

Roman laborers hard at work crushing grapes

Golden bracelet of a wealthy Roman

WITNESS HISTORY SAUDIO

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:

⁶⁶ The wild beasts that roam over Italy . . . have every one of them a cave or lair to lurk 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.⁹⁹ —*Plutarch's Lives*

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

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.

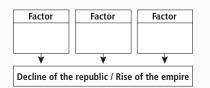
Terms, People, and Places

imperialism	
latifundia	
Tiberius Gracchus	
Gaius Gracchus	

Julius Caesar Augustus census Hadrian

Note Taking

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



Vocabulary Builder

After gaining control of the Italian peninsula, Rome began to build an empire around the Mediterranean Sea. This expansion created conflicts in Roman society that weakened and finally crushed the republic. Out of the rubble, however, rose the Roman empire and a new chapter in Rome's long history.

Rome Grows Through Conquest

Rome's conquest of the Italian peninsula brought it into contact with Carthage, a city-state on the northern coast of Africa. Settled by North Africans and Phoenician traders, Carthage ruled over an empire that stretched across North Africa and the western Mediterranean, including parts of Spain. As Rome expanded westward, conflict between these two powers became inevitable.

Rome Fights Carthage in the Punic Wars Between 264 B.C. and 146 B.C., Rome fought three wars against Carthage. They are called the Punic Wars, from *Punicus*, the Latin word for Phoenician. In the First Punic War, Rome defeated Carthage and won the islands of Sicily, Corsica, and Sardinia.

The Carthaginians sought revenge in the Second Punic War. In 218 B.C., the Carthaginian general Hannibal led his army, including dozens of war elephants, on an epic march across the Pyrenees, through France, and over the Alps into Italy. The trek cost Hannibal one third of his army. But with it he surprised the Romans, who had expected an invasion from the south. For 15 years, Hannibal and his army moved across Italy, winning battle after battle.

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

High-Use Word	Definition and Sample Sentence
suppress, p. 158	<i>vt.</i> to use force to put an end to something Police managed to suppress the riot using tear gas.



Step-by-Step Instruction

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.

- 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.

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.

B

MUDIO Witness History Audio CD, A Plea for Reform

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.

Reading and Note Taking Study Guide, p. 50

Teach

B

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.
 Color Transparencies, 26

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

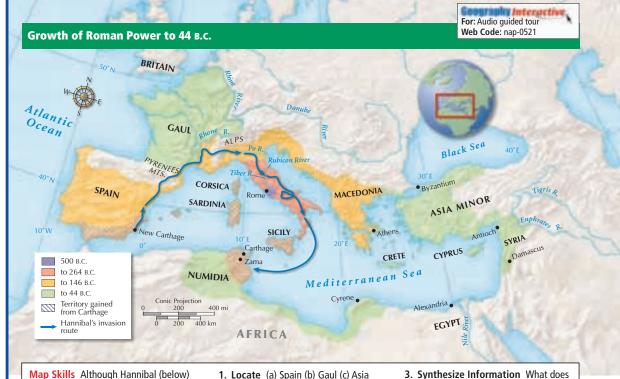
To review this section, have students reread the black headings and summarize the information under each one.

Answers

Map Skills

1. Review locations with students.

- **2.** between 146 B.c. and 44 B.c.
- 3. Rome won the wars.



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?

 Synthesize Information What does this map tell you about the outcome of the Punic Wars with Carthage, which lasted from 264 B.C. to 146 B.C.?



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 killed or 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.

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 outflanked 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. 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 Impact at Home Conquests and control of busy trade routes brought incredible riches into Rome. Generals, officials, and traders amassed fortunes from loot, taxes, and commerce. A new class of wealthy Romans emerged. They built lavish mansions and filled them with luxu-

ries 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.

The widespread use of slave labor hurt small farmers, who were unable to produce food as cheaply as the latifundia could. The farmers' problems grew when huge quantities of grain pouring in from the conquered lands drove down grain prices. Many farmers fell into debt and had to sell their land.

In despair, landless farmers flocked to Rome and other cities looking for jobs. There, they joined an already restless class of unemployed people. As the gap between rich and poor widened, angry mobs began to riot. In addition, the new wealth led to increased corruption. Greed and self-interest 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 133 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?

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 enact reforms.

The turmoil sparked slave uprisings at home and revolts among Rome's allies. Meanwhile, the old legions of Roman citizen-soldiers became professional armies whose first loyalty was to their commanders. This often

Differentiated Instruction Solutions for All Learners

Advanced Readers Gifted and Talented

Tell students that the Romans were fond of giving funeral orations or eulogies honoring the dead. In the play *Julius Caesar*, Shakespeare provides an oftenquoted 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 students why the betrayal of Caesar by his fellow senators and friends has served as such a lasting inspiration for literary tragedy.

The Roman Republic Declines

Instruct

■ Introduce: Using the Idea Wave strategy (TE, p. T22), 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.

B

Teach Ask What issue led to civil wars in the Roman republic? (Who should hold power-the senate or popu*lar political reformers?*) **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

■ **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.

All in One Teaching Resources, Unit 1, p. 90

Monitor Progress

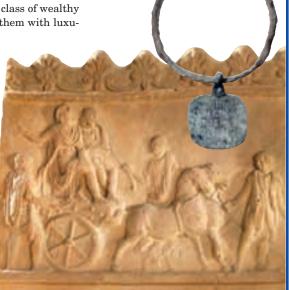
As students fill in their charts, circulate to make sure they have identified the factors that led to the decline of the Roman republic. For a completed version of the chart, see

Mote 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.





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 combat. For identification, slaves often had to wear a collar (inset) with the master's name and address inscribed on it.

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* or "first citizen" is different from that of *king*. Ask Why was Augustus careful not to declare himself a dictator while acting as one? (because dictators were limited to just six months in office) Note that not only Augustus but all the emperors who followed him were known as princeps (plural: principes).
- **Teach** Ask **What event marked the** end of the Roman republic and the beginning of the Roman empire? (The senate gave Octavian the title of Augustus and allowed him to exercise absolute power.) 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 stable government, 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 why these types of entertainment were thought of as distractions.

BIOGRAPHY

B



Julius Caesar

The bold rise to power of Julius Caesar (100 B.C. [?]–44 B.C.) echoed his boldness on the battlefield (at left). His brilliant conquest of Gaul made him enormously popular. Romans were thrilled by reports of his many victories, which added great riches and huge territories to the empire. In nine years of campaigning, Caesar lost only two battles. His tactics in Gaul are still studied at military academies today.

When Caesar, in defiance of Pompey's orders, crossed the Rubicon River from Gaul back into Italy, he said, "iacta alea est," or "the die is cast," meaning there was no turning back. Today, people use the phrase "crossing the Rubicon" to mean making a decision from which there is no turning back. Painters and writers such as William Shakespeare have also immortalized Caesar in their works. In what different ways did Caesar leave a lasting impact on the world?

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, <u>suppressing</u> 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 wars. Mark Antony, Caesar's chief general, and Octavian, Caesar's grandnephew,

Connect to Our World

Vocabulary Builder

suppressing—(suh PRES ing) vt. using

force to put an end to something

Connections to Today Although Julius Caesar died more than two thousand years ago, many reminders of his name and importance remain. During his lifetime, the month of July was named in honor of him. In later times, Caesar's name became a synonym for power and authority in many languages. In Germany the nation's ruler became known as the *kaiser.* The word *tsar* in Russian and other Slavic

languages also comes from Caesar. Julius Caesar also gave the world the solar calendar known as the Julian calendar, which included a slight error in the calculation of the solar year. In 1582, this error was corrected by Pope Gregory XIII, and the Julian calendar became known as the Gregorian calendar, which is used throughout the Western world today.

Answer

BIOGRAPHY Caesar's military prowess is 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 Romans 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 **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 jobless to work building roads and temples and sent others to farm the land.

The government that Augustus organized functioned well for 200 years. Still, a serious problem kept arising: Who would rule after an emperor died? Romans did not accept the idea of power passing automatically from father to son. As a result, the death of an emperor often led to intrigue and violence.

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 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 philosopherking. His *Meditations* show his commitment to duty: "Hour by hour resolve firmly ... to do what comes to hand with correct and natural dignity."

Comparing Structures of Government			
Roman Republic	Roman Empire		
Highest Official(s)			
Two consuls • annually elected • held equal power Dictator • appointed in times of emergency • held office for 6 months only	Emperor • inherited power • served for life • if served well, was worshipped as a god after death		
Governing Bodies			
Senate • issued advisory decrees to magistrates and people • in practice, held enormous power • had about 300 members Popular Assemblies • two assemblies: centuriate (military), tribal (nonmilitary) • elected magistrates, held legislative power, made key decisions	 Senate issued binding decrees, acted as a high court, elected magistrates in practice, held little power as compared to the emperor had about 600 members 		
Chart Skills Given the differences in these two structures of government, why do you think the senate held less power in the empire than it did in the republic?			

Differentiated

Instruction Solutions for All Learners

Special Needs Dess Proficient Readers

Give 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. 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. ■ Quick Activity Show students Rome: The Rise of Empire from 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.

All in One Teaching Resources, Unit 1, p. 91

Monitor Progress

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

Answers

- The conflict was over 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 enact reforms.
- Chart Skills In the republic, the consuls and dictators had many checks on their power; in the empire, the emperor had few checks on his power; therefore, the power of the senate was greatly reduced.

Assess and Reteach

Assess Progress

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

All in One Teaching Resources, Unit 1, p. 84

- To further assess student understanding, use
 - **Progress Monitoring Transparencies**, 20

Reteach

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

> **Reading and Note Taking** Study Guide, p. 51

- Adapted Reading and 60 🕑 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 selfgovernment, 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.

WITNESS HISTORY VIDEO

Watch Rome: The Rise of Empire on the Witness History Discovery School[™] video program to learn more about the growth of Rome and the Pax Romana.



B

B

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4



This Roman mosaic shows charioteers ready to race at the Circus Maximus.

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 that 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 fleets chased pirates from the seas. Trade flowed freely to and from distant lands. Egyptian farmers supplied Romans 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, chariots 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.

Gladiator contests were even more popular. Many gladiators were slaves who had been trained to fight. In the arena, 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. To 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. Critics 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?

> **Progress Monitoring Online** For: Self-quiz with vocabulary practice Web Code: naa-0521

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.

Causes Use your completed chart to

answer the Focus Ouestion: What factors led to the decline of the Roman republic and the rise of the Roman empire?

1. For each term, person, or place listed at

the beginning of the section, write a

sentence explaining its significance.

2. Reading Skill: Recognize Multiple

Terms, People, and Places

Note Taking

3. Make Comparisons Compare the

- positive and negative results of conquest for Rome. Which do you think had the most impact?
- 4. Predict Consequences Do you think the reforms Caesar enacted would have been enough to maintain the Roman republic, had he not been killed?
- 5. Analyze Information How do you think the founders of the Roman republic would have viewed the government of the Roman empire?

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.

Assessment

- 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.

Writing About History

Students' diagrams should reflect the content shown in the chart in this section.

For additional assessment, have students access **Progress Monitoring** Online at Web Code naa-0521.

Comprehension and Critical Thinking