

## Section

# 1

# Rome's Beginnings

## Guide to Reading



### History Social Science Standards

**WH.6.7** Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

### Looking Back, Looking Ahead

In previous chapters, you learned about the civilization of ancient Greece. Greek ways did not die with the end of Greece's freedom. They were adopted and spread widely by another civilization, Rome.

### Focusing on the Main Ideas

- Geography played an important role in the rise of Roman civilization. (page 421)
- The Romans created a republic and conquered Italy. By treating people fairly, they built Rome from a small city into a great power. (page 423)

### Locating Places

Sicily (SIH•suh•lee)  
Apennines (A•puh•NYNZ)  
Latium (LAY•shee•uhm)  
Tiber River (TY•buhr)  
Etruria (ih•TRUR•ee•uh)

### Meeting People

Romulus (RAHM•yuh•luhs)  
Remus (REE•muhs)  
Aeneas (ih•NEE•uhs)  
Latins (LA•tuhnz)  
Etruscans (ih•TRUHS•kuhnz)  
Tarquins (TAHR•kwihnz)

### Content Vocabulary

republic (rih•PUH•blik)  
legion (LEE•juhn)

### Academic Vocabulary

isolate (EYE•suh•LAYT)  
capacity (kuh•PA•suh•tee)  
chapter (CHAP•tuhr)  
status (STA•tuhs)

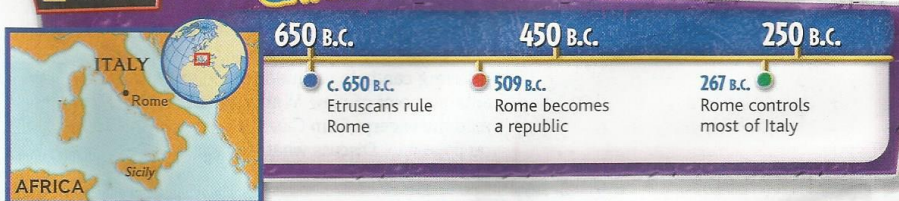
### Reading Strategy

**Summarizing Information** Use a diagram to show how the Etruscans affected the development of Rome.

Etruscans




## Where & When?



420

CHAPTER 9 • The Rise of Rome



## SECTION RESOURCES

### Print Material

- Reproducible Lesson Plan 9-1\*
- Daily Lesson and Discussion Notes 9-1
- Guided Reading Activity 9-1
- Reading Essentials and Study Guide 9-1
- Active Reading Note-Taking Guide 9-1
- Section Quiz 9-1

### Transparencies

- Daily Focus Skills Transparency 9-1
- Section Graphic Organizer Transparency 9-1
- California Standards Practice Transparencies

### Technology

- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Presentation Plus! CD-ROM

\*Available on TeacherWorks™





**WH.6.7.1** Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.

## The Origins of Rome

**Main Idea** Geography played an important role in the rise of Roman civilization.

**Reading Connection** If you were founding a new city, what natural features would influence your choice of a building site? As you read this section, think about the choices that the early Romans made.

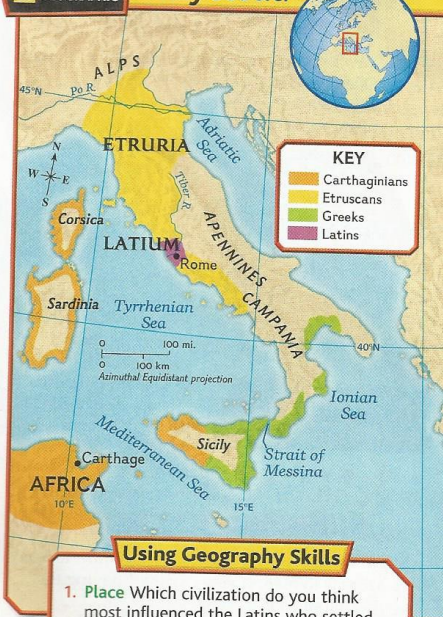
Italy is in an important location in the middle of the Mediterranean region. It is a long, narrow peninsula with a distinctive shape: it looks like a high-heeled boot extending into the sea. The heel points toward Greece and the toe toward the island of **Sicily** (SIH • suh • lee). Across the top of the boot are the Alps, high mountains that separate Italy from European lands to the north. Another mountain range, the **Apennines** (A • puh • NYNZ), runs all the way down the boot from north to south.

The landscape of Italy is similar to that of Greece, but the Apennines are not as rugged as Greece's mountains. They can be crossed much more easily. As a result, the people who settled in Italy were not split up into small, **isolated** communities as the Greeks were. In addition, Italy had better farmland than Greece. Its mountain slopes level off to large flat plains that are ideal for growing crops. With more **capacity** to produce food, Italy could support more people than Greece could.

Historians know little about the first people to live in Italy. There is evidence, however, that groups from the north slipped through Italy's mountain passes between about 1500 B.C. and 1000 B.C. Attracted by the mild climate and rich soil, a small but steady stream of newcomers settled in the hills and on the plains. One group of Latin-speaking people built the city of Rome on the plain of **Latium** (LAY • shee • uhm) in central Italy. They became known as Romans.

NATIONAL GEOGRAPHIC

Italy 500 B.C.



### Using Geography Skills

- Place** Which civilization do you think most influenced the Latins who settled Rome? Explain your answer.
- Location** How was Rome's location advantageous for the Latins' conquest of Italy?

Find NGS online map resources @ [www.nationalgeographic.com/maps](http://www.nationalgeographic.com/maps)

**Where Was Rome Located?** Geography played a major part in the location of Rome. The site chosen for Rome was about 15 miles (24 km) up the **Tiber River** (TY • buhr) from the Mediterranean Sea. The Tiber River gave the Romans a source of water and a way to get to the rest of the Mediterranean world. At the same time, Rome was far enough from the sea to escape raids by pirates.



### Resources for page 421

- Academic Vocabulary Activity 9
- Building Academic Vocabulary
- Universal Access Activity 9
- Geography and History Activity 9

### Using Geography Skills

#### Answers:

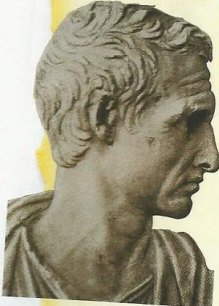
- Etruscans; close to Rome
- Rome had a central location.



## Primary Source

### The Aeneid

Two legends describe the beginning of Rome. One says that after Troy was destroyed, Aeneas and the other Trojans went in search of another place to live.



▲ Virgil

—adapted from Virgil, *Aeneid*

"Weeping, I drew away from our old country. . . . I took to the open sea, borne outward into exile with my people, my son, my hearth gods, and the greater gods. . . . Now making landfall under the southwind there, I plotted out on that curved shore the walls of a colony—though fate opposed it—and I devised the name Aeneadae for the people, from my own."

#### DBQ Document-Based Question

What type of person do you think Aeneas was to build a new city after having the first one destroyed?

In addition, Rome was built on a series of seven hills. The Romans did this on purpose. The hills were very steep, making it easy to defend the city against enemy attack. Rome was also located at a place where people could easily cross the Tiber River. As a result, Rome became a stopping place for people traveling north and south in western Italy and for merchant ships sailing in the Mediterranean.

**How Did Rome Begin?** Two different legends describe how Rome began. The traditional story is that twin brothers named **Romulus** (RAHM•yuh•luhs) and **Remus** (REE•muhs) founded the city. As babies, the

boys were abandoned near the Tiber River. Rescued by a wolf and raised by a shepherd, they decided to build a city in 753 B.C. The twins quarreled, however, and Remus made fun of the wall his brother was building. In a fury, Romulus attacked Remus and killed him. Romulus went on to become the first king of Rome, the new city he named after himself.

The seeds of Rome are traced even farther back in the *Aeneid*, a famous epic by the Roman poet Virgil. The *Aeneid* is the story of the Trojan hero **Aeneas** (ih•NEE•uhs). He and a band of followers are said to have sailed the Mediterranean Sea after the Greeks captured Troy. After many adventures, the Trojans landed at the mouth of the Tiber. Through warfare and then marriage to the local king's daughter, Aeneas united the Trojans and some of the **Latins** (LA•tuhnz), the local people. He thus became the "father" of the Romans.

Historians are not sure how Rome began. They think that Latins lived in the area of Rome as early as 1000 B.C. They built huts on Rome's hills, tended herds, and grew crops. Sometime between 800 B.C. and 700 B.C., they decided to band together for protection. It was this community that became known as Rome.

**Early Influences** After about 800 B.C., other groups came to Italy. Two of these groups, the Greeks and the **Etruscans** (ih•TRUHS•kuhnz), played a major role in shaping the framework of the Roman civilization.

Many Greeks came to southern Italy and Sicily between 750 B.C. and 550 B.C., when Greece was busily building overseas colonies. From the Greeks, Romans learned to grow olives and grapes. They also adopted the Greek alphabet, and they would eventually model their architecture, sculpture, and literature after the Greeks.

## Primary Source

**Answer:** persistent, determined, wants to succeed

Publius Vergilius Maro (Virgil's full name) spent more than 10 years working on the *Aeneid*. He was on his way to Greece to spend the next three years finishing the poem when he caught the fever that would

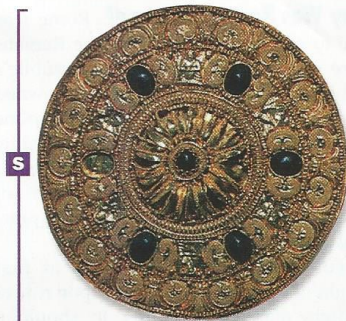
kill him. His dying wish, it is said, was for the unfinished *Aeneid* to be burned. The emperor himself saved the poem.

Use Primary Source Reading 9 in the Chapter 9 Resource Book for more practice analyzing primary sources.





**WH.6.7.1** Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.



▲ The Etruscans used a variety of metals, including copper, lead, iron, and tin to make beautiful jewelry like the piece shown above.

Rome's early growth was influenced most, however, by the Etruscans. The Etruscans lived north of Rome in **Etruria** (ih•TRUR•ee•uh). After 650 B.C., they moved south and took control of Rome and most of Latium.

The Etruscans were skilled metalworkers who became rich from mining and trade. They forced enslaved people to do the heaviest work and made their own lives comfortable. Their tomb paintings show men and women feasting, dancing, and playing music and sports. Some murals also show bloody battle scenes, revealing the Etruscans' military achievements.

The Etruscans changed Rome from a village of straw-roofed huts into a city of wood and brick buildings. They laid out streets, temples, and public buildings around a central square. Etruscans also exposed the Romans to a new style of dress, featuring short cloaks and togas—loose garments draped over one shoulder. More importantly, the Etruscan army would serve as a model for the mighty army the Romans eventually assembled.

✓ **Reading Check Explain** How did geography help the Romans prosper?

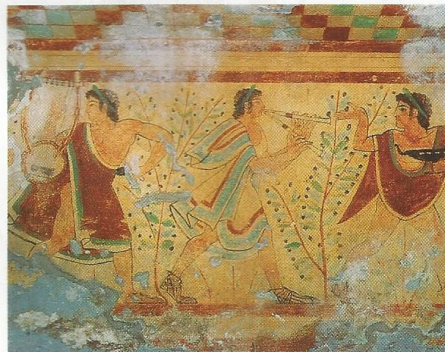
## The Birth of a Republic

**Main Idea** The Romans created a republic and conquered Italy. By treating people fairly, they built Rome from a small city into a great power.

**Reading Connection** Have you heard the phrase “winning hearts and minds”? It means convincing people to support you rather than just forcing them to obey. Read on to learn how the Romans not only conquered other people in Italy but also won their hearts and minds.

The Etruscans ruled Rome for more than 100 years. Under the Etruscans, Rome became wealthy and powerful. However, the ruling family, called the **Tarquins** (TAHR•kwihnz), grew more and more cruel.

Finally, in 509 B.C., the Romans rebelled. They overthrew the Tarquins and set up a **republic** (rih•PUH•blik). A republic is a form of government in which the leader is not a king or queen but someone put in office by citizens with the right to vote. In a republic, the citizens have the power. The rise of the Roman Republic marked the beginning of a new chapter in Rome's history.



▲ Etruscan murals often showed lively scenes of daily life, such as religious ceremonies or people enjoying music and feasts. **How did the Etruscans become wealthy?**

### More Writing Practice

**Narrative Writing** Have students write a few sentences explaining whether they would rather be a Roman living among the Greeks or a Roman living among the Etruscans. Students should note that the Greeks and the Etruscans both contributed to Rome's culture. **OL**

CA 6WA2.1

### More About the Art

The mural is an Etruscan tomb painting found in Tarquinia, Italy. Murals such as these provide archaeologists and historians with important clues to Etruscan life. They provide insight into such things as how people dressed and the types of musical instruments they played.

**Caption Answer:** from mining and trade



At the time Rome became a republic, it was still a small city, surrounded by enemies. Over the next 200 years, the Romans fought war after war against their neighbors. In 338 B.C. they finally defeated the other Latins living nearby. Next they attacked the Etruscans and defeated them in 284 B.C. By 267 B.C., the Romans had also conquered the Greeks in southern Italy. With this victory, the Romans became the masters of almost all of Italy.

### Roman Legionary

A soldier's armor was made of iron strips joined by leather ties.



The long iron point on the spear was made to bend after the spear was thrown, preventing an enemy from using it.

Shields were made from sheets of wood glued together and covered with leather or cloth.

At first, the Roman army was made up of ordinary citizens. Later the army contained well-trained professional soldiers and was one of the best fighting forces in the world. **What was a standard, and why did the army carry them?**

**Why Was Rome So Strong?** Rome was able to conquer Italy because the Romans were excellent soldiers. In the republic's early days, every male citizen who owned land had to serve in the army. Discipline was harsh, and deserters were punished by death. The tough discipline helped mold Roman soldiers into fighters who did not give up easily. In addition, they were practical problem solvers.

For example, Roman armies at first fought like Greek armies. Row upon row of soldiers marched shoulder to shoulder, keeping their shields together and holding long spears. Roman generals accurately assessed that this way of fighting was slow and hard to control. They reorganized their soldiers into smaller groups called **legions** (LEE•juhnhz). Each legion had about 6,000 men and was further divided into groups of 60 to 120 soldiers. These small groups could quickly cut through enemy lines.

Roman soldiers, or legionaries, were armed with a short sword called a *gladius* and a spear called a *pilum*. Each unit also carried its own standard—a tall pole topped with a symbol. In battle, standards helped keep units together because the soldiers could see them above the conflict.

**Shrewd Rulers** The Romans were not only good fighters but also smart planners. As they expanded throughout Italy, they built permanent military settlements in the areas they conquered. Then they built roads between these towns. These roads allowed troops to travel swiftly to any place in their growing territory.

To rule their new conquests, the Romans created the Roman Confederation. Under this system, Romans granted full citizenship to some peoples, especially other Latins. They could vote and participate in the government, and they were

### More About the Art

Warfare in the early republic consisted mostly of raids. The full manpower of legions was rarely used. Later, as Roman warfare became more involved, legions became more sophisticated in their organization.

**Caption Answer:** standards—tall poles topped by emblems—helped units stay together



### Resource for page 424

World Art and Architecture  
Transparency 9 "Pantheon"



**R** treated the same as other citizens under the law. The Romans granted other peoples the status of allies.

Allies were free to run their own local affairs, but they had to pay taxes to the republic and provide soldiers for the army. The Romans made it clear that loyal allies could improve their position and even become Roman citizens.

With these policies, the Romans proved themselves clever rulers. They were aware that conquered peoples were more loyal to the government if they were well treated. Rome's generosity paid off. As a result, the republic grew stronger and more unified.

All the same, Rome was not afraid to use force if necessary. If conquered peoples revolted against Roman rule, their resistance was swiftly put down.

**Reading Check** Describe How did Rome rule its new conquests?



▲ This mosaic, or picture made from bits of stone, shows a group of Roman legionaries. **How many soldiers made up a legion?**

### History Online

**Study Central** Need help understanding Rome's beginnings? Visit [ca.hss.glencoe.com](http://ca.hss.glencoe.com) and click on Study Central.

## Section 1 Review

### Reading Summary

#### Review the Main Ideas

- The Romans, a Latin-speaking people, settled the region of Rome on the west side of Italy. The region's geography, as well as Etruscan and Greek ideas, helped Rome grow.
- In 509 B.C. the Romans overthrew Etruscan rule and established a republic. By about 275 B.C., Roman legions had conquered most of Italy.

### What Did You Learn?

1. Where did the Greeks live in Italy, and how did they influence Roman civilization?
2. Describe the two legends that tell of the founding of Rome. Then describe how and when Rome was actually founded.
4. **The Big Ideas** How did geography affect the development of civilization in Greece and Italy? **CA CS3**
5. **Expository Writing** Write a short essay discussing the reasons Rome was so successful in its conquest of Italy. **CA 6WA2.2**

#### Critical Thinking

3. **Geography Skills** Draw a diagram like the one below. List examples of how geography determined Rome's location. **CA 6RC2.4 CA CS3**



## SECTION 1 REVIEW ANSWERS

Review questions reinforce content standard WH6.7.

1. southern Italy and Sicily; they passed on farming methods, sculpture, literature, and an alphabet
2. Romulus and Remus legend; Aeneas story; probably founded by Latins c. 700s B.C.
3. Tiber River, access to Mediterranean, seven hills, cross Tiber
4. Greece: rugged mountains caused isolation; Italy: less rugged and better farmland
5. Essays should note Rome's strong army, settlements and roads, and fair treatment of conquered peoples.
6. Answers will vary. Students may note Greek and Etruscan impact and Rome's location.



## Section

# 2

# The Roman Republic

## Guide to Reading



### History Social Science Standards

**WH.6.7** Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

### Looking Back, Looking Ahead

Romans had suffered under cruel Etruscan kings. When they had the chance to create their own government, they chose something very different.

### Focusing on the Main Ideas

- Rome's republic was shaped by a struggle between wealthy landowners and regular citizens as it gradually expanded the right to vote. (page 427)
- The Roman Republic's legal system was based on the rule of law. (page 431)
- Rome slowly destroyed the Carthaginian Empire and took control of the entire Mediterranean region. (page 432)

### Locating Places

Carthage (KAHR • thihj)  
Cannae (KA • nee)  
Zama (ZAY • muh)

### Meeting People

Cincinnatus (SIHN • suh • NA • tuhs)  
Hannibal (HA • nuh • buhl)

### Content Vocabulary

patrician (puh • TRIH • shuhn)  
plebeian (plih • BEE • uhn)  
consul (KAHN • suhl)  
veto (VEE • toh)  
praetor (PREE • tuhr)  
dictator (DIHK • TAY • tuhr)

### Academic Vocabulary

legislate (LEH • juhs • LAYT)  
accommodate (uh • KAH • muh • DAYT)  
challenge (CHA • luhnj)

### Reading Strategy

**Categorizing Information** Complete a chart like the one below describing the government of Rome.

Officials	Legislative Bodies



## Where & When?



450 B.C.

451 B.C.

Romans adopt the Twelve Tables

300 B.C.

264 B.C.

Punic Wars begin

150 B.C.

146 B.C.

Rome destroys Carthage

## SECTION RESOURCES

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- Presentation Plus! CD-ROM

\*Available on TeacherWorks™





**WH6.7.1** Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.

**WH6.7.2** Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).

## Rome's Government

**Main Idea** Rome's republic was shaped by a struggle between wealthy landowners and regular citizens as it gradually expanded the right to vote.

**Reading Connection** Do you know where our word *republic* comes from? It is made up of two Latin words meaning "thing of the people." Read on to learn about the republican government that early Romans created.

Early Romans were divided into two classes: patricians and plebeians. The **patricians** (puh • TRIH • shuhnz) were wealthy landowners. These nobles made up Rome's ruling class. Most of Rome's people, however, were **plebeians** (plih • BEE • uhnz). This group consisted of artisans, shopkeepers, and owners of small farms.

Both patrician and plebeian men were Roman citizens. They had the right to vote and the duty to pay taxes and serve in the army. However, plebeians had less social status. They could not marry patricians and could not hold public office.

## How Did Rome's Government Work?

Rome had a tripartite, or three-part, government. One group of people ran the government, another group made laws, and a third group acted as judges. It had checks and balances so that one group could not get too strong, but it did not separate powers like our government does today. Judges also helped run the government, and some leaders who ran the government also helped make laws.



## Growth of the Roman Republic 500–146 B.C.



### Using Geography Skills

- Movement** What major islands did Rome conquer?
- Human/Environment Interaction** Why do you think Rome did not expand farther north?

**KEY**  
 Yellow Rome, 500 B.C.  
 Green Territory added by 264 B.C.  
 Blue Territory added by 146 B.C.

Roman consul ►

## More Skill Practice

**Using Geography Skills** Ask: **What** were the Roman Republic's main cities? (New Carthage, Rome, Carthage, Corinth) **Near** what geographic feature were the cities located? (near bodies of water) **How** did their locations help Rome? (Water provides transportation and allows trade.) **OL CA CS3**

## Using Geography Skills

**Answers:**

- Sicily, Sardinia, and Corsica
- The Alps and Pyrenees were barriers.



## Primary Source A Roman Triumph

Sometimes military leaders returning to Rome after a victory took part in a great parade called a triumph.

"Thus arrayed [decoratively dressed], they entered the city, having at the head of the procession the spoils and trophies and figures representing the captured forts, cities, mountains, rivers, lakes, and seas—everything, in fact, that they had taken. . . . [When] . . . the victorious general arrived at the Roman Forum . . .



he rode up to the Capitol. There he performed certain rites and made offerings."

—Zonaras, "A Roman Triumph"

### DBQ Document-Based Question

Why do you think the military leaders and their troops were dressed decoratively before the triumph?

In the Roman Republic, the top government officials were the **consuls** (KAHN•suhlz). Two consuls—both patricians—were chosen every year. They headed the army and ran the government. Because they served such short terms, there was little risk that they would abuse their power. The consuls also kept each other in line because each could **veto** (VEE•toh), or reject, the other's decision. The word *veto* is Latin for "I forbid." Rome also had other important officials called **praetors** (PREE•tuhz). Their core task was to interpret the law and act as judges in court cases.

Rome's most important **legislative**, or lawmaking, body was the Senate. This was

a select group of 300 patrician men who served for life. In the beginning, the Senate only gave advice to the consuls. Over time, the power of the Senate grew. By the 200s B.C., it could propose laws, hold debates, and approve building programs.

Another legislative body was the Assembly of Centuries. It elected the consuls and praetors, and passed laws. Like the Senate, the Assembly of Centuries was controlled by the patricians.

**Plebeians Against Patricians** As you might predict, plebeians complained about having so little power in the Roman Republic. After all, they fought alongside patricians in the army, and their tax payments helped the republic thrive.

In 494 B.C. many plebeians went on strike. They refused to serve in the army. They also left the city to set up a republic of their own. These moves frightened the patricians into agreeing to share power.

The patricians **accommodated** the plebeians by allowing them to have their own body of representatives, called the Council of the Plebs, in 471 B.C. The assembly elected tribunes who brought plebeian concerns to the government's attention. The tribunes also won the right to veto government decisions. In 455 B.C. plebeians and patricians were allowed to marry, and in the 300s B.C., plebeians were allowed to become consuls.

The most far-reaching political reform came in 287 B.C. In that year, the Council of the Plebs finally was granted the power to pass laws for all Romans. Now all male citizens had equal political standing, at least in theory. In practice, a few wealthy patrician families still held most of the power, and women remained without a voice in government. The Roman Republic had become more representative, but it was far from a full-fledged democracy.

## Primary Source

**Answer:** to show off their power and might

Rome celebrated hundreds of triumphs from its beginnings to its fall in the A.D. 400s. The reason for a triumph was to celebrate valiant deeds done in service to the

state. A triumph was the highest honor Rome could bestow on a hero.

Use Primary Source Reading 9 in the Chapter 9 Resource Book for more practice analyzing primary sources.



**Who Was Cincinnatus?** An unusual feature of the Roman Republic was the office of **dictator** (DIHK • TAY • tuhr). Today we define a dictator as an oppressive ruler with complete control over the state.

**C** Roman dictators also had complete control, but they only ruled on a temporary basis during emergencies. The Senate appointed a dictator in times of great danger. As soon as the danger was past, Roman dictators gave up their power.

The best-known early Roman dictator is **Cincinnatus** (SIHN • suh • NA • tuhs). About 460 B.C., a powerful enemy had surrounded a Roman army. Officials decided that Rome needed a dictator and that Cincinnatus was the man for the job. Cincinnatus left his farm and gathered an army. He defeated the enemy in short order and returned to Rome in triumph. Although he probably could have continued ruling, Cincinnatus did not want power. Having done his duty, he returned to his farm and gave up his dictatorship.

Romans strongly believed in civic duty, or the idea that citizens have a responsibility to help their country. Cincinnatus was a popular example of someone doing his duty as a citizen. He was widely admired in his generation and in later ages. George Washington, for one, took inspiration from his example. Like Cincinnatus, Washington was a farmer when he was asked to head an army: the Continental Army in the American War for Independence. After leading the Americans to victory, Washington returned to his plantation home. Only later, and with some reluctance, did he agree to become the first president of the United States.

**Reading Check Explain** What checks and balances existed in the Roman Republic's government?

### Did You Know?

According to tradition, newly appointed dictator Cincinnatus ordered all Roman men of military age to muster. He and his army came upon the enemy camp at night. Cincinnatus's soldiers spread out, each plunging one or two stakes into the earth. When the enemy awoke the next morning, they found themselves fenced in by Romans.

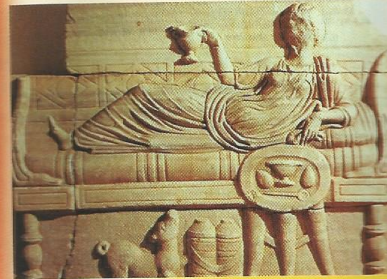
## The Way It Was

### Focus on Everyday Life

**Roman Dinner Parties** Before Rome became a powerful empire, Romans ate simple meals of porridge, dried vegetables, and greens. People rarely ate meat or seafood. After Rome's conquests, the dining habits of wealthy Romans changed. Newly rich Romans showed off their wealth with expensive feasts that included exotic foods and lively entertainment for their guests.

At Roman dinner parties, guests reclined on couches. The enslaved servants served the food, which would be carried into the banquet room on great silver platters. Roman dishes might include boiled stingray garnished with hot raisins; boiled crane with turnips; or roast flamingo cooked with dates, onions, honey, and wine.

▼ A wealthy Roman woman reclining on a couch



### Connecting to the Past

1. Whose eating habits changed after Rome became wealthy and powerful?
2. Describe how their eating habits changed.

## The Way It Was

### Answers:

1. the newly rich Romans
2. Wealthy Romans ate costly feasts that included exotic foods instead of simply porridge, dried vegetables, and greens.



# Biography



**WH.6.7.1** Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.

## LUCIUS QUINCTIUS CINCINNATUS

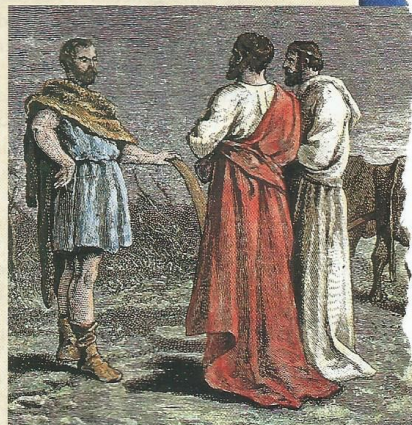
c. 519–438 B.C.

The loyal devotion of Cincinnatus greatly impressed the Roman historian Livy. In his *History of Rome*, Livy advised his readers to listen to the worthwhile story of Cincinnatus, whose virtue rose high above any rewards that wealth could bring.

According to Livy, Cincinnatus lived in Rome but owned and worked a four-acre field on the other side of the Tiber River. On the day that the officials looked for Cincinnatus, they found him hard at work in his field, covered with dirt and sweat. Cincinnatus was surprised when the officials asked him to put on his toga and listen as they explained the wishes of the Roman Senate.

The officials explained the emergency situation to Cincinnatus. He agreed to the Senate's request that he become a dictator. Cincinnatus and the officials crossed the Tiber River to Rome. The next morning, before daylight, Cincinnatus went to the Forum and gathered his forces to attack the enemy.

The story of Cincinnatus was important to the ancient Romans for several reasons. He was victorious in battle and quickly gave up the dictatorship. Perhaps more importantly, he did his civic duty by responding to a call to serve.



▲ Cincinnatus is asked to lead Rome.

**"The city was in the grip of fear."**

—Livy, *The Rise of Rome*

### Then and Now

Name a modern-day leader that you think historians will write about with great admiration. Explain why.

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### Then and Now

Answers will vary. Students should provide valid reasoning for their choice of leader. Students may describe how their chosen leader makes decisions without being influenced by public opinion, fulfills promises made, or holds other admirable values or beliefs.





**WH6.7.2** Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).

**WH6.7.8** Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.

## Roman Law

**Main Idea** The Roman Republic's legal system was based on the rule of law.

**Reading Connection** Have you ever heard the phrase "innocent until proven guilty"? Read to learn how Rome introduced this idea that we still use in our courts today.

One of Rome's major gifts to the world was its system of law. The legal system of the United States owes much to the Roman system.

**R**ome's first code of laws was the Twelve Tables, adopted about 451 B.C. Before this time, Rome's laws were not written down. As a result, plebeians claimed that patrician judges often favored their own class. They demanded that the laws be put in writing for everyone to see.

The patricians finally agreed. They had the laws carved on bronze tablets that were placed in Rome's marketplace, or the Forum (FOHR•uhm). The Twelve Tables became the basis for all future Roman laws. They established the principle that all free citizens had the right to be treated equally by the legal system.

The Twelve Tables, however, applied only to Roman citizens. As the Romans took over more lands, they realized that new rules were needed to solve legal disputes between citizens and noncitizens. They created a collection of laws called the Law of Nations. It stated principles of justice that applied to all people everywhere.

These standards of justice included ideas that we still accept today. A person was seen as innocent until proven guilty. People accused of crimes could defend themselves before a judge. A judge had to look at the evidence carefully before making a decision.

The idea that the law should apply to everyone equally and that all people should be treated the same way by the legal system is called the "rule of law." In the age of

## HISTORY MAKERS

### Twelve Tables c. 451 B.C.

The Twelve Tables were laws written on tablets that described the rights of each person in the Roman Republic. The laws were the first written rules to govern Rome. Writing the laws down and putting them on public display ensured that everyone knew the laws and that judges did not apply the laws differently to different people.

The laws on the Twelve Tables explained a person's rights concerning property, wills, public behavior, family law, and court actions. The Twelve Tables were the first step toward equal rights for citizens of all classes in ancient Rome. They were also a first step toward the idea of the rule of law that we still uphold today.

Rome, the rule of law was still a new concept. In many lands, people at the top of society often had special privileges and did not have to obey the same laws or use the same courts as people lower down. In some places, people at the bottom of society did not have any legal rights at all.

The rule of law is one of the key ideas that the Romans gave to the world. It remains the basis of our legal system today.

**Reading Check Identify** What is the "rule of law" and why is it important?

## More Critical Thinking

**Drawing Conclusions** Discuss with students why it was necessary for Rome to create the Law of Nations when it already had the Twelve Tables. (Students may recognize that the Tables were drawn up for a smaller territory and population, while the Law of Nations applied to diverse peoples in a vast empire.) **OL**

**CA H12.**

## HISTORY MAKERS

**Ask: Why do you think the right to hold office was withheld from the plebeians?** (The patricians did not believe the "lower class" was able to or worthy enough to hold office.) **CA H12.**





**WH6.7.3** Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.

## Rome Expands

**Main Idea** Rome slowly destroyed the Carthaginian Empire and took control of the entire Mediterranean region.

**Reading Connection** When you achieve a victory—whether it is in academics, sports, or some other field—do you then strive for more success? That may have been how the Romans felt once they had taken over Italy. Read on to learn how they continued to expand their power.

**R** While Rome developed its government, it also faced **challenges** abroad. The Romans had completed their conquest of Italy. However, they now faced a powerful rival in the Mediterranean area. This enemy was the state of **Carthage** (KAHR•thihj) on the coast of North Africa. It had been founded around

800 B.C. by the Phoenicians. As you learned earlier, the Phoenicians were sea traders from the Middle East.

**S2** Carthage ruled a great trading empire that included parts of northern Africa and southern Europe. By controlling the movement of goods in this region, Carthage made itself the largest and richest city in the western Mediterranean.

**The First Punic War** Both Carthage and Rome wanted to control the island of Sicily. In 264 B.C. the dispute led to war. The war that began in 264 B.C. is called the First Punic War. *Punicus* is the Latin word for “Phoenician.” The war started when the Romans sent an army to Sicily to prevent a Carthaginian takeover. The Carthaginians,

**NATIONAL GEOGRAPHIC**

## The Punic Wars 264–146 B.C.



## Did You Know?

According to legend, Carthage was founded by Queen Dido. When Dido and her followers came to Africa's north coast, she asked the people there if she could claim any land she could enclose with a bull's hide. They agreed. The queen then had a bull hide cut into thin strips. With the strips she encircled a large piece of land.

## Using Geography Skills

**Answers:**

- the northwest
- Hannibal wanted to surprise the Romans.



who already had colonies on the island, were determined to stop this invasion.

Up until then, the Romans had fought their wars on land. They soon realized they could not defeat a sea power like Carthage without a navy. They quickly built a large fleet of ships and confronted their enemy at sea. The war dragged on for more than 20 years. Finally, in 241 B.C., Rome crushed Carthage's navy off the coast of Sicily. Carthage was forced to leave Sicily and pay a huge fine to the Romans. The island then came under Roman rule.

**The Second Punic War** To make up for its loss of Sicily, Carthage expanded its empire into southern Spain. Roman leaders were not happy about Carthage gaining land

on the European mainland west of Rome. They helped the people living in Spain rebel against Carthage. Of course, Carthaginians were angry. To punish Rome, Carthage sent its greatest general, **Hannibal** (HA•nuh•buhl), to attack Rome in 218 B.C. This started the Second Punic War.

Hannibal's strategy was to take the fighting into Italy itself. To do this, Hannibal gathered an army of about 46,000 men, many horses, and 37 elephants. He landed his forces in Spain and then marched east to attack Italy.

Even before reaching Italy, Hannibal's forces suffered severe losses crossing the steep, snowy Alps into Italy. The brutal cold, gnawing hunger, and attacks by mountain tribes killed almost half of the

▼ In December 218 B.C., Hannibal's forces and the Roman army met in battle near the Trebbia River in northern Italy. In a well-planned attack, the Carthaginian forces badly defeated the Romans. Hannibal made good use of his elephants in the attack, but most died following the battle. **At what other battle in Italy were the Romans defeated by Hannibal?**



#### More About the Art

To battle elephants, Roman soldiers learned to disable the elephant drivers or to make noise loud enough to panic the elephants.

**Caption Answer:** Cannae

#### Did You Know?

Sicily's geography made it attractive to both Rome and Carthage for several reasons. A warm climate, fertile land, and plentiful fresh water made Sicily a center of agriculture. Even today, it is sometimes referred to as Italy's "breadbasket." Sicily was also strategically located in the Mediterranean Sea.



soldiers and most of the elephants. The remaining army, however, was still a powerful fighting force when it reached Italy.

The Romans suffered a severe loss in 216 B.C. at the Battle of **Cannae** (KA•nee) in southern Italy. Even though Hannibal's army was outnumbered, it overpowered the Roman force and began raiding much of Italy.

The Romans, however, raised another army. In 202 B.C. a Roman force led by a general named Scipio (SIH•pee•OH) invaded Carthage. Almost all of Carthage's troops were with Hannibal. Scipio's invasion forced Hannibal to head home to defend his city.

At the Battle of **Zama** (ZAY•muh), Scipio's troops defeated the Carthaginians. Carthage gave up Spain to Rome. It also had to give up its navy and pay a large fine. Rome now ruled the western Mediterranean.

**More Conquests** While Carthage was no longer a military power, it remained a trading center. In 146 B.C. Rome finally destroyed its great rival in the Third Punic War. Roman soldiers burned Carthage and enslaved 50,000 men, women, and children. Legend says that the Romans even spread salt on the earth so no crops would grow. Carthage became a Roman province, or regional district.

During the Punic Wars, Rome successfully battled states in the eastern Mediterranean. In 148 B.C. Macedonia came under Roman rule. Two years later, the rest of Greece became Roman. In 129 B.C. Rome gained its first province in Asia. It was no wonder that the Romans began to call the Mediterranean *mare nostrum*—"our sea."

**Reading Check** Describe How did Rome punish Carthage at the end of the Third Punic War?

### History Online

**Study Central** Need help understanding how Rome expanded? Visit [ca.hss.glencoe.com](http://ca.hss.glencoe.com) and click on Study Central.

## Section 2 Review

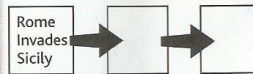
### Reading Summary

#### Review the Main Ideas

- During the Roman Republic, the government changed as the plebeians, or lower classes, and the patricians, or ruling class, struggled for power.
- Rome introduced the idea of the rule of law treating all citizens equally in court.
- Beginning in 264 B.C., Rome fought and won a series of wars with Carthage and other powers and gained control of the Mediterranean region.

### What Did You Learn?

- Who were the top government officials in the Roman Republic, and what were their duties?
- What does *mare nostrum* mean, and why did the Romans use the term?
- Sequencing Information** Draw a diagram to describe the sequence of events from the start of the First Punic War to the start of the Second Punic War. CA CS1
- Geography Skills** Where was Carthage located, and why did it compete with Rome? CA 6RC2.0 CA CS1
- Summarize** What other conquests did Rome carry out during the period of the Punic Wars? CA 6RC2.4
- The Big Ideas** How did the creation of the Twelve Tables change the legal system in Rome? CA H12
- Persuasive Writing** Write a speech demanding equal rights for plebeians in the early republic. CA 6WA2.5



## SECTION 2 REVIEW ANSWERS

Review questions reinforce content standard WH.6.7.

- consuls: headed army and ran state; praetors: judges; tribunes: represented plebeians
- "our sea;" Romans controlled Mediterranean Sea
- Rome builds fleet; defeats Carthage at sea in 241 B.C.; encourages Spanish to rebel.
- on the coast of North Africa; was a trading rival
- Rome conquered Macedonia, Greece, and Asia Minor.
- led to the principles that law protects citizens' rights, that a person is innocent until proven guilty, and that a judge must look at evidence before ruling.
- Speeches will vary but should be based on the text.