

World History

Topic 7

The Roman Republic

800-30 BCE

NAME: _____

I. The Roman _____ Rises

A. Italy's Varied Geography

1. Rome

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

2. Italy

- the _____ separate Italy from the rest of Europe
- the _____ run down the center
- less _____ than Greece so easier to unite the peninsula
- several _____ for transportation
- large, fertile, flat _____
 - farming
 - produced _____ oil, wheat, _____, and wine
 - raised _____ and goats for _____ and wool

B. The Earliest Days of Rome

1. _____ grew into towns and small cities

- built on the tops of _____ hills
- overlooked the _____ River
- near where the river flows into the _____

2. the _____ of Rome

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

3. the Roman Forum

- open area in a city filled with public _____
- drained a _____ area between two of the town's hills
- center of government, religion, and _____

4. natural advantages

- _____ gave a natural defense
- the Tiber River
 - gave access to a nearby _____
 - _____ but small boats could reach the city
 - the river was too _____ and dangerous for large boats
 - seagoing ships could not _____ Rome
- located on key _____ routes
 - the Tiber _____ was a natural east-west trade route
 - 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 _____

Romulus & Remus

The Founding of Rome

Rhea Silvia, a princess, and the Roman god of war, Mars, together had twin boys, Romulus and Remus. It was believed that the boys would grow up and overthrow the king in the land in which they lived, so the king had the infant boys placed in a basket and left along the Tiber River to perish.

The boys did not die, however, being found by a she-wolf. She nursed the boys and protected them from wild animals, allowing only for a woodpecker to find them food. Before too long a shepherd discovered the boys and took them home to raise them as his own.

As the boys grew in age they showed themselves to be natural leaders. Eventually Remus was captured and taken to the king where his true identity was discovered. Romulus gathered together some shepherds to help free his brother, but during the rescue the king was killed. Those in the city offered to allow the brothers to become joint kings of their homeland, but Romulus and Remus turned the offer down because they wanted to found their own city.

So Romulus and Remus set out to find the perfect spot for their city, eventually arriving at the land where Rome is located today. Although they both liked the general area, they each chose a different hill on which to create their future city site. Romulus wanted to build his city upon Palatine Hill. Remus preferred Aventine Hill. Both boys agreed to wait for a sign from the gods in order to determine who was right and where to build.

Remus claimed to see six vultures appear on his hill but Romulus then said he saw twelve. Despite Remus' sighting, which was first, both boys claimed to have won. Romulus, determined that he was right, started building a wall around Palatine Hill. Remus, jealous of his brother's work, mocked the wall. To further show his disdain for the wall, Remus jumped over the wall to show how easy it was to cross. Romulus became angry and killed Remus.

With Remus gone, Romulus continued his work on the city. It was on April 21, 753 BC that Romulus officially founded his city, naming it Rome, after himself, and declaring himself as king.

Romulus & Remus

What do you know?

1. Romulus and Remus were the sons of which Roman god?
2. As infants, the boys were placed in a basket along which river?
3. What animal discovered the boys & nursed them until shepherds took them in?
4. Which animal hunted for food for the boys?
5. Who was captured and taken before the king?
6. Which brother wanted to build their city on Aventine Hill?
7. Who saw 12 vultures as part of their sign from the gods?
8. Why do you think Remus made fun of his brother's wall and do you think he believed he was risking his life to do so?
9. How do you think Romulus felt about killing his brother?
10. When was Rome officially founded?

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

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 **veto** – _____, one another's actions
 - 2.) *veto* 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.) **magistrates** – _____
 - 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 **violate** – _____

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.) wealthy
 - 3.) controlled _____ 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

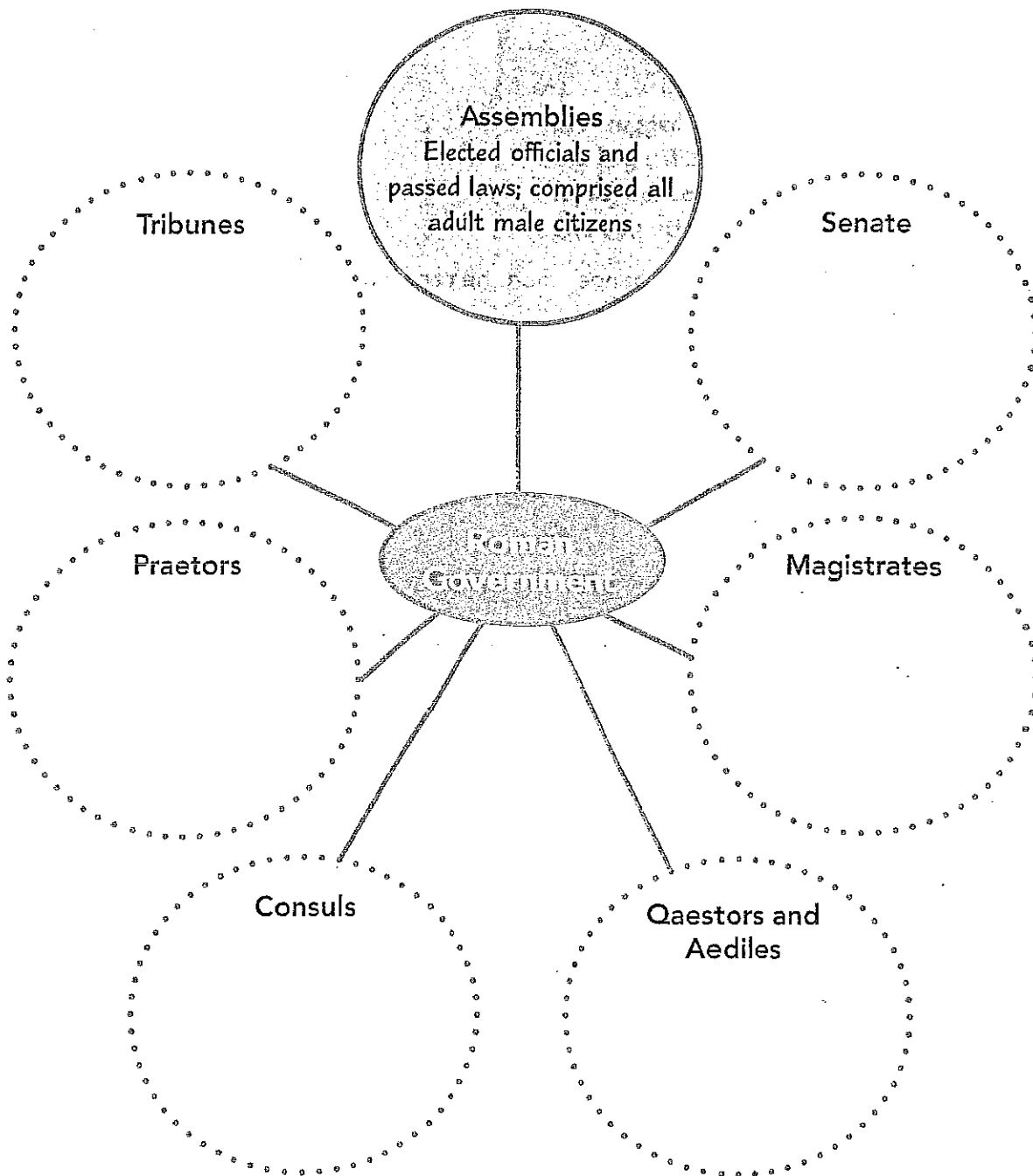
b.) a _____ citizen like George _____

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.



INTERACTIVE

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> |
|--|---|

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

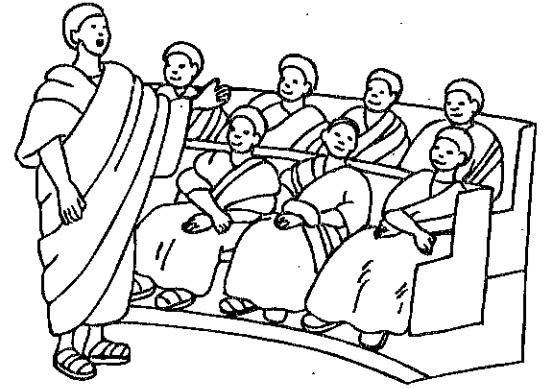
5.

Name _____

Skill: vocabulary

The Roman Republic

The Roman Republic lasted from 509 BC to 27 BC. The word **republic** refers to any form of government in which the leaders are elected.



1. consul _____

2. patrician _____

3. plebian _____

4. Senate _____

5. tribune _____

6. Twelve Tables _____

7. veto _____

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.) underage _____
- 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

Gifts of Ancient Rome

The Roman Republic

After years of being ruled by kings, the Romans adopted a form of government called a republic. Explain to the class that in a republic, leaders are elected to office. Then give each student a copy of The Roman Republic reproducible to complete. Provide reference materials, and let students work individually or in pairs to look up the meanings of the terms listed on the activity sheet. Afterward, discuss the meanings of the following terms with the class:

1. *consul*—one of the two officials elected to head the Roman Republic
2. *patrician*—a member of Rome's wealthy class
3. *plebian*—a member of the large class of ordinary citizens
4. *Senate*—a government body made up of members of Rome's wealthy class
5. *tribune*—an official elected by the plebians in order to protect the rights of the plebians against the patricians in the Senate
6. *Twelve Tables*—the set of twelve bronze tablets on which Rome's laws were written
7. *veto*—to refuse to approve; each consul could veto the other's actions

Famous Romans

Tell the class that the emperors of Rome had their portraits featured on coins to make themselves known throughout the empire. If possible, show students pictures of Roman imperial coins. Next, provide encyclopedias and library books for the class, and have each student research a famous Roman. Have students choose from the following suggestions, or present a list of your own:

Mark Antony	Hadrian	Seneca
Augustus	Horace	Tacitus
Marcus Aurelius	Livy	Terence
Julius Caesar	Lucretius	Titus
Cicero	Ovid	Trajan
Constantine	Quintillian	Virgil

Distribute copies of the Famous Romans reproducible, and let students design a coin honoring the person they

researched. Later, have them write a brief paragraph describing that person's accomplishments.

English and Latin

Write the words *antler*, *pay*, and *soldier* on the board. Ask students to guess what the words have in common. Then tell the class that all three words come from Latin. Explain that Latin was the official language of the Roman Empire. Scholars think that about half of all English words have Latin origins.

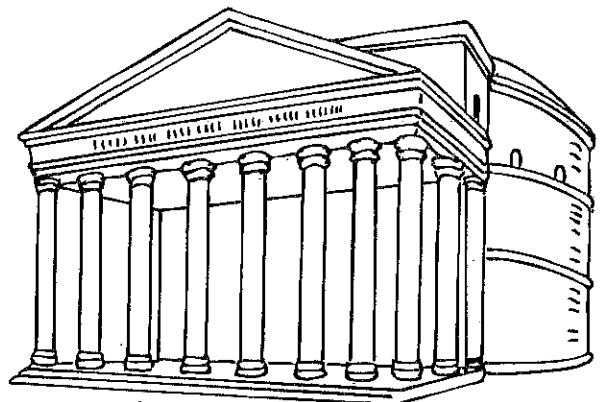
Next, give students a copy of the English and Latin reproducible, and have them write the English words they think came from the Latin terms:

- | | | |
|-------------|-------------|---------------|
| 1. box | 6. hospital | 11. vegetable |
| 2. umbrella | 7. quiet | 12. geometry |
| 3. circle | 8. public | 13. legal |
| 4. dish | 9. fact | 14. insects |
| 5. animal | 10. plant | 15. revolve |

For a fun follow-up activity, have students make up their own sentences with Latin words, and let them have the class try to guess the English equivalents.

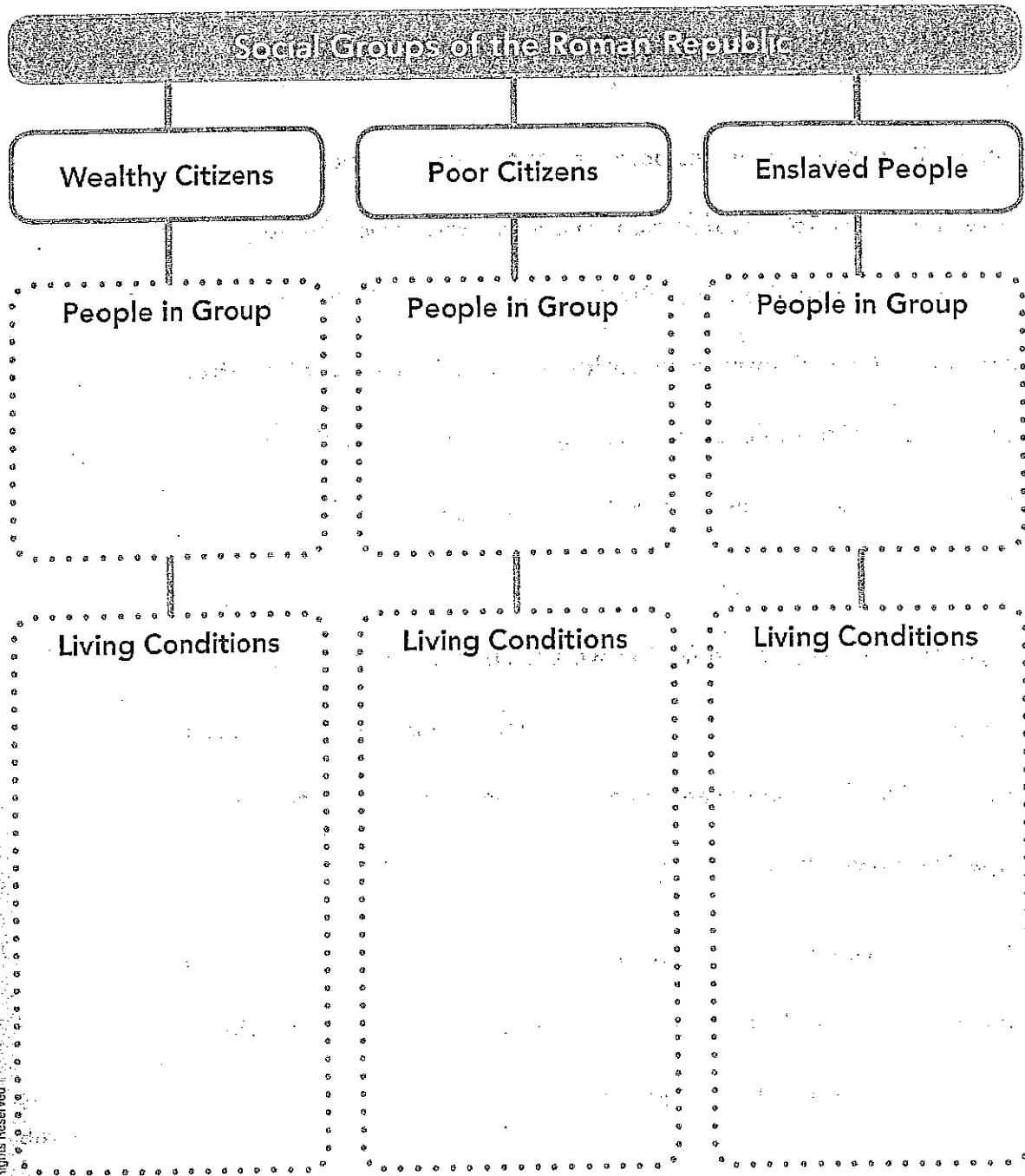
Scenic Murals

Divide the class into small groups, and give each group a large sheet of butcher paper. Have the groups make murals depicting the accomplishments of the Romans. For example, students can paint a scene incorporating some of Rome's magnificent structures, or they can draw Roman soldiers marching along one of Rome's many roads. Afterward, display the murals in the classroom or in the hallway for students to enjoy.



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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INTERACTIVE

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

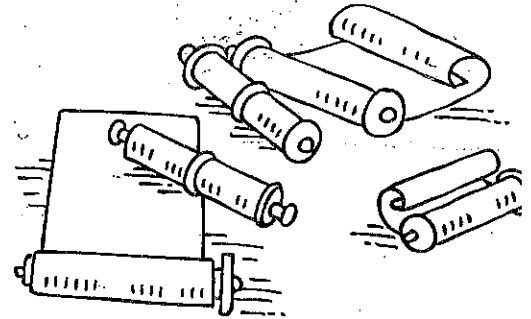
Name _____

Skills: using context clues; recognizing re

English and Latin

Many English words come from Latin. For example, the word **gravity** comes from the Latin word **gravitas**, which means "weight."

The boldfaced words in the sentences below are Latin. See if you can guess the English words that come from them. Write your answers on the lines.



1. The teacher put the books in a cardboard **buxum**. _____
2. People use an **umbra** to protect themselves from the rain. _____
3. Kelly traced around the lid of a jar in order to draw a **circulus**. _____
4. Mrs. Gardner served dessert in a glass **discus**. _____
5. An octopus is an **anima** that has no bones. _____
6. My cousin had to go to the **hospitale** when he broke his arm. _____
7. Luke tried to be **quietus** because the baby was sleeping. _____
8. The museum is not open to the **publicus** on Mondays. _____
9. Today our class learned an interesting **factum** about Rome. _____
10. Many people like to **planta** flowers in their garden. _____
11. Do you think a tomato is a fruit or a **vegetabilis**? _____
12. I learned about lines and angles in my **geometria** class. _____
13. It is not **legalis** to steal someone's property. _____
14. There are millions of **insectum** in the world. _____
15. It takes Earth 365 days to **revolvere** around the sun. _____

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 **empire** – _____
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

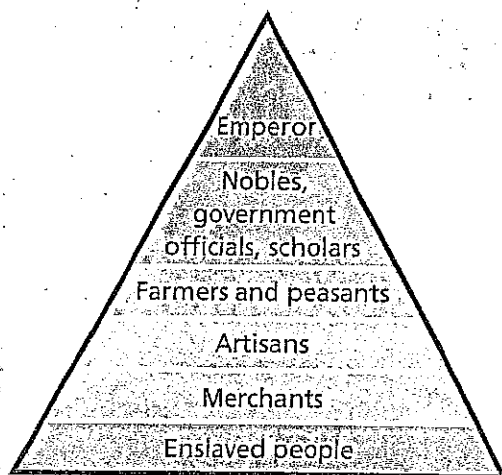
C. From a Republic to an Empire

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 _____

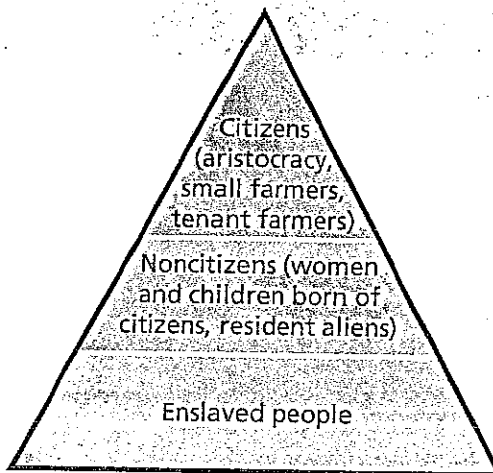
Quick Activity How Does Roman Society Compare?

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.

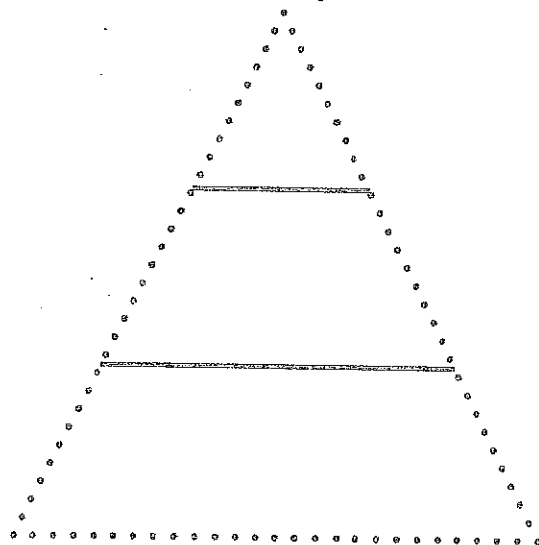
Han China



Ancient Greece



Roman Republic



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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.

Take Notes

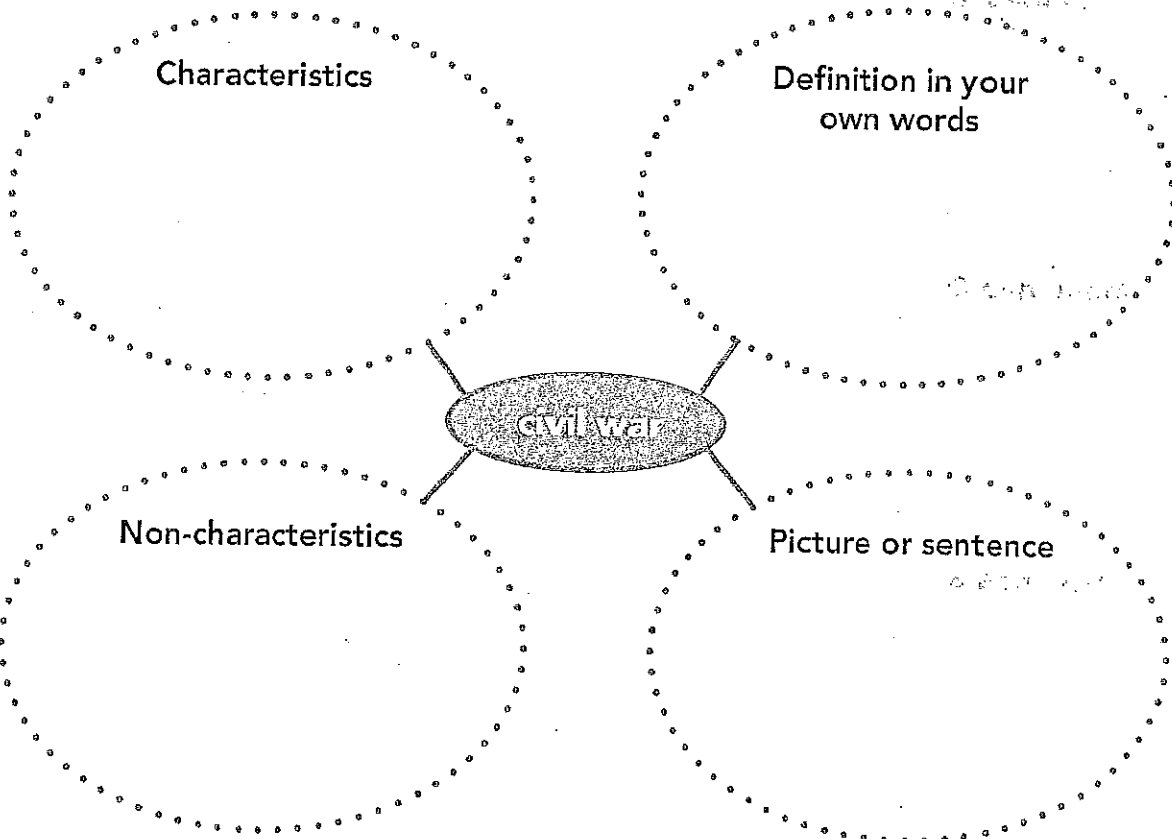
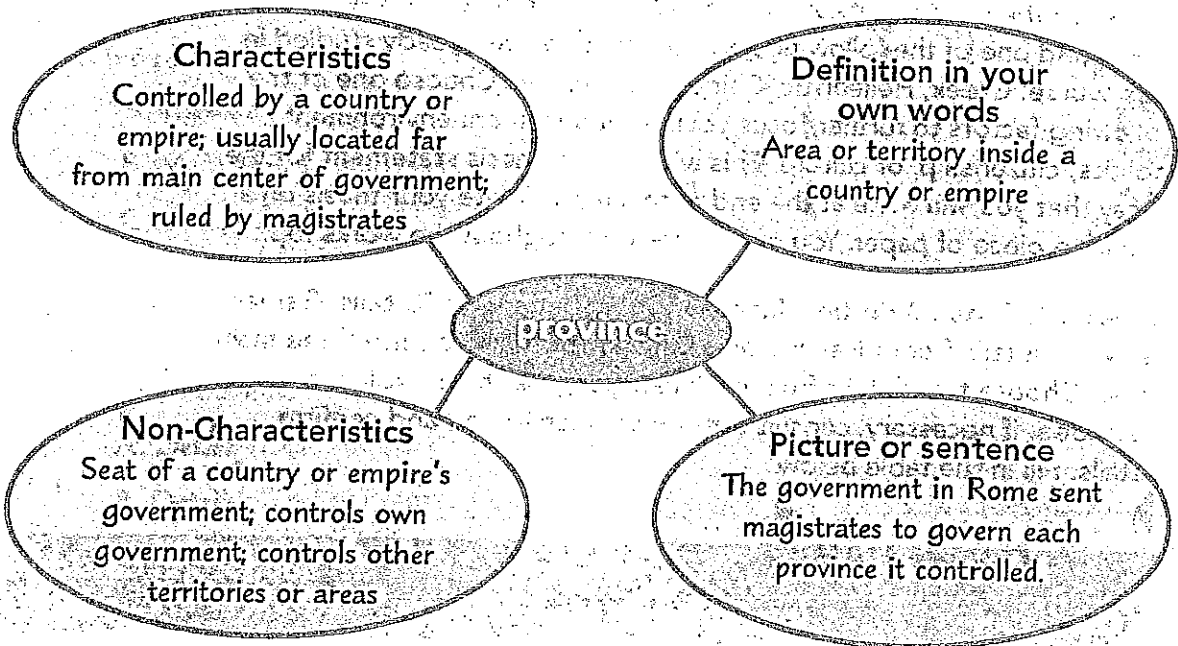
Literacy Skills: Summarize Use what you have read to complete the chart. In the box at the left, explain the weaknesses of the Roman republic. In the box at the right, describe the actions of those responsible for the Roman republic's crisis. Then, summarize the effects of those problems during the republic's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

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*.



Name _____

Ancient Rome: GAIUS MARIUS

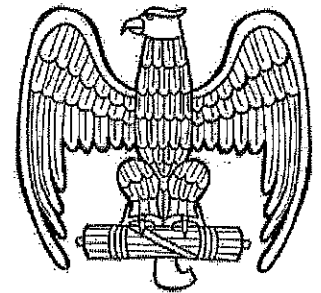
IDENTIFY: Use the word bank to identify each description.

eagle	patrician	plebeian	consul
Sulla	Spain	army	cohorts
	1. Marius changed the Roman army to be grouped into these		
	2. Marius served as this seven times, the most in Roman history		
	3. Marius married into this type of family (aristocrat)		
	4. Marius was born into this type of family (common)		
	5. Marius created a professional one of these in Rome		
	6. Marius' main rival who tried to kill him		
	7. Legend says Marius found this type of nest with 7 animals in it		
	8. Marius lived in this nation for a period of time		

MULTIPLE CHOICE: Choose the best answer.

9. What is the most likely reason Marius did not receive an education?
 - A. His father died when he was very young, and he had to care for his family.
 - B. His mother died when he was very young, and he had to go to work.
 - C. He was born into a plebeian family, who did not traditionally attend school.
 - D. He was forced into the army at a young age to fight for his country.
10. Why did Marius make some enemies while serving as quaestor?
 - A. He changed many army traditions, which angered some.
 - B. He changed how votes were counted, preventing plebeians from intimidating voters.
 - C. He married into an aristocratic family, and many felt he did not belong in that group.
 - D. He took his power to an extreme and was a harsh ruler.
11. Which of the following is NOT a change Marius made to the Roman army?
 - A. Changed the groups from cohorts to maniples
 - B. Created specialized units in certain types of fighting and weapons
 - C. Promoted soldiers to officers from within the ranks
 - D. Made soldiers professionals instead of just using landholders
12. Why was Marius forced to flee Rome for a period?

A. He was threatened death by Caesar.	B. He was threatened death by Sulla.
C. The people of Rome threatened to murder him.	D. There was a widespread epidemic.
13. Which sentence would be the LEAST necessary to include in a summary of Marius' life?
 - A. Marius was a great leader of Rome, who served as consul a record 7 times.
 - B. Marius was born a plebeian, so he did not receive formal education.
 - C. Marius made several improvements to the Roman army.
 - D. Marius required professional soldiers to serve for 25 years.



Ancient Rome: GAIUS MARIUS

EARLY LIFE

Gaius Marius was born in Arpinum, Italy to an important local family. They were not part of Rome's elite. Gaius was a regular person (plebeian), not an aristocrat (patrician). He likely did not receive an education. One legend says when he was a boy, he found an eagle's nest with seven baby eagles. It is said these rare seven eagles predicted the number of times Marius would be elected to consul, the highest position in Rome.



QUAESTOR

Marius hoped to become a great man of Rome, so he joined the army. He earned the reputation of a good leader. Marius ran for public office in Rome and was elected to quaestor, representing the plebeians as the Plebeian tribune. In this position, Marius gained some enemies in the upper class. He passed laws changing how votes were counted in order to keep the wealthy from intimidating voters. Patricians may not have liked Marius, but the people did. Marius went to Spain and became extremely wealthy.

CONSUL

Marius used his recently gained wealth to marry into a patrician family. These newfound connections helped Marius get elected to consul for the first time. Marius was elected consul a total of seven times, more than anyone in the history of Rome.

NEW ARMY

Italy was invaded by several Germanic tribes while Marius was consul. He needed men to fight the army of barbarians. Soldiers in the past had been rich landholders who provided their own weapons and armor. Now there were not enough landholders to form a strong army. Marius chose to create an army from the masses by hiring men and training them to be professionals. Marius paid them and provided them with weapons and armor. The soldiers agreed to join the army for 25 years. This was a great opportunity for average men in Rome. Soon Marius had a large army ready to fight.

ARMY CHANGES

The barbarian invaders were defeated by Marius' new army. Marius made the Roman army stronger by reorganizing the army into cohorts (small groups) rather than maniples (large groups), making it more flexible. He created specialized units in certain types of fighting and weapons. Marius also improved the army by promoting soldiers to officers from within the ranks, improving weapons, three deep battle lines, and awarding retired soldiers with land. Marius' changes to the army altered the future of Rome. Marius made the eagle to primary standard of the Roman army.

DEATH

The last several years of Marius' life were spent in internal battles with patrician leaders. Sulla, a powerful leader, was his main rival. At one point Marius was forced to flee Rome in order to escape execution by Sulla. Marius returned though and regained his power in Rome but died of a fever in 86 BC. Gaius Marius was responsible for making the Roman Republic one of the greatest civilizations of the world.

Name _____

Ancient Rome: CICERO

MATCHING: Match each term with its description.

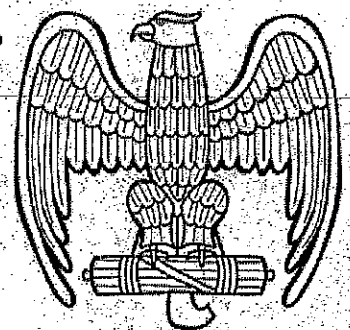
1. _____ Verres	A. Cicero was Rome's best one of these
2. _____ Pater Patriae	B. Man who had Cicero killed
3. _____ Atticus	C. Cicero became this of Rome in 63 BC
4. _____ Caesar	D. Cicero won a court case against him
5. _____ Consul	E. Person who exiled Cicero from Rome
6. _____ Sicily	F. One of Cicero's best friends and advisors
7. _____ Orator	G. Cicero was given this nickname
8. _____ Mark Antony	H. Cicero became the Quaestor of this

MULTIPLE CHOICE: Choose the best answer.

9. "Cicero was not deterred though and accepted the challenge."

What is the best meaning of deterred in the previous quote?

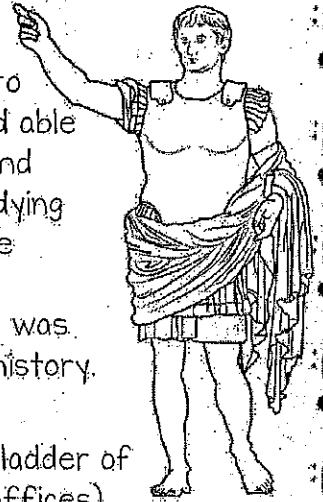
- A. encouraged
- B. discouraged
- C. upset
- D. excited



Ancient Rome: CICERO

EARLY LIFE

Marcus Tullius Cicero was born in the small Roman town of Arpinum in 106 BC to a wealthy family. He was an intelligent child, educated by the best teachers and able to read and write in both Greek and Latin. Cicero studied Greek philosophers and poets and gained a reputation as one of the brightest youth in Rome. While studying law, Cicero made two lifelong friends, Servius Ruffus and Atticus. They became important advisors and supporters of Cicero throughout his career. Cicero also trained as a speaker. Being skilled in speeches, or oratory, in Rome at this time was considered an art. Cicero came to be known as the greatest orator in Rome's history.



POLITICAL CAREER

Cicero was a strong supporter of the Roman Republic. He desired to climb the ladder of political office in the traditional manner called the *Cursus honorum* (course of offices). He served briefly in the army and then started his career as a lawyer. He quickly became famous for taking risky cases and winning them. In 75 BC his first political office was *Quaestor* (public official) for the island of Sicily. In 69 BC he continued to climb the political ladder when he became the *curule aedile* and then the *praetor* in 66 BC. He became extremely popular. He not only won every election he entered, but always got the most votes out of all the candidates. This was a rarity in Ancient Rome.

IMPORTANT CASE

Cicero was asked to prosecute a case against their governor, the powerful Gaius Verres. Cicero had a small chance of winning since Verres was powerful. He had also hired the best lawyer in all of Rome, Quintus Horetensius. Cicero was not deterred though and accepted the challenge. He went to Sicily and uncovered evidence against Verres. Cicero went on to present one of the best cases ever heard in a Roman court of law. His speeches became legendary, and he became the best orator in all of Rome during this trial. Cicero won the case, making him popular among Romans.

CONSUL

Cicero was elected to consul, the highest position in the Roman government, in 63 BC. He stopped a threat to overthrow the Roman Republic during his rule and was given the name *Pater Patriae* ("Father of the Country") by the Senate for his brave efforts.

EXILE

Cicero observed the rise of Julius Caesar throughout his political career. He became concerned with Caesar's desire for power. Caesar asked Cicero to become part of a powerful alliance, but Cicero refused. This led them to become enemies. Caesar ended up exiling Cicero from Rome. He left Rome for one year but returned in 57 BC.

CIVIL WAR

Cicero fled Rome again when Caesar fought Pompey in a civil war. Caesar took control of Rome and became the dictator. Caesar pardoned Cicero though and allowed him to return. Despite this, Cicero was not disappointed when Caesar was assassinated in 44 BC. He sought to take control of the Senate and reestablish the Roman Republic.

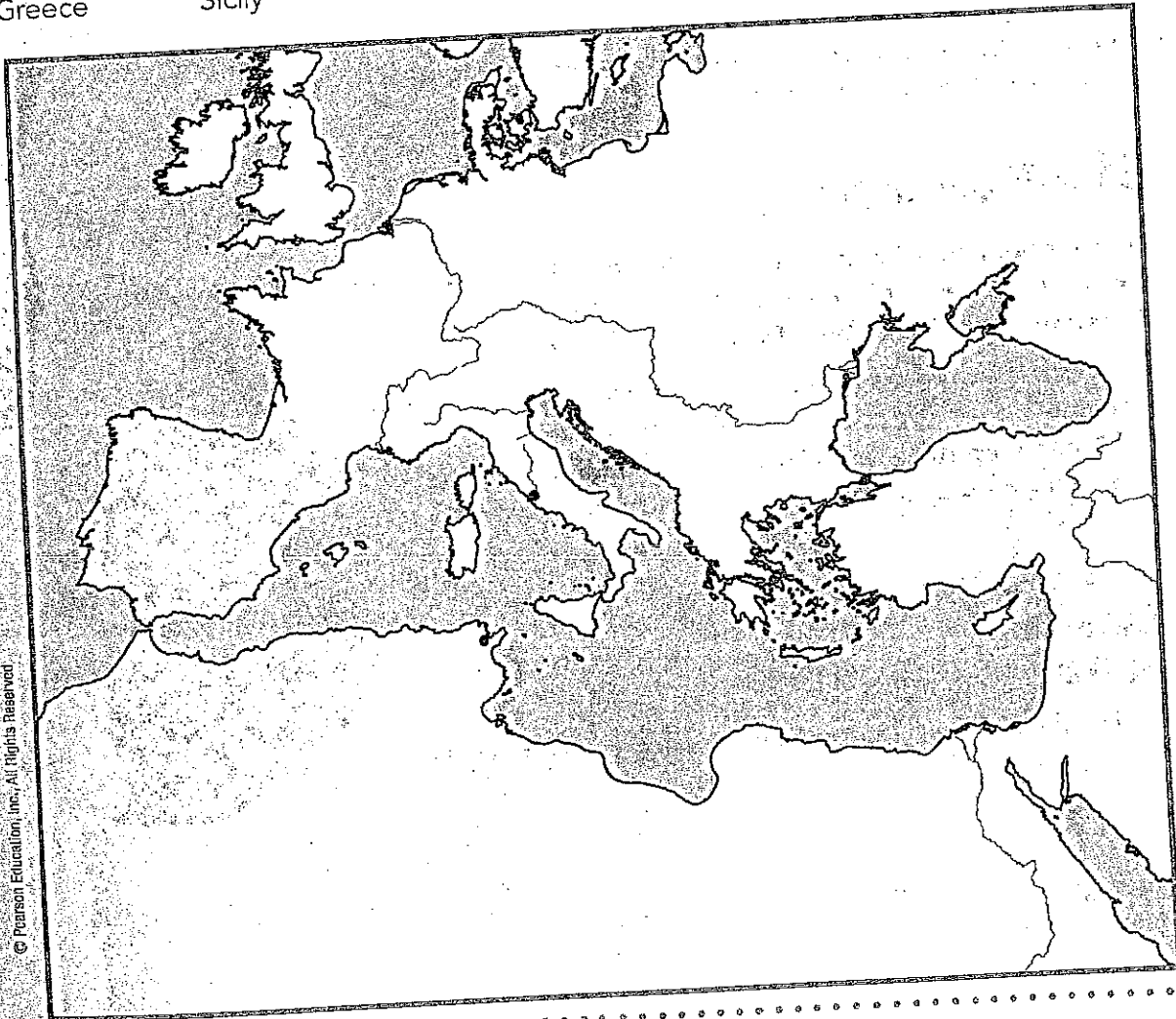
DEATH

Cicero became a staunch opponent of Mark Antony, one of the leading men who tried to take over for Caesar. Mark Antony, Octavian, and Lepidus took control of Rome and pursued their enemies. They tracked down and killed Cicero. His last words were, "There is nothing proper about what you are doing, soldier, but do try to kill me properly."

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