

1 Step-by-Step Instruction

SECTION

Objectives

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Describe the physical and cultural settings in which Roman civilization arose.
- Outline how the Roman republic was structured and governed.
- Understand the rights and religious practices that characterized Roman society.
- Explain how the Roman republic grew and maintained its conquests.

Prepare to Read

Build Background Knowledge L3

Remind students of the ways in which geography influenced the development of independent Greek city-states. Encourage them to preview the map in this section.

Set a Purpose L3

- **WITNESS HISTORY** Read the selection aloud or play the audio.

 **Witness History Audio CD,**
A Proud Son Speaks of His Father

Ask **What virtues or traits does Horace value in himself?** (*decency, morality*) **Why is Horace proud of his father?** (*He showed courage, he was willing to disregard what others might think to do what he thought was right.*)

- **Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (*Answer appears with Section 1 Assessment answers.*)
- **Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.
- **Reading Skill** Have students use the *Reading Strategy: Supporting Details* worksheet.

 Teaching Resources, Unit 1, p. 89



Roman father and son

WITNESS HISTORY AUDIO

A Proud Son Speaks of His Father

“If my character is flawed by a few minor faults, but is otherwise decent and moral, if you can point out only a few scattered blemishes on an otherwise immaculate surface, . . . if I live a virtuous life, . . . my father deserves all the credit. For although he was a poor man, with only an infertile plot of land, he was not content to send me to [the school in his home town]. . . . My father had the courage to take his boy to Rome, to have him taught the same skills which any equestrian [rider of horses] or senator would have his sons taught. . . . I could never be ashamed of such a father, nor do I feel any need, as many people do, to apologize for being a freedman’s [former slave’s] son.”

—Horace, Roman poet

Focus Question What values formed the basis of Roman society and government?

The Roman World Takes Shape

Objectives

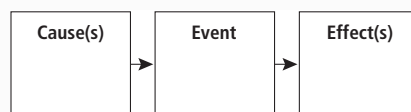
- Describe the physical and cultural settings in which Roman civilization arose.
- Outline how the Roman republic was structured and governed.
- Understand the rights and religious practices that characterized Roman society.
- Explain how the Roman republic grew and maintained its conquests.

Terms, People, and Places

Etruscans	plebeian
republic	tribune
patrician	veto
consul	legion
dictator	

Note Taking

Reading Skill: Identify Causes and Effects For each red heading, fill in a cause-and-effect chart like the one below to identify the cause(s) and the effect(s) of an important event that you read about.



- Rome began as a small city in Italy and became a ruler of the Mediterranean and beyond. The story of the Romans and how they built a world empire begins with the land in which they lived.

Roman Civilization Arises in Italy


The Italian peninsula is centrally located in the Mediterranean Sea, and the city of Rome sits toward the center of Italy. This location would benefit the Romans as they expanded—first within Italy and then into the lands bordering the Mediterranean.

Unifying the Lands of Italy Because of its geography, Italy proved much easier to unify than Greece. Unlike Greece, Italy is not broken up into small, isolated valleys. In addition, the Apennine Mountains, which run down the length of the Italian peninsula, are less rugged than the mountains of Greece. Finally, Italy has broad, fertile plains in the north and the west. These plains supported the growing population.

Early Peoples Settle Italy By about 800 B.C., the ancestors of the Romans, called the Latins, migrated into Italy. The Latins settled along the Tiber River in small villages scattered over seven low-lying hills. There, they herded and farmed. Their villages would in time grow together into Rome, the city on seven hills. Legend held that twin brothers, Romulus and Remus, had founded the city. Romans regarded this tale highly because the twins were said to be sons of a Latin woman and the war god Mars, lending the Romans a divine origin.

Vocabulary Builder

Use the information below and the following resources to teach the high-use word from this section.

 Teaching Resources, Unit 1, p. 88; Teaching Resources, Skills Handbook p. 3

High-Use Word

dominate, p. 153

Definition and Sample Sentence

vt. to have authority over

The club president **dominated** the discussion of the rules and did not allow others to express their opinions.

Ancient Italy About 500 B.C.



Map Skills At the time the state of Rome was founded, the Romans' many neighbors on the Italian peninsula included other speakers of Italic languages such as Latin.

- 1. Locate** (a) Rome (b) Apennine Mountains (c) Mediterranean Sea (d) Carthage (e) Tiber River
- 2. Region** Based on this map, which group would you think most influenced the Romans? Explain.
- 3. Make Generalizations** What do you think are some advantages and disadvantages of living near a variety of different peoples?



The Roman god Jupiter, whose traits resembled those of Tinia, an important Etruscan god

The Romans shared the Italian peninsula with other peoples. Among them were Greek colonists whose city-states dotted southern Italy and the **Etruscans**, who lived mostly north of Rome. The origins of the Etruscan civilization are uncertain. One theory says they migrated from Asia Minor, while another suggests they came from the Alps. What is certain is that, for a time, the Etruscans ruled much of central Italy, including Rome itself.

The Romans learned much from Etruscan civilization. They adapted the alphabet that the Etruscans had earlier acquired from the Greeks. The Romans also learned from the Etruscans to use the arch in construction, and they adapted Etruscan engineering techniques to drain the marshy lands along the Tiber. As well, the Romans adopted some Etruscan gods and goddesses and merged them with Roman deities.

Checkpoint How did geography influence the origins and expansion of Rome?

The Romans Establish a Republic

The Romans drove out their Etruscan ruler in 509 B.C. This date is traditionally considered to mark the founding of the Roman state, which would last for 500 years. The Romans established their state with a form of government called in Latin a *res publica*, or "that which belongs to the people." In this form of government, which today we call a **republic**, the people chose some of the officials. A republic, Romans thought, would prevent any individual from gaining too much power.

History Background

Etruscan Civilization Although few Etruscan houses have survived, thousands of ancient Etruscan tombs remain intact. The Etruscans believed tombs were the dwelling places of the dead, so they built their tombs to look like the interiors of Etruscan

homes. Tombs often had one or more rooms made of stone that contained Etruscan works of art. By examining the tomb artifacts and the construction of these rooms, archaeologists have learned a great deal about the Etruscans and their use of arches in construction.

- Note Taking** Have students read this section using the Paragraph Shrinking strategy (TE, p. T20). As they read, have students fill in the chart describing the causes and effects of important events from this section.

Reading and Note Taking
Study Guide, p. 48

Teach

Roman Civilization Arises in Italy

Instruct

- Introduce** Have students note how Rome's geography is different from that of Greece.
- Teach** Ask students to describe Italy's geographic advantages. Ask **In what ways was Rome's location an advantage?** (*centrally located on a peninsula in the Mediterranean*) **What other geographic advantages did Italy possess?** (*access to the Mediterranean Sea, broad, fertile plains well suited to agriculture, providing ample crops for population growth*)
- Quick Activity** Have students fill in the Outline Map *Ancient Italy*.

All in One Teaching Resources, Unit 1, p. 95

Independent Practice

- Have students access **Web Code nap-0511** to take the **Geography Interactive Audio Guided Tour** and then answer the map skills questions in the text.
- Have students write a paragraph speculating on which city was in a better position to control trade on the Mediterranean—Carthage or Rome.

Monitor Progress

As students fill in their charts, make sure they understand that most events have multiple causes and effects. For a completed version of the chart, see

Note Taking Transparencies, 67

Answers

- Italy had a favorable central location in the Mediterranean on a peninsula and broad fertile plains suitable for farming.

Map Skills

- Review locations with students.
- Answers will vary.
- advantages: access to diverse ideas and goods; disadvantages: miscommunication and conflict

The Romans Establish a Republic

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Instruct

■ Introduce: Vocabulary Builder

Have students read the Vocabulary Builder term and definition. Explain that in the early Roman republic members of the landholding class **dominated**, or controlled, the Senate, the most powerful governing body.

- **Teach** Point out that the republic was a new form of government in the ancient world. Have students explain how it differed from the Greek systems of direct democracy. Have students suggest reasons why Romans believed this form of government would prevent any one person from gaining too much power. Ask **What was the role of the senate in the republic?** (*made laws for the republic*) **What checks and balances existed in this form of government?** (*term limits on consuls and dictators; consuls responsible to senate*) **How was the right of plebeians to elect tribunes a check on the power of the patrician senate?** (*Tribunes had the power to veto laws they felt were harmful.*)

- **Quick Activity** Display **Color Transparency 25: Roman Senators**. Use the lesson suggested in the transparency book to emphasize the power of senators during the republic.

 **Color Transparencies, 25**

Independent Practice

Ask students to analyze the role of the dictator in the Roman republic. Have them write an opinion piece that answers these questions: What are the benefits and risks of having a leader with total control during a war? Do the risks outweigh the benefits?

Monitor Progress

Make sure students understand how the framers of the U.S. Constitution adapted the Roman ideas of a senate, veto, and checks on political power, including limited terms of office.

Answers

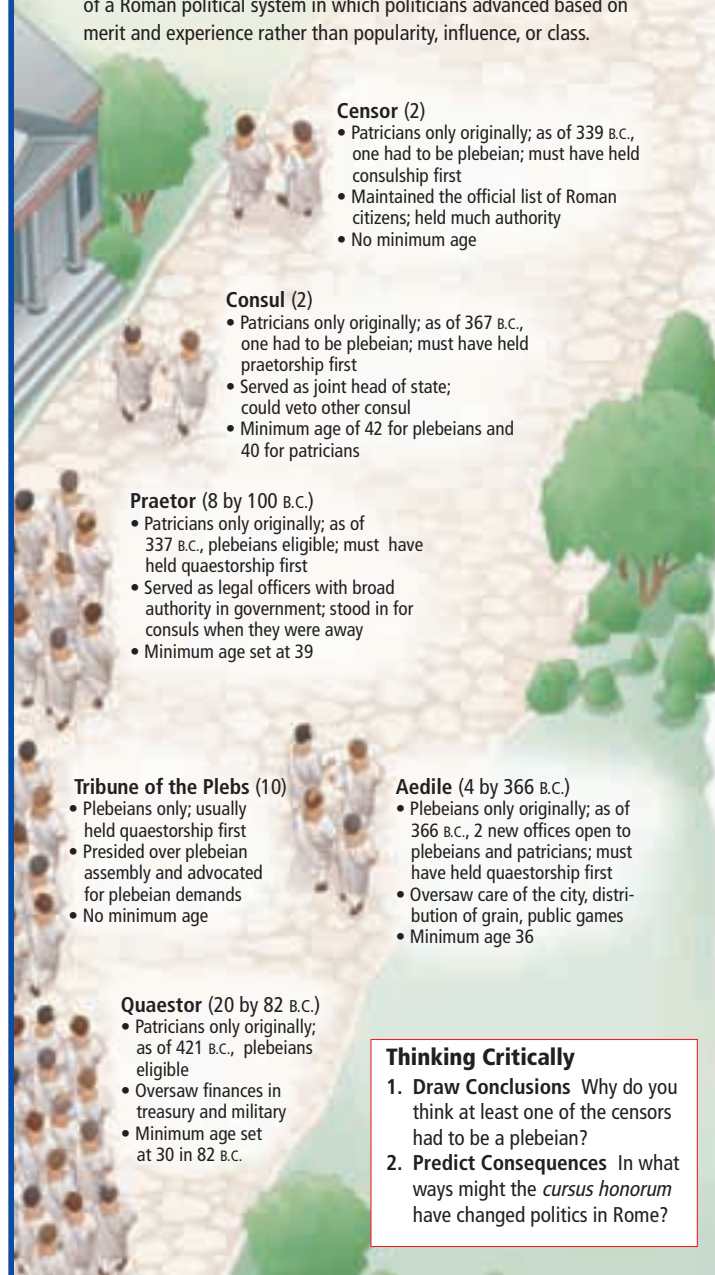
Thinking Critically

1. to protect plebeians' interests
2. made it more regulated and ensured positions were held on merit and experience

INFOGRAPHIC

THE ROMAN *CURSUS HONORUM*

In 180 B.C., the Romans enacted a law that formalized the career path of Roman officials. Called the *cursus honorum*, this path dictated that men hold particular offices in a certain order and assigned age requirements to these offices. Previously, Roman men could fill the offices in any order and do so at any age, as long as they had already completed a period of military service. The *cursus honorum* became the foundation of a Roman political system in which politicians advanced based on merit and experience rather than popularity, influence, or class.



Thinking Critically

1. **Draw Conclusions** Why do you think at least one of the censors had to be a plebeian?
2. **Predict Consequences** In what ways might the *cursus honorum* have changed politics in Rome?

Structuring the Republic In the early republic, the senate made the laws and controlled the government. Originally, its 300 members were all **patricians**, or members of the landholding upper class.

Each year, the senators nominated two **consuls** from the patrician class. Their job was to supervise the business of government and command the armies. Consuls, however, could serve only one term. They were also expected to approve each other's decisions. By limiting their time in office and making them responsible to each other, Rome had a system of checks on the power of government.

In the event of war, the senate might choose a **dictator**, or ruler who has complete control over a government. Each Roman dictator was granted power to rule for six months. After that time, he had to give up power. Romans particularly admired Cincinnatus as a model dictator. Cincinnatus organized an army, led the Romans to victory over the attacking enemy, attended victory celebrations, and returned to his farmlands—all within 15 days.

Plebeians Fight for Their Rights At first, all government officials were patricians. **Plebeians** (plih BEE unz), the farmers, merchants, and artisans who made up most of the population, had the legal rights of citizenship but little influence. Plebeian demands for power shaped politics in the early republic.

In time, the plebeians gained the right to elect their own officials, called **tribunes**, to protect their interests. The tribunes could **veto**, or block, laws that they felt were harmful to plebeians. Little by little, plebeians forced the senate to choose plebeians as consuls and to admit plebeians as members of the senate itself. These changes made Rome's government more democratic.

Another breakthrough for the plebeians came in 450 B.C., when the government oversaw the inscription of the laws of Rome on 12 tablets, which were set up in the Forum, Rome's marketplace. Plebeians had protested that citizens could not know what the laws were because

History Background

Laws of the Twelve Tables The Twelve Tables were the earliest written form of Roman law. Before their publication, judgments of the courts were based on unwritten custom. Until the plebeians demanded a written law code, a small group of patrician scholars were the only people who had exact knowledge of these customs. The code was probably engraved on

bronze tablets. It described in clear, simple, and exact language, the rights and duties of citizens. Although the Laws of the Twelve Tables were a step toward the rule of law, it was a harsh code that maintained class divisions by banning marriage between patricians and plebeians. The code also gave fathers the legal right to whip, imprison, sell, or kill their children.

they were not written down. The Laws of the Twelve Tables made it possible for the first time for plebeians to appeal a judgment handed down by a patrician judge.

Romans Leave a Lasting Legacy Although the senate still dominated the government, the common people had gained access to power and won safeguards for their rights without having to resort to war or revolution. More than 2,000 years later, the framers of the United States Constitution would adapt such Roman ideas as the senate, the veto, and checks on political power.

✓ **Checkpoint** How did the membership of the senate change over time?

Characterizing Roman Society

The family was the basic unit of Roman society. Under Roman law, the male head of the household—usually the father—had absolute power in the family. He enforced strict discipline and demanded total respect for his authority. His wife was subject to his authority and was not allowed to administer her own affairs. The ideal Roman woman was loving, dutiful, dignified, and strong.

The Role of Women Changes Over Time Roman women played a larger role in society than did Greek women. They could own property, and, in later Roman times, women from all classes ran a variety of businesses, from small shops to major shipyards. Those who made their fortunes earned respect by supporting the arts or paying for public festivals. However, most women worked at home, raising their families, spinning, and weaving.

Over the centuries, Roman women gained greater freedom and influence. Patrician women went to the public baths, dined out, and attended the theater or other forms of public entertainment with their husbands. Some women, such as Livia and Agrippina the Younger, had highly visible public roles and exercised significant political influence.

Romans Educate Most Children Girls and boys from the upper and lower classes learned to read and write. By the later years of the republic, many wealthy Romans hired private tutors, often Greeks, to educate their children. Children memorized major events in Roman history. Boys who wanted to pursue political careers studied rhetoric.

Roman Mythology and Religion The Romans believed in numerous gods and goddesses, many of whom they adapted from Greek religion. Roman mythology was also similar to that of the Greeks. Like the Greek god Zeus, the Roman god Jupiter ruled over the sky and the other gods. According to Roman myths, his wife Juno, like the Greek goddess Hera, protected marriage. Romans also prayed to Neptune, god of the sea, whose powers were the same as those of the Greek god Poseidon. On the battlefield, they turned to Mars, the god of war.

The Roman calendar was full of feasts and other celebrations to honor the gods and goddesses and to ensure divine favor for the city. As loyal citizens, most Romans joined in these festivals, which inspired a sense of community. Throughout Rome, dozens of temples housed statues of the gods. In front of these temples, Romans took part in ritual activities such as worshipping the gods and asking for divine assistance.

✓ **Checkpoint** What social rights did Roman women have?

Vocabulary Builder

dominated—(DAHM uh nayt id) *vt.* had authority over

Characterizing Roman Society/The Roman Republic Grows

L3

Instruct

- **Introduce** Write the following words from the text on the board: *loving, dutiful, dignified, and strong*. Tell students these adjectives describe the ideal Roman woman. Have students suggest how this ideal might be reflected in the rights given to women.
- **Teach** As students read about Roman society, have them think about the values and beliefs reflected in their treatment of women, education of children, and religious practices. Ask **What rights and freedoms did Roman women gain over time?** (*right to own property, go to public baths, dine out, attend public entertainment with husbands, learn to read and write*) **Was religion a divisive or a unifying force in Roman society?** (*unifying, community celebrations and festivals provided a shared culture and a sense of community*) **What values made Roman citizens good soldiers?** (*loyalty, courage, respect for authority*) **How did these values influence Rome's efforts to expand?** (*One reason for its military successes was its loyal, well-trained army.*)
- **Quick Activity** As a class, discuss whether Rome's policy of treating defeated enemies justly was a wise one. Have students list the benefits of this policy for Rome and explain how this policy reflected republican values.

Independent Practice

Ask students to write three sentences that describe the expansion of the Roman republic.

Monitor Progress

Check Reading and Note Taking Study Guide entries for student understanding.

Differentiated

Instruction Solutions for All Learners

L1 Special Needs L2 Less Proficient Readers

For visual learners and students who need help with basic skills, direct attention to the Infographic titled The Roman *Cursus Honorum* on page 152. Have students take turns describing what each image is, why

they think it was chosen for the Infographic, and what information it provides about the structure of the Roman republic.

Answers

- ✓ Initially, the senate membership was only open to patricians; however, over time, plebeians gained fuller participation in the decision-making process in the senate.
- ✓ Patrician women were allowed to go to public baths, dine out, and attend theater or other public entertainment with their husbands. A few had political influence.

Assess and Reteach

Assess Progress

- Have students complete the Section Assessment.
- Administer the Section Quiz.

All in One Teaching Resources, Unit 1, p. 83


- To further assess student understanding, use

 Progress Monitoring Transparencies, 19

Reteach

If students need more information, have them read the section summary.

 Reading and Note Taking Study Guide, p. 49

 Adapted Reading and Note Taking Study Guide, p. 49

 Spanish Reading and Note Taking Study Guide, p. 49

Extend

Divide the class into small groups. Have each group pick one aspect of early Roman geography, social, religious, or military practices and write a paragraph telling why they think it is likely to be a key factor in Rome's later development.

Answer

- ✓ They treated them justly and generously, especially compared to other groups at that time. They allowed conquered people to keep their own customs, money, and local government. A few privileged groups were allowed to become partial or full citizens.



During the time of the late republic, praetorians (above), or bodyguards, began protecting army generals. Later, they would become an elite guard for Roman emperors.

The Roman Republic Grows

As Rome's political and social systems evolved at home, its armies expanded Roman power across Italy. Roman armies conquered first the Etruscans and then the Greek city-states in the south. By about 270 B.C., Rome controlled most of the Italian peninsula.

Citizen-Soldiers Make Up the Roman Army Rome's success was due to skillful diplomacy and to its loyal, well-trained army. The basic military unit was the **legion**, each of which included about 5,000 men. As in Greece, Roman armies consisted of citizen-soldiers who originally fought without being paid and had to supply their own weapons. Eventually, they received a small stipend, or payment, but their main compensation was always a share of the spoils of victory. Roman citizens often made good soldiers because they were brought up to value loyalty, courage, and respect for authority.

To ensure success, Roman commanders mixed rewards with harsh punishment. Young soldiers who showed courage in action won praise and gifts. If a unit fled from battle, however, one out of every ten men from the disgraced unit was put to death.

Rome Is Just With Conquered Lands Rome generally treated its defeated enemies with justice. Conquered peoples had to acknowledge Roman leadership, pay taxes, and supply soldiers for the Roman army. In return, Rome let them keep their own customs, money, and local government.

To a few privileged groups among the conquered people, Rome gave the highly prized right of full citizenship. Others became partial citizens, who were allowed to marry Romans and carry on trade in Rome. As a result of such generous policies, most conquered lands remained loyal to Rome even in troubled times.

Maintaining the State To protect its conquests, Rome posted soldiers throughout the land. It also built a network of all-weather military roads to link distant territories to Rome. As trade and travel increased, local peoples incorporated Latin into their languages and adopted many Roman customs and beliefs. Slowly, Italy began to unite under Roman rule.

✓ **Checkpoint** How did the Romans treat the people they conquered?

1 Assessment

Progress Monitoring Online

For: Self-quiz with vocabulary practice
Web Code: naa-0511

Terms, People, and Places

1. What do many of the key terms listed at the beginning of the section have in common? Explain.

Note Taking

2. **Reading Skill: Identify Causes and Effects** Use your completed cause-and-effect chart to answer the Focus Question: What values formed the basis of Roman society and government?

Comprehension and Critical Thinking

3. **Summarize** Describe the cultural setting in which Rome developed.
4. **Identify Central Issues** In both Roman politics and Roman society, equality was prized. Describe an example of Romans achieving political or social equality.
5. **Recognize Cause and Effect** What were two reasons for Rome's success in expanding its power across Italy?

Writing About History

Quick Write: Take Notes for Comparison

Take notes on the government of the Roman republic, including details about its structure and functions. Then make a list of other governments in history to which you could compare the Roman republic.

Section 1 Assessment

1. Most are related to Rome's early government or social class system.
2. justice or fairness: creating a form of government that kept any one person from gaining too much power, a system of checks on the power of government, inclusion of plebeians in the republic, increasing social rights for women, education for

- all classes and genders, just and generous treatment of conquered peoples
3. Early in its development, Rome was influenced by Etruscan civilization, especially in language, construction and engineering, and religion.
4. political equality: making plebeians participants in patrician senate, allowing some conquered people to become citizens; social equality: giving patrician

women greater freedom, giving all classes and genders access to education

5. skillful diplomacy and a well-trained army

Writing About History

Responses should include details about the Roman republic's structure and functions.

For additional assessment, have students access **Progress Monitoring Online** at Web Code naa-0511.