Chapter 10

Ancient Rome

The Roman Empire

The Roman Empire was a vast empire that stretched across Europe, North Africa, and the Middle East. It was founded by Romulus and expanded under the leadership of Julius Caesar. Under Emperor Augustus, it reached its height and lasted for over 500 years. The Roman Empire had a strong influence on later European cultures and institutions.
Rome Rap

Romulus and Remus float down the river to Rome.
Right after that a wolf gave them a home.
With several little hills and the Tiber that flows, the empire was great and everybody knows.
Patricians were wealthy, so they had to be healthy.
But plebes were poor, so they were sore.
Wars with Carthage made things very bad.
I bet you it had to make the people real sad.
Patriotism is a sense of pride,
and that was how the Romans ride.
One way to bring great power to Rome was to bring their great soldiers straight back to their home.
Augustus started his rule in 27 B.C.
He stayed in his rule all the way to A.D!
At first Rome started out very small, but ever since gladiators life's been a ball.
The Roman alphabet is the same as today.
In fact we do things almost the same way.
Jesus was Jewish and started Christianity, he also gave 3 men the power to see.
The Visigoths captured Rome's cities.
All their lives had to be full of pity.
Now that was the Rome rap.
So everybody snap!
**Romulus and Remus**

* Historians know little about the founding of the city of Rome. According to myth, the city was founded by twin brothers, Romulus and Remus. The passage below tells one version of their story. (A myth explains something about the world, usually by referring to gods or other supernatural beings.)

According to myth, twin boys were born to a priestess named Rhea Silvia. The father of the babies was Mars, the Roman god of war. When the king of the region heard of the babies' birth, he ordered them thrown into the Tiber River because he feared the god Mars. The babies were put into a basket and thrown into the river. However, the basket was washed ashore and became tangled in the roots of a large tree on a riverbank. Mars sent a wolf to care for the twins. A poor herdsman found the babies in the wolf’s den and took them home to raise. He named them Romulus and Remus.

Many years later, the twins, now grown, were reunited with their grandfather, a king named Numitor. After living with Numitor for several years, Romulus and Remus yearned for power. They set out to establish a new settlement on the banks of the Tiber River where they had been found by the wolf. After working together to start the new city, the twins began to fight about which of them should rule. The strife ended when Romulus flew into a rage and killed his brother. The people of the new city accepted Romulus as their king. The city came to be called Rome after its ruler.

* Rank the following events according to the order in which they take place in the myth. (Use the numbers 1 to 8.)

1. Twin sons are born to Rhea Silvia.
2. Romulus and Remus are reunited with their grandfather.
3. A city is named Rome after its leader.
4. Mars sends a wolf to care for the babies.
5. Romulus and Remus set off to start a new city.
6. A herdsman finds the babies in a wolf’s den.
7. Remus is killed by his brother.
8. The babies are thrown into the Tiber River.

Thinking Further: You have just read a myth about the founding of Rome. Describe a more realistic way in which Rome might have been founded.
Lesson 1: Review

1. **Main Idea and Details** Write an appropriate main idea for the three supporting details below.

   - Romans learned about farming from other peoples.
   - Romans studied the legends of other cultures.
   - Romans learned about building from other peoples.

2. According to legend, who were Romulus and Remus?

3. Along what river was Rome built?

4. How did a good location help Rome grow from a small village to a powerful city?

5. **Critical Thinking: Make Inferences** What does the legend of Rome's founding tell you about how the Romans felt about their place in the world?
Lesson 1: Rome's Beginnings

Directions: Use the description and the map on page 277 to sketch a map of Italy in the box below. Use as much of the box as possible, and label Rome on your drawing. Then answer the questions that follow. You may use your textbook.

1. What island does Italy appear to "kick"?

2. Which two crops were popular along the Tiber River?

3. What did the early peoples of Italy originally call themselves?

4. What did the Romans learn under Etruscan rule?

Notes for Home: Your child learned about the development of Roman civilization.

Home Activity: With your child, compare his or her drawn map to an actual map of the Mediterranean area. Add cardinal directions to the map and discuss what countries and continents surround Italy.
My Lesson Guide

**Directions:** Complete the graphic organizer by writing the correct cause or effect.
- Brutus became the leader of Rome.
- Ships from all parts of the Mediterranean could sail to Rome.
- The Romans began to challenge Etruscan rule.
- The Etruscans became interested in Rome.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rome grew prosperous as more people came to live there.</td>
<td>The Romans learned new stories, ideas, and legends from other people.</td>
</tr>
<tr>
<td>Tarquin murdered the king and took power.</td>
<td></td>
</tr>
<tr>
<td>Brutus forced Tarquin out of Rome.</td>
<td></td>
</tr>
</tbody>
</table>

**Talk About It**
Suppose you and a partner are both early Romans. Have a discussion about the growth of Rome, foreign trade, and new things you are learning from people who have moved to Rome from other places.

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**Notes for Home:** Your child learned about the beginnings of Rome.

**Home Activity:** Have your child tell you the legend of how Rome was founded.
II. The Roman Republic
A. The Roman Spirit
1. Romans expected their leaders to __________ their lives to defend Rome.
2. Roman soldiers were __________, __________, and __________ to their homeland.
3. During peacetime Romans __________ land and __________ their Country.
4. __________ and __________ were two groups of Roman citizens.

B. How the Roman Governed Themselves
1. After the Etruscan king, Romans government became a __________.
2. Romans elected __________ to serve in the __________
3. __________ and __________ were not citizens.
4. __________ could own __________, testify in __________, and have major roles in __________.
5. Each year two __________ were chosen as __________.
6. At times of emergency a __________ was appointed to rule.

C. The Tribunes
1. The __________ threatened the __________ to stop serving the government until they were treated more __________.
2. The senate appointed __________ to help protect plebeian's rights.
3. Tribunes could stop an action of the government by saying "__________"

D. Daily Life
1. Wealthy boys and some girls went to __________
2. They played with __________, __________, and __________
3. They ate __________, __________, __________, and __________
4. The climate in Rome was generally __________
5. Men wore __________
6. Women wore __________
E. Wars with Carthage
   Carthage was a city-state located in______________
   2. It had a strong and powerful _______________ and _______________
   3. The ________________________ were three destructive wars Rome and Carthage fought.
   4. ________________ was a ________________________ general who used ________________ to attack Rome.
   5. Rome was saved by ________________________
   6. During the third war ________________________ captured and destroyed ________________________

D. Problems at Home
   1. The Romans made ________________ in the lands they conquered.
   2. They built ________________, ________________, and ________________
   3. This helped make conquered people feel ________________ towards Rome.
   4. ________________ wealth poured into Rome
   5. ________________ took over most plebeian jobs
   6. Most Romans were becoming poorer even as their armies took over ________________
   7. Many people ________________ and ________________ grew.

F. The Republic Ends
   1. A person with great energy and talent was ________________
   2. He ________________ many lands.
   3. Caesar announced ________________, ________________, ________________, which means ________________, ________________, ________________
   4. Caesar gained control over Rome and was made ________________ for life.
   5. Many patricians were worried about his ________________
   6. Caesar was ________________ on the floor of the Senate
   7. After Caesar death the ________________ was at its end.

G. Road in the Republic
   1. ________________ was used to make roads
   2. The most famous of these roads is the ________________.
Lesson 2: Review

1. **Main Idea and Details** Write the appropriate details that support the main idea.

   - The Roman government was a republic.

   - Roman representatives were elected to serve in a governing body called the Senate.

2. What is a republic?

3. Who was Hannibal and what was his greatest accomplishment?

4. How did Rome’s conquests create major problems for the republic?

5. **Critical Thinking: Recognize Point of View** Do you believe the patricians shared enough power with the plebeians? Explain your answer.
**Lesson 2: The Roman Republic**

**Directions:** Although daily life in ancient Rome was very different from life today, there were many similarities as well. Compare and contrast Ancient Roman life with your life today. You may use your textbook.

<table>
<thead>
<tr>
<th></th>
<th>Ancient Romans' Lives</th>
<th>Life Today</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Toys</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Food</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Pets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Government</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes for Home: Your child learned about the daily lives of citizens in ancient Rome.

Home Activity: Ask your child to tell or write his or her daily schedule. Discuss how some of these activities might have differed in ancient Rome.
My Lesson Guide

Directions: Complete the Venn diagram by writing whether the following statements describe the plebeians, the patricians, or both.

- owned land
- merchants
- chosen as consuls for the Senate
- rented land
- represented by tribunes
- soldiers
- created their own armies
- citizens of Rome
- powerful
- wealthy

Talk About It

With a partner, discuss the great generals identified in the lesson: Regulus, Scipio, and Julius Caesar. What do you think it would have been like to be a Roman general? What do you think motivated these generals? Would you have the same spirit if you lived in ancient Rome? How do you think people who could not go to war might have shown their Roman spirit?

Notes for Home: Your child learned about the Roman republic.

Home Activity: Ask your child to tell you about daily life in ancient Rome.
III. The Roman Empire

A. The Pax Romana
1. Augustus used his power to bring _________ and _________ to Rome.
2. Life improved for most people by the growth of _________ and _________
3. The Empire kept _________ and _________ for 200 years which was called _________ or _________
4. Rome controlled a vast _________

B. The Good Emperors and the Bad
1. When Rome had bad emperors there was _________
2. The greatest of the “Five Good Emperors” was _________

C. Government and Law
1. People in the Empire spoke different _________ and followed different _________.
2. Romans were able to _________ and _________ all people.
3. People Rome conquered:
   a. _________
   b. _________
   c. _________
   d. _________
   e. _________
4. Rome’s laws proved a _________ for many of today’s _________

D. Entertainment
1. Romans crowded into sports _________ called _________
2. Most popular events involved _________
3. They often fought to the _________

E. Roman Art
1. Romans took pride in _________
2. _________ helped unite the Roman Empire.
   It was _________ based.
Lesson 3: Review

1. Draw Conclusions Fill in the missing details that form the conclusion.

The Romans built aqueducts and roads.

The Romans left a legacy of language, architecture, technology, and laws.

2. Who was Augustus and why is he important?

3. What was the Pax Romana?

4. How did wise rule make the Roman Empire very powerful?

5. Critical Thinking: Evaluate Information Support the statement that Rome had an advanced civilization.
Lesson 3: The Roman Empire

Romans were ruled by many different leaders after the death of Julius Caesar.

Directions: Fill out the chart below with information about the emperors of Rome. You may use your textbook.

<table>
<thead>
<tr>
<th>Emperor</th>
<th>Good or Poor Leader?</th>
<th>Details About Emperor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Augustus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caligula</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Claudius</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nero</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marcus Aurelius</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes for Home: Your child learned about the good and bad emperors of ancient Rome.

Home Activity: With your child, discuss the differences between a republic and an empire. Ask him or her which would be worse, a bad president or a bad emperor and why.
My Lesson Guide

Directions: Write the causes and effects below in the correct boxes.

- Augustus brought order and stability to the Empire.
- The “Five Good Emperors” ruled Rome.
- Latin is the basis for many languages spoken today.
- Claudius became emperor.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caligula was murdered.</td>
<td>Rome enjoyed a long period of peace and prosperity.</td>
</tr>
<tr>
<td>People throughout the Empire learned how to speak Latin.</td>
<td>Trade and business grew.</td>
</tr>
</tbody>
</table>

Talk About It

Suppose you and your partner do not agree about the gladiator competitions that are taking place at the Colosseum. One of you thinks the competitions should continue. The other thinks the contests are brutal and should be stopped. Debate the issue. If possible, present your thoughts in front of the class.

Notes for Home: Your child learned about the Roman Empire.

Home Activity: Ask your child to tell you about the impact the Roman Empire had on the lands it conquered. If possible, visit your library and ask about books or video tapes that will show you more about the Roman Empire.
Lesson 4: Review

1. **Main Idea and Details** Write the missing detail that supports the main idea in the top box.

   Christianity started in Palestine and spread throughout the Roman Empire.

   - Jesus was from a Jewish family in the Roman province of Palestine.
   - Theodosius made Christianity Rome's official religion.

2. Who were Peter and Paul and what was their major accomplishment?

   _____________________________________________

3. Why did the Roman emperors persecute Christians?

   _____________________________________________

4. How do you think the unity of the Roman Empire helped Christianity to become the empire's main religion?

   _____________________________________________

5. **Critical Thinking:** Make Inferences Review Chapter 2. How did many Christian teachings grow out of Jewish traditions?

   _____________________________________________
   _____________________________________________
   _____________________________________________
**My Lesson Guide**

**Directions:** Put the events in correct time order.
- Constantine makes Christianity equal to other religions.
- The Romans crucify Jesus.
- Christianity becomes the official religion of Rome.
- Apostles and others spread Jesus’ teaching throughout the Mediterranean.
- Disciples of Jesus begin to help him preach.

A Jewish man named Jesus is born in Judah.

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**Talk About It**

In a small group, review the things that Jesus taught long ago. Discuss which of these things you still think would be good for people to follow today. Why do you think some messages, such as to be kind and show mercy, last over time?

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**Notes for Home:** Your child learned about the rise of Christianity in Rome.
**Home Activity:** Ask your child to tell you what events led up to Christianity becoming the official religion of the Roman Empire.
Lesson 4: The Rise of Christianity

Directions: Read the following statements. Then circle T (True) or F (False) for each statement. If the answer is false, correct the statement to make it true. You may use your textbook.

T F 1. Christianity was started by a young Palestinian named Jesus.

T F 2. Jesus spoke to small groups in homes or Jewish synagogues but never spoke outdoors.

T F 3. Ten disciples were chosen to be the Apostles.

T F 4. Unlike the Romans, Christians believed in only one God.

T F 5. Jesus was arrested for spreading his message.

T F 6. The teachings of Jesus spread throughout the Mediterranean region.

T F 7. By A.D. 100, Christianity had gained only a few followers in parts of the Roman Empire.

T F 8. Constantine, who outlawed the persecution of Christians, died in A.D. 337.

T F 9. Christianity was made the official language of Rome in A.D. 337.

Notes for Home: Your child learned about the development of Christianity and its effect on the Roman Empire.

Home Activity: With your child, create a chart comparing and contrasting the Greek and Roman gods with the Christians' one God. Ask why the Christians might have been persecuted for their beliefs.
Chapter 10
L - 5 Outline

V. Rise and Fall
A. The Empire Declines
1. After the death of _______________ Rome enter a long period of _______________
2. _______________ was the _______________ of Marcus and was a _______________ emperor.

B. Emperors for Sale
1. In 235 the _______________ took control
2. Since the armies grew weak from fighting and the citizens refused to fight in the army, the Romans hired _______________
3. Travel on the roads became _______________ and _______________ slowed down.

C. The Empire Divides
1. Armies fought to put the _______________ of their choice on the throne.
2. A strong leader named _______________ came to power and introduced new _______________
3. He help restore _______________ and _______________ the economy
4. The empire was _______________ in two and a _______________ took control of the western half.

D. The City of Constantine
1. The emperor _______________ united the Empire again
2. He built a new city named _______________
3. New Rome was known as _______________
4. _______________ became the center of the _______________
E. Christianity Divides
1. Eastern and western ________________ were developing.
2. In the east the ________________ was head of the church.
3. In the west the ________________ was head of the church.
4. The east was called ________________
5. The west was called ________________

F. The Final Days of Rome
1. Barbarians called the ________________ took over a huge area of the eastern part of the Empire.
2. In 408 wealthy Romans paid off the ________________ to spare the city.
3. In 410 the Visigoths ________________ Rome.
4. In 455 the ________________ captured Rome.

G. The Fall of Rome
1. ________________ was the last emperor of ________________ Roman Empire.
2. ________________ prospered as Rome declined.
3. ________________ was the center of Roman power.

Prosperity – The condition of being successful, especially money matters
Imperialism – Empire building
Lesson 5: Review

1. **Cause and Effect** Fill in the missing cause and effects.

   **Causes**
   - The Huns attack the German tribes.
   - Disagreements arise in the Christian religion.

   **Effects**
   - The Roman Empire is divided into East and West.

2. Why did the Romans hire foreign mercenaries to serve in the army?

3. What happened to the Roman Empire after the death of Constantine?

4. Why did the eastern half of the Roman Empire not suffer the same decline as the western half?

5. **Critical Thinking: Make Inferences** What problems do you think Rome had by having an army largely made up of mercenaries?
Lesson 5: Rise and Fall

Directions: Fill in the circle next to each INCORRECT answer. You may use your textbook.

1. Commodus
   A. ruled as emperor of Rome
   B. was a caring leader
   C. loved spending money
   D. performed as a gladiator

2. Emperor Diocletian
   A. reigned from 284 to 305 B.C.
   B. introduced new reforms
   C. helped restore order to the empire
   D. controlled the empire with a "co-emperor"

3. Constantinople
   A. was first called New Rome
   B. became the center of the Byzantine Empire
   C. was named after the Greek city Byzantium
   D. was built in the eastern part of the Roman Empire

4. The Visigoths
   A. were led by Alaric
   B. pillaged Rome in A.D. 410
   C. rode horses into the homes of the wealthy
   D. buried what they could not take with them

5. As Rome declined
   A. Constantinople became the center of Roman power
   B. the Byzantine Empire became more prosperous
   C. the Byzantine Empire kept its power for another 1,000 years
   D. Romulus Augustus became leader of the Byzantine Empire

Notes for Home: Your child learned about the rise and fall of the Roman Empire.
Home Activity: With your child, compare and contrast the leadership characteristics of Commodus and Diocletian. Then discuss what traits are found in good leaders.
My Lesson Guide

Directions: Write each detail below beneath the main idea that it supports.
- Romans hire foreigners to fight for them.
- The Empire is divided into two parts and then into even smaller parts.
- Co-emperors are able to crush rebellions.
- The Roman army begins to overthrow emperors.

Order in the Empire is restored.

Diocletian helps strengthen the economy.

The power of the Empire declines.

Commodus hates ruling.

Talk About It

Work with a partner. Suppose you are generals in the Roman army. Have a discussion about emperors, the army, and control of the Empire.

Notes for Home: Your child learned about the rise and fall of the Roman Empire.
Home Activity: Have your child tell you three factors that contributed to the fall of the Roman Empire. Discuss why these problems may have started.
The United States is a republic. In a republic citizens choose representatives to run the country. The government of the United States resembles and differs from that of the ancient Roman Republic. In the chart below, basic information about the two governments is listed in categories. Fill in the missing information.

<table>
<thead>
<tr>
<th></th>
<th>Roman Republic</th>
<th>United States Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equality of citizens</td>
<td>Citizens were divided into two unequal groups, patricians and plebeians.</td>
<td>With few exceptions, such as some convicted criminals, all citizens are equal.</td>
</tr>
<tr>
<td>Voting rights</td>
<td></td>
<td>With few exceptions, all citizens 18 years old and older can vote.</td>
</tr>
<tr>
<td>Qualifications for senator</td>
<td>Only patricians could become senators.</td>
<td></td>
</tr>
<tr>
<td>Title of chief executive and length of term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of chief executives at one time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government during major emergency</td>
<td></td>
<td>The President continues to lead during emergencies, no matter how serious.</td>
</tr>
</tbody>
</table>

Thinking Further: Did average citizens play a larger role in the government of the ancient Roman Republic, compared to citizens in the United States today? Support your answer with specific reasons.
Use Primary and Secondary Sources

Directions: Read the list of sources below. Write P beside each primary source and S beside each secondary source. Then, below each item, explain why you classified it as you did. You may use your textbook.

1. book of Roman legends (English translation)
2. parchment from a Roman trial
3. statue of Octavian Augustus from 30 B.C.
4. history book about the Five Good Emperors of Rome
5. original manuscript of Virgil’s Aeneid
6. letter from a Roman tribune to the Senate members
7. historian’s account of Julius Caesar’s victory against Spain

Notes for Home: Your child learned how to distinguish primary sources from secondary sources.

Home Activity: With your child, analyze examples of writing in your home and determine whether each is a primary or secondary source.
Study all vocabulary and terms that we defined/Id in class
Review all end of lesson review questions
Review all work sheets

Study the following facts:

* The legend/myth of Romulus and Remus tells how Rome was found
* The Tiber River was important to Rome mainly for trade from foreign ships
* The Etruscans taught the Romans the importance of building aqueducts
* In a Roman republic the citizens have the right to vote or choose their leaders
* Early Roman republic was made up of the patricians
* Originally the Roman Republic was set up in different levels of government.
  - Wealthy patricians and working plebeians
  - Senate chose 2 consuls to manage gov’t and army
  - In an emergency the consul may name one person, a dictator to rule
* Both Roman law and the U.S. legal system people are innocent until proven guilty, Judges interpret the laws, government can not take away certain rights
* Julius Caesar conquered many lands for Rome – Roman Empire.
* The senate feared that Caesar would become too powerful so the murdered him (Brutus)
* Hannibal was remembered for being the general from North Africa who used elephants to Italy
* Rome tried to make friends with the people they conquered by:
  - Granting them citizenship
  - allowing them to keep their own gov’t
  - made improvements, built roads, aqueducts, and buildings
* Pax Romana was 200 years of peace (2 centuries) beginning with the rule of Augustus Caesar
* Christianity is best described a religion based on the teachings Jesus who was born into a Jewish family.
* Apostles Peter and Paul spread the teachings of Christianity
* Constantine built a new Roman capital, outlawed the persecution of Christians, and united the eastern and the western parts of the Roman Empire.
* The division of the Roman Empire led to the division of Christianity Eastern Part the Emperor was considered head of the Catholic Church, in the western part the Pope was considered the head of the Catholic Church.
* The Visigoths cut off the food supply to Rome, robbed the homes of the wealthy, and burned what they couldn’t take.
* The Vandals also vandalized Rome after the Visigoths.

Roman Contributions:
Laws and government alphabet
Architecture (roads, building, aqueducts, arches, Latin Language)