From Republic to Empire

Objectives
- Understand how the Roman republic grew through a series of conquests.
- Identify the events leading to the decline of the Roman republic.
- Describe the nature of the new age that dawned with the Roman empire.

Terms, People, and Places
- impatiens
- Julius Caesar
- Tiberius Gracchus
- Gaius Gracchus
- Hadrian
- Augustus
- Punic Wars
- Hannibal
- Carthage
- Mediterranean
- Rome
- Gaul
- African

Note Taking

Reading Skill: Recognize Multiple Causes
- As you read, fill in the chart like the one below with factors that led to the decline of the Roman republic and the rise of the Roman empire.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Factor</th>
<th>Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decline of the republic</td>
<td>Rise of the empire</td>
<td></td>
</tr>
</tbody>
</table>

WITNESS HISTORY
A Plea for Reform

While the republic grew in size, everyone did not benefit from the new wealth. Addressing a group of plebeians, the Roman tribune Tiberius Gracchus described an injustice he saw in Roman society.

The wild beasts that roam over Italy... have every one of them a cave or lair to kirk in; but the men who fight and die for Italy enjoy the common air and light, indeed, but nothing else... they fight and die to support others in wealth and luxury, and though they are styled [referred to as] masters of the world, they have not a single clod of earth that is their own.

—Plutarch's Lives

Focus Question
What factors led to the decline of the Roman republic and the rise of the Roman empire?

Prepare to Read

Build Background Knowledge
This section looks at the events and changing values that led to the decline of the republic and the rise of the Roman empire. Ask students to consider how an empire might differ from a republic.

Set a Purpose
- WITNESS HISTORY: Read the selection aloud or play the audio.
- Ask According to Tiberius Gracchus, what group is being unjustly treated? (plebeians) What is unfair about their treatment? (They fight in the wars that are expanding Roman territory and bringing riches to the upper class, but they are not even allowed to own land.)

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 2 Assessment answers.)

Preview
Have students preview the Section Objectives and the list of Terms, People, and Places.

Note Taking
Have students read this section using the Structured Read Aloud strategy (TE, p. T21). As they read, have students fill in the chart.

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

- High-Use Word: suppress
- Definition and Sample Sentences: p. 3
- p. T55

Suppress, p. 158
- ut to use force to put an end to something
- Police managed to suppress the riot using tear gas.
**Teach**

**Rome Grows Through Conquest**

**Instruct**

- **Introduce:** Key Terms Ask students to find the key term *imperialism* (in blue) in the text and explain its meaning. Point out that republican Rome had allowed conquered peoples to retain some autonomy. Ask students to speculate on the consequences that Rome’s imperialistic aims might have on Rome.

- **Teach** Have students locate Sicily and Sardinia on the map on this page. Ask Why might these islands be a good place for Rome to begin its expansion? (Both were very close to the Italian peninsula and could be reached without long supply lines.) How was Rome’s treatment of the Carthaginians different from its treatment of conquered peoples in earlier wars? (In earlier wars, enemies were treated generously and included in the republic; in the Punic Wars, Rome sought revenge, domination, and supremacy.) What effect did Mediterranean conquest have on the Roman social class system? (It created a new class of wealthy generals, officials, and traders, as well as a class of slaves from war captives.) What values replaced simplicity, hard work, and devotion to duty? (greed, self-interest)

- **Quick Activity:** Display Color Transparency 26; Scenes from the Punic Wars. Use the lesson suggested in the transparency book to help students understand the scale of the battles.

**Independent Practice**

Have students access Web Code nap-0521 to take the Geography Interactive Audio Guided Tour and then answer the map skills questions in the text.

**Monitor Progress**

To review this section, have students reread the black headings and summarize the information under each one.

**Answers**

**Map Skills**

1. Locate (a) Spain (b) Gaul (c) Asia Minor (d) Macedonia (e) Pyrenees Mountains
2. Region: During what period did Asia Minor come under Roman control?

**The Carthaginians failed to capture Rome itself, however. In the end, the Romans outflanked Hannibal by sending an army to attack Carthage. Hannibal returned to defend his homeland, where the Romans defeated him at last. Carthage gave up all its lands outside of Africa. Nevertheless, many Romans still saw Carthage as a rival and wanted revenge for the terrible destruction that Hannibal’s army had brought to Italy. For years, the senator Cato ended every speech he made with the words “Carthage must be destroyed.” Finally, in the Third Punic War, Rome completely destroyed Carthage. Survivors were sold into slavery. The Romans poured salt over the earth so that nothing would grow there again. The Romans were now masters of the western Mediterranean.”

**Ruling the Mediterranean** “The Carthaginians fought for their own preservation and the sovereignty of Africa,” observed a Greek witness to the fall of Carthage; “the Romans, for supremacy and world domination.” The Romans were committed to a policy of imperialism, or establishing control over foreign lands and peoples. While Rome fought Carthage in the west, it was also expanding into the eastern Mediterranean. There, Romans confronted the Hellenistic rulers who had divided up the empire of Alexander the Great.”

**Map Skills** Although Hannibal (below) posed a challenge, the Roman republic gradually gained control of lands around the Mediterranean Sea through conquest and diplomacy.

1. Locate (a) Spain (b) Gaul (c) Asia Minor (d) Macedonia (e) Pyrenees Mountains
2. Region: During what period did Asia Minor come under Roman control?

**History Background**

Hannibal’s Bold Maneuvers: In the Second Punic War, Hannibal led his army on a daring march from Spain across France and into northern Italy. The general and his dozens of elephants and thousands of soldiers forded rivers and crossed mountains. The narrow, icy trails and blinding snowstorms of the Alps took a huge toll on Hannibal’s forces. However, this bold maneuver surprised the Romans, who had expected an invasion from the south. The army went on to win three great battles against the Romans over the next 15 years. Lack of supplies and reinforcements hindered Hannibal’s progress, however. In the end, the Romans outfanked Hannibal by sending an army to attack Carthage. When word of this reached Hannibal, he and his troops finally returned home, where the Romans finally defeated them.
The Roman Republic Declines

Instruct

- **Introduce:** Using the Idea Wave strategy (TE, p. 72), ask students to describe the new challenges the republic faced as a result of its expansion and uneven distribution of wealth. Have students speculate about how these developments might eventually create problems for the republic.

- **Teach** Ask What issue led to civil wars in the Roman republic? (Who should hold power—the senate or popular political leaders?) How were the new professional armies different from the Roman legions? (Because their commanders gave them more benefits than the state did, these soldiers owed their loyalty to their commanders rather than to the state.) Why might commanding a professional army make Caesar and other generals more willing to engage in power struggles? (They had force to back up their efforts to take power.) Why was Caesar murdered? (His enemies feared he would make himself king.)

Independent Practice

- **Note Taking** Have students fill in the graphic organizer identifying the factors that led to the decline of the Roman republic.

Reading and Note Taking

- **Study Guide,** p. 50

Teaching Resources, Unit 1, p. 68

- **Biography** To help students learn more about Queen Cleopatra, Mark Antony’s ally in his struggle with Octavian, have them read the biography Cleopatra VII and complete the worksheet.

Monitor Progress

As students fill in the chart, circulate to make sure they have identified the factors that led to the decline of the Roman republic. For a completed version of the chart, see

- **Note Taking Transparencies,** 68

**Answer**

- **Roman empire-building led to war with some countries around the Mediterranean, alliance building with others, unrest at home as the gap between rich and poor widened, and increased corruption.**

**Differentiated Instruction Solutions for All Learners**

- **Advanced Readers**

- **Gifted and Talented**

Tell students that the Romans were fond of giving funeral orations and eulogies honoring the dead. In the play *Julius Caesar,* Shakespeare uses an often-quoted recreation of Mark Antony’s oration on the death of Caesar. An able reader might present this speech to the class. Or, provide students with copies of Act III, Scene I of the play. This scene depicts the plotting and execution of Caesar’s assassination, including his famous last words, “Et tu, Brute?” Assign students roles and have them practice and then perform this scene for the class. Follow up this activity with a class discussion asking why the betrayal of Caesar by his fellow senators and friends has served as such a lasting inspiration for literary tragedy.

**Checkpoint** What challenges did Rome face while building an empire around the Mediterranean Sea?

**The Roman Republic Declines**

Unable to resolve its problems peacefully, Rome plunged into a series of civil wars. At issue was who should hold power—the senate, which wanted to govern as it had in the past, or popular political leaders, who wanted to weaken the senate and make Caesar and other generals more willing to engage in power struggles? They had force to back up their efforts to take power. Why was Caesar murdered? (His enemies feared he would make himself king.)

**The Impact at Home**

Conquests and control of busy trade routes brought incredible riches into Rome. Generals, officials, and traders amassed fortunes from lost, taxes, and commerce. A new class of wealthy Romans emerged. They bought lavish mansions and filled them with luxuries imported from the east. Wealthy families bought up huge farming estates, called latifundia. As Romans conquered more and more lands, they forced people captured in war to work as slaves on the latifundia. By the last days of the republic, around a third of Italy’s people lived in slavery.

In despair, landless farmers flocked to Rome and joined an angry mob that rioted. In addition, the new wealth led to increased corruption. Good and self-interested replaced the virtues of the early republic, such as simplicity, hard work, and devotion to duty.

**Making Attempts at Reforms**

Two young plebeians, brothers named Tiberius and Gaius Gracchus (GAY us GRAK us), were among the first to attempt reform. Tiberius, elected a tribune in 153 B.C., called on the state to distribute land to poor farmers. Gaius, elected a tribune ten years later, sought a wider range of reforms, including the use of public funds to buy grain to feed the poor. The reforms of the Gracchus brothers angered the senate, which saw them as a threat to its power. The brothers and thousands of their followers were killed in waves of street violence set off by senators and their hired thugs.

- **Checkpoint** What challenges did Rome face while building an empire around the Mediterranean Sea?

**Slavery in Ancient Rome**

Rome relied heavily on the labor of slaves, especially for public works projects and agriculture. Many people, like the two here wearing chains (above), were enslaved after being taken captive in battle. For identification, slaves often had to wear a collar (left) with the master’s name and address inscribed on it.

sometimes to defend Roman interests, sometimes simply for plunder. Rome launched a series of wars in the area. One by one, Macedonia, Greece, and parts of Asia Minor surrendered and became Roman provinces. Other regions, such as Egypt, allied with Rome. By 133 B.C., Roman power extended from Spain to Egypt. Truly, the Romans were justified in calling the Mediterranean Mare Nostrum, or “Our Sea.”
The Age of the Roman Empire Dawns

**Instruct**

- **Introduce** Tell students that Augustus was not only a brilliant administrator but also a very shrewd politician. Ask students how the title **princeps** (plural: **principes**). What political and economic reforms helped Augustus create a stable government? **(political: created an efficient, well-trained civil service to enforce laws; allowed cities and provinces more self-government; economic: ordered a census to find out who should be taxed, set up a postal service, issued new coins to make trade easier, put the jobless to work building roads and temples or farming the land)** What was the long-term effect of the reforms made by Augustus? **(His reforms led to a 200-year period of peace and order within the empire, a unified empire, and economic prosperity.)** Point out that gladiator contests and chariot races were presented and paid for by the government. Have students explain what happened because commanders provided them with more benefits—such as parcels of captured land—than the state did. Once rival commanders had their own armies, they could march into Rome to advance their ambitions.

**Julius Caesar the Dictator**

Out of this chaos emerged **Julius Caesar**, an ambitious military commander. For a time, Caesar and another brilliant general, Pompey, dominated Roman politics. In **58 B.C.**, Caesar set out with his army to make new conquests. After nine years of fighting, he completed the conquest of Gaul—the area that is now France and Belgium. Fearful of Caesar's rising fame, Pompey persuaded the senate to order Caesar to disband his army and return to Rome. Caesar defied the order swiftly and secretly, he led his army across the Rubicon River into northern Italy and headed toward Rome. Once again, civil war erupted across the Roman world. Caesar crushed Pompey and his supporters. He then swept around the Mediterranean, suppressing rebellions. “Veni, vidi, vici”—“I came, I saw, I conquered”—he announced after one victory. Later, returning to Rome, he forced the senate to make him dictator. Although he maintained the senate and other features of the republic, he was in fact the absolute ruler of Rome.

**Caesar Makes Reforms**

Between **48 B.C.** and **44 B.C.**, Caesar pushed through a number of reforms intended to deal with Rome’s many problems. He launched a program of public works to employ the jobless and gave public land to the poor. He also reorganized the government of the provinces and granted Roman citizenship to more people. Caesar’s most lasting reform was the introduction of a new calendar based on that of the Egyptians. The Roman calendar, later named the Julian calendar, was used in western Europe for more than 1,600 years. With minor changes, it is still our calendar today.

**Caesar Killed, War Follows**

Caesar’s enemies worried that he planned to make himself king of Rome. To save the republic, they plotted against him. In March of **44 B.C.**, as Caesar arrived in the senate, his enemies stabbed him to death. The death of Julius Caesar plunged Rome into a new round of civil war. Mark Antony, Caesar’s chief general, and Octavian, Caesar’s grandnephew, still greatly admired and his military tactics are still studied today.
joined forces to hunt down the murderers. The two men soon quarreled, however, setting off a bitter struggle for power. In 31 B.C., Octavian finally defeated Antony and his powerful ally, Queen Cleopatra of Egypt.  

**Checkpoint** What central issue sparked the warfare that eventually led to the decline of Rome? 

## The Age of the Roman Empire Dawns

The senate gave the triumphant Octavian the title of Augustus, or Exalted One, and declared him princeps, or first citizen. Although he was careful not to call himself king, a title that Rome had hated since Etruscan times, Augustus exercised absolute power and named his successor, just as a king would do. 

Under Augustus, who ruled until A.D. 14, the 500-year-old republic came to an end. Romans did not know it at the time, but a new age had dawned—the age of the Roman empire.

**Augustus Builds a Stable Government** Through firm but moderate policies, Augustus laid the foundation for a stable government. He left the senate in place and created an efficient, well-trained civil service to enforce its laws. High-level jobs were open to men of talent, regardless of their class. In addition, he cemented the allegiance of cities and provinces to Rome by allowing them a large amount of self-government. 

Augustus also undertook economic reforms. To make the tax system more fair, he ordered a population count, of the empire so there would be records of all who should be taxed. He set up a postal service for the tax system more fair; he ordered a census, or population count, of the empire so there would be records of all who should be taxed. He set up a postal service and issued new coins to make trade easier. He put the Please to work building roads and temples and sent others to form the local government.

The government that Augustus organized functioned well for 200 years. Still, a serious problem kept arising: Who would rule after an emperor died? 

**Emperors Vary** Not all Augustus' successors were great rulers. Some were weak and incompetent. Two early emperors, Caligula and Nero, were considered evil and perhaps insane. Caligula, for example, appointed his favorite horse as consul. Nero viciously persecuted the Christians and was even blamed for setting a great fire that destroyed much of Rome.

Between A.D. 96 and A.D. 180, the empire benefited from the rule of a series of “good emperors.” Hadrian, for example, codified Roman law, making it the same for all provinces. He also had soldiers build a wall across Britain to hold back attackers from the non-Roman north.

Marcus Aurelius, who read philosophy while leading wars, was close to being Plato’s ideal of a philosopher-king. His Meditations show his commitment to duty: “Fears by hour resolve firmly . . . to do what comes to hand with correct and natural dignity.”

**Checkpoint** How were the governments of the Roman republic and empire different? Have students compare the table. How were the governments of the Roman republic and empire different? Have students complete the worksheet.

### Chart Skills

<table>
<thead>
<tr>
<th>Roman Republic</th>
<th>Roman Empire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Officers</td>
<td>Emperor</td>
</tr>
<tr>
<td>&amp; 600 members</td>
<td>inherited power</td>
</tr>
<tr>
<td>• had about 600 members</td>
<td>served for life</td>
</tr>
<tr>
<td>• elected magistrates</td>
<td>if served well, was worshipped as a god after death</td>
</tr>
<tr>
<td>• issued binding decrees</td>
<td>multiple senators</td>
</tr>
<tr>
<td>• appointed in times of emergency</td>
<td>• elected magistrates</td>
</tr>
<tr>
<td>• held office for 6 months only</td>
<td>• in practice, held little power compared to the emperor</td>
</tr>
</tbody>
</table>

### Answers

- **Quick Activity** Show students how the Witness History Discovery School video program. Ask Why were some members of the Roman senate alarmed at Julius Caesar’s success? They feared that it would mean the end of the republic and the beginning of a dictatorship. What ultimately led to Caesar’s assassination? (his enemies fear that he would make himself king)

### Independent Practice

**Primary Source** To help students learn more about one of Rome’s most infamous rulers, have students read the selection Nero Sings While Rome Burns and complete the worksheet.

**Monitor Progress** Check Reading and Note-Taking Study Guide entries for student understanding.

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**Differentiated Instruction: Solutions for All Learners**

### Special Needs

- **Less Proficient Readers** Create students practice making different types of graphic organizers and transferring information from one format to another. Direct students to the chart on this page. Have students use the information in the chart to create a two-column chart comparing government structures in the Roman republic and empire.

### Less Proficient Readers

Have students label the columns Republic and Empire and list the characteristics of each. Then have them underline characteristics that are the same in each column. Students can then transfer appropriate information to each portion of a Venn diagram.

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**Teaching Resources, Unit 1, p. 91**

**Teaching Resources, Unit 1, p. 91**

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**Independent Practice**

**Primary Source** To help students learn more about one of Rome’s most infamous rulers, have students read the selection Nero Sings While Rome Burns and complete the worksheet.

**Monitor Progress** Check Reading and Note-Taking Study Guide entries for student understanding.
Assess and Reteach

Assess Progress
- Have students complete the Section Assessment.
- Administer the Section Quiz.
- Teaching Resources, Unit 1, p. 84

To further assess student understanding, use Progress Monitoring Transparencies, p. 20

Reteach
If students need more information, have them read the section summary.
- Reading and Note Taking Study Guide, p. 51
- Adapted Reading and Note Taking Study Guide, p. 51
- Spanish Reading and Note Taking Study Guide, p. 51

Extend
Have students write a paragraph explaining why a policy of “bread and circuses” might be risky for the empire and what social problems it might be distracting people from.

Answer
He created an efficient, well-trained civil service to enforce the laws of the empire, gave Roman cities and provinces considerable self-government, created a fair tax system, set up a postal service, issued new coins to make trade easier, and put the poor to work building roads and temples and tending farms.

Section 2 Assessment

1. Sentences should reflect an understanding of each term, person, or place.
2. Failure of senate to address corruption, widening gap between rich and poor, civil wars and power struggles among Roman leaders
3. Positive: uniformity of law and relative peace during the Pax Romana, great wealth from conquests and trade, creation of a new class of rich Romans; negative: widening gap between rich and poor led to riots, use of slave labor and imports of grain drove small farmers out of business, increased corruption. Answers will vary.
4. No, his reforms did not address corruption, create a better civil service, or make the tax system more fair.
5. Answers might suggest that they would have been disappointed by the corruption and unlimited authority given to the leaders.

Comprehension and Critical Thinking
1. Make Comparisons: Compare the positive and negative results of Augustus’s reforms. Which do you think had the most impact?
2. Predict Consequences: Do you think the reforms Caesar enacted would have been enough to maintain the Roman republic, had he not been killed?
3. Analysis: How do you think the founders of the Roman republic would have viewed the government of the Roman empire?

Progress Monitoring Online

- Writing About History: Students’ diagrams should reflect the content shown in the chart in this section.
- Writing About History: Quick Write Make a Venn Diagram: Use what you have read in this section and the previous one to make a Venn diagram comparing the Roman republic and the Roman empire. Consider different aspects of their structures such as who held the most power and who could take part in government.

The Pax Romana Brings Prosperity

The 200-year span that began with Augustus and ended with Marcus Aurelius is known as the period of the Pax Romana, or “Roman Peace.” During this time, Roman rule brought peace, order, unity, and prosperity to lands stretching from the Euphrates River in the east to Britain in the west, an area roughly equal in size to the continental United States.

During the Pax Romana, Roman legions maintained and protected the roads, and Roman freed men cleared forests from the seas. Trade flourished freely to and from distant lands. Egyptian farmers supplied Rome with grain. From other parts of Africa came ivory and gold, as well as lions and other wild animals to be used for public entertainment. From India came spices, cotton, and precious stones. Trade caravans traveled along the great Silk Road, bringing silk and other goods from China. People, too, moved easily within the Roman empire, spreading ideas and knowledge, especially the advances of the Hellenistic east.

The Distraction of Entertainment

Throughout the empire, rich and poor alike loved spectacular forms of entertainment. At the Circus Maximus, Rome’s largest racecourse, charioteers thundered around an oval course, making dangerously tight turns at either end. Fans bet feverishly on their favorite teams—the Reds, Greens, Blues, or Whites—and successful charioteers were hailed as heroes.

Gladiators contests were even more popular. Many gladiators were slaves who had been trained to fight. In the arenas, they battled one another, either singly or in groups. Crowds cheered a skilled gladiator, and a good fighter might even win his freedom. But if a gladiator made a poor showing, sometimes the crowd turned thumbs down, a signal that he should be killed.

During the Pax Romana, the general prosperity hid underlying social and economic problems. The emperors who paid for them with taxes they collected from the empire, these amusements were a way to pacify the city’s restless mobs. In much the same spirit, the government provided free grain to feed the poor. Cicero warned against this policy of “bread and circuses,” but few listened.

Checkpoint: How did Augustus lay the foundation for stable government in the Roman empire?

Terms, People, and Places
- Augustus
- Pax Romana
- chariot racing
- gladiator
- Circus Maximus

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