fought the other people of Italy. After defeating these opponents, Aeneas married the daughter of the Latin king. Aeneas, his son, and their descendants became prominent rulers in Italy.

Romulus and Remus

Among the descendants of Aeneas were the founders of Rome. According to Roman legends, these founders were twin brothers named **Romulus** (RAHM-yuh-luhs) and **Remus** (REE-muhs). In the story, these boys led exciting lives. When they were babies, they were put in a basket and thrown into the Tiber River. They didn't drown, though, because a wolf rescued them. The wolf cared for the boys for many years. Eventually, a shepherd found the boys and adopted them.



After they grew up, Romulus and Remus decided to build a city to mark the spot where the wolf had rescued them. While they were planning the city, Remus mocked one of his brother's ideas. In a fit of anger, Romulus killed Remus. He then built the city and named it Rome after himself.

Rome's Early Kings

According to ancient historians, Romulus was the first king of Rome, taking the throne in 753 BC. Modern historians believe that Rome could have been founded within 50 years before or after that date.

Roman records list seven kings who ruled the city. Not all of them were Roman. Rome's last three kings were Etruscans (i-TRUHS-kuhnz), members of a people who lived north of Rome. The Etruscans, who had been influenced by Greek colonies in Italy, lived in Italy before Rome was founded.

The Etruscan kings made great contributions to Roman society. They built huge temples and Rome's first sewer. Many historians think that the Romans learned their alphabet and numbers from the Etruscans.

The last Roman king was said to have been a cruel man who had many people killed, including his own advisors. Finally, a group of nobles rose up against him. According to tradition, he was overthrown in 509 BC. The nobles, who no longer wanted kings, created a new government.

READING CHECK Drawing Conclusions Why did early Romans want to get rid of the monarchy?

Romulus and Remus

The Romans believed that the twins Romulus and Remus were descendants of Aeneas. In Roman legend, Romulus and Remus were rescued and raised by a wolf. Romulus later killed Remus and built the city of Rome.

The Early Republic

THE IMPACT TODAY

The government of the United States today is a republic.

The government the Romans created in 509 BC was a republic. In a **republic**, people elect leaders to govern them. Each year the Romans elected officials to rule the city. These officials had many powers but only stayed in power for one year. This system was supposed to keep any one person from becoming too powerful in the government.

But Rome was not a democracy. The city's elected officials nearly all came from a small group of wealthy and powerful men. These wealthy and powerful Romans held all the power, and other people had little to no say in how the republic was run.

Challenges from Outside

Shortly after the Romans created the republic, they found themselves at war. For about 50 years the Romans were at war with other peoples of the region. For the most part the Romans won these wars. But they lost several battles, and the wars destroyed many lives and much property.

During particularly difficult wars, the Romans chose **dictators**—rulers with almost absolute power—to lead the city. To keep them from abusing their power, dictators could only stay in power for six months. When that time was over, the dictator gave up his power.

One of Rome's famous dictators was **Cincinnatus** (sin-suh-NAT-uhs), who gained power in 458 BC. Although he was a farmer, the Romans chose him to defend the city against a powerful enemy that had defeated a large Roman army.

Cincinnatus quickly defeated the city's enemies. Immediately, he resigned as dictator and returned to his farm, long before his six-month term had run out.

The victory by Cincinnatus did not end Rome's troubles. Rome continued to fight its neighbors on and off for many years.



Italy, 500 BC

GEOGRAPHY SKILLS

INTERPRETING MAPS

Location What group lived mostly north of Rome?



BIOGRAPHY

Cincinnatus

c. 519 BC–?

Cincinnatus is the most famous dictator from the early Roman Republic. Because he wasn't eager to hold on to his power, the Romans considered Cincinnatus an ideal leader. They admired his abilities and his loyalty to the republic. The early citizens of the United States admired the same qualities in their leaders. In fact, some people called George Washington the "American Cincinnatus" when he refused to run for a third term as president. The people of the state of Ohio also honored Cincinnatus by naming one of their major cities, Cincinnati, after him.

Challenges within Rome

Enemy armies weren't the only challenge facing Rome. Within the city, Roman society was divided into two groups. Many of Rome's **plebeians** (pli-BEE-uhnz), or **common people**, were calling for changes in the government. They wanted more of a say in how the city was run.

Rome was run by powerful **nobles** called **patricians** (puh-TRI-shuhnz). Only patricians could be elected to office, so they held all political power.

The plebeians were peasants, craftspeople, traders, and other workers. Some of these plebeians, especially traders, were as rich as patricians. Even though the plebeians outnumbered the patricians, they couldn't take part in the government.

In 494 BC the plebeians formed a council and elected their own officials, an act that frightened many patricians. They feared that Rome would fall apart if the two groups couldn't cooperate. The patricians decided that it was time to change the government.

READING CHECK **Contrasting** How were patricians and plebeians different?

Roman Society	
Patricians	Plebeians
■ Wealthy, powerful citizens	■ Common people
■ Nobles	■ Peasants, craftspeople, traders, other workers
■ Small minority of the population	■ Majority of the population
■ Once controlled all aspects of government	■ Gained right to participate in government
■ After 218 BC, not allowed to participate in trade or commerce	■ Only Romans who could be traders, so many became wealthy

QUICK
FACTS

SS.6.W.3.16 Compare life in the Roman Republic for patricians, plebeians, women, children, and slaves.

SUMMARY AND PREVIEW In this section you read about the location and founding of Rome, its early rule by kings, and the creation of the city's republican government. In the next section you'll learn more about that government, its strengths and weaknesses, how it worked, and how it changed over time.

Section 1 Assessment

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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- Describe** Where is Italy located?
 - Explain** How did mountains affect life in Italy?
 - Predict** How do you think Rome's location on the Mediterranean affected its history as it began to grow into a world power?
- Identify** What brothers supposedly founded the city of Rome?
 - Summarize** What role did **Aeneas** play in the founding of Rome?
- Describe** What type of government did the Romans create in 509 BC?
 - Contrast** How were **patricians** and **plebeians** different?

Critical Thinking

- Categorizing** As you review your notes, separate the legends from the historical events in Rome's founding and growth. Then use a diagram like the one below to list the key legendary events.



FOCUS ON SPEAKING

- Gathering Background Ideas** In this section you read about several legends the Romans told about their own history. Look back at the text to get some ideas about what you might include in your own legend. Write some ideas in your notebook.

from the Aeneid

GUIDED READING

WORD HELP

tranquilly calmly
astray off course
broached crossed
moored anchored
constraint force
gale storm

❶ Both “Teucrians” and “sons of Dardanus” are ways of referring to Trojans.

❷ Ilioneus says that the Trojans are not lost. A sea-mark is similar to a landmark, a feature sailors use to find their way.

How does Ilioneus address the king? Why do you think he does so?

by Virgil

Translated by Robert Fitzgerald

About the Reading Virgil wrote the *Aeneid* to record the glorious story of Rome’s founding and to celebrate the Rome of his day. At the center of the poem stands the hero Aeneas, survivor of the Trojan War and son of the goddess Venus. After wandering for seven years, Aeneas finally reaches southern Italy—then known as Ausonia. Here, Aeneas’s friend Ilioneus leads a group of representatives to visit a nearby Latin settlement.

AS YOU READ Try to identify each group’s goals and desires.

Latinus

Called the Teucrians before him, saying
Tranquilly as they entered:

“Sons of Dardanus—

You see, we know your city and your nation,
As all had heard you laid a westward course—
Tell me your purpose. ❶ What design or need
Has brought you through the dark blue sea so far
To our Ausonian coast? Either astray
Or driven by rough weather, such as sailors
Often endure at sea, you’ve broached the river,
Moored ship there. Now do not turn away
From hospitality here. Know that our Latins
Come of Saturn’s race, that we are just—
Not by constraint or laws, but by our choice
And habit of our ancient god . . .”
Latinus then fell silent, and in turn
Ilioneus began:

“Your majesty,

Most noble son of Faunus, no rough seas
Or black gale swept us to your coast, no star
Or clouded seamark put us off our course. ❷

Aeneas, from an Italian painting of the 1700s



We journey to your city by design
 And general consent, driven as we are
 From realms in other days greatest by far
 The Sun looked down on, passing on his way
 From heaven's far eastern height. **3** Our line's from Jove,
 In his paternity the sons of Dardanus
 Exult, and highest progeny of Jove
 Include our king himself—Trojan Aeneas,
 Who sent us to your threshold . . . **4**
 So long on the vast waters, now we ask
 A modest settlement of the gods of home,
 A strip of coast that will bring harm to no one,
 Air and water, open and free to all . . .
 Our quest was for your country. Dardanus
 Had birth here, and Apollo calls us back,
 Directing us by solemn oracles
 To Tuscan Tiber . . . **5** Here besides
 Aeneas gives you from his richer years
 These modest gifts, relics caught up and saved
 From burning Troy . . ."

Latinus heard

Ilioneus out, his countenance averted,
 Sitting immobile, all attention, eyes
 Downcast but turning here and there. The embroidered
 Purple and the scepter of King Priam
 Moved him less in his own kingliness
 Than long thoughts on the marriage of his daughter,
 As he turned over in his inmost mind
 Old Faunus' prophecy.

"This is the man,"

he thought, "foretold as coming from abroad
 To be my son-in-law, by fate appointed,
 Called to reign here with equal authority—
 The man whose heirs will be brilliant in valor
 And win the mastery of the world." **6**

GUIDED READING

WORD HELP

progeny offspring

threshold door

oracle person who gives advice

averted turned away

immobile unmoving

3 Ilioneus explains that the Trojans have come to Italy "by design"—both on purpose and with help from the gods.

4 Aeneas and Dardanus, the founder of Troy, were both believed to be descendants of Jove, the king of the gods.

5 The Romans believed that Troy's founder Dardanus was born in Italy.

What does Ilioneus ask the king to give the Trojans?

6 Virgil included this vision of Rome's great future to point out the city's greatness to his readers.

CONNECTING LITERATURE TO HISTORY

1. Analyzing Rome's leaders wanted their city to have a glorious past that would make the Roman people proud. What details in this passage would make Roman readers proud of their past?

2. Drawing Conclusions When Aeneas reached Italy, he formed an alliance with the Latins. Think about how Virgil portrays the Latins in this passage. What words or phrases would you use to describe them? Why might such people make good allies?



LA.6.1.6.2, SS.6.C.1.2, SS.6.C.2.1,
SS.6.W.1.3, SS.6.W.3.10, SS.6.W.3.14,
SS.6.W.3.16

What You Will Learn...

Main Ideas

1. Roman government was made up of three parts that worked together to run the city.
2. Written laws helped keep order in Rome.
3. The Roman Forum was the heart of Roman society.

The Big Idea

Rome's tripartite government and written laws helped create a stable society.

Key Terms

magistrates, p. 303

consuls, p. 303

Roman Senate, p. 303

veto, p. 304

Latin, p. 304

checks and balances, p. 305

Forum, p. 305



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TAKING NOTES

Use the graphic organizer online to take notes about how government, written laws, and the Forum contributed to the development of Roman society.

SS.6.C.1.2 Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty). **SS.6.W.3.10** Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).

Government and Society

If YOU were there...

You have just been elected as a government official in Rome. Your duty is to represent the plebeians, the common people. You hold office for only one year, but you have one important power—you can stop laws from being passed. Now city leaders are proposing a law that will hurt the plebeians. If you stop the new law, it will hurt your future in politics. If you let it pass, it will hurt the people you are supposed to protect.

Will you let the new law pass? Why or why not?

BUILDING BACKGROUND Government in Rome was often a balancing act. Like the politician above, leaders had to make compromises and risk the anger of other officials to keep the people happy. To keep anyone from gaining too much power, the Roman government divided power among many different officials.

Roman Government

When the plebeians complained about Rome's government in the 400s BC, the city's leaders knew they had to do something. If the people stayed unhappy, they might rise up and overthrow the whole government.

To calm the angry plebeians, the patricians made some changes to Rome's government. For example, they created new offices that could only be held by plebeians. The people who held these offices protected the plebeians' rights and interests. Gradually, the distinctions between patricians and plebeians began to disappear, but that took a very long time.

As a result of the changes the patricians made, Rome developed a tripartite (try-PAHR-tyt) government, or a government with three parts. Each part had its own responsibilities and duties. To fulfill its duties, each part of the government had its own powers, rights, and privileges.

Magistrates

The first part of Rome's government was made up of elected **officials, or magistrates** (MA-juh-strayts). The two most powerful magistrates in Rome were called **consuls** (KAHN-suhlz). The consuls were elected each year to run the city and lead the army. There were two consuls so that no one person would be too powerful.

Below the consuls were other magistrates. Rome had many different types of magistrates. Each was elected for one year and had his own duties and powers. Some were judges. Others managed Rome's finances or organized games and festivals.

Senate

The second part of Rome's government was the Senate. The **Roman Senate was a council of wealthy and powerful Romans that advised the city's leaders**. It was originally created to advise Rome's kings. After the kings were gone, the Senate continued to meet to advise consuls.

Unlike magistrates, senators—members of the Senate—held office for life. By the time the republic was created, the Senate had 300 members. At first most senators were patricians, but as time passed many wealthy plebeians became senators as well. Because magistrates became senators after completing their terms in office, most didn't want to anger the Senate and risk their future jobs.

As time passed the Senate became more powerful. It gained influence over magistrates and took control of the city's finances. By 200 BC the Senate had great influence in Rome's government.

Assemblies and Tribunes

The third part of Rome's government, the part that protected the common people, had two branches. The first branch was made up of assemblies. Both patricians and plebeians took part in these assemblies. Their **primary** job was to elect the magistrates who ran the city of Rome.

FOCUS ON READING

If you were outlining the discussion on this page, what headings would you use?

ACADEMIC VOCABULARY

primary main, most important

Government of the Roman Republic

QUICK FACTS

Magistrates

- Consuls led the government and army, judged court cases
- Served for one year
- Had power over all citizens, including other officials



Senate

- Advised the consuls
- Served for life
- Gained control of financial affairs



Assemblies and Tribunes

- Represented the common people, approved or rejected laws, declared war, elected magistrates
- Roman citizens could take part in assemblies all their adult lives, tribunes served for one year
- Could veto the decisions of consuls and other magistrates



Do as the Romans Do

The government of the Roman Republic was one of its greatest strengths. When the founders of the United States sat down to plan our government, they copied many elements of the Roman system. Like the Romans, we elect our leaders. Our government also has three branches—the president, Congress, and the federal court system. The powers of these branches are set forth in our Constitution, just like the Roman officials' powers were. Our government also has a system of checks and balances to prevent any one branch from becoming too strong. For example, Congress can refuse to give the president money to pay for programs. Like the Romans, Americans have a civic duty to participate in the government to help keep it as strong as it can be.



ANALYSIS SKILL

ANALYZING INFORMATION

Why do you think the founders of the United States borrowed ideas from Roman government?

THE IMPACT TODAY

Like tribunes, the president of the United States has the power to veto actions by other government officials.

SS.6.C.2.1 Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.

The second branch was made up of a group of elected officials called tribunes. Elected by the plebeians, tribunes had the ability to **veto** (VEE-toh), or **prohibit**, actions by other officials. Veto means “I forbid” in **Latin**, the **Romans’** language. This veto power made tribunes very powerful in Rome’s government. To keep them from abusing their power, each tribune remained in office only one year.

Civic Duty

Rome’s government would not have worked without the participation of the people. People participated in the government because they felt it was their civic duty, or their duty to the city. That civic duty included doing what they could to make sure the city prospered. For example,

they were expected to attend assembly meetings and to vote in elections. Voting in Rome was a complicated process, and not everyone was allowed to do it. Those who could, however, were expected to take part in all elections.

Wealthy and powerful citizens also felt it was their duty to hold public office to help run the city. In return for their time and commitment, these citizens were respected and admired by other Romans.

Checks and Balances

In addition to limiting terms of office, the Romans put other restrictions on their leaders’ power. They did this by giving government officials the ability to restrict the powers of other officials. For example, one consul could block the actions of the other.

Laws proposed by the Senate had to be approved by magistrates and ratified by assemblies. We call these **methods to balance power checks and balances**. Checks and balances keep any one part of a government from becoming stronger or more influential than the others.

Checks and balances made Rome's government very complicated. Sometimes quarrels arose when officials had different ideas or opinions. When officials worked together, however, Rome's government was strong and efficient, as one Roman historian noted:

“In unison [together] they are a match for any and all emergencies, the result being that it is impossible to find a constitution that is better constructed. For whenever some common external danger should come upon them and should compel [force] them to band together in counsel [thought] and in action, the power of their state becomes so great that nothing that is required is neglected [ignored].”

—Polybius, from *The Constitution of the Roman Republic*

READING CHECK Finding Main Ideas

What were the three parts of the Roman government?

Written Laws Keep Order

Rome's officials were responsible for making the city's laws and making sure that people followed them. At first these laws weren't written down. The only people who knew all the laws were the patricians who had made them.

Many people were unhappy with this situation. They did not want to be punished for breaking laws they didn't even know existed. As a result, they began to call for Rome's laws to be written down and made accessible to everybody.

Rome's first written law code was produced in 450 BC on 12 bronze tables, or tablets. These tables were displayed in

the **Forum**, Rome's public meeting place. Because of how it was displayed, this code was called the Law of the Twelve Tables.

Over time, Rome's leaders passed many new laws. Still, throughout their history, the Romans looked to the Law of the Twelve Tables as a symbol of Roman law and of their rights as Roman citizens.

READING CHECK Drawing Inferences Why did many people want a written law code?

Primary Source

HISTORIC DOCUMENT

Law of the Twelve Tables

The Law of the Twelve Tables governed many parts of Roman life. Some laws were written to protect the rights of all Romans. Others only protected the patricians. The laws listed here should give you an idea of the kinds of laws the tables included.

[from Table I] If anyone summons a man before the magistrate, he must go. If the man summoned does not go, let the one summoning him call the bystanders to witness and then take him by force.

[from Table III] One who has confessed a debt, or against whom judgment has been pronounced, shall have thirty days to pay it. After that forcible seizure of his person is allowed . . . unless he pays the amount of the judgment.

[from Table V] Females should remain in guardianship even when they have attained their majority.

[from Table IX] Putting to death of any man, whosoever he might be, unconvicted is forbidden.

—Law of the Twelve Tables, translated in *The Library of Original Sources* edited by Oliver J. Thatcher

A Roman who did not appear before a government official when called or did not pay his debts could be arrested.

Women—even as adults—were legally considered to be children.

No one in Rome could be executed without a trial.

ANALYSIS SKILL

ANALYZING PRIMARY SOURCES

How are these laws similar to and different from our laws today?

History Close-up

The Roman Forum

The Forum was the center of life in ancient Rome. The city's most important temples and government buildings were located there, and Romans met there to talk about the issues of the day. The word *forum* means "public place."

The Roman Forum

The Roman Forum, the place where the Law of the Twelve Tables was kept, was the heart of the city of Rome. It was the site of important government buildings and temples. Government and religion were only part of what made the Forum so important, though. It was also a popular meeting place for Roman citizens. People met there to shop, chat, and gossip.



The Glory of
Rome's Forum

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The Temple of Jupiter stood atop the Capitoline Hill, overlooking the Forum.

Important government records were stored in the Tabularium.

Roman citizens often wore togas, loose-fitting garments wrapped around the body. Togas were symbols of Roman citizenship.

Public officials often addressed people from this platform.

ANALYSIS
SKILL

ANALYZING VISUALS

What can you see in this illustration that indicates the Forum was an important place?

The Forum lay in the center of Rome, between two major hills. On one side was the Palatine (PA-luh-tyŋ) Hill, where Rome's richest people lived. Across the forum was the Capitoline (KA-pet-uhl-yn) Hill, where Rome's grandest temples stood. Because of this location, city leaders could often be found in or near the forum, mingling with the common people. These leaders used the Forum as a speaking area, delivering speeches to the crowds.

But the Forum also had attractions for people not interested in speeches. Various shops lined the open square, and fights between gladiators were sometimes held there. Public ceremonies were commonly held in the Forum as well. As a result, the forum was usually packed with people.

READING CHECK **Generalizing** How was the Forum the heart of Roman society?

SUMMARY AND PREVIEW In this section you read about the basic structure of Roman government. In the next section you'll see how that government changed as Rome's territory grew and its influence expanded.



Section 2 Assessment

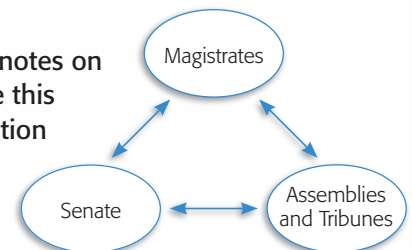
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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- a. Identify** Who were the **consuls**?
b. Explain Why did the Romans create a system of **checks and balances**?
c. Elaborate How do you think the **Roman Senate** gained power?
- a. Recall** What was Rome's first written law code called?
b. Draw Conclusions Why did Romans want their laws written down?
- a. Describe** What kinds of activities took place in the Roman **Forum**?

Critical Thinking

- Analyzing** Review your notes on Roman government. Use this diagram to note information about the powers of the parts of Rome's government.



FOCUS ON SPEAKING

- Choosing a Topic** You've just read about Roman laws and government. Would anything related to these topics make good subjects for your legend? Write some ideas in your notebook.



LA.6.1.7.3, SS.6.E.1.1, SS.6.E.1.3,
SS.6.E.3.1, SS.6.E.3.2, SS.6.E.3.3,
SS.6.E.3.4, SS.6.G.1.4, SS.6.G.1.7,
SS.6.G.2.2, SS.6.G.2.6, SS.6.G.5.1, SS.6.W.3.8,
SS.6.W.3.9, SS.6.W.3.11

What You Will Learn...

Main Ideas

1. The late republic period saw the growth of territory and trade.
2. Through wars, Rome grew beyond Italy.
3. Several crises struck the republic in its later years.

The Big Idea

The later period of the Roman Republic was marked by wars of expansion and political crises.

Key Terms and People

legions, p. 309

Punic Wars, p. 309

Hannibal, p. 310

Gaius Marius, p. 312

Lucius Cornelius Sulla, p. 313

Spartacus, p. 313



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TAKING NOTES

Use the graphic organizer online to take notes on Rome's expansion and on crises in the later years of the Republic.

The Late Republic

If YOU were there...

You are a farmer in Italy during the Roman Republic. You are proud to be a Roman citizen, but times are hard. Rich landowners are buying farmland, and many farmers like you have lost their jobs. Some are moving to the city, but you've heard that there are not many jobs there, either. You've also heard that a famous general is raising an army to fight in Asia. That seems very far away, but it would mean good pay.

What might convince you to join the army?

BUILDING BACKGROUND The Roman army played a vital part in the expansion of the republic. Roman soldiers were well trained and defeated many of the city's enemies. As they did so, the Romans took over new lands. As the army conquered these new lands, traders moved in, seeking new products and markets that could make them rich.

Growth of Territory and Trade

After about 400 BC the Roman Republic grew quickly, both geographically and economically. Within 200 years the Roman army had conquered nearly all of Italy. Meanwhile Roman traders had begun to ship goods back and forth around the Mediterranean in search of new products and wealth.

Growth of Territory

Roman territory grew mainly in response to outside threats. In about 387 BC a people called the Gauls attacked Rome and took over the city. The Romans had to give the Gauls a huge amount of gold to leave the city.

Inspired by the Gauls' victory, many of Rome's neighboring cities also decided to attack. With some difficulty, the Romans fought off these attacks. As Rome's attackers were defeated, the Romans took over their lands. As you can see on the map, the Romans soon controlled all of the Italian Peninsula except far northern Italy.

One reason for the Roman success was the organization of the army. Soldiers were organized in **legions** (LEE-juhnz), or groups of up to 6,000 soldiers. Each legion was divided into centuries, or groups of 100 soldiers. This organization allowed the army to be very flexible. It could fight as a large group or as several small ones. This flexibility allowed the Romans to defeat most enemies.

Farming and Trade

Before Rome conquered Italy, most Romans were farmers. As the republic grew, many people left their farms for Rome. In place of these small farms, wealthy Romans built large farms in the countryside. These farms were worked by slaves who grew one or two crops. The owners of the farms didn't usually live on them. Instead, they stayed in Rome or other cities and let others run the farms for them.

Roman trade also expanded as the republic grew. Rome's farmers couldn't grow enough food to support the city's increasing population, so merchants brought food from other parts of the Mediterranean. These merchants also brought metal goods and slaves to Rome. To pay for these goods, the Romans made coins out of copper, silver, and other metals. Roman coins began to appear in markets all around the Mediterranean.

READING CHECK Identifying Cause and Effect
Why did the Romans conquer their neighbors?

Rome Grows Beyond Italy

As Rome's power grew other countries came to see the Romans as a threat to their own power and declared war on them. In the end the Romans defeated their opponents, and Rome gained territory throughout the Mediterranean.

The Roman Republic, 509–270 BC



The Punic Wars

The fiercest of the wars Rome fought were the **Punic** (PYOO-nik) **Wars**, a series of wars against Carthage, a city in northern Africa. The word *Punic* means “Phoenician” in Latin. As you learned earlier in this book, the Phoenicians were an ancient civilization that had built the city of Carthage.

Rome and Carthage went to war three times between 264 and 146 BC. The wars began when Carthage sent its armies to Sicily, an island just southwest of Italy. In response, the Romans also sent an army to the island. Before long, war broke out between them. After almost 20 years of fighting, the Romans forced their enemies out and took control of Sicily.

SS.6.E.3.3 Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.

In 218 BC Carthage tried to attack Rome itself. An army led by the brilliant general **Hannibal** set out for Rome. Although he forced the Romans right to the edge of defeat, Hannibal was never able to capture Rome itself. In the meantime, the Romans sent an army to attack Carthage. Hannibal rushed home to defend his city, but his troops were defeated at Zama (ZAY-muh) in the battle illustrated below.

By the 140s BC many senators had grown alarmed that Carthage was growing powerful again. They convinced Rome's consuls to declare war on Carthage, and once again the Romans sent an army to Africa and destroyed Carthage. After this victory, the Romans burned the city, killed most of its people, and sold the rest of the people into slavery. They also took control of northern Africa.

History Close-up

Rome Battles Carthage

During the Second Punic War, Hannibal invaded Italy, as you can see on the map. But Rome's leaders sent an army under their general Scipio Africanus (SIP-ee-oh af-ri-KAY-nuhs) to attack Carthage itself, forcing Hannibal to return and defend his city. The two generals met at Zama, where Scipio defeated Hannibal's army in the last great battle of the Second Punic War.



The Romans had the advantage in cavalry, which helped them win the battle.

Some Roman soldiers blew trumpets and yelled to distract the war elephants.



Later Expansion

During the Punic Wars, Rome took control of Sicily, Corsica, Spain, and North Africa. As a result, Rome controlled most of the western Mediterranean region.

In the years that followed, Roman legions marched north and east as well. In the 120s Rome conquered the southern part of Gaul. By that time, Rome had also conquered Greece and parts of Asia.

Although the Romans took over Greece, they were greatly changed by the experience. We would normally expect the victor to change the conquered country. Instead, the Romans adopted ideas about literature, art, philosophy, religion, and education from the Greeks.

SS.6.W.3.9 Explain the impact of the Punic Wars on the development of the Roman Empire.

READING CHECK Summarizing How did the Romans gain territory?

BIOGRAPHY



Hannibal 247–183 BC

Many historians consider Hannibal to be one of the greatest generals of the ancient world. From an early age, he hated Rome. In 218 BC he began the

Second Punic War by attacking one of Rome's allies in Spain. After the war he became the leader of Carthage, but later he was forced by the Romans to flee the city. He went to Asia and joined with a king fighting the Romans there. The king was defeated, and Hannibal killed himself so that he wouldn't become a Roman prisoner.



Carthage:
Defeat at
Zama

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Hannibal's forces included about 80 war elephants.

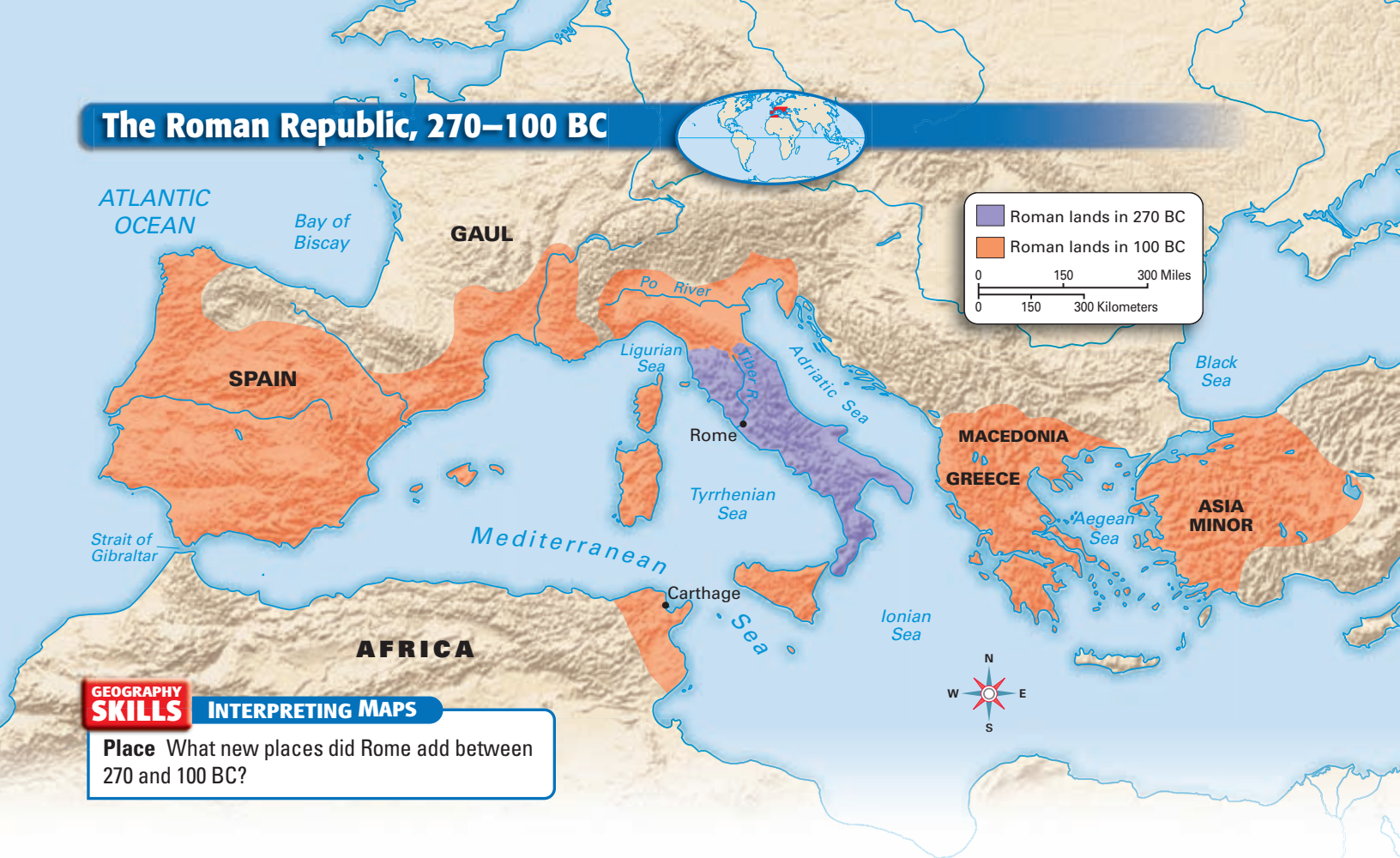
The Romans left empty spaces between their soldiers so the elephants would do less damage.

**ANALYSIS
SKILL**

ANALYZING VISUALS

How did the Romans deal with Hannibal's war elephants?

The Roman Republic, 270–100 BC



GEOGRAPHY SKILLS

INTERPRETING MAPS

Place What new places did Rome add between 270 and 100 BC?

Crises Strike the Republic

As the Romans' territory grew, problems arose in the republic. Rich citizens were getting richer, and many leaders feared that violence would erupt between rich and poor.

Tiberius and Gaius Gracchus

Among the first leaders to address Rome's problems were brothers named Tiberius (ty-BIR-ee-uhs) and Gaius Gracchus (GY-uhs GRAK-uhs). Both served as tribunes.

Tiberius, who took office in 133 BC, wanted to create farms for poor Romans. The **purpose** of these farms was to keep the poor citizens happy and prevent rebellions. Tiberius wanted to create his farms on public land that wealthy citizens had illegally taken over. The public supported this idea, but the wealthy citizens opposed it. Conflict over the idea led to riots in the city, during which Tiberius was killed.

A few years later Gaius also tried to create new farms. He also began to sell food cheaply to Rome's poor citizens. Like his brother, Gaius angered many powerful Romans and was killed for his ideas.

The violent deaths of the Gracchus brothers changed Roman politics. From that time on people saw violence as a political weapon. They often attacked leaders with whom they disagreed.

Marius and Sulla

In the late 100s BC another social change nearly led to the end of the republic. In 107 BC the Roman army desperately needed more troops. In response, a consul named **Gaius Marius** (MER-ee-uhs) encouraged poor people to join the army. Before, only people who owned property had been allowed to join. As a result of this change, thousands of poor and unemployed citizens joined Rome's army.

ACADEMIC VOCABULARY

purpose the reason something is done

Because Marius was a good general, his troops were more loyal to him than they were to Rome. The army's support gave Marius great political power. Following his example, other ambitious politicians also sought their armies' support.

One such politician, **Lucius Cornelius Sulla** (LOO-shuhs kawr-NEEL-yuhs SUHL-uh), became consul in 88 BC. Sulla soon came into conflict with Marius, a conflict that led to a civil war in Rome. A civil war is a war between citizens of the same country. In the end Sulla defeated Marius. He later named himself dictator and used his power to punish his enemies.

Spartacus

Not long after Sulla died, another crisis arose to challenge Rome's leaders. Thousands of slaves led by a former gladiator, **Spartacus** (SPAHR-tuh-kuhs), rose up and demanded freedom.

Spartacus and his followers defeated an army sent to stop them and took over much of southern Italy. Eventually, though, Spartacus was killed in battle. Without his leadership, the revolt fell apart. Victorious, the Romans executed 6,000 rebellious



BIOGRAPHY

Lucius Cornelius Sulla

138–78 BC

Although the two eventually became enemies, Sulla learned much of what he knew about military affairs from Gaius Marius. He had been an assistant to Marius before he became consul. Sulla changed Rome's government forever when he became dictator, but he actually had many traditional ideas. For example, he believed the Senate should be the main ruling group in Rome, and he increased its power during his rule.

Analyzing Information Do you think Sulla was a traditional Roman leader? Why or why not?

slaves as an example to others who thought about rebelling. The rebellion was over, but the republic's problems were not.

READING CHECK Predicting How do you think Marius and Sulla influenced later leaders?

SUMMARY AND PREVIEW You have read about crises that arose in the late Roman Republic. These crises eventually led to changes in Roman society, as you will see in the next chapter.

Section 3 Assessment

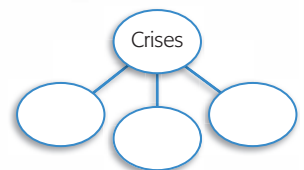
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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- Define** What was a Roman **legion**?
 - Explain** Why did the Romans decide to conquer all of Italy?
 - Elaborate** How did the growth of territory help increase Roman trade?
- Recall** Who fought in the **Punic Wars**?
 - Summarize** What led to the beginning of the Punic Wars?
 - Elaborate** Why do you think the Romans borrowed many ideas from Greek culture?
- Identify** Who was **Spartacus**?
 - Explain** How did the deaths of the Gracchus brothers change Roman politics?

Critical Thinking

- Summarizing** Draw a diagram like the one here. Use your notes on crises Rome faced to list three crises during the later period of the republic. Then list two facts about each crisis.



FOCUS ON SPEAKING

- Selecting Characters** In this section you learned about many major figures in Roman history. Choose one of them to be the subject of your legend. Now look back at your notes. How will you make the subject of your legend interesting for your listeners?

Social Studies Skills

Analysis

Critical Thinking

Economics

Study

Interpreting Culture Maps

Understand the Skill

A culture map is a special type of political map. As you know, physical maps show natural features, such as mountains and rivers. Political maps show the human features of an area, such as boundaries, cities, and roads. The human features shown on a culture map are cultural ones, such as the languages spoken or religions practiced in an area. Historians often use culture maps in their work. Therefore, being able to interpret them is important for understanding history.

Learn the Skill

Follow these guidelines to interpret a culture map.

- 1 Use map basics. Read the title to identify the subject. Note the labels, legend, and scale. Pay extra attention to special symbols for cultural features. Be sure you understand what these symbols represent.
- 2 Study the map as a whole. Note the location of the cultural symbols and features. Ask yourself how they relate to the rest of the map.
- 3 Connect the information on the map to any written information about the subject in the text.

Practice and Apply the Skill

Apply the guidelines to the map on this page and answer the following questions.

1. What makes this map a culture map?
2. What language was most widely spoken on the Italian Peninsula?
What other language was widely spoken?
3. Where was Greek spoken? Why did the people there talk in Greek?
4. What language did the Romans speak?





Chapter Review

History's Impact

▶ video series

Review the video to answer the focus question:
What were some similarities between the Roman Republic and American democracy?

Visual Summary

Use the visual summary below to help you review the main ideas of the chapter.



The Romans created many legends about their city's glorious history.



The early Romans set up a type of government called a republic.



The Roman Republic conquered lands in Italy and around the Mediterranean.

QUICK FACTS

Reviewing Vocabulary, Terms, and People

Match each numbered definition with the correct lettered vocabulary term.

- | | |
|--------------|-----------------|
| a. republic | g. Forum |
| b. plebeians | h. dictator |
| c. Spartacus | i. veto |
| d. legions | j. Roman Senate |
| e. Aeneas | k. patricians |
| f. consuls | l. primary |

1. Rome's public meeting place
2. groups of about 6,000 soldiers
3. the legendary Trojan founder of Rome
4. main, most important
5. a government in which people elect leaders
6. a council that advised Rome's leaders
7. a leader with absolute power for six months
8. the common people of Rome

9. the two most powerful officials in Rome
10. leader of a slave rebellion
11. prohibit
12. noble, powerful Romans

Comprehension and Critical Thinking

SECTION 1 (Pages 294–299)

13. a. **Describe** What are two legends that describe Rome's founding? How are the two legends connected?
- b. **Compare and Contrast** What roles did the plebeians and the patricians take in the early Roman government? In what other ways were the two groups different?
- c. **Predict** How do you think Italy's geography and Rome's location would affect the spread of Rome's influence?

SECTION 2 (Pages 302–307)

- 14. a. Describe** What were the three parts of Rome's government?
- b. Analyze** How do checks and balances protect the rights of the people? How do written laws do the same thing?
- c. Elaborate** What are some places in modern society that serve purposes similar to those of the Roman Forum?

SECTION 3 (Pages 308–313)

- 15. a. Identify** What difficulties did Hannibal, Lucius Cornelius Sulla, and Spartacus cause for Rome?
- b. Analyze** How did Roman occupations, economics, and society change during the Late Republic?
- c. Evaluate** Some historians say that Rome and Carthage were destined to fight each other. Why do you think they say this?

Reviewing Themes

- 16. Politics** Why did Roman magistrates only hold office for one year?
- 17. Geography** How do you think Rome's location helped the Romans in their quest to conquer the entire Mediterranean region?

Using the Internet

- 18. Activity: Explaining Roman Society** A key reason the Roman Republic fell was because the Roman people gave up on it. The army, once Rome's protector, let itself be turned against the Roman people. The Senate gave up on debate and compromise when it turned to political violence. Use your online textbook to research the fall of the Roman Republic and create an exhibit for a local history museum. Make sure your exhibit contains information about key figures in the Roman military and government. Use words and pictures to explain the political, religious, and social structures that made Rome an empire and what caused its eventual downfall.



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Reading Skills



- 19. Outlining and History** Look back at the discussion “Crises Strike the Republic” in the last section of this chapter. Prepare an outline that will help clarify the people, events, and ideas of this discussion. Before you prepare your outline, decide what your major headings will be. Then choose the details that will appear below each heading. Remember that most outlines follow this basic format:

- I. Main Idea
 - A. Supporting Idea
 - B. Supporting Idea
 - 1. Detail
 - 2. Detail
- II. Main Idea
 - A. Supporting Idea

Social Studies Skills

Interpreting Culture Maps Look at the culture map on page 314. Then answer the following questions.

- 20.** What was the main language spoken in Italy during the 400s BC?
- 21.** Which language do you think was spoken by the fewest people? Why do you think this?

FOCUS ON SPEAKING

- 22. Presenting Your Legend** Now that you've chosen the subject for your legend, it's time to write and present it. As you write your legend, focus on exciting details that will bring the subject to life in your listeners' minds. Once you've finished writing, share your legend with the class. Try to make your legend exciting as you present it. Remember to alter the tone and volume of your voice to convey the appropriate mood.

DIRECTIONS: Read each question, and write the letter of the best response.

- 1** Use the map to answer the following question.



The order in which Rome expanded its control in the Mediterranean region is shown by which of the following sequences of letters?

- A Y–W–X
 - B X–W–Y
 - C Y–X–W
 - D W–X–Y
- 2** Which was the *least* important reason for the growth of Rome's power and influence in the Mediterranean region?
- A religion
 - B trade
 - C military organization
 - D wars and conquests
- 3** According to Roman legend, the city of Rome was founded by
- A Latin peoples who moved to Italy from ancient Egypt.
 - B two men named Romulus and Remus who were raised by a wolf.
 - C the gods of Greece, who were looking for a new home.
 - D a Greek warrior named Achilles who had fled from the destruction of Troy.

- 4** Roman nobles were called

- A patricians.
- B plebeians.
- C tribunes.
- D magistrates.

- 5** Which of the following characteristics did *not* apply to Roman government?

- A system of checks and balances
- B sense of civic duty
- C written code of laws
- D equality of all people

Connecting with Past Learnings

- 6** You learned earlier in this course about other ancient peoples who, like the Romans, founded their civilizations along rivers.

These peoples include all of the following *except* the

- A Chinese.
- B Egyptians.
- C Sumerians.
- D Hebrews.

- 7** Virgil's *Aeneid* is similar to what other piece of ancient literature that you've learned about in this course?

- A the *Shiji*
- B the *Book of the Dead*
- C *The Odyssey*
- D the *Bhagavad Gita*