World History
Topic 7
The Roman Republic
800-30 BCE

NAME: ____________________________

I. The Roman Republic Rises
   A. Italy’s Varied Geography
      1. Rome
         a. built along the ______ River in Italy
         b. near the center of the Italian__________
         c. became the world’s largest ______
         d. part of a region called ____________ (Latin)

   B. Italy
      a. the ______ separate Italy from the rest of Europe
      b. the ___________ run down the center
      c. less ________ than Greece so easier to unite the peninsula
      d. several ________ for transportation
      e. large, fertile, flat ________
         1.) farming
         2.) produced ________ oil, wheat, ________, and wine
         3.) raised ________ and goats for ________ and wool

II. The Earliest Days of Rome
   1. ________ grew into towns and small cities
      a. built on the tops of ________ hills
      b. overlooked the ________ River
      c. near where the river flows into the ________

   2. the ________ of Rome
      a. founded by twins named Romulus and ________
      b. mother was a Latin __________
      c. father was ________, god of war
      d. the king, their ________, was jealous
      e. placed the babies in a ________ and threw them in the Tiber
      f. saved by a she-________ and raised by a shepherd
      g. later gathered a group to found a ________
      h. quarreled and Romulus ________ Remus
      i. named ________ after himself

III. the Roman Forum
      a. open area in a city filled with public ______________
      b. drained a ________ area between two of the town’s hills
      c. center of government, religion, and ______________

IV. natural advantages
   a. ________ gave a natural defense
   b. the Tiber River
      1.) gave access to a nearby ________
      2.) ________ but small boats could reach the city
      3.) the river was too ________ and dangerous for large boats
      4.) seagoing ships could not ________ Rome
   c. located on key ________ routes
      1.) the Tiber ________ was a natural east-west trade route
      2.) several north-south trade routes crossed the Tiber to the ________
C. Rome Becomes a Republic
1. started as an independent city-state with a _______________
2. Roman ________
   a. had broad powers
   b. served as heads of the ________, chief ________, and supreme judge
   c. helped cities __________
   d. built first buildings in the __________ and led wars against villages
   e. ruled with the consent of wealthy ________________
3. the __________
   a. __________ male aristocrats
   b. _______________ the king
   c. senex means “old man”
4. founding the republic
   a. __________ the Proud, the 7th king, mistreated his people
   b. they overthrew the king and formed a Republic – a government in which ________________
   c. influenced by Athens’s ________________
   d. res publica means “_______ thing” or “public business”
   e. all free adult _______ citizens could take part in government

D. The People of Italy
1. Greek ________________
   a. founded cities and settled in southern ________
   b. Rome learned about Greek ________________
   c. admired Greek city-states like ________________
   d. adopted many ________________ traditions
   e. adopted Greek ________________ by identifying – ________________, their gods with Greek gods
      1.) Zeus was identified with ____________
      2.) Hera was identified with ____________
      3.) Athena was identified with ________________
   f. adopted Greek ________________
      1.) Romulus and Remus were ________________ descendants
      2.) Aeneas was a ____________ hero in the Iliad
      3.) written by ____________ in a poem called the Aeneid

2. Etruscans
   a. the most powerful people in ____________ Italy
   b. lived in ____________, just north of Latium
   c. skilled artists and ________________
   d. ________________ and traded on the Mediterranean
   e. learned from Greeks and ________________
   f. developed their own ________________
      1.) based on Greek
      2.) use Roman letters in ____________ and many other languages
   g. influenced religion and ________________

E. Rome Expanded
1. feared ________________ and used force to rule
2. diplomacy – managing ________________ with other countries through negotiation
3. army
   a. legion
      1.) ________________
      2.) 4,500-5,000 heavily armed ________________
b. broken into **maniples**
   1.) units of __________ soldiers
   2.) got the idea from the ________________ in the Apennines
   3.) formed a ______ battle line
   4.) could fight on their own in __________ country
   5.) made them more ________________ than Greek phalanxes

c. also great ________________
   1.) built temporary _____ each night
   2.) built roads and ________________ to move faster

4. friends and ________________
   a. signed ________________ with defeated enemies
   b. eventually became Roman ________________
**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.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td>• Less rugged terrain, including large, flat plains, made it easy for soldiers to travel and unite the country.</td>
</tr>
<tr>
<td>Greek Culture</td>
<td>•</td>
</tr>
<tr>
<td>Etruscan Culture</td>
<td>•</td>
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</tbody>
</table>

[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. ________ system of government that lasted ______ years
      2. led to great success
      3. elements
         a. aristocracy, ________ and monarchy
         b. strong leaders, wealthy aristocrats, and average ________
      4. constitution
         a. a ________ by which a government is organized
         b. unwritten
         c. based on tradition, ________, and a collection of laws
      5. ________ of powers
         a. power was ________ among different people with set roles
         b. no single ________ or one top leader
         c. split ________ between two or more men
         d. elected two equal ________ called consuls
            1.) could ________ another’s actions
            2.) ________ means “I forbid”
         e. limited ________ in office to one year
      6. checks and balances
         a. tripartite government – power divided between ________ branches
            1.) assemblies
            2.) ________ – often the most powerful
            3.) ________
         b. each had its own powers
         c. checked on and stopped one another from ________ power
         d. none could hold ________ power
      7. rule of ________
         a. law applied to ________, even elected officials
         b. no one could ________ ________

B. Citizens of Rome
   1. _____ men
      a. citizens from ________ if born to citizens
         b. could be granted citizenship by generals and ________
   2. women and slaves were not ________
   3. toga
      a. ________ wrapped around their bodies
      b. ________ of citizenship
   4. rights
      a. right to a ________
      b. right to ________
   5. responsibilities
      a. had to pay ________
      b. had to serve in the ________
      c. had to serve in ________ as legal guardians, witnesses, jurors, or judges
      d. stressed ________ duty
   6. divided into two ________
      a. Patricians
         1.) members of the ________ families
         2.) ________
         3.) ________ government offices early on
      b. Plebeians
         1.) the ________ of Romans
2. common ___________ and artisans
3. some were _______________
4. went on ______________ during a war to gain political offices

C. Assemblies and the Senate
1. assemblies
   a. ______________ part of government
   b. all ______ male citizens
   c. votes of the wealthy counted ________
   d. elected _______________ and passed laws
   e. powers were checked by the ________ and elected officials
2. senate
   a. worked like an ______________
   b. wealthiest, best-_______ older men, often former ________________
   c. chosen by an official called the ________
   d. didn’t represent the ________________
   e. guided the state by ______________ assemblies and magistrates
   f. thought to be ________ because they were ______________
   g. ran foreign policy –
   h. decided how to spend the state’s ___________
   i. most powerful part of government

D. Magistrates
1. high officials like _______________
2. wealthy men who had ________________ who had held high offices
3. men from ________ families were involved in politics
4. ________ of Honors – moved from lower offices to higher
   a. lower offices
      1.) quaestor
         a.) ______________ who kept track of the state’s money
         b.) served as assistants to higher officials
      2.) ______________
         a.) in charge of holding festivals and maintaining buildings
      3.) tribune of the __________
         a.) protectors of the plebeians
         b.) took _________________ and revolutionary positions
         c.) right to ________ any law or action of any magistrate
         d.) strictly forbidden to ________ a tribune
   b. higher offices
      1.) ______________
         a.) judged cases, managed the city, and led ____________
      2.) consul
         a.) the _______ officials of the republic
         b.) lead the army
         c.) presided over the ________ and assemblies and were
            the highest ______________
      3. both wore special _________ and sat on _________ chairs
      4. followed around by bodyguards called _________ that carried
         their ________________ – symbol of power
   c. dictators
      1. voted into office by the senate in times of _____________
      2. held complete power for a limited time (______ months max)
      3. Cincinnatus
         a.) a _____________ who quickly defeated the enemy and
            returned to his farm
E. Rome Set an Example

1. most successful and long-__________ republic
2. our ________ uses many elements
   a. right to ______ and stand for office
   b. ________ branches with separation of powers
   c. checks and ________ limiting each branch
   d. rule of _____ applies to all Americans equally
   e. presidents can ______ like tribunes of the plebs
   f. we have a ________

3. many differences in the U.S. now
   a. ________ constitution
   b. representative democracy (versus ________ democracy)
   c. ________ participate equally
   d. no ________
**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.

Assemblies  
Elected officials and passed laws; comprised all adult male citizens

Tribunes

Senate

Praetors

Magistrates

Consuls

Qaestors and Aediles

**INTERACTIVE**

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

<table>
<thead>
<tr>
<th>Arabic Numerals</th>
<th>Roman Numerals</th>
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<tbody>
<tr>
<td>1</td>
<td>I</td>
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<tr>
<td>2</td>
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<td>7</td>
<td>VII</td>
</tr>
<tr>
<td>8</td>
<td>VIII</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
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<tbody>
<tr>
<td>9</td>
<td>IX</td>
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<tr>
<td>10</td>
<td>X</td>
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<td>200</td>
<td>CC</td>
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<tr>
<td>500</td>
<td>D</td>
</tr>
<tr>
<td>1000</td>
<td>M</td>
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</tbody>
</table>

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: 
   \[XXV = 25 \cdot (10 + 10 + 5)\]

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.

1. XII =

2. LV =

3. CCXXIII =

4. CXLIV =

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. 

TOPIC 7  
171  
The Roman Republic
III. Society in the Republic
A. Roman Men and Women
1. patriarchal society
   a. ______________________
   b. origins were traced through ________ ancestor

2. paterfamilias
   a. ______________________
   b. ________________ in the family
   c. owned all the family’s ______________________
   d. had ______________, unlimited power
      1.) __________
      2.) children
      3.) slaves
      4.) under age
   e. could ____ children into slavery
   f. could ____ them
   g. limited by ______________________
      1.) duty to family was a ________
      2.) duty to honor ______________________
      3.) continued family name through ________

3. women
   a. enjoyed more ________________ than Greeks
   b. could own personal ________________
   c. active in ________________ life
      1.) parties
      2.) ________________
      3.) religious rituals
   d. made wills, ________________, and went out in public
   e. the rich could influence decisions through ________________ and sons
   f. couldn’t ________, attend assemblies, or hold office
   g. most important role was to ________ and raise children

B. The Rich and the Poor
1. the ______________________
   a. the minority – a group that is ______________________
   b. worked in agriculture
      1.) owned huge ________ worked by the poor or ________________
      2.) grew rich
   c. some had ______________________
   d. lived in one- or two-story houses the size of ________ blocks
      1.) ______________________
      2.) gardens
      3.) private ________________
      4.) beautiful decorations
      5.) ________ water
   e. owned villas – large ______________________

2. common people (called ______________________)
   a. the majority
   b. lived in ________________
      1.) poorly built
      2.) no ________________ water
      3.) often ________________
   c. crime, ________________, and fire
   d. jobs
1.) **tenant** farmers – ______________________
2.) laborers in construction or at city _________
3.) ran stores, ____________________, and restaurants

3. slavery
   a. very __________________
   b. __% of Romans
   c. __________________ with no rights
   d. beaten or _________
   e. __________ were born into slavery
   f. worked in _________ or on large farms
   g. died quickly from _________ treatment
   h. some worked in ___________ homes and had better food and shelter
   i. some were educated and worked as secretaries and teachers (_______)
   j. sometimes __________ if loyal and became ______________
   k. could save up and _____ their freedom
   l. some ___________ back

   1.) Spartacus
      a.) led an army of ______ slaves
      b.) fought the Roman army and threatened to capture Rome
      c.) was ______________

C. Roman Religion

1. center of ________
   a. home alters
   b. ________________
   c. public events

2. origins of the gods
   a. worshipped ______________ of gods
   b. adapted from ___________ and Etruscans and Latin traditions

3. government’s role
   a. **established religion** – an ______________ religion supported by a
government
   b. officials served as ___________
   c. consulted religious __________ before making decisions
   d. maintaining relationship with the gods was part of ______________
   e. home to thousands of ____ , and Caesar permitted Judaism
   f. tried to make the gods __________
      1.) prayed
      2.) __________ at home
      3.) built __________
      4.) offered animal ______________
      5.) held __________ in honor of the gods
      6.) __________ 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.

Social Groups of the Roman Republic

- Wealthy Citizens
  - People in Group
  - Living Conditions

- Poor Citizens
  - People in Group
  - Living Conditions

- Enslaved People
  - People in Group
  - Living Conditions

INTERACTIVE

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  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.
IV. The Republic Struggles
A. Conflict with
1. a city in North
2. controlled parts of and Sicily
3. the Wars
   a. fought Carthage for control of the western
   b. wars
   c. Hannibal
      1.) Carthage’s greatest
      2.) marched from Spain to Italy over the
      3.) 40,000 soldiers and 40 war
      4.) defeated Roman armies
      5.) yet the Romans continued to fight
   d.
      1.) Roman general
      2.) crossed the sea into
      3.) attacked Carthage
      4.) sailed home to help
      5. Scipio defeated Hannibal
4. the end of Carthage
   a. still Carthage
   b. troops burned and the city
   c. sold the people into
   d. gained much
      1.) land for wheat in and North Africa
      2.) deposits in Spain
5. Rome conquered and southwest Asia
6. ruled an
7. divided into provinces – areas within a
8. magistrates governed provinces and were and cruel
B. Rome’s Growing Pains
1. many made the gap between the rich and poor grow
   a. rich senators, and plebeians
   b. poor, conquered foreigners, and
2. caused in the political system
3. magistrates
   a. stole from the
   b. looted rich enemies overseas
   c. became wealthy and powerful
   d. broke and used violence to win
4. the poor
   a. the poor got poorer
   b. used slaves instead of Romans
   c. feared
   d. gave out free to keep peace
   e. appealed to the poor to win
   f. the opposed the poor
   g. politicians supported that fought each other
   h. and Gaius Gracchus
      1.) tried to give to the poor
      2.) their opponents them
5. the power of the army
   a. Gaius
1.) powerful ________
2.) ____________ the Roman army
   a.) before only citizens who could afford ________ served
   b.) the government now paid for the equipment — ________
   c. now larger and more professional — ________, expert
   d. served in the army for ________
   e. commander gave them ________ when they retired

C. From a Republic to an Empire
1. commanders turned armies against the ____________
2. led to civil war — ________________________________
3. Sulla and Marius
   a. an assembly stripped ________ of his power and gave it to Marius
   b. Sulla marched troops to Rome
   c. ________ against Marius
   d. ruled as ________ for a year
4. Pompey and Caesar
   a. Gnaeus ________ conquered southwest Asia
   b. Gaius Julius ________ conquered Gaul
   c. teamed up to govern
5. Cicero
   a. Caesar invited Marcus Tullius ________ to join the alliance
   b. Cicero turned him down because ________
   c. supported the ________ and the republic
   d. wrote The Republic, describing traditional authority and the senate
   e. was exiled and later ________
6. Caesar’s murder
   a. the two commanders
   b. the senate sided with ________
   c. Caesar marched across the ____________ River into Italy
   d. began a civil war and ____________ Pompey and the senate
   e. took control of Rome
   f. helped the ________
   g. became dictator for ________
   h. angry senators ____________ him

7. Octavian
   a. Caesar made his ____________ relative Octavian his _____ in his will
   b. ____________ Caesar and killed his murderers in a civil war
   c. defeated Mark ____________ and ____________, the queen of Egypt
   d. ruled the Roman empire as a ____________
   e. became the first ________ and became Augustus — ________
   f. changed rules for the senate
      1.) needed to own more ________
      2.) couldn’t be directly involved in ________
      3.) the ________ led senate discussions, introduced laws,
         and appointed ________
      4.) senate became a group of ________ to the all-powerful emperor
8. the fast ________ of the empire led to its fall
9. military power led to ________ war
10. Augustus ended this but took away the ____________
### 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.

<table>
<thead>
<tr>
<th>Weaknesses of the Republic</th>
<th>Actions of Politicians and Military Commanders</th>
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<tbody>
<tr>
<td>Corruption</td>
<td>Marius and Sulla</td>
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<tr>
<td>Urban Poor</td>
<td>Pompey and Caesar</td>
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<tr>
<td>Power of the Army</td>
<td></td>
</tr>
<tr>
<td>Final Crisis</td>
<td></td>
</tr>
</tbody>
</table>

**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

- Emperor
- Nobles, government officials, scholars
- Farmers and peasants
- Artisans
- Merchants
- Enslaved people

Ancient Greece

- Citizens (aristocracy, small farmers, tenant farmers)
- Noncitizens (women and children born of citizens, resident aliens)
- Enslaved people

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.

- **Characteristics**
  - Controlled by a country or empire; usually located far from main center of government; ruled by magistrates

- **Definition in your own words**
  - Area or territory inside a country or empire

- **Non-Characteristics**
  - Seat of a country or empire’s government; controls own government; controls other territories or areas

- **Picture or sentence**
  - The government in Rome sent magistrates to govern each province it controlled.

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**Characteristics**

**Definition in your own words**

**Non-characteristics**

**Picture or sentence**
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.
   ___ democracy    ___ dictatorship    ___ republic
   ___ monarchy     ___ aristocracy    ___ 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.
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
- Rome
- Greece
- Mediterranean Sea
- Carthage
- Sicily
- Tiber River
- Athens
- Gaul
- Alps
- Italy
- Byzantium
<table>
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<th>Cultural Elements</th>
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<td><strong>CIVILIZATION:</strong></td>
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<td>Geography &amp; Climate</td>
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