

# World History

## Topic 7

### The Roman Republic

800-30 BCE

NAME: Key

#### I. The Roman Republic Rises

##### A. Italy's Varied Geography

###### 1. Rome

- built along the Tiber River in Italy
- near the center of the Italian Peninsula
- became the world's largest city
- part of a region called Latium (Latin)

###### 2. Italy

- the Alps separate Italy from the rest of Europe
- the Apennines run down the center
- less rugged than Greece so easier to unite the peninsula
- several rivers for transportation
- large, fertile, flat plains
  - farming
  - produced olive oil, wheat, grapes, and wine
  - raised sheep and goats for milk and wool

##### B. The Earliest Days of Rome

###### 1. Villages grew into towns and small cities

- built on the tops of seven hills
- overlooked the Tiber River
- near where the river flows into the sea

###### 2. the legend of Rome

- founded by twins named Romulus and Remus
- mother was a Latin princess
- father was Mars, god of war
- the king, their uncle, was jealous
- placed the babies in a basket and threw them in the Tiber
- saved by a she-wolf and raised by a shepherd
- later gathered a group to found a city
- quarreled and Romulus killed Remus
- named Rome after himself

###### 3. the Roman **Forum**

- open area in a city filled with public buildings, temples, and markets
- drained a swampy area between two of the town's hills
- center of government, religion, and economy

###### 4. natural advantages

- hills gave a natural defense
- the Tiber River
  - gave access to a nearby port
  - shallow but small boats could reach the city
  - the river was too fast and dangerous for large boats
  - seagoing ships could not attack Rome

###### c. located on key trade routes

- the Tiber Valley was a natural east-west trade route
- several north-south trade routes crossed the Tiber to the south

### C. Rome Becomes a Republic

1. started as an independent city-state with a monarchy
2. Roman Kings
  - a. had broad powers
  - b. served as heads of the army, chief priest, and supreme judge
  - c. helped cities grow
  - d. built first buildings in the forum and led wars against villages
  - e. ruled with the consent of wealthy aristocrats
3. the Senate
  - a. older male aristocrats
  - b. advised the king
  - c. *senex* means "old man"
4. founding the republic
  - a. Tarquin the Proud, the 7<sup>th</sup> king, mistreated his people
  - b. they overthrew the king and formed a **republic** – a government in which citizens have the right to vote and elect officials
  - c. influenced by Athens's democracy
  - d. *res publica* means "public thing" or "public business"
  - e. all free adult male citizens could take part in government

### D. The People of Italy

1. Greek colonies
  - a. founded cities and settled in southern Italy
  - b. Rome learned about Greek culture
  - c. admired Greek city-states like Athens
  - d. adopted many Hellenistic traditions
  - e. adopted Greek mythology by identifying – considering or treating as the same, their gods with Greek gods
    - 1.) Zeus was identified with Jupiter
    - 2.) Hera was identified with Juno
    - 3.) Athena was identified with Minerva
  - f. adopted Greek legends
    - 1.) Romulus and Remus were Aeneas's descendants
    - 2.) Aeneas was a Trojan hero in the *Iliad*
    - 3.) written by Virgil in a poem called the *Aeneid*
2. Etruscans
  - a. the most powerful people in central Italy
  - b. lived in Etruria, just north of Latium
  - c. skilled artists and builders
  - d. Sailed and traded on the Mediterranean
  - e. learned from Greeks and Phoenicians
  - f. developed their own alphabet
    - 1.) based on Greek
    - 2.) use Roman letters in English and many other languages
  - g. influenced religion and architecture

### E. Rome Expanded

1. feared conquerors and used force to rule
2. **diplomacy** – managing relationships with other countries through negotiation
3. army
  - a. **legion**
    - 1.) basic unit of roman army
    - 2.) 4,500-5,000 heavily armed infantry

b. broken into **maniples**

- 1.) units of 60-160 soldiers
- 2.) got the idea from the Samnites in the Apennines
- 3.) formed a Solid battle line
- 4.) could fight on their own in rough country
- 5.) made them more flexible than Greek phalanxes

c. also great builders

- 1.) built temporary forts each night
- 2.) built roads and bridges to move faster

4. friends and allies


a. signed treaties with defeated enemies

b. eventually became Roman citizens

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

 **INTERACTIVE**

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

## Practice Vocabulary

**Words in Context** For each question below, write an answer that shows your understanding of the boldfaced key term.

1. What activities most likely took place in the **forum** of ancient Rome?
2. How did Rome's government change when the **republic** replaced the monarchy?
3. What advantages did a **maniple** give Romans in battle?
4. Approximately how many soldiers made up a **legion**? What kind of soldiers were they?

## II. Government of the Republic

### A. Principles of Roman Government

1. unige system of government that lasted 500 years
2. led to great success
3. elements
  - a. aristocracy, democracy, and monarchy
  - b. strong leaders, wealthy aristocrats, and average citizens
4. **constitution**
  - a. a system by which a government is organized
  - b. unwritten
  - c. based on tradition, custom, and a collection of laws
5. Seperation of powers
  - a. power was shared among different people with set roles
  - b. no single ruler or one top leader
  - c. split offices between two or more men
  - d. elected two equal leaders called consuls
    - 1.) could **veto** – stop or cancel one another's actions
    - 2.) **veto** means "I forbid"
  - e. limited time in office to one year
6. checks and balances
  - a. tripartite government – power divided between three branches
    - 1.) assemblies
    - 2.) senate – often the most powerful
    - 3.) magistrates – elected officials who enforce the law
  - b. each had its own powers
  - c. checked on and stopped one another from misusing power
  - d. none could hold total power
7. rule of law
  - a. law applied to everyone, even elected officials
  - b. no one could **violate** – break a rule or agreement

### B. Citizens of Rome

1. free men
  - a. citizens from birth if born to citizens
  - b. could be granted citizenship by generals and emperors
2. women and slaves were not Citizens
3. **toga**
  - a. a garment adult men wore wrapped around their bodies
  - b. Symbol of citizenship
4. rights
  - a. right to a trial
  - b. right to vote
5. responsibilities
  - a. had to pay taxes
  - b. had to serve in the military
  - c. had to serve in courts as legal guardians, witnesses, jurors, or judges
  - d. stressed civic duty
6. divided into two orders
  - a. Patricians
    - 1.) members of the oldest families
    - 2.) wealthy
    - 3.) controlled all government offices early on
  - b. Plebeians
    - 1.) the majority of Romans

- 2.) common farmers and artisans
- 3.) some were wealthy
- 4.) went on strike during a war to gain political offices

### C. Assemblies and the Senate

#### 1. assemblies

- a. democratic part of government
- b. all adult male citizens
- c. votes of the wealthy counted more
- d. elected officials and passed laws
- e. powers were checked by the senate and elected officials

#### 2. senate

- a. worked like an oligarchy
- b. wealthiest, best-known older men, often former magistrates
- c. chosen by an official called the censor
- d. didn't represent the people
- e. guided the state by advising assemblies and magistrates
- f. thought to be wise because they were older
- g. ran foreign **policy** – course of action taken by government
- h. decided how to spend the state's money
- i. most powerful part of government

### D. Magistrates

1. high officials like monarchs
2. wealthy men who had ancestors who had held high offices
3. men from elite families were involved in politics
4. Race of Honors – moved from lower offices to higher
  - a. lower offices
    - 1.) quaestor
      - a.) accountants who kept track of the state's money
      - b.) served as assistants to higher officials
    - 2.) aedile
      - a.) in charge of holding festivals and maintaining buildings
    - 3.) tribune of the plebs
      - a.) protectors of the plebeians
      - b.) took radical and revolutionary positions
      - c.) right to veto any law or action of any magistrate
      - d.) strictly forbidden to harm a tribune
  - b. higher offices
    - 1.) praetor
      - a.) judged cases, managed the city, and led armies
    - 2.) **consul**
      - a.) the top officials of the republic
      - b.) lead the army
      - c.) presided over the Senate and assemblies and were the highest judges
    3. both wore special togas and sat on Twon chairs
    4. followed around by bodyguards called lictors that carried their fascis – symbol of power
  - c. dictators
    1. voted into office by the senate in times of emergency
    2. held complete power for a limited time (six months max)
    3. Cincinnatus
      - a.) a farmer who quickly defeated the enemy and returned to his farm

b.) a Model citizen like George Washington

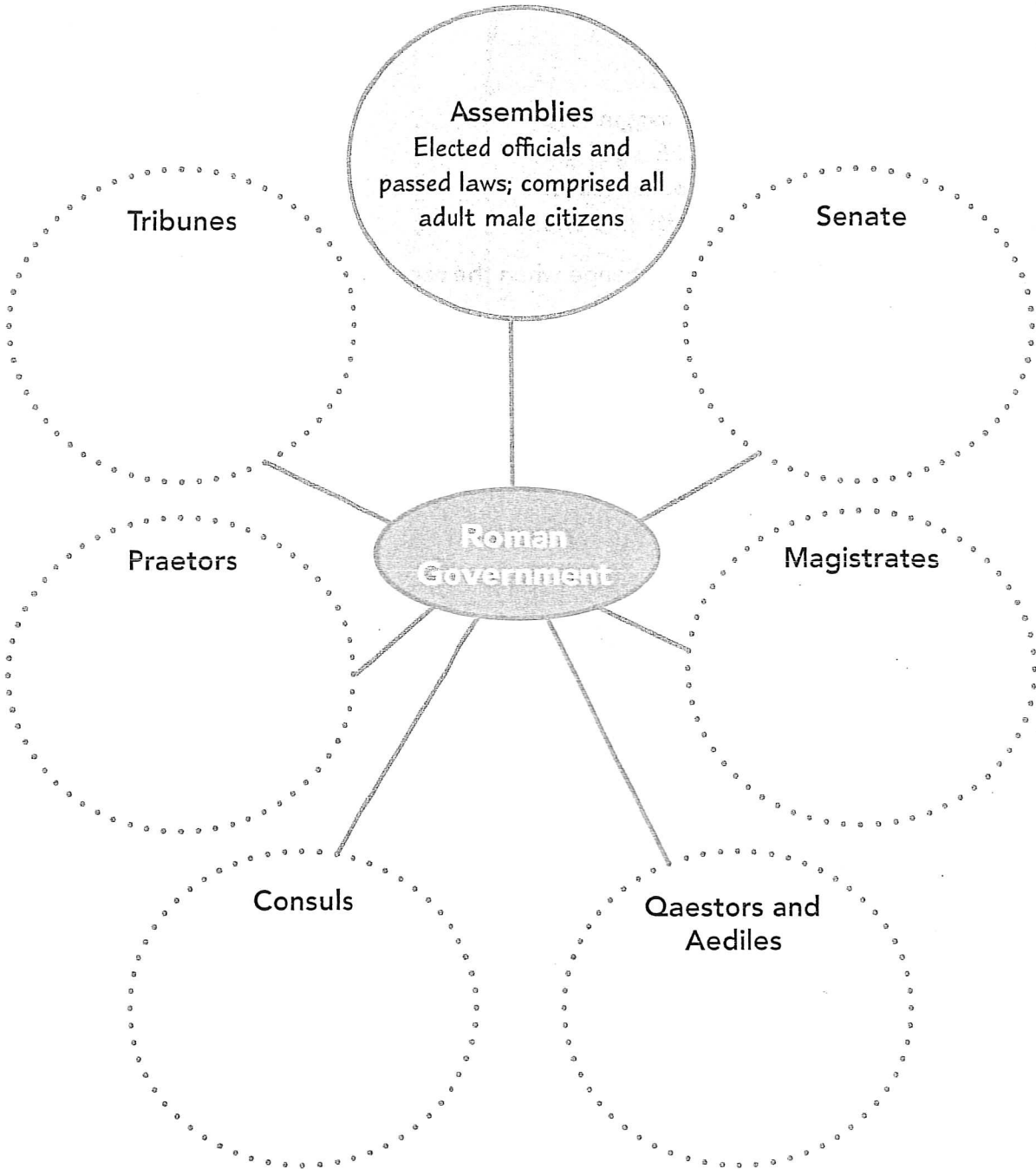
E. Rome Set an Example

1. most successful and long- lasting republic
2. our Constitution uses many elements
  - a. right to vote and stand for office
  - b. three branches with separation of powers
  - c. checks and balances limiting each branch
  - d. rule of law applies to all Americans equally
  - e. presidents can veto like tribunes of the plebs
  - f. we have a Senate
3. many differences in the U.S. now
  - a. written constitution
  - b. representative democracy (versus direct democracy)
  - c. women participate equally
  - d. no slavery



### 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.



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

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### 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 numerals 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.

<p>1. XII = .....</p> <p>2. LV = .....</p>	<p>3. CCXXIII = .....</p> <p>4. CXLIV = .....</p>
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**Team Challenge!** Write a few sets of Roman numbers. Switch with a partner to have them write the number in Arabic numerals.

## 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.

### III. Society in the Republic

#### A. Roman Men and Women

##### 1. patriarchal society

- a. men ruled their families
- b. origins were traced through male ancestor

##### 2. paterfamilias

- a. head of the household
- b. oldest in the family
- c. owned all the family's property
- d. had absolute, unlimited power
  - 1.) wife
  - 2.) children
  - 3.) slaves
  - 4.) underage siblings
- e. could sell children into slavery
- f. could kill them
- g. limited by custom
  - 1.) duty to family was a virtue
  - 2.) duty to honor ancestors
  - 3.) continued family name through sons

##### 3. women

- a. enjoyed more freedom than Greeks
- b. could own personal property
- c. active in social life
  - 1.) parties
  - 2.) theater
  - 3.) religious rituals
- d. made wills, divorced, and went out in public
- e. the rich could influence decisions through husbands and sons
- f. couldn't vote, attend assemblies, or hold office
- g. most important role was to bear and raise children

#### B. The Rich and the Poor

##### 1. the Wealthy

- a. the **minority** – a group that is less than half of the population
- b. worked in agriculture
  - 1.) owned huge farms worked by the poor or slaves
  - 2.) grew rich
- c. some had businesses
- d. lived in one- or two-story houses the size of city blocks
  - 1.) Courtyards
  - 2.) gardens
  - 3.) private baths
  - 4.) beautiful decorations
  - 5.) running water
- e. owned **villas** – large country homes

##### 2. common people (called lebeians)

- a. the majority
- b. lived in apartments
  - 1.) poorly built
  - 2.) no running water
  - 3.) often collapsed
- c. crime, disease, and fire
- d. jobs

- 1.) **tenant** farmers – a person who rents land or a home
- 2.) laborers in construction or at city docks
- 3.) ran stores, taverns, and restaurants

### 3. slavery

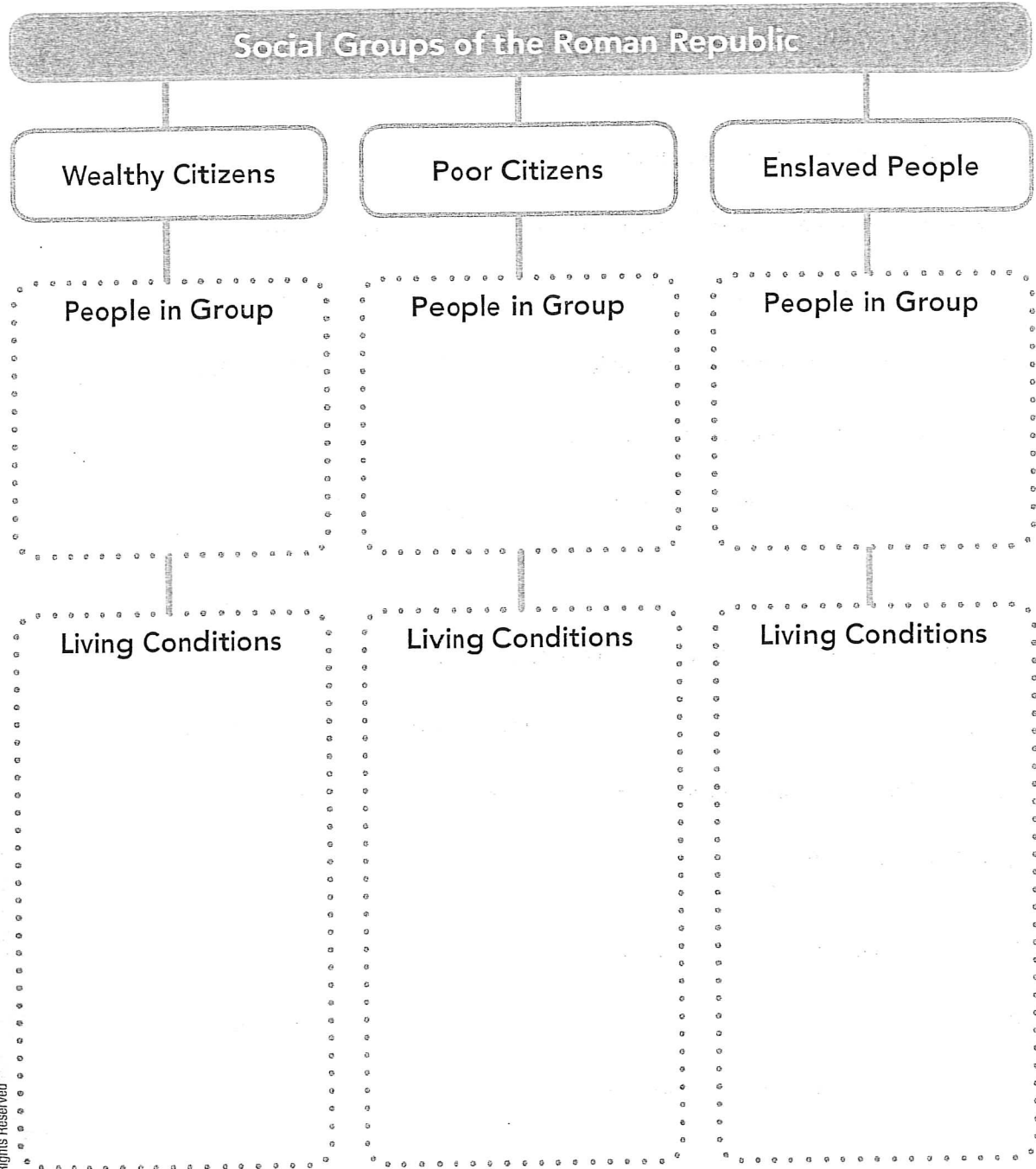
- a. very common
- b. 40 % of Romans
- c. property with no rights
- d. beaten or killed
- e. children were born into slavery
- f. worked in mines or on large farms
- g. died quickly from brutal treatment
- h. some worked in wealthy homes and had better food and shelter
- i. some were educated and worked as secretaries and teachers (Greeks)
- j. sometimes freed if loyal and became citizens
- k. could save up and buy their freedom
- l. some fought back
  - 1.) Spartacus
    - a.) led an army of rebel slaves
    - b.) fought the Roman army and threatened to capture Rome
    - c.) was defeated

### C. Roman Religion

1. center of life
  - a. home alters
  - b. sacrifices
  - c. public events
2. origins of the gods
  - a. worshipped hundreds of gods
  - b. adapted from Greeks and Etruscans and Latin traditions
3. government's role
  - a. **established religion** – an official religion supported by a government
  - b. officials served as priests
  - c. consulted religious experts before making decisions
  - d. maintaining relationship with the gods was part of government
  - e. home to thousands of Jews, and Caesar permitted Judaism
  - f. tried to make the gods happy
    - 1.) prayed
    - 2.) Worshipped at home
    - 3.) built temples
    - 4.) offered animal sacrifices
    - 5.) held games in honor of the gods
    - 6.) Cicero believed success was due to attention to the gods

### 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.



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

### 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
- established religion
- villas
- 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.

#### IV. The Republic Struggles

##### A. Conflict with Carthage

1. a city in North Africa
2. controlled parts of Spain and Sicily
3. the Punic Wars
  - a. fought Carthage for control of the western Mediterranean
  - b. three wars
  - c. Hannibal
    - 1.) Carthage's greatest general
    - 2.) marched from Spain to Italy over the Alps
    - 3.) 40,000 soldiers and 40 war elephants
    - 4.) defeated three Roman armies
    - 5.) yet the Romans continued to fight
  - d. Scipio
    - 1.) Roman general
    - 2.) crossed the sea into Africa
    - 3.) attacked Carthage
    - 4.) Hannibal sailed home to help
    5. Scipio defeated Hannibal
4. the end of Carthage
  - a. still feared Carthage
  - b. troops burned and looted the city
  - c. sold the people into slavery
  - d. gained much
    - 1.) fertile land for wheat in Sicily and North Africa
    - 2.) silver deposits in Spain
5. Rome conquered Greece and southwest Asia
6. ruled an **empire** – a state containing several countries or territories
7. divided into **provinces** – areas within a country or empire
8. magistrates governed provinces and were corrupt and cruel

##### B. Rome's Growing Pains

1. many slaves made the gap between the rich and poor grow
  - a. rich senators, patriarchs and plebeians
  - b. poor plebeians, conquered foreigners, and slaves
2. caused tension in the political system
3. magistrates
  - a. stole from the provinces
  - b. looted rich foreign enemies overseas
  - c. became wealthy and powerful
  - d. broke rules and used violence to win elections
4. the urban poor
  - a. the poor got poorer
  - b. used slaves instead of poor Romans
  - c. feared riots
  - d. gave out free grain to keep peace
  - e. appealed to the poor to win office
  - f. the elite opposed the poor
  - g. politicians supported gangs that fought each other
  - h. Tiberius and Gaius Gracchus
    - 1.) tried to give land to the poor
    - 2.) their opponents killed them
5. the power of the army
  - a. Gaius Manus



- 1.) powerful consul
- 2.) reformed the Roman army
  - a.) before only citizens who could afford armor served
  - b.) the government now paid for the **equipment** - things used for a specific purpose
  - c. now larger and more **professional** - trained, expert
  - d. served in the army for years
  - e. commander gave them land when they retired

### C. From a Republic to an Empire

1. commanders turned armies against the Senate
2. led to **civil war** - a war between groups from the same country
3. Sulla and Marius
  - a. an assembly stripped Sulla of his power and gave it to Marius
  - b. Sulla marched troops to Rome
  - c. Won against Marius
  - d. ruled as dictator for a year
4. Pompey and Caesar
  - a. Gnaeus Pompey conquered southwest Asia
  - b. Gaius Julius Caesar conquered Gaul
  - c. teamed up to govern
5. Cicero
  - a. Caesar invited Marcus Tullius Cicero to join the alliance
  - b. Cicero turned him down because unconstitutional
  - c. supported the Senate and the republic
  - d. wrote *The Republic*, describing traditional authority and the senate
  - e. was exiled and later assassinated
6. Caesar's murder
  - a. the two commanders fought
  - b. the senate sided with Pompey
  - c. Caesar marched across the Rubicon River into Italy
  - d. began a civil war and defeated Pompey and the senate
  - e. took control of Rome
  - f. helped the poor
  - g. became dictator for life
  - h. angry senators murdered him
7. Octavian
  - a. Caesar made his teenage relative Octavian his heir in his will
  - b. avenged Caesar and killed his murderers in a civil war
  - c. defeated Mark Antony and Cleopatra, the queen of Egypt
  - d. ruled the Roman empire as a monarch
  - e. became the first emperor and became **Augustus** - honored one
  - f. changed rules for the senate
    - 1.) needed to own more property
    - 2.) couldn't be directly involved in business
    - 3.) the emperor led senate discussions, introduced laws, and appointed senators
    - 4.) senate became a group of advisors to the all-powerful emperor
8. the fast growth of the empire led to its fall
9. military power led to civil war
10. Augustus ended this but took away the republic

### 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.

Weaknesses of the Republic	Actions of Politicians and Military Commanders
<p>Corruption</p> <p>Urban Poor</p> <p>Power of the Army</p>	<p>Marius and Sulla</p> <p>Pompey and Caesar</p>
<p>Final Crisis</p>	

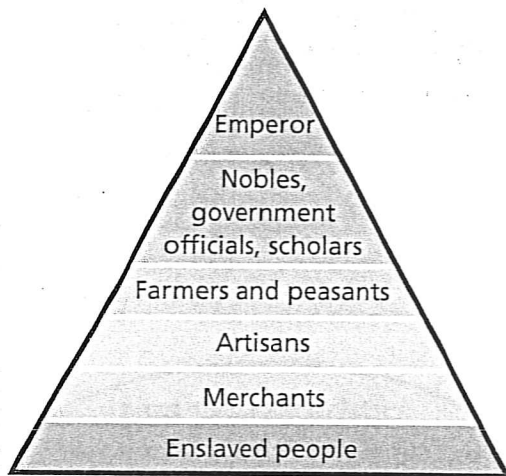
**INTERACTIVE**

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

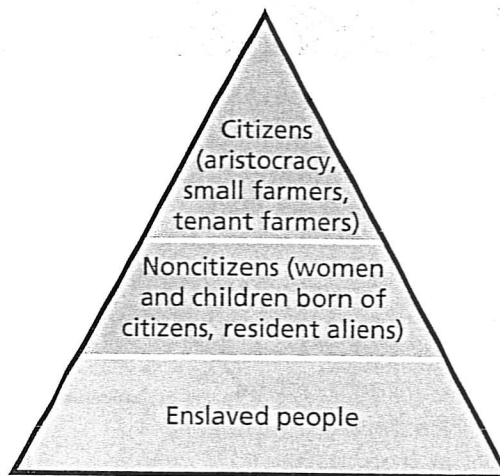
## Quick Activity How Does Roman Society Compare?

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.

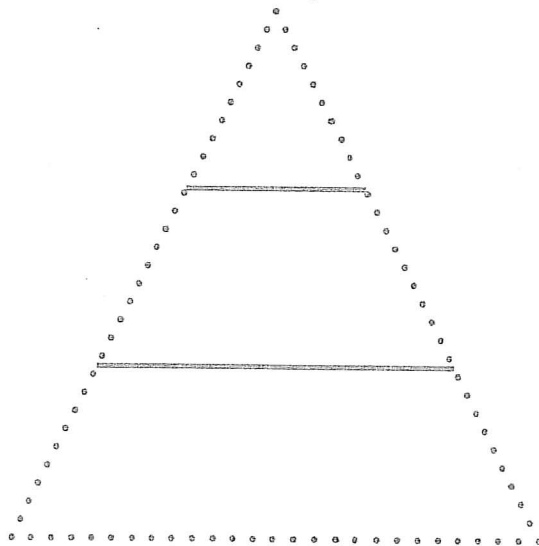
### Han China



### Ancient Greece



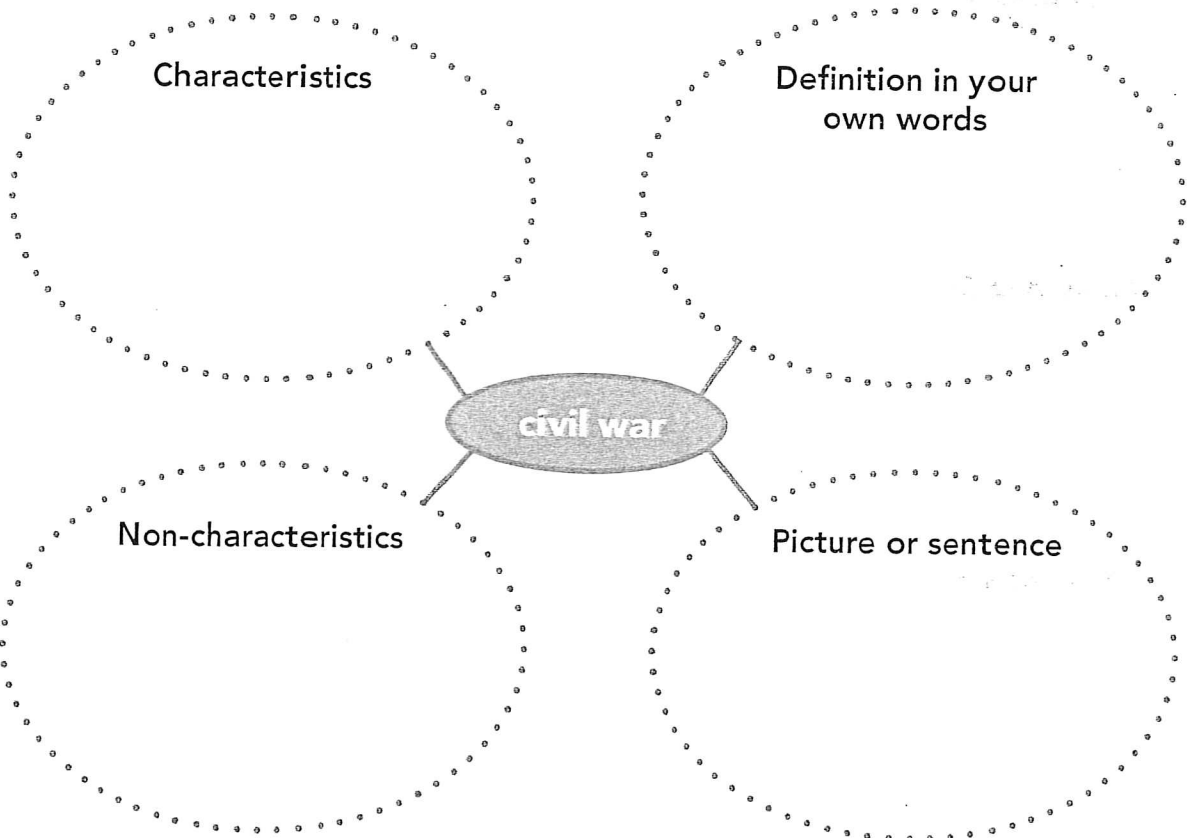
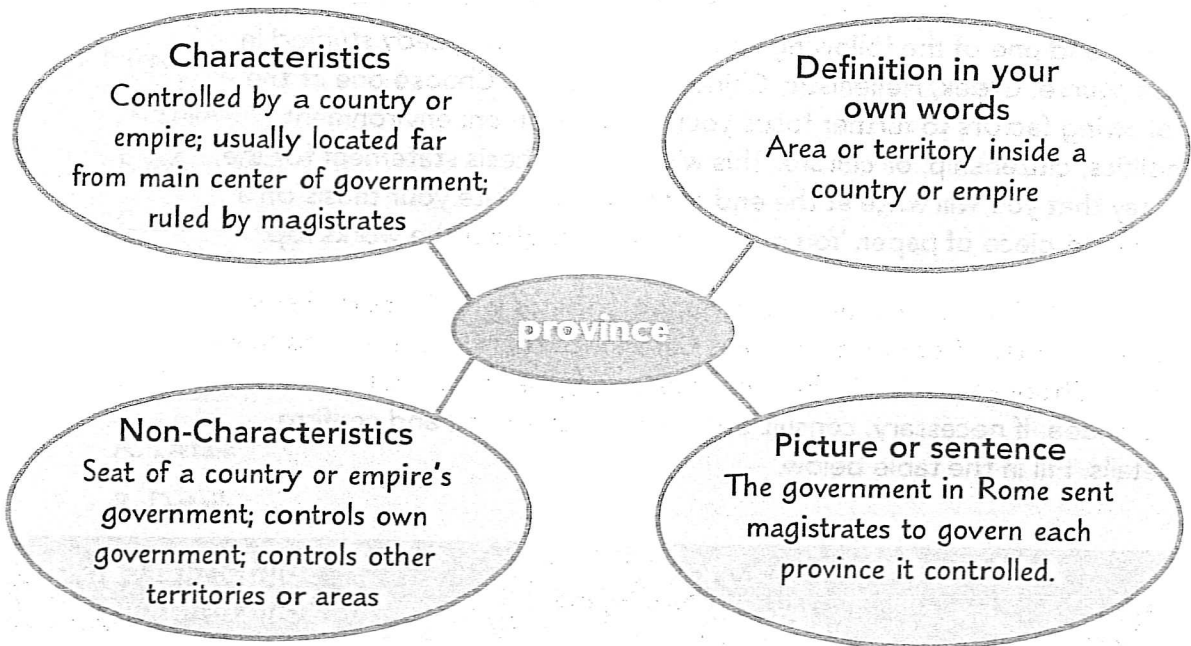
### Roman Republic



**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.

## 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*.

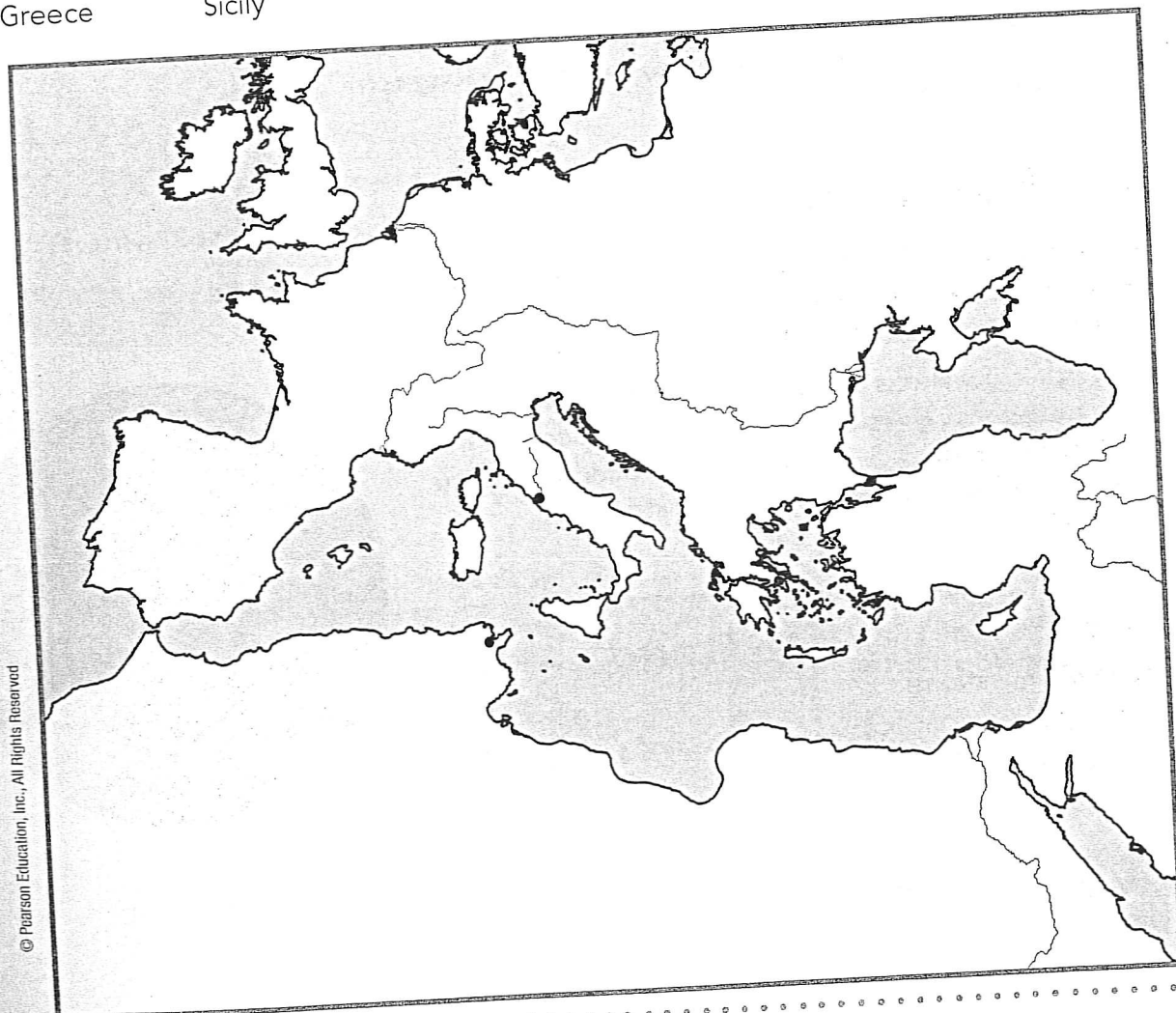




## Map Skills

Using the map in your text, 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



300  
BCE

100  
BCE

# Cultural Elements

CIVILIZATION:

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Geography & Climate	
Religion & Values	
Government & Laws	
Economy & Jobs	
Language & Education	
Food	
Clothing	
Shelter	
Art	
Pastimes & Hobbies	

