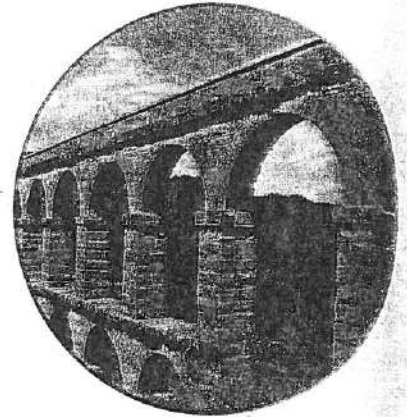


The Roman Republic Preview

Essential Question: What is the best form of government?

Before you begin this topic, think about the Essential Question by completing the following activity.

1. List five jobs, or purposes, for government. In a small group, discuss why you think these jobs are important.



.....

.....

.....

.....

.....

2. What forms of government do you think might best fulfill these jobs? Place a check mark next to three of the forms listed. Circle the one that you think is the best form of government.

- | | | |
|------------------------------------|---------------------------------------|------------------------------------|
| <input type="checkbox"/> democracy | <input type="checkbox"/> dictatorship | <input type="checkbox"/> republic |
| <input type="checkbox"/> monarchy | <input type="checkbox"/> aristocracy | <input type="checkbox"/> oligarchy |

Timeline Skills

As you read, write and/or draw at least three events from the topic. Draw a line from each event to its correct position on the timeline.

900
BCE

700
BCE

500
BCE

Map Skills

Using maps throughout the topic, label the outline map with the places listed. Then use different colors for areas ruled by the Roman republic in 44 BCE, 146 BCE, 264 BCE, and 500 BCE. Create a map key to define what each color symbolizes.

Po River

Mediterranean Sea

Tiber River

Alps

Rome

Carthage

Athens

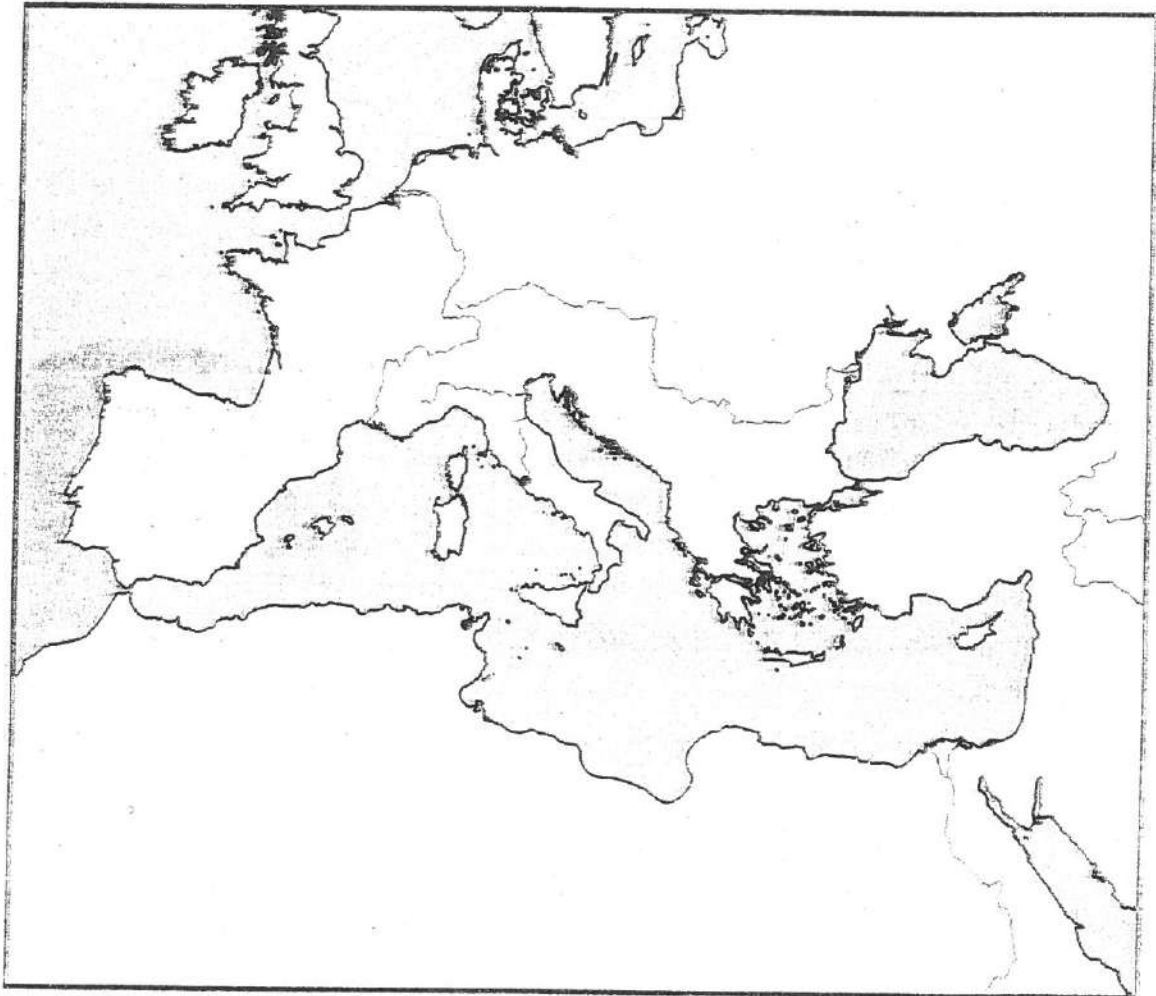
Italy

Greece

Sicily

Gaul

Byzantium



© Pearson Education, Inc., All Rights Reserved

Topic 7 Lesson 1 The Roman Republic Rises

Lesson Summary

Rome began as a small town in what is now Italy. This town grew to become the center of a mighty empire.

Italy's Varied Geography

Italy is a long, boot-shaped piece of land that stretches from southern Europe into the Mediterranean Sea. Mountains called the Alps block northern Italy from the rest of Europe. Another mountain range, the Apennines, runs down the center of Italy. Like Greece, Italy has mild winters and long, dry summers. Italy has more land suitable for farming than Greece. In addition to good harbors on the coast, Italy has rivers that provide both water and routes for inland travel.

The Earliest Days of Rome

About 800 BCE, people called the Latins came to central Italy. They founded villages on seven hills along the Tiber River. Within 200 years, the villages had formed the great city of Rome, with a population of about 80,000 people. The hills gave the Romans a natural defense against attack. Being on the Tiber River gave Rome access to a port for trade. Rome also benefited from its location on important east-west and north-south trade routes.

Rome Becomes a Republic

Rome's first form of government was a monarchy. However, by 509 BCE, Romans had become unhappy with the harsh rule of their king. They formed a **republic**, a type of government in which citizens have the right to vote and elect officials. The Romans were strongly influenced by Greek forms of government, particularly Athens' democracy. In the Roman republic, all free adult male citizens could play a role in the city's government.

The People of Italy

As Roman power grew, the Romans came into contact with different Italian peoples and borrowed from their cultures. Greeks, who had settled in Italy starting around the 700s BCE, had a strong influence on Roman culture, mythology, and government. The Etruscans were the most powerful people in central Italy when Rome was founded. The Etruscans were skilled artists, sailors, and builders. They influenced Roman religion and architecture. The Romans adapted their alphabet, which is similar to the one we use today to write English.

How Did Rome Expand?


Through force and **diplomacy**, the Romans ruled all of Italy by the late 200s BCE. Roman **legions** used flexible fighting formations and their formidable fighting skills to conquer neighboring peoples. The Romans signed treaties with other peoples, including defeated enemies. The treaties required the new allies to send troops to fight alongside the Romans. Eventually, many loyal allies were given Roman citizenship and the right to vote.

Lesson 1 The Roman Republic Rises

Take Notes

Literacy Skills: Analyze Cause and Effect Use what you have read to complete the chart. In each space, write ways in which geography and previous cultures affected the Roman republic. The first effect has been started for you.

| Cause | Effects |
|------------------|---|
| Geography | <ul style="list-style-type: none">• Less rugged terrain, including large, flat plains, made it easy for soldiers to travel and unite the country.••• |
| Greek Culture | <ul style="list-style-type: none">•••• |
| Etruscan Culture | <ul style="list-style-type: none">•••• |

 **INTERACTIVE**

For extra help, review the 21st Century Skills Tutorial: **Analyze Cause and Effect.**

Topic 7 Lesson 2 Government of the Republic

Lesson Summary

The Roman republic had a unique system of government. It has been a model for other governments, including our own.

What Were the Principles of Roman Government?

Rome's system combined aristocratic, democratic, and monarchical forms of government. The main idea in Rome's system of government was the separation of powers. This meant different men had roles, so that none of them could become too powerful. Romans also divided power among the three branches of government—semblies, the senate, and the magistrates. The idea was that one branch could check, or stop, another branch from misusing its power. Another key element of Roman government was the rule of law. Even top officials had to obey the law.

Who Were the Citizens of Rome?

In Rome, free men were citizens of the republic. Women and slaves were not citizens and had no direct role in government. Roman citizens had numerous rights, including the right to a trial and to vote. Citizens also had responsibilities, such as to pay taxes, to serve in the military, and to take part in court actions. Roman citizens were divided into two main groups. Patricians were the upper class of Roman society and the leaders of Rome's political, social, and economic life. Plebeians were the common people of Rome.

What Did the Assemblies and Senate Do?

Assemblies of Roman citizens were the democratic part of Roman government. At assemblies, Roman citizens elected officials and passed laws. The power of the assemblies was checked by the powers of the senate and of elected officials. The senate was the most powerful part of the Roman government and worked like an oligarchy. It was made up of the wealthiest and best-known older Roman men. They were expected to guide the state using their superior knowledge. Senators ran foreign policy and decided how to spend the state's money.

Who Were the Magistrates?

The Romans also elected a number of powerful officials called magistrates. Magistrates were wealthy men whose ancestors had usually held high office. These high officials held great powers that made them almost like monarchs. In times of great emergency, the Roman senate could vote to name a temporary dictator. One admired dictator was Cincinnatus, who left his farm to defeat Rome's enemies, then returned to his fields.

How Did the Romans Set an Example?

The Roman republic was the most successful and long-lasting republic until modern times. The writers of the U.S. Constitution knew a great deal about Roman government and followed the Roman example in many areas. Like Roman citizens, American citizens have the right to vote and stand for office. The United States government has three branches with separate powers, like the Roman republic had. The United States also has checks and balances to limit the power of each branch. Unlike Rome, however, American women participate equally in the government. Slavery, which was practiced in Rome, has been illegal in the United States for over 150 years.

Lesson 2 Government of the Republic

Quick Activity Explore Roman Numerals

Between 900 BCE and 800 BCE, Roman numerals appeared. Historians believe that ancient Romans developed their numerals from earlier Etruscan numerals. They used these numerals to track time, goods, money, and even people. Roman numerals appear on many ancient texts and artifacts.

| Arabic Numerals | Roman Numerals |
|-----------------|----------------|
| 1 | I |
| 2 | II |
| 3 | III |
| 4 | IV |
| 5 | V |
| 6 | VI |
| 7 | VII |
| 8 | VIII |

| Arabic Numerals | Roman Numerals |
|-----------------|----------------|
| 9 | IX |
| 10 | X |
| 50 | L |
| 100 | C |
| 200 | CC |
| 500 | D |
| 1000 | M |

Roman numbers are based on seven basic numerals combined according to certain rules:

1. Add the total of the numbers shown to determine the amount:
 $XXV = 25 (10 + 10 + 5)$
2. Arrange numbers from largest at left to smallest at the right.
3. You may repeat I, X, C, and M in a single number.
4. Do not repeat more than 3 of the same numeral in a row, instead put a I to the left of a larger number: $IV = 4$; $IX = 9$; $XIX = 19$ and so on.

Write these Roman numbers in Arabic numbers. Follow the rules above.

1. XII =

3. CCXXIII =

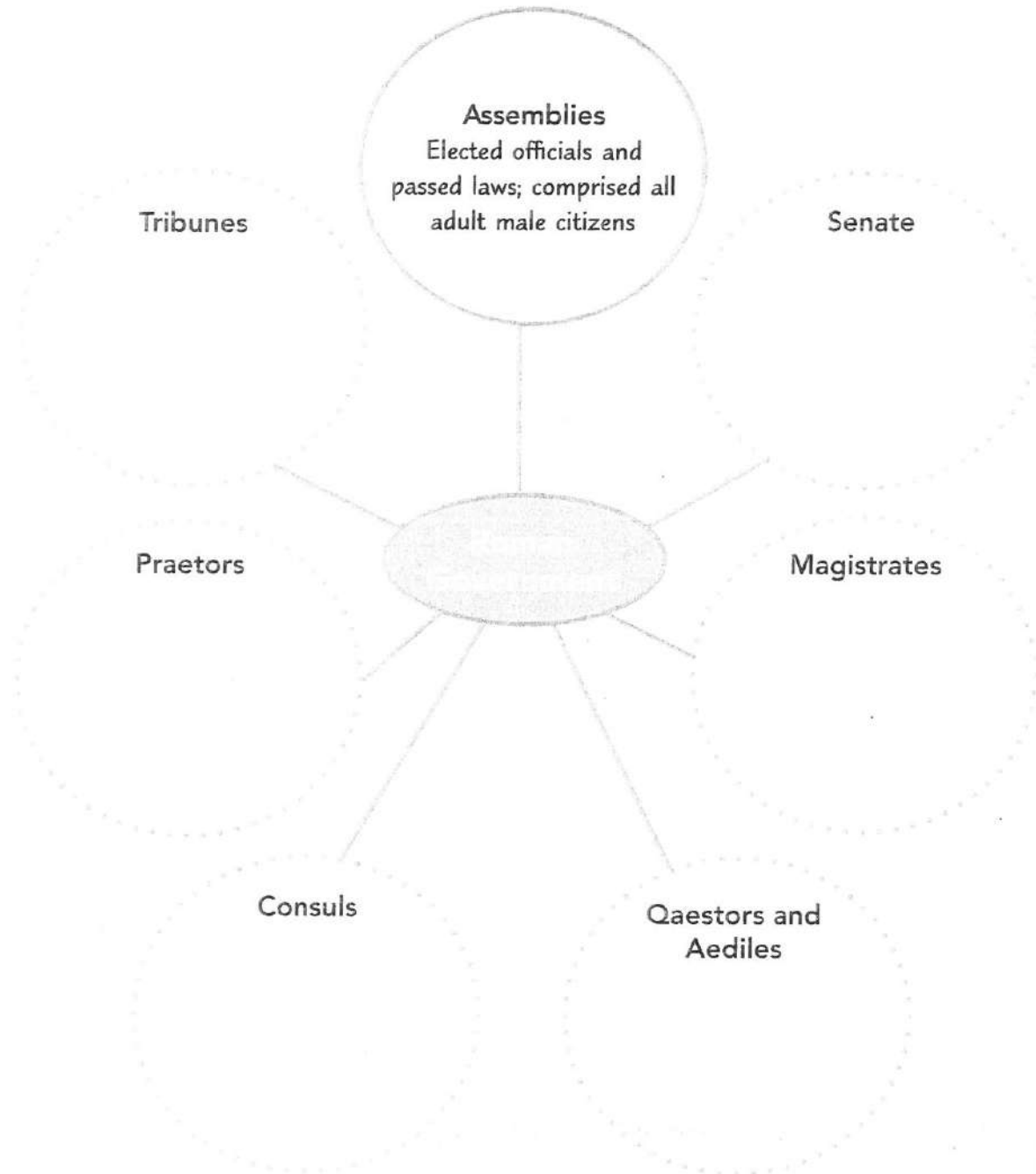
2. LV =

4. CXLIV =

Team Challenge! Write a few sets of Roman numbers. Switch with a partner to have them write the number in Arabic numerals.

Take Notes

Literacy Skills: Identify Main Idea and Details Use what you have read to complete the concept web. In each space, write details that support the main idea. The first one has been completed for you.



INTERACTIVE

For extra help, review the 21st Century Skills Tutorial: **Identify Main Ideas and Details**.

© Pearson Education, Inc. All Rights Reserved

Practice Vocabulary

Vocabulary Quiz Show Some quiz shows ask a question and expect the contestant to give the answer. In other shows, the contestant is given an answer and must supply the question. If the blank is in the Question column, write the question that would result in the answer in the Answer column. If the question is supplied, write the answer.

Question

1. What do you call the highest officials in the Roman Republic?

2.

3. What power could certain Roman officials use to stop or cancel the actions of other officials?

4.

5. What garment worn by adult male citizens of Rome symbolized their citizenship?

Answer

1.

2. constitution

3.

4. magistrates

5.

Topic 7 Lesson 3 Society in the Republic

Lesson Summary

Like other ancient societies, Rome was divided by gender and class. Men and women had their own social roles. The lives of wealthy Romans were very different from the lives of poor Romans and slaves.

Roman Men and Women

Rome was a **patriarchal society**. This means that men ruled their families and that people traced their origins through male ancestors. The most important role of a Roman woman was to bear children and raise them to follow traditions. However, Roman women could own personal property. They could also take an active role in social life, participate in religious rituals, make wills, divorce their husbands, and even influence public decisions through their husbands and sons.

How Did the Rich and Poor Live?

Most Romans were poor free people or people who were enslaved. Only a tiny minority of Romans were wealthy. Upper-class Romans gained their wealth through agriculture or business. They lived in large homes that had courtyards, gardens, private baths, beautiful decorations, and even running water. On the other hand, most poor people lived in cramped apartments without running water. Others worked as **tenant** farmers. Common men and women worked as day laborers in construction or at the city docks or ran stores, taverns, or restaurants.

Roman Slavery

Over time, Romans bought or captured many slaves. For most of Roman history, enslaved people had no rights and were bought and sold as property. Many slaves worked in mines or on large farms. They often died quickly due to brutal treatment. Other slaves worked in the homes of their wealthy masters, performing housework or serving as secretaries or teachers. Enslaved people who served loyally could be freed as a reward. Slaves could also save up to buy their freedom.

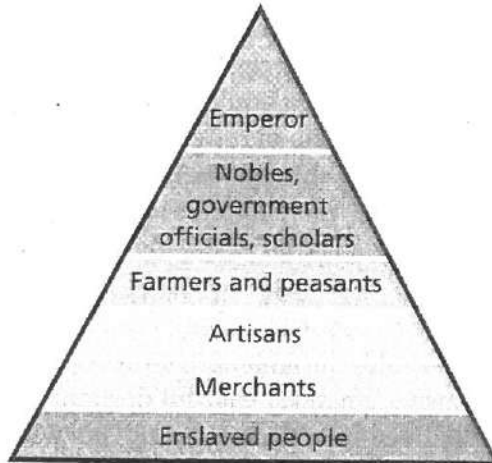
Roman Religion

Rome had an **established religion**, an official religion supported by a government. Religion was an important part of everyday life in ancient Rome. Romans worshiped hundreds of gods, many of which originally came from the Greeks and the Etruscans. They believed that if they kept their gods happy, the gods would give them what they asked for. Religious activities were at the center of the lives of Roman citizens, both at home and in public ceremonies. The Romans also believed that maintaining good relations with the gods was part of the government's job.

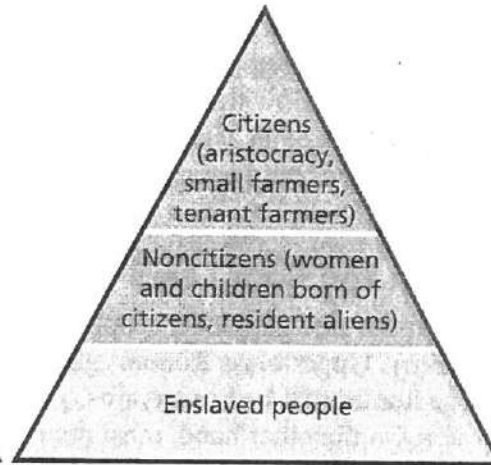
Quick Activity How Does Roman Society Compare?

Ancient civilizations had distinct social systems that, in their own way, preserved order and provided structure. Study the two civilizations shown in the pyramids. What do you notice about their social systems? Discuss your ideas with a partner, and write down three similarities and three differences that you observe.

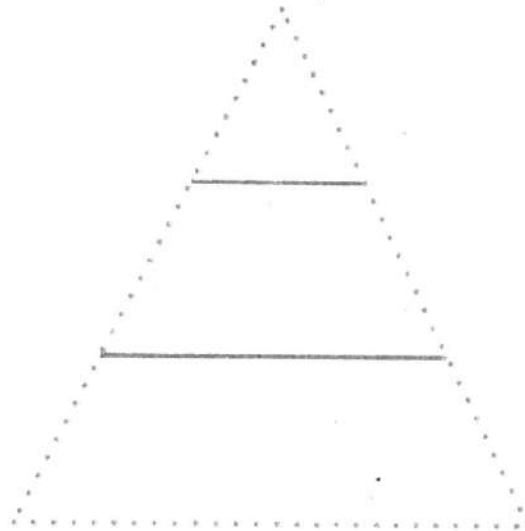
Han China



Ancient Greece



Roman Republic



Team Challenge! How do these social systems compare with that of the Roman republic? Use what you have learned to fill in the pyramid for Rome's hierarchy. In small groups, discuss the similarities and differences that you noted between the Han China and Ancient Greece hierarchies. Then, try to think of three similarities and three differences between Roman society and some other societies. Finally, take a class vote: Which two civilizations had the most similar social systems? Which had the most different? Discuss your findings.

Lesson 3 Society in the Republic

Take Notes

Literacy Skills: Classify and Categorize Use what you have read to complete the chart. In each space, list the people of the Roman republic who belonged to this social group. Then, describe one aspect of life for this social group.

| Social Groups of the Roman Republic | | |
|-------------------------------------|-------------------|-------------------|
| Wealthy Citizens | Poor Citizens | Enslaved People |
| People in Group | People in Group | People in Group |
| Living Conditions | Living Conditions | Living Conditions |

INTERACTIVE

For extra help, review the 21st Century Skills Tutorial: **Categorize**.

Lesson 3 Society in the Republic

Practice Vocabulary

Use a **Word Bank**. Choose one word from the word bank to fill in each blank. When you have finished, you will have a short summary of important ideas from the section.

Word Bank

patriarchal society

villas

established religion

paterfamilias

Life for Roman families varied according to the part of society in which they lived. Most Romans were poor, and many were slaves. These common people had hard lives filled with hard work and difficult living conditions. A few Romans were wealthy and lived in great comfort. Their city homes had beautiful courtyards, gardens, and even running water.

These families sometimes traveled to the countryside to enjoy their

.....

Regardless of class, Roman families were led by the oldest man in the

family. A had total power over the family.

He owned all the property and made all the decisions. A society that

organizes power this way is called a

.....

Romans of all classes also shared an one

that was supported by the government. For this reason, Romans held the

government responsible for keeping the gods happy.

Topic 7 Lesson 4 The Republic Struggles

Lesson Summary

The Roman republic grew from a small region in central Italy to a great power in the Mediterranean. However, its system of government did not survive this massive growth.

Conflict With Carthage

In the 200s BCE, Rome fought with a city in North Africa called Carthage for control of the western Mediterranean. This series of wars is known as the Punic Wars. In 218, a Carthaginian general named Hannibal invaded northern Italy. Hannibal almost succeeded in capturing the city of Rome. Finally, in 146 BCE, Rome was able to destroy Carthage and take control of its territories. Rome was now an **empire**—a state containing several countries or territories. This empire now included most of the lands along the western half of the Mediterranean Sea, including the **provinces** of Spain and Greece.

What Were Rome's Growing Pains?

Conquest brought Rome power and wealth. But the vast riches from trade and conquest also caused problems. For example, as politicians and office-holders became richer, they became more willing to break the rules of politics or use violence to win elections. Another problem was that while Rome was growing richer, many Romans were growing poorer. Finally, as the army grew in power, soldiers became more loyal to their commanders than to the Roman government itself.

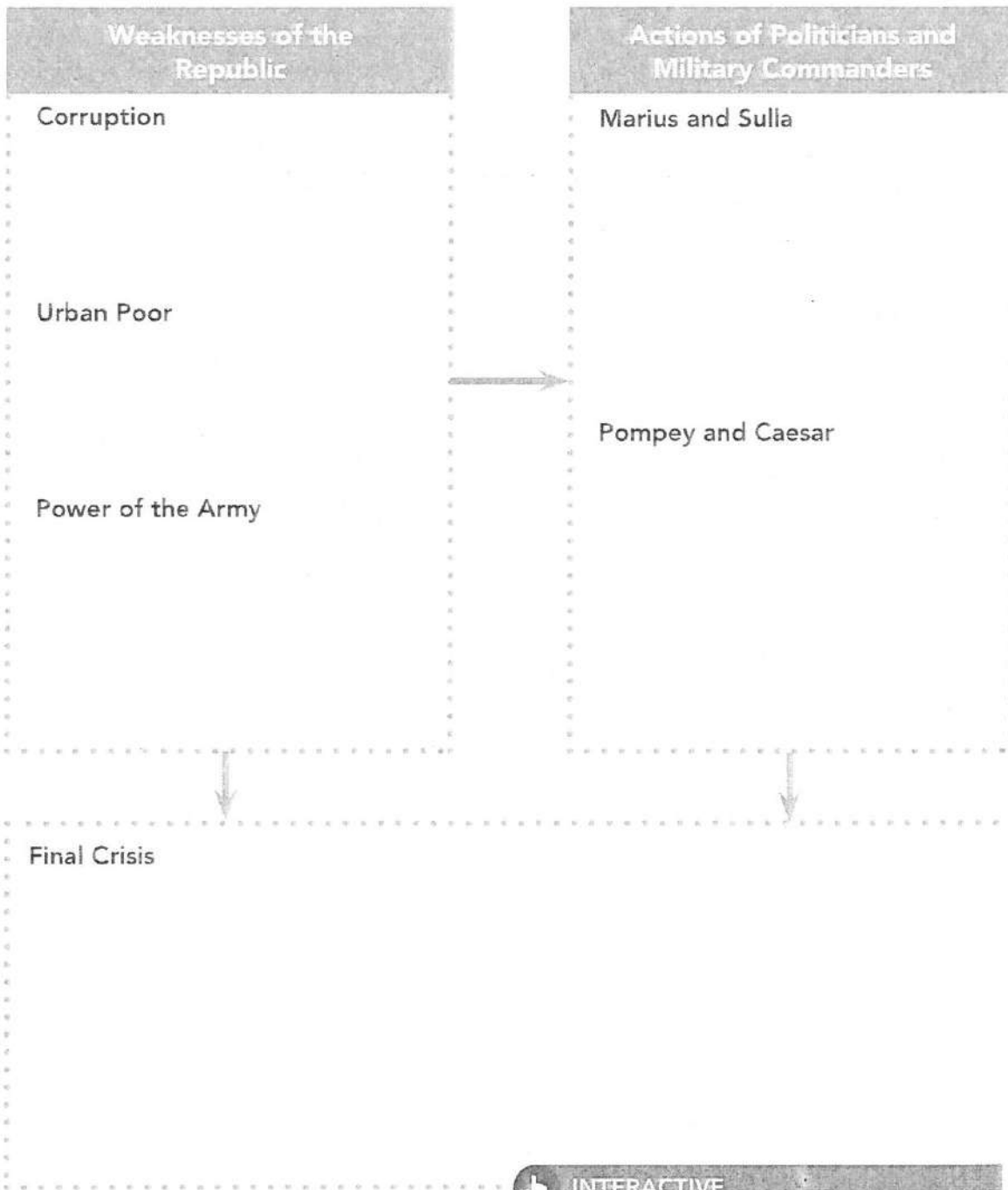
How Did Rome Change From Republic to Empire?

Perhaps the main reason that the Roman republic ended was the rise of **civil war**, war between groups from the same country. Supporters of different men, usually generals, fought for power throughout the 100s BCE and after. A general named Julius Caesar defeated his rivals and took control of Rome by becoming dictator for life. When Caesar was murdered by rivals in 44 BCE, his young relative Octavian seized power and made himself Rome's first emperor. He renamed himself **Augustus**. Augustus ended the long period of civil war, but the Roman republic was gone. In its place was a mighty empire.

Lesson 4 The Republic Struggles

Take Notes

Literacy Skills: Summarize Use what you have read to complete the chart. In the box at the left, explain the weaknesses of the Roman republic. In the box at the right, describe the actions of those responsible for the Roman republic's crisis. Then, summarize the effects of those problems during the republic's final crisis.

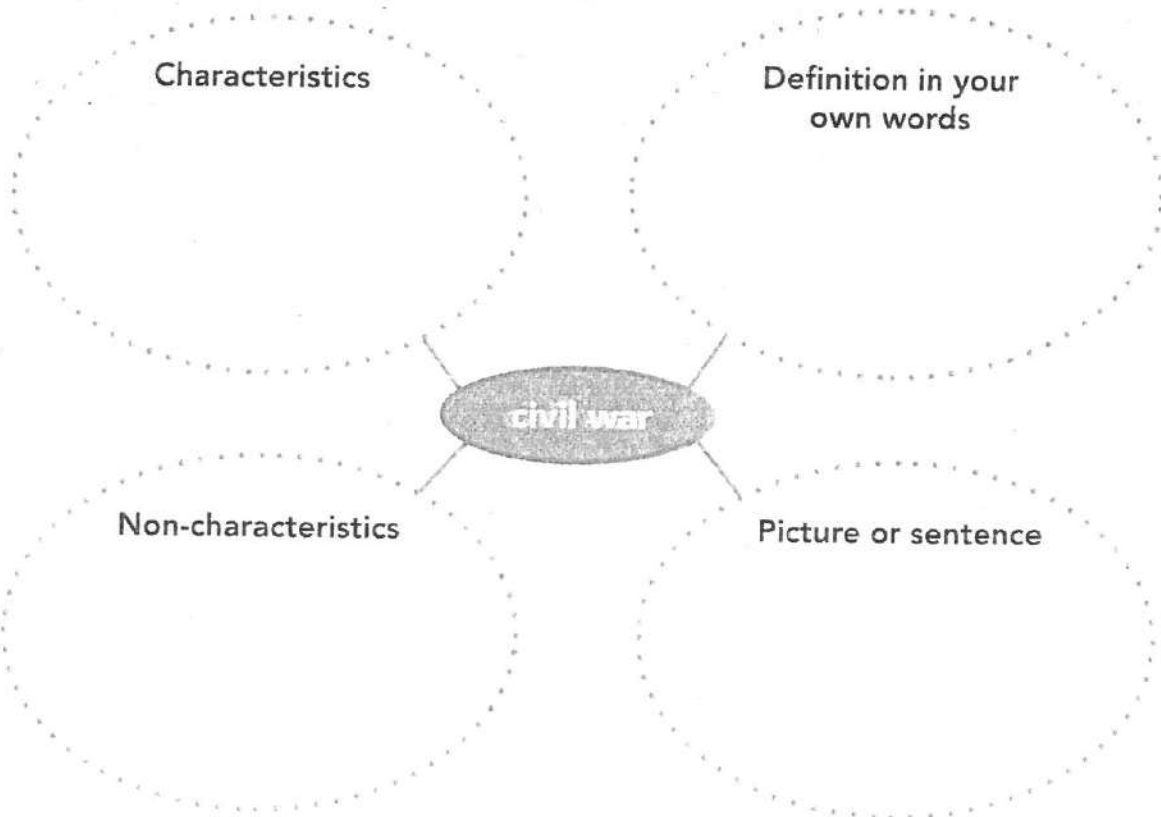
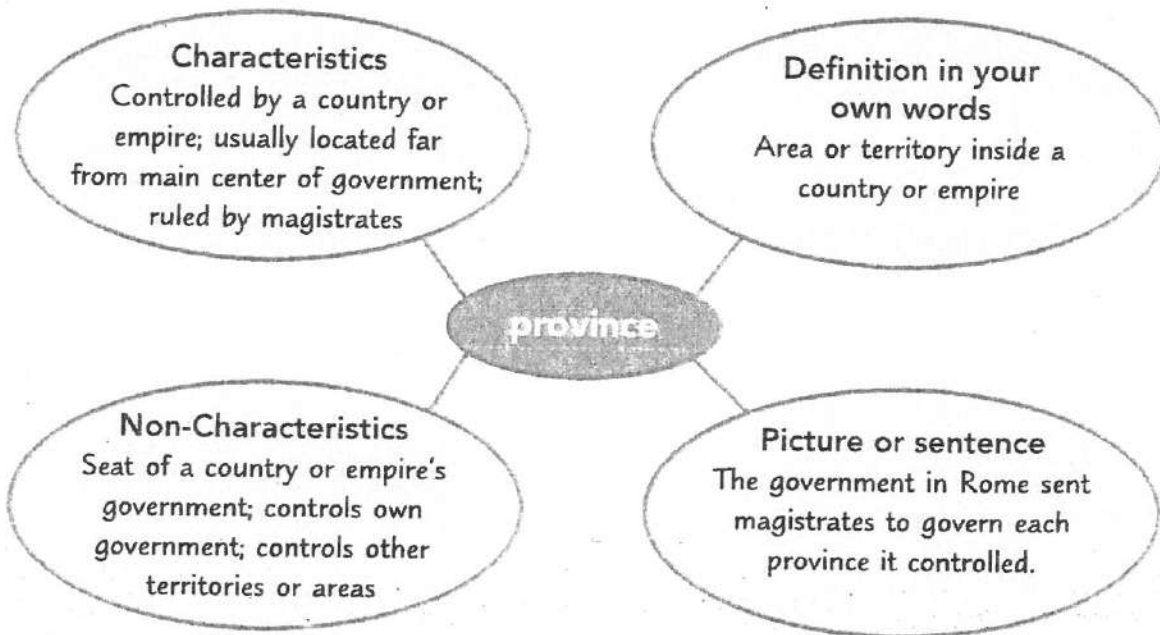


INTERACTIVE

For extra help, review the 21st Century Skills Tutorial: **Summarize**.

Practice Vocabulary

Word Map Study the word map for the word *province*. Characteristics are words or phrases that relate to the word in the center of the word map. Non-characteristics are words and phrases not associated with the word. Use the blank word map to explore the meaning of the term *civil war*. Then make word maps of your own for these words: *empire* and *Augustus*.



Read each question carefully. Determine the best answer to the question from the four answer choices provided.

Lesson 1: The Roman Republic

- _____ 1. Why was Rome easier to unite than Greece?
- A It had more fertile farmland.
 - B It had less mountainous terrain.
 - C It had easier access to the seas.
 - D It had fewer rivers.
- _____ 2. Why was the forum important to Rome?
- A It was a place to exchange goods and ideas.
 - B It was the first place people settled.
 - C It helped Romans defend their city.
 - D It was the place where the Roman army trained.
- _____ 3. A legion was a part of the Roman
- A senate.
 - B assembly.
 - C legal system.
 - D military.
- _____ 4. What role did the Etruscans play in Rome's early development?
- A They were the first kings of Rome.
 - B They provided a model for the Roman government.
 - C They influenced the Romans' writing system and architecture.
 - D They founded the first city in the Roman republic
- _____ 5. What advantage did the maniple system give the Roman army?
- A It allowed the army to use different tactics in different situations.
 - B It increased the size of the Roman army.
 - C It made it easier to develop new weapons such as the gladius.
 - D It motivated soldiers to fight harder by offering rewards for victory.

Lesson 2: Government of the Republic

- _____ 1. How did the veto balance power in Roman government?
- A It gave power to an assembly of ordinary Romans.
 - B It created equality between patricians and plebeians.
 - C It limited the amount of time an official could serve.
 - D It allowed one consul to stop another's actions.

Name: _____

- _____ 2. Who could vote in the Roman republic?
- A all Romans over age 18
 - B all adult male citizens
 - C patricians only
 - D plebeians only
- _____ 3. Which Roman government officials were in charge of enforcing the law?
- A senators
 - B magistrates
 - C dictators
 - D quaestors
- _____ 4. What was Rome's constitution?
- A a written collection of laws
 - B a set of rulings issued by the Roman kings
 - C a process for rising from lower to higher offices
 - D a system of rules to organize government
- _____ 5. Which branch of Roman government was a form of direct democracy?
- A the consuls
 - B the senate
 - C the assemblies
 - D the courts

Read each question carefully. Determine the best answer to the question from the four answer choices provided.

Lesson 3: Society in the Republic

- _____ 1. Who is considered the ruler of a family in a patriarchal society?
- A the mother
 - B the father
 - C the grandparents
 - D the ancestors
- _____ 2. Which statement best describes the role of the *paterfamilias* in the Roman family?
- A He made all decisions in partnership with his wife.
 - B He was required by Roman law to treat his family fairly.
 - C He had very little to do with the upbringing of his children.
 - D He had complete authority over his wife and children.
- _____ 3. What is an established religion?
- A a religion that receives government support
 - B a religion that is practiced by the majority of the people
 - C a religion with a long history and tradition
 - D a religion that is free from government influence
- _____ 4. What were villas?
- A large farms worked by tenants or slaves
 - B lavish upper-class homes in the city of Rome
 - C country estates owned by wealthy Romans
 - D crowded apartment buildings occupied by commoners
- _____ 5. Tenant farmers in ancient Rome were
- A people who rented farmland from wealthy landlords.
 - B enslaved people who worked the fields of the wealthy.
 - C people who owned the best farmland.
 - D workers who owned and farmed small plots of land.

Lesson 4: The Republic Struggles

- _____ 1. Rome's first civil war began as the result of conflict between
- A rival military leaders.
 - B patricians and plebeians.
 - C Rome and Carthage.
 - D the poor and the wealthy.

Name: _____

Topic 7: Lesson 3 & 4 Quiz

- _____ 2. Rome became an empire when
- A it gained overseas territories.
 - B Hannibal's invasion failed.
 - C the republic collapsed.
 - D the civil war ended.
- _____ 3. How did Marius reform the Roman army?
- A He ended the practice of giving land to soldiers.
 - B He required soldiers to buy their own armor.
 - C He made soldiers promise loyalty to the senate.
 - D He made the army larger by allowing poor citizens to join.
- _____ 4. How did ruling a province benefit Roman politicians?
- A It enabled them to leave Rome.
 - B It gave them a higher position in the senate.
 - C It allowed them to become wealthier.
 - D It won them the loyalty of local citizens.
- _____ 5. What form of government ruled the Roman empire after the rise of Augustus?
- A a monarchy
 - B a democracy
 - C an oligarchy
 - D a republic