

# Chapter

# 9

# The Rise of Rome

258–259 Roy Rainford/Robert Harding/Getty Images

◀ Ruins of the Forum in Rome, Italy

NATIONAL GEOGRAPHIC

## Where & When?



500 B.C.

451 B.C.  
Romans adopt the Twelve Tables

300 B.C.

267 B.C.  
Rome controls most of Italy

100 B.C.

27 B.C.  
Octavian becomes Rome's first emperor

A.D. 100

A.D. 96  
Rule of the Good Emperors begins

CONTENTS



# The Big Ideas

## Section 1

### Rome's Beginnings

**Physical geography plays a role in how civilizations develop and decline.**

The civilization of Rome began on a river in Italy. Surrounded by hills, its location in central Italy helped it become an economic and military power.

## Section 2

### The Roman Republic

**Systems of order, such as law and government, contribute to stable societies.**

Rome was a republic that developed written laws and a strong government. This helped Rome survive wars and expand into the Mediterranean.

## Section 3

### The Fall of the Republic

**All civilizations depend upon leadership for survival.**

As Rome's territory grew, generals in the army gained political power. Eventually, they seized power and turned the republic into the Roman Empire.

## Section 4

### The Early Empire

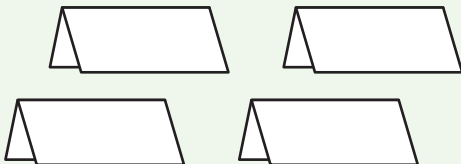
**Civilizations with strong economies prosper and grow.** Augustus and many of his successors helped improve Rome's economy. As Rome prospered, its empire grew larger and wealthier.



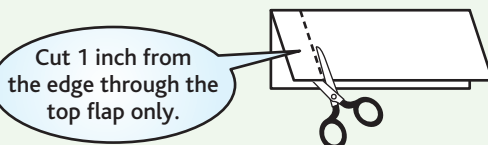
View the Chapter 9 video in the Glencoe Video Program.

## FOLDABLES™ Study Organizer

**Step 1** Fold four sheets of paper in half from top to bottom.



**Step 2** On each folded paper, make a cut 1 inch from the side on the top flap.



**Step 3** Place the folded papers one on top of the other. Staple the four sections together and label the top four tabs: Rome's Beginnings, The Roman Republic, The Fall of the Republic, and The Early Empire.

Staple here.



### Reading and Writing

Before reading the chapter, write under the tabs of your foldable what you already know about the beginning of Rome, the rise and fall of its republic, and the early Roman Empire. Also write one question you have on each tab. As you read, summarize what you learn under each tab.

## Get Ready to Read

## Making Inferences



## Reading Skill

## 1 Learn It!

When you make inferences, you draw conclusions that are not directly stated in the text. This means you “read between the lines.” You interpret clues and details in the text and draw upon your prior knowledge and experience. Authors rely on a reader's ability to infer because all the details are not always given. Read this paragraph about Roman law from Section 2.

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.

— from page 431

Use this Think-Through chart to help you make inferences.

Text	Question	Inferences
people at the top of society	Who were they?	Rich landowners, nobility, aristocracy?
special privileges	What kind of privileges?	Right to own land? Right to vote?
people at the bottom of society	Who were they?	Poor farmers, artisans, enslaved peoples, non-military people, women?

## Reading Tip

Sometimes you make inferences by using other reading skills, such as questioning and predicting.

## 2 Practice It!

Read the excerpt below about the five “good emperors” and pay attention to highlighted words as you make inferences.

They presided over nearly **a century of prosperity**, from A.D. 96 to A.D. 180. **Agriculture flourished, trade increased, and the standard of living rose.**

During this time, the **emperor came to overshadow the Senate** more than ever before. The **five “good emperors” did not abuse their power**, however. They were among the most devoted and capable rulers in Rome’s history.

—from page  
448

### Read to Write

Read the first paragraph of Section 4 under the label **The Emperor Augustus**. Write down inferences about what kind of person you think Augustus was. Then read the biography of Augustus on page 447 to see if your inferences were correct.



▲ Roman coins

Create your own Think-Through chart to help you make further inferences about the “good emperors.” You might want to use a chart similar to the one on the previous page, with the same labels: *Text*, *Questions*, and *Inferences*. Read the rest of page 448 to see if your inferences were correct.

## 3 Apply It!

Inferring can help you understand an author’s point of view. With a partner, read the excerpt from Cicero’s speech on page 440. Discuss what inferences you both made.



# 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?



650 B.C.

c. 650 B.C.  
Etruscans rule Rome

450 B.C.

509 B.C.  
Rome becomes a republic

250 B.C.

267 B.C.  
Rome controls most of Italy



**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.

## 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.



## 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

"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."

—adapted from Virgil, *Aeneid*



#### 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.



**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.



▲ 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•blikh). 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?**



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•juhnz). 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

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?**

## Section 1 Review

### 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.

### 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.**



6. **Reading Making Inferences** After reading this section, what can you infer about the reasons for Rome's success?  
**CA 6RC2.0**



## Section

# 2

# The Roman Republic



### History Social Science Standards

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

## Guide to Reading

### 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



**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).

Michael Holford

## 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

- Rome, 500 B.C.
- Territory added by 264 B.C.
- Territory added by 146 B.C.

Roman consul ►





## 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."



▲ Roman soldiers

—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.

**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. 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?

# 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.





**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.

## 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.





**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.

Rome'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?





**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.

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.

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.



#### Using Geography Skills

- Location** From what direction did Hannibal attack Rome?
- Movement** Why do you think Hannibal took the route he did instead of sailing straight across to Rome?

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.

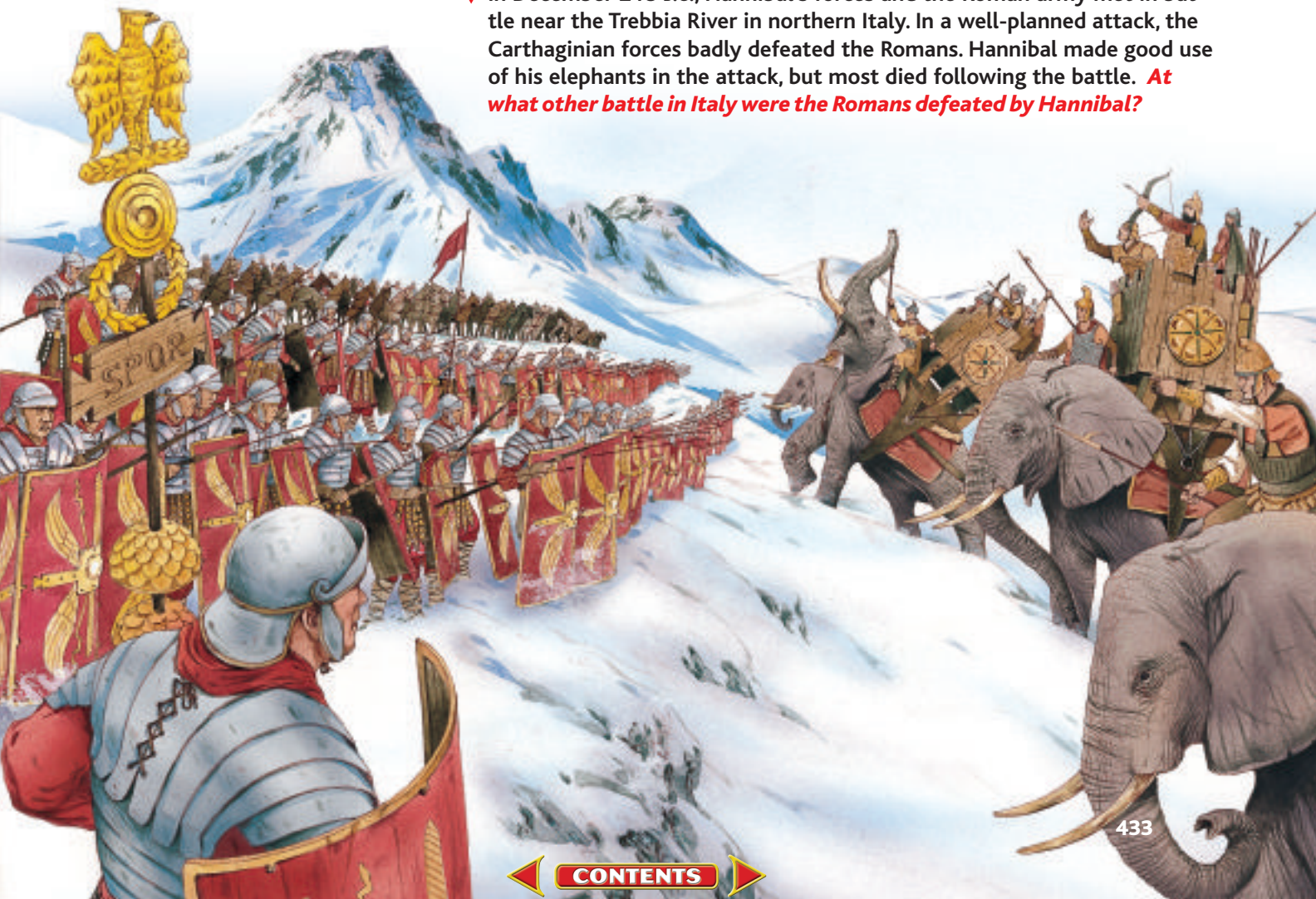
**The Second Punic War** To make up for its loss of Sicily, Carthage expanded its empire into southern Spain. Roman leaders were not happy about Carthage gaining land

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?**





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

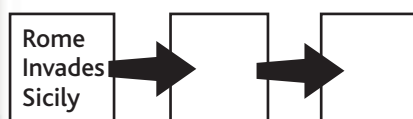
- During the Roman Republic, the government changed as the plebeians, or lower classes, and the patricians, or ruling class, struggled for power.
- Rome introduced the idea of the rule of law treating all citizens equally in court.
- Beginning in 264 B.C., Rome fought and won a series of wars with Carthage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

### What Did You Learn?

1. Who were the top government officials in the Roman Republic, and what were their duties?
2. What does *mare nostrum* mean, and why did the Romans use the term?
4. **Geography Skills** Where was Carthage located, and why did it compete with Rome?  
**CA 6RC2.0 CA CS3.**

### Critical Thinking

3. **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.**
5. **Summarize** What other conquests did Rome carry out during the period of the Punic Wars? **CA 6RC2.4**
6. **The Big Ideas** How did the creation of the Twelve Tables change the legal system in Rome? **CA HI2.**
7. **Persuasive Writing** Write a speech demanding equal rights for plebeians in the early republic. **CA 6WA2.5**



# Section

# 3

# The Fall of the Republic

## Guide to Reading

### Looking Back, Looking Ahead

By the end of the Third Punic War, Rome ruled the Mediterranean world. All was not well, however. Closer to home, the republic faced increasing dangers that would soon lead to its end.

### Focusing on the Main Ideas

- The use of enslaved labor hurt farmers, increased poverty and corruption, and brought the army into politics. (page 436)
- Military hero Julius Caesar seized power and made reforms. (page 438)
- The Roman Republic, weakened by civil wars, became an empire under Augustus. (page 440)

### Meeting People

#### Julius Caesar

(jool•yuhs SEE•zuhr)

#### Octavian (ahk•TAY•vee•uhn)

#### Antony (AN•tuh•nee)

#### Cicero (SIH•suh•ROH)

#### Augustus (aw•GUHS•tuhs)

### Locating Places

**Rubicon** (ROO•bih•KAHN)

**Actium** (AK•shee•uhm)

### Content Vocabulary

**latifundia** (LA•tuh•FUHN•dee•uh)

**triumvirate** (try•UHM•vuh•ruht)

### Academic Vocabulary

**despite** (dih•SPYT)

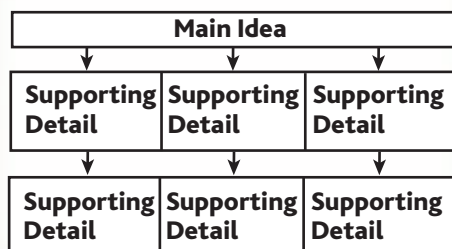
**estate** (ihs•TAYT)

**sole** (SOHL)

**foundation** (fown•DAY•shuhn)

### Reading Strategy

**Finding the Main Idea** Use a chart like the one below to identify the main ideas of Section 3 and supporting details.



### History Social Science Standards

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



## Where & When?



100 B.C.

60 B.C.

20 B.C.

82 B.C.

Sulla becomes dictator of Rome

44 B.C.

Group of senators murder Julius Caesar

27 B.C.

Octavian becomes Rome's first emperor





**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.

## Trouble in the Republic

**Main Idea** The use of enslaved labor hurt farmers, increased poverty and corruption, and brought the army into politics.

**Reading Connection** Poverty, corruption, unemployment, crime, and violence are problems we hear about today. Read on to learn how the Romans struggled with these same issues 2,000 years ago.

Rome's armies were victorious wherever they went. Yet problems were building at home. As you read in Section 2, most of the people who ruled Rome were patricians—rich people who owned large farms. These rich landowners ran the Senate and held the most powerful government jobs. They handled Rome's finances and directed its wars. **Despite** some gains for the plebeians, many people became very unhappy about this situation.

**Problems for Farmers** Rome had few privileged citizens compared with the many Romans who farmed small plots of land. In the 100s B.C., however, these farmers were sinking into poverty and debt. Why? Many of them had been unable to farm because they were fighting in Rome's wars. Others had suffered damage to their farms during Hannibal's invasion of Italy.

Moreover, owners of small farms could not compete with the new **latifundia** (LA•tuh•FUHN•dee•uh), or large farming **estates** created by wealthy Romans. The latifundia were tended by a new source of labor—the thousands of prisoners captured during

Rome's wars. By using enslaved labor, the latifundia could produce cheap crops and drive small farms out of business.

Faced with debts they could not pay off, many farmers sold their land and headed to the cities, desperate for work. However, jobs were hard to find, and wages were low. Enslaved people did most of the work. These conditions created widespread anger.

Roman politicians quickly turned the situation to their advantage. To win the votes of the poor, they began providing cheap food and entertainment. This policy of “bread and circuses” helped many dishonest rulers come to power.

**Why Did Reform Fail?** Not all wealthy people ignored the problems facing the Roman Republic. Two prominent officials who worked for reforms were Tiberius and Gaius Gracchus (GRA•kuhs). These brothers thought that many of Rome's problems were caused by the loss of small farms. They asked the Senate to take back public land from the rich and divide it among landless Romans.

This issue concerned many senators who had claimed parcels of public land. Putting their own interests above the general welfare, they rejected the Gracchus brothers' proposals. A band of senators even went so far as to kill Tiberius in 133 B.C. Twelve years later, Gaius met the same fate.

**The Army Enters Politics** For most of Rome's history, the army had stayed out of politics. This changed when a general named Marius became consul in 107 B.C. Previously, most soldiers were owners of small farms. Now because this type of farmer was disappearing, Marius began to recruit soldiers from the poor. In return for their service, he paid them wages and promised them the one thing they desperately wanted—land.

**History online**

**Web Activity** Visit [ca.hss.glencoe.com](http://ca.hss.glencoe.com) and click on **Chapter 9—Student Web Activity** to learn more about the rise of Rome.

Marius changed the Roman army from citizen volunteers to paid professional soldiers. The new troops, however, felt loyal to their general, not to the Roman Republic. This gave individual generals a great deal of influence and good reason to become involved in politics. Their goal was to get laws passed that would provide the land they had promised their soldiers.

Marius's new military system led to new power struggles. It was not long before Marius faced a challenge from a rival general with his own army, a man named Sulla.

In 82 B.C. Sulla drove his enemies out of Rome and made himself dictator.

Over the next three years, Sulla changed the government. He weakened the Council of the Plebs and strengthened the Senate. After he left power, Rome plunged into an era of civil wars for the next 50 years. Ambitious men saw how Sulla used an army to seize power. They decided to follow the same path.

 **Reading Check** **Explain** What change did Marius make to the Roman army?

## Linking Past & Present

### Rights for Farmers

**PAST** Tiberius Gracchus and his brother Gaius believed Rome's problems could be solved by giving poor people their own farms. Gaius also wanted to give tax money to owners of small farms. Wealthy landowners opposed this idea because most tax money came from taxes on their large farms. When Roman leaders tried to undo the Gracchi reforms, riots erupted, and both brothers were killed.



▲ Tiberius Gracchus

▼ César Chávez



**PRESENT** Farmworkers have faced problems throughout history. In the United States, farmworkers in the Southwest were paid very low wages. In the 1960s and 1970s, César Chávez organized the United Farm Workers union. He used strikes, boycotts, and protest marches to convince farm owners to deal with the union.

*Why do you think farmers and farmworkers often have economic problems?*





**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.

**WH6.7.4** Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.

## Julius Caesar

**Main Idea** Military hero Julius Caesar seized power and made reforms.

**Reading Connection** Did you know that George Washington, Andrew Jackson, William H. Harrison, Zachary Taylor, Ulysses S. Grant, and Dwight D. Eisenhower all commanded armies before becoming president? Read to learn about a famous Roman who made a similar jump from military leader to political leader.

After Sulla left office, different Roman leaders battled for power, supported by their loyal armies. In 60 B.C. three men were on top: Crassus, Pompey, and **Julius Caesar** (jool•yuhs SEE•zuhr). Crassus was a military leader and one of the richest men in Rome. Pompey and Caesar were not as rich, but both were successful military men. Drawing on their wealth and power, they formed the First Triumvirate to rule Rome. A **triumvirate** (try•UHM•vuh•ruht) is a political alliance of three people.

**Caesar's Military Campaigns** The members of the Triumvirate each had a military command in a remote area of the republic. Pompey was in Spain, Crassus in Syria, and Caesar in Gaul (modern France). While in Gaul, Caesar battled foreign tribes and invaded Britain. He became a hero to Rome's lower classes. Senators and others back home in Rome feared that Caesar was becoming too popular and might seize power like Sulla.

After Crassus was killed in battle in 53 B.C., the Senate decided that Pompey should return to Italy and rule alone. In 49 B.C. the Senate ordered Caesar to give up his army and come home. Caesar faced a difficult choice. He could obey the Senate and perhaps face prison or death at the hands of his rivals, or he could march on Rome with his army and risk a civil war.

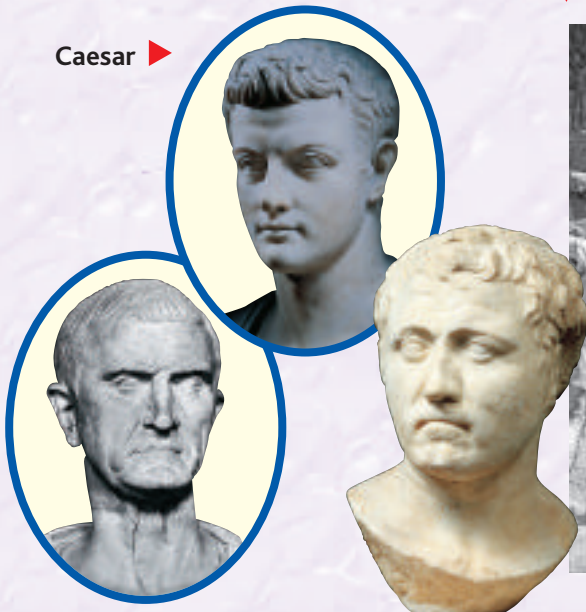
Caesar decided to hold on to his 5,000 loyal soldiers. He marched into Italy by crossing the **Rubicon** (ROO•bih•KAHN), a

## Caesar's Rise to Power

Caesar was part of the First Triumvirate, whose members are shown below.

▼ A scene showing a battle between Romans and Gauls

Caesar ►



▲ Crassus

▲ Pompey



small river at the southern boundary of his command area. By doing so, Caesar knew that he was starting a civil war and that there was no turning back. The phrase “crossing the Rubicon” is used today to mean making a decision that you cannot take back.

Pompey tried to stop Caesar, but Caesar was the better general. He drove Pompey’s forces from Italy and then destroyed Pompey’s army in Greece in 48 B.C.

**Caesar’s Rise to Power** In 44 B.C. Caesar had himself declared dictator of Rome for life. This broke with the Roman tradition that allowed dictators to hold power for only short periods of time. To strengthen his hold on power, Caesar filled the Senate with new members who were loyal to him.

At the same time, Caesar knew that reforms were needed. He granted citizenship to people living in Rome’s territories outside the Italian peninsula. He started new colonies to provide land for the landless and created work for Rome’s jobless people. He ordered landowners using slave labor to hire

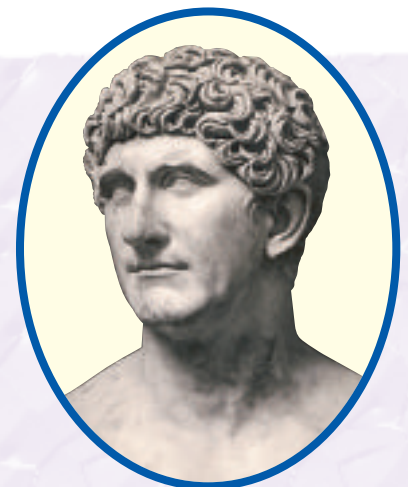
more free workers. These measures made Caesar popular with Rome’s poor.

Caesar also created a new calendar with 12 months, 365 days, and a leap year. The Julian calendar, as it was called, was used throughout Europe until A.D. 1582. That year it was modified slightly to become the Gregorian calendar. This calendar, based on the birth of Christ, has been used in the United States since its beginning and is used by most countries in the world today.

While many Romans supported Caesar, others did not. His supporters believed he was a strong leader who brought peace and order to Rome. His enemies, however, feared that Caesar wanted to be king. These opponents, led by the senators Brutus and Cassius, plotted to kill him. Caesar ignored a famous warning to “beware the Ides of March” (March 15). On that date in 44 B.C., Caesar’s enemies surrounded him and stabbed him to death.

**Reading Check Explain** Why did Brutus, Cassius, and others kill Caesar?

▼ Caesar crossing the Rubicon



Brutus (left) was one of the senators who killed Caesar. Antony (above) supported Caesar and his nephew Octavian and fought against Caesar’s assassins.





**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.

**WH6.7.4** Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.

## Rome Becomes an Empire

**Main Idea** The Roman Republic, weakened by civil wars, became an empire under Augustus.

**Reading Connection** Have you ever been in a traffic jam and wished that a police officer would show up to get things moving? Read on to learn how Romans welcomed the arrival of a strong new ruler.

Caesar's death plunged Rome into another civil war. On one side were forces led by the men who had killed Caesar. On the other side was Caesar's grandnephew **Octavian** (ahk•TAY•vee•uhn), who had inherited Caesar's wealth, and two of Caesar's top generals, **Antony** (AN•tuh•nee) and Lepidus. After defeating Caesar's assassins, these three men created the Second Triumvirate in 43 B.C.

**The Second Triumvirate** The members of the Second Triumvirate began quarreling almost at once. Octavian soon forced Lepidus to retire from politics. Then the two remaining leaders divided the Roman world between themselves. Octavian took the west; Antony took the east.

In short order, though, Octavian and Antony came into conflict. Antony fell in love with the Egyptian queen Cleopatra VII and formed an alliance with her. Octavian told the Romans that Antony, with Cleopatra's help, planned to make himself the **sole** ruler of the republic. This alarmed many Romans and enabled Octavian to declare war on Antony.

In 31 B.C., at the Battle of **Actium** (AK•shee•uhm) off the west coast of Greece, Octavian crushed the army and navy of

## Primary Source

### Cicero Calls for War

▼ Cicero

This excerpt is from Cicero's sixth speech about the struggle between Octavian and Antony (Marcus Antonius):

"Therefore, when I saw that a nefarious [evil] war was waged against the republic, I thought that no delay ought to be interposed to our pursuit of Marcus Antonius; and I gave my vote that we ought to pursue with war that most audacious [bold] man, who . . . was at this moment attacking a general of the Roman people. . . I said further, that . . . the garb of war should be assumed by the citizens, in order that all men might apply themselves with more activity and energy to avenging the injuries of the republic."

—Cicero, "The Sixth Oration of M.T. Cicero Against Marcus Antonius"



## DBQ Document-Based Question

Why did Cicero want Rome to fight Antony?

Antony and Cleopatra. The couple then fled to Egypt. A year later, as Octavian closed in, they killed themselves. Octavian, at the age of 32, now stood alone at the top of the Roman world. The period of civil wars was over, but so was the republic. Octavian would lay the **foundation** for a new system of government—the Roman Empire.

**Who Was Augustus?** Octavian could have made himself dictator for life, like Julius Caesar did. He knew, though, that many people favored a republican form of government. One such person was **Cicero** (SIH•suh•ROH), a political leader, writer, and Rome’s greatest public speaker. Cicero had argued against dictators and called for a representative government with limited powers.

Cicero’s speeches and books swayed many Romans. Centuries later, his ideas

would also influence the writers of the United States Constitution.

Although Cicero did not live to see Octavian rule, he had supported him, hoping he would restore the republic. In 27 B.C. Octavian announced that he was doing just that.

He knew the Senate wanted this form of government. However, Octavian also knew that the republic had been too weak to solve Rome’s problems. Although he gave some power to the Senate, he really put himself in charge. His title, *imperator*, translates to “commander in chief,” but it came to mean “emperor.” Octavian also took the title of **Augustus** (aw•GUHS•tuhs)—“the revered or majestic one.” From this point on, he was known by this name.

 **Reading Check Explain** How did the Battle of Actium affect the history of Rome?

## Section 3 Review

**History online**  
**Study Central** Need help understanding how the republic collapsed? Visit [ca.hss.glencoe.com](http://ca.hss.glencoe.com) and click on Study Central.

### Reading Summary

#### Review the Main Ideas

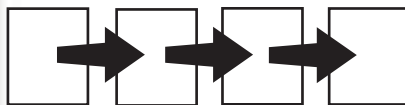
- As the gap between the ruling class and the poor in Rome increased, a number of reforms failed, and generals began to gather power.
- Julius Caesar became dictator and carried out reforms to aid Rome’s poor. Later he was assassinated by members of the Senate.
- Caesar’s grandnephew Octavian defeated Antony and Cleopatra and became Augustus, the first Roman emperor.

### What Did You Learn?

- What is a triumvirate?
- Who was Cicero, and how did he influence the writers of the United States Constitution?
- The Big Ideas** How did failures in leadership help bring about the fall of the republic? What new leaders took power as a result? **CA HR5; HI3.**

#### Critical Thinking

- Understanding Cause and Effect** Draw a diagram like the one below. Fill in the chain of events that led to Julius Caesar taking power. **CA CS2.**
- Analyze** What reforms did Julius Caesar put in place that increased his popularity with poor and working-class Romans? **CA 6RC2.0**
- Persuasive Writing** Imagine you are a Roman citizen. Decide whether you would have been for or against Julius Caesar’s rise to power and his reforms. Then write a newspaper editorial explaining your views. **CA 6RC2.1; 6WA2.5**
- Summarize** What reforms did the Gracchus brothers suggest? **CA 6RC2.4**





# You Decide . . .



**WH6.7.4** Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.

Nimataallah/Art Resource, NY

## Was Caesar a Reformer or a Dictator?

### Great Reformer

During his life, Julius Caesar was greatly admired by many people. He was also hated and feared by many others. Some believed he was too ambitious—exceptionally eager for fame and power—and that his ambition would keep him from acting in Rome's best interest.

Was Caesar a great reformer or an ambitious dictator? Those who saw him as a great leader and reformer said that he

- won the support of his soldiers through his military leadership and strategy
- treated many of his defeated enemies generously and appointed some of them—including Brutus—to government positions
  - ended the rule of corrupt Roman nobles
  - brought order and peace to Rome
  - restored cities that had been destroyed by the republic
  - strengthened and expanded the state of Rome
  - started public jobs programs to aid the poor
  - granted Roman citizenship to people from foreign countries or states.



▲ The assassination of Julius Caesar

# Ambitious Dictator

Caesar also had many enemies, including some who had been his friends. They saw Caesar as a dangerous dictator and thought he was taking advantage of his growing power.

They said that he

- became an enemy when he refused to follow the Senate's order to return to Rome
- started a civil war that led to the destruction of the republic
- increased the number of senators to add to his number of supporters
- treated his defeated enemies with cruelty
- punished those who wanted to uphold the traditions and laws of the republic
- weakened the Senate to gain absolute power over Rome
- kept hidden any facts that did not make him look brave and intelligent
- sought glory for himself at the expense of the republic.



▲ Julius Caesar

## You Be the Historian

### Checking for Understanding

1. Define *ambition*. Identify some ways ambition can be a positive characteristic and some ways it can be a negative characteristic.  
**CA 6RW1.2**
2. What could Caesar have done to show his enemies that he was not abusing his power?  
**CA H12.**
3. Do you think Caesar was a great leader and reformer or an ambitious dictator? Write a brief essay that explains how you view Caesar. Use facts to support your position. **CA HR5.**

**CA 6WA2.5**



# Section

# 4

# The Early Empire

## 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

You learned in Section 3 that when Octavian became Augustus, the Roman world began to change. The republic gave way to an empire, and peace and prosperity spread throughout the Mediterranean.

### Focusing on the Main Ideas

- By expanding the empire and reorganizing the military and government, Augustus created a new era of prosperity. (page 445)
- Rome's system of roads, aqueducts, ports, and common currency made the empire rich and prosperous. (page 446)

### Locating Places

Rhine River (RYN)

Danube River (DAN•YOOb)

Puteoli (pyu•TEE•uh•ly)

Ostia (AHS•tee•uh)

### Meeting People

Caligula (kuh•LIH•gyuh•luh)

Nero (NEE•roh)

Hadrian (HAY•dree•uhn)

### Content Vocabulary

*Pax Romana*

(pahks roh•MAH•nah)

aqueduct (A•kwuh•DUHKT)

currency (KUHR•uhn•see)

### Academic Vocabulary

successor (suhk•SEH•suh)

commit (kuh•MIHT)

capable (KAY•puh•buhl)

### Reading Strategy

**Cause and Effect** Use a chart like the one below to show the changes Augustus made in the Roman Empire and the effect of each change.

Causes	Effects



## Where & When?



A.D. 10

A.D. 14

Augustus dies

A.D. 96

A.D. 96

Rule of the Good Emperors begins

A.D. 210

A.D. 180

Pax Romana ends



## The Emperor Augustus

**Main Idea** By expanding the empire and reorganizing the military and government, Augustus created a new era of prosperity.

**Reading Connection** What makes a good or bad leader? Think about this question as you read about Augustus and other Roman emperors.

Augustus paved the way for 200 years of peace and prosperity in Rome. The emperors who followed him were not all good rulers, but they helped the Roman Empire reach its peak. For centuries, the Mediterranean region had been filled with conflict. Under Augustus and his **successors**, the region was under the control of one empire. A long era of peace began with Augustus and lasted until A.D. 180. It was called the **Pax Romana** (pahks roh•MAH•nah), or “Roman Peace.”

**What Did Augustus Achieve?** Upon becoming emperor in 27 B.C., Augustus set a goal to make the empire strong and safe. To provide security, he built a permanent, professional army of about 150,000 men—all Roman citizens. Augustus also created a special unit called the Praetorian Guard.

This force consisted of about 9,000 men in charge of guarding the emperor. The Praetorian Guard later became very influential in Roman politics.

Augustus's legions conquered new territories and added vast stretches of northern Europe to the empire. All of Spain and Gaul came under Roman rule, as did land in what is today Austria, Hungary, Romania, and Bulgaria.

Meanwhile, Augustus rebuilt Rome with stately palaces, fountains, and splendid public buildings. “I found Rome a city of brick,” he boasted, “and left it a city of marble.” The arts flourished as never before, and Augustus also imported grain from Africa to feed the poor. He knew that a well-fed population would be less likely to cause trouble.

Augustus devoted much of his energy to improving Rome's government. During his reign, more than 50 million people lived in the Roman Empire. To rule this huge population, Augustus appointed a proconsul, or governor, for each of Rome's provinces.

Augustus also reformed the Roman tax system. Previously, individual tax collectors paid the government for the right to do the job. To make their investment worthwhile,



▲ The city of Rome at the height of the Roman Empire





**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.

tax collectors were allowed to keep some of the money they gathered. Many of them, however, were dishonest and took too much. Augustus solved this problem by making tax collectors permanent government workers. This change made the tax system fairer.

Augustus also reformed the legal system. He created a set of laws for people in the provinces who were not citizens. As time passed, however, most of these people gained citizenship. The laws of Rome then applied to everyone, although the legal system traditionally stressed the authority of the government over the rights of the individual.

**Who Came After Augustus?** After ruling nearly 40 years, Augustus died in A.D. 14. No law stated how the next emperor was to be chosen. Augustus, however, had trained a relative, Tiberius, to follow him. The next three emperors—**Caligula** (kuh•LIH•gyuh•luh), Claudius, and **Nero** (NEE•roh)—also came from Augustus’s family. They are called the Julio-Claudian emperors. Unfortunately, they were not all fit to lead. Tiberius and Claudius ruled capably. Caligula and Nero, however, proved to be cruel leaders.

Mental illness caused Caligula to act strangely and to treat people cruelly. He had many people murdered, wasted a lot of money, and even gave his favorite horse the position of consul. Eventually, the Praetorian Guard killed him and put Claudius on the throne.

Nero was also a vicious man. Among those he had killed were his mother and two wives. He is best remembered for having “fiddled while Rome burned.” According to legend, he was playing music miles from Rome when a fire destroyed much of the city in A.D. 64. Eventually, he **committed** suicide.

 **Reading Check Explain** What did Augustus do to make the empire safer and stronger?

## Unity and Prosperity

**Main Idea** Rome’s system of roads, aqueducts, ports, and common currency made the empire rich and prosperous.

**Reading Connection** Do you find that you are more productive when you are not worried about conflicts at home or school? Read to learn how the Roman Empire prospered during its time of peace.

After Nero committed suicide, Rome passed through a period of serious disorder. In not much more than a year, four different men had taken the title of emperor.

At first the senate tried to appoint Nero’s successor. However, the new emperor did not pay his personal troops enough money, and they assassinated him. The leader of this conspiracy, a man named Otho, became the next emperor. Many of the legions outside of Italy did not support him. The troops in Gaul picked one of their own generals to rule, a man named Vitellius. After Vitellius defeated Otho in battle, Otho committed suicide and Vitellius became emperor.

However, the troops in Palestine did not support Otho or Vitellius. In July of A.D. 69, they declared the general Vespasian to be emperor. Vespasian led his soldiers back to Italy, where he defeated Vitellius and took the throne. Unlike the other generals, Vespasian restored peace and order. He put down several rebellions in the empire, including the Jewish rebellion in Palestine. Troops commanded by his son Titus defeated the Jews and destroyed the Jewish temple in Jerusalem in A.D. 70.

During his reign, Vespasian began construction of the Colosseum—a huge amphitheater—in central Rome. His son Titus, then his other son Domitian, ruled Rome after he died. Both sons oversaw an era of recovery and growth in Rome.



## AUGUSTUS

63 B.C.–A.D. 14

Octavian was born to a wealthy family in a small Italian town southeast of Rome. During his youth, Octavian suffered a number of illnesses. He refused to let his illnesses interfere with his life, however, showing the determination that would later make him Rome's first emperor.

Octavian's father was a Roman senator, but it was Octavian's great-uncle—Julius Caesar—who first introduced Octavian to public life in Rome. In his late teens, Octavian joined Caesar in Africa and then the following year in Spain. At the age of 18, while Octavian was studying at school, he learned that his great-uncle had been murdered. In his will, Caesar had adopted Octavian as his son. Caesar had also made Octavian his heir—a position that Antony had assumed would be his. Against his family's advice, Octavian went to Rome to claim his inheritance. By the time he reached Rome, however, Antony had seized Caesar's papers and money and refused to give them to Octavian. With remarkable political savvy for someone so young, Octavian turned the situation around in his favor. He won the hearts of Caesar's soldiers and the people of Rome by celebrating the public games that Caesar had started.

In his rise to power and during his reign as Emperor Augustus, Octavian pushed himself and his loyal followers with relentless energy. In his private life, however, he lived simply and quietly and shunned personal luxury. He was devoted to his wife, Livia Drusilla, and spent his spare time with her at their home on the outskirts of Rome.

Augustus ▶



**"I extended the frontiers  
of all the provinces of the  
Roman people."**

—Augustus, "Res Gestae: The  
Accomplishments of Augustus"

### Then and Now

Augustus overcame the obstacles of illness and political enemies to become a great emperor. Can you think of any present-day individuals who overcame obstacles to excel at something?





(1)Seamus Culligan/ZUMA CORBIS (2)Jonathan Blair/CORBIS

## The “Good Emperors” of the *Pax Romana*



**Nerva**

A.D. 96–98

Reformed land laws in favor of the poor; revised taxes



**Trajan**

A.D. 98–117

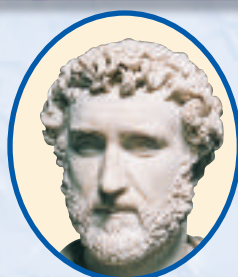
Expanded the empire to its largest size; built many new public works



**Hadrian**

A.D. 117–138

Built Hadrian’s Wall in Britain; made Roman laws easier to understand



**Antoninus Pius**

A.D. 138–161

Promoted art and science; built new public works; passed laws to aid orphans



**Marcus Aurelius**

A.D. 161–180

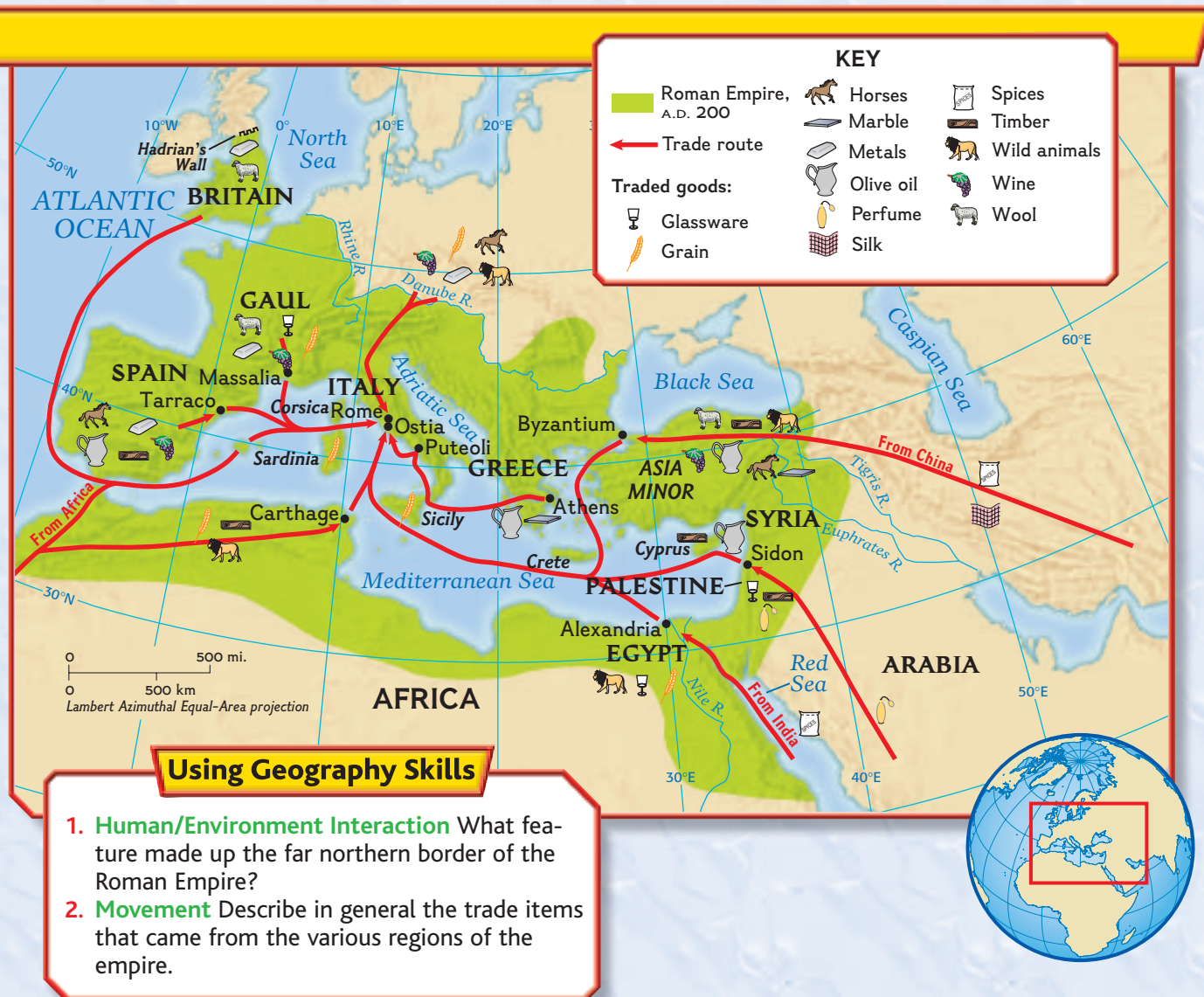
Helped unite the empire economically; reformed Roman law

**The “Good Emperors”** At the beginning of the A.D. 100s, a series of rulers who were not related to Augustus or Vespasian came to power. These five emperors—Nerva, Trajan, **Hadrian** (HAY•dree•uhn), Antoninus Pius, and Marcus Aurelius—are known as the “good emperors.” They presided over nearly a century of prosperity, from A.D. 96 to A.D. 180. Agriculture flourished, trade increased, and the standard of living rose.

During this time, the emperor came to overshadow the Senate more than ever before. The five “good emperors” did not abuse their power, however. They were

among the most devoted and capable rulers in Rome’s history.

Among the achievements of these emperors were programs to help ordinary people. Trajan gave money to help poor parents raise and educate their children. Hadrian made Roman law easier to interpret and apply. Antoninus Pius passed laws to help orphans. All the emperors supported public building projects. They built arches and monuments, bridges and roads, and harbors and aqueducts. An **aqueduct** (A•kwuh•DUHKT) is a human-made channel for carrying water long distances.



**A Unified Empire** Later emperors continued to conquer new territory for Rome. The empire reached its largest size under Trajan. It spread well beyond the Mediterranean, including Britain in the north and part of Mesopotamia in the east.

Trajan's successors, however, realized that the empire had grown too big to rule effectively. Hadrian began to pull back. He removed troops from most of Mesopotamia. In Europe, he set the empire's eastern boundaries at the **Rhine River** (RYN) and **Danube River** (DAN•YOUB). He also built Hadrian's Wall across northern Britain to

keep out the Picts and Scots—two warlike people who lived in northern Britain.

In the A.D. 100s, the Roman Empire was one of the greatest empires in history. It included about 3.5 million square miles (9.1 million square km). Its people spoke different languages—mostly Latin in the west and Greek in the east. They also practiced different local customs. What unified the empire, though, were Roman law, Roman rule, and a shared identity as Romans. The Romans were also generous in granting citizenship. In A.D. 212 every free person was made a Roman citizen.



# The Way It Was

## Science and Inventions

**Roman Aqueducts** Transporting water is a complex problem. Roman engineers solved it by building aqueducts. Roman aqueducts carried water across a valley or hillside using gravity, aboveground stone arches, and underground pipes made of stone or clay. Between 312 B.C. and A.D. 226, 11 aqueducts were built to bring water to Rome from as far away as 57 miles. Once the water made it to Rome, it was held in collecting tanks. Most people gathered water from these public tanks. Only the rich and high-ranking officials had private water tanks in their homes.

Many Roman aqueducts still stand and are used today. Engineers in ancient Persia, India, and Egypt built similar water systems hundreds of years before the Romans. However, historians agree that the Romans were the greatest aqueduct builders of the ancient world.



▲ Roman aqueduct

## Connecting to the Past

1. How did the Romans transport water to the city of Rome?
2. Why do you think that only the rich and powerful had private water supplies?

**A Booming Economy** Most people in the Roman Empire made a living from the land. Small farms dotted northern Italy. In southern and central Italy, *latifundia*, or large estates worked by enslaved people, were common. On these estates and in the provinces of Gaul and Spain, farmers produced grapes, olives, wine, and olive oil. In Britain and Egypt, the chief crops were grains. Bountiful harvests from these regions kept Rome's people well fed.

Agriculture was the most important part of the economy, but industry was important too. Potters, weavers, and jewelers produced goods, and cities became centers for making glass, bronze, and brass.

Traders came from all over the empire—and beyond—to ports in Italy. Two of the largest port cities were **Puteoli** (pyu•TEE•uh•ly) on the Bay of Naples and **Ostia** (AHS•tee•uh) at the mouth of the Tiber. The docks were lively places. Luxury items, including silk goods from China and spices from India, poured in to satisfy the rich. Raw materials, such as British tin, Spanish lead, and iron from Gaul, went to the workshops of Roman cities.

**Roads and Money** A good transportation network was vital to the empire's trade. During the *Pax Romana*, Rome's system of roads reached a total length of 50,000 miles (80,000 km). On the seas, the Roman navy helped to rid the Mediterranean of pirates, allowing goods to be shipped more safely.

Rome's trade was helped by a common **currency** (KUHR • uhn • see), or system of money. For many years, Romans had minted coins so that merchants, traders, and others could buy and sell products with money rather than bartering.

Roman coins were accepted throughout the Mediterranean region by A.D. 100.

Merchants could use the same money in Gaul or Greece as they did in Italy. The Romans also created a standard system of weights and measures. This made it easier for people to price goods, trade, and ship products.

The Romans also stamped images on coins as a way to share a message. For example, Augustus had coins made with images of himself and references to Julius Caesar or images of his military victories. He wanted people to believe that he was a good leader.

**Ongoing Inequality** Roman culture had been carried into every province by Roman soldiers and officials sent to govern. However, the Roman Empire's prosperity did not reach all of its people. Shopkeepers, merchants, and skilled workers benefited



▲ Roman coins could be used throughout most of the empire, making trade much easier. **How else did Rome improve trade during the empire?**

and rich Romans lived in luxury. However, most city dwellers and farmers were poor, and many were enslaved.

**Reading Check Identify** Who were the "good emperors," and what did they accomplish?

## Section 4 Review

### History online

**Study Central** Need help understanding the prosperity of the empire? Visit [ca.hss.glencoe.com](http://ca.hss.glencoe.com) and click on Study Central.

### Reading Summary

#### Review the Main Ideas

- Augustus conquered new lands and created a professional military and a system of proconsuls. He improved the tax system and the legal system, ushering in the *Pax Romana*.
- Under Vespasian, his sons, and the five good emperors, Romans continued to be prosperous. They built an elaborate system of roads and developed a common currency that promoted trade and economic growth.

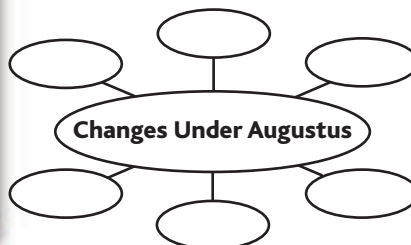
### What Did You Learn?

1. What was the *Pax Romana*?
2. What products came from the farms of Italy, Gaul, and Spain?

#### Critical Thinking

3. **Organizing Information** Draw a diagram like the one below. Add details about the improvements and changes Augustus made to the Roman Empire during his reign.

CA 6RC2.4



4. **Sequencing Information**

Describe the sequence of emperors who ruled Rome, from Augustus through the "good emperors." CA CS2.

5. **The Big Ideas** Why was Rome's creation of a common currency important? CA HI6.

6. **Creative Writing** Write a short play in which several Roman citizens compare the accomplishments of Rome's emperors. CA 6WA2.1

7. **Analysis Reading Maps** Look at the maps on pages 448 and 449. What natural features shaped the growth of the Roman Empire and its trade?

CA CS3.



# Analyzing Primary Sources

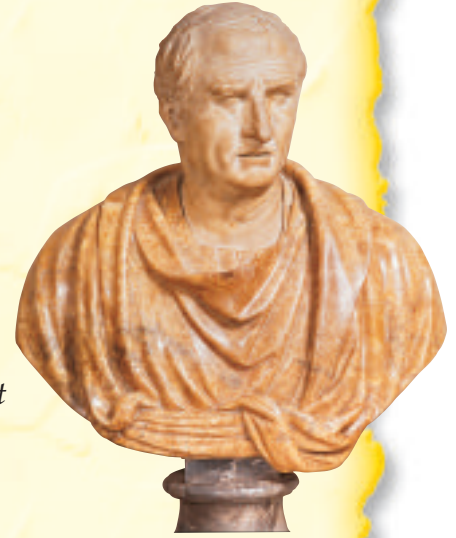


**WH.6.7.4** Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.

## Roman Propaganda

*The Romans knew the power of the written word. They believed that history could be preserved by written records. Because of this, they often wrote their letters, histories, and other documents in a way to make themselves look good. For example, after Cicero had given some speeches, he rewrote the text of those speeches so that they were even better than the original. Each of the following passages is about a great Roman person.*

*Read the passages on pages 452 and 453, and answer the questions that follow.*



▲ Cicero

### Reader's Dictionary

**posterity** (pah•STEHR•uh•tee): future time

**allay**: calm

**detention**: imprisonment

**expenditures** (ihk•SPEHN•dih•chuhrs): the spending of money

**princiate**: rule or reign

**excel**: be better than

**magistracy** (MAH•juh•struh•see): official duty

## A Heroic Rescue Attempt

*Pliny the Elder—a Roman admiral and well-known author and scientist—died attempting to rescue people after Mt. Vesuvius erupted in A.D. 79. His nephew, Pliny the Younger, recorded his uncle's death in a letter written to a Roman historian named Tacitus.*

Thank you for asking me to send you a description of my uncle's death so that you can leave an accurate account of it for **posterity**; . . .

As he was leaving the house he was handed a message from Rectina, . . . whose house was at the foot of the mountain, so that escape was impossible except by boat. She was terrified by the danger threatening her and implored him to rescue her. . . . For

a moment my uncle wondered whether to turn back, but when the helmsman advised this he refused, telling him that Fortune stood by the courageous. . . .

. . . My uncle tried to **allay** the fears of his companions. . . . They debated whether to stay indoors or take their chance in the open, for the buildings were now shaking with violent shocks. . . .

. . . Then the flames and smell of sulphur which gave warning of the approaching fire drove the others to take flight. . . . He stood . . . and then suddenly collapsed, I imagine because the dense fumes choked his breathing.

—Pliny, *Letters and Panegyricus*

## Caesar's Story

Julius Caesar's military victories helped to bring him to power. In the following passage, Caesar explains why he thought it was important to keep the people of Gaul under control.

"In spite of the difficulties, Caesar had several strong reasons for undertaking this campaign: the unlawful **detention** of Roman knights, the revolt and renewal of hostilities by enemies who had submitted and given hostages, the large number of tribes leagued against him, and above all the danger that if these were left unpunished others might think themselves entitled to follow their example."

—"Julius Caesar in Gaul," J.M. Roberts,  
*Rome and the Classical West*



▲ Caesar crossing the Rubicon River

### DBQ Document-Based Questions

#### A Heroic Rescue Attempt

1. Why did Pliny the Elder sail to Mt. Vesuvius?
2. Does Pliny the Younger consider his uncle a hero? Why or why not?

#### Caesar's Story

3. How does Caesar justify his attack on the Gauls?
4. How does this passage show Caesar's abilities as a leader?

#### The Emperor Augustus

5. Why was it important that the temple doors be closed?

## The Emperor Augustus

Shortly before his death in A.D. 14, Augustus wrote a document called the *Res Gestae* to summarize his career.

5. . . . In the midst of a critical scarcity of grain I did not decline the supervision of the grain supply, which I so administered that within a few days I freed the whole people from the imminent panic and danger by my **expenditures** and efforts. The consulship, too, which was offered to me at that time as an annual office for life, I refused to accept. . . . I refused to accept any office offered me which was contrary to the traditions of our ancestors.
13. The temple of Janus Quirinus, which our ancestors desired to be closed whenever peace with victory was secured . . . which before I was born is recorded to have been closed only twice since the founding of the city, was during my **principate** three times ordered by the senate to be closed.
34. . . . I transferred the state from my own power to the control of the Roman senate and people. . . . After that time I **excelled** all in authority, but I possessed no more power than the others who were my colleagues in each **magistracy**.

—Augustus, "Res Gestae:  
The Accomplishments of Augustus"

6. Do you think Augustus was being honest? Why or why not?
7. Think about what you have read in this chapter about Augustus's authority. Why do you think he declined to be the consul? How did he transfer all power back to the Senate but still excel others in authority?

#### Read to Write

8. Use all of these passages to answer the following question: How are the stories of Pliny, Caesar, and Augustus exaggerated? Give examples of words and sentences that create the impression these three men had good character. **CA HR5.**



# Chapter 9 Assessment

## Standard WH6.7

### Review Content Vocabulary

Each of the following statements is false. Replace each word in *italics* with a word that makes the statement true. Write the correct words on a separate sheet of paper.

- 1. A *legion* is a form of government in which the citizens choose their leader.
- 2. *Patricians* included artisans and shopkeepers.
- 3. The judge in a Roman court case was a *consul*.
- 4. In early Rome, the role of *praetor* lasted only until a crisis had passed.
- 5. Large farming estates that used enslaved people to tend crops were called *aqueducts*.
- 6. A *veto* was a human-made channel for carrying water.

### Review the Main Ideas

#### Section 1 • Rome's Beginnings

- 7. Describe the role geography played in the rise of Roman civilization.
- 8. How did treating people fairly help Rome to increase its power?

#### Section 2 • The Roman Republic

- 9. How did the roles of patricians and plebeians differ in Roman society?
- 10. Explain how Rome gradually defeated the Carthaginians.

#### Section 3 • The Fall of the Republic

- 11. How did slavery weaken the Roman Republic?
- 12. Who were the members of the First Triumvirate?
- 13. How did Augustus change the Roman Republic?

#### Section 4 • The Early Empire

- 14. Was Augustus a successful ruler? Explain your answer.
- 15. What advances helped make Rome wealthy and prosperous?

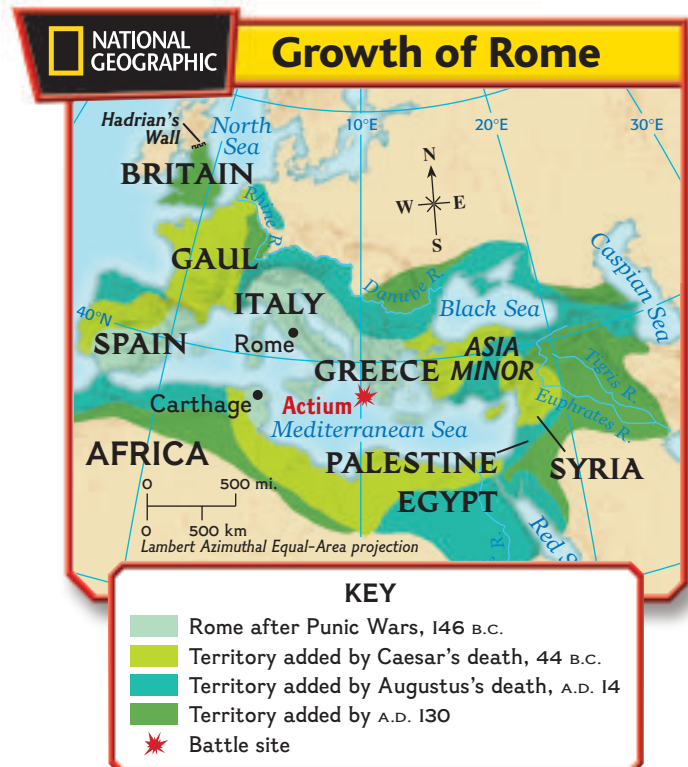
### Critical Thinking

- 16. **Compare** Cincinnatus is often compared to George Washington. Think of another person who is similar to Cincinnatus. Explain how they are similar. **CA 6RC2.2**
- 17. **Explain** Why did Caesar fight Pompey? **CA 6RC2.0**
- 18. **Predict** What do you think would have happened if Hadrian had tried to further expand the Roman Empire? **CA HI2.**

### Geography Skills

Study the map below and answer the following questions.

- 19. **Place** Which areas did Rome control after the Punic Wars? **CA CS3.**
- 20. **Human/Environment Interaction** What does Hadrian's Wall reveal about the people north of it? **CA CS3.**
- 21. **Region** Why was control of the Mediterranean important to Rome? **CA CS3.**



## Read to Write

22. **The Big Ideas** **Persuasive Writing** Suppose you were working with Tiberius and Gaius Gracchus to reform Rome. Prepare a speech that explains why reform is needed, what types of reforms should occur, and why Rome needs strong leaders like the Gracchus brothers. **CA 6WA2.5**

23. **Using Your FOLDABLES** Use your foldable to write a series of questions about the chapter. With a partner, take turns asking and answering questions until you have reviewed the entire chapter. **CA HR1.**

## Using Academic Vocabulary

24. Match the word in Column A with its opposite in Column B.

A	B
challenge	unable
capable	many
sole	together
isolate	easy

## Building Citizenship

25. **Making Connections** Use the Internet and your local library to research the Twelve Tables. Work with your classmates to design a similar series of laws, and record them, using modern language. How is your law code similar to and different from the Twelve Tables? **CA 6WA2.3**

## Reviewing Skills

26. **Analysis Skill** **Analyzing Primary Sources** Reread the Primary Source feature on page 440. Write a paragraph that answers the following questions. Is this a speech of fact or opinion? Who is Cicero attacking in his speech? How might the speech be different if Cicero were a friend of Antony? Is the speech effective in changing your opinion of Antony? **CA HR5.; HR2.**

27. **Reading Skill** **Making Inferences** Read the following passage from page 439:  
 "... Caesar knew that reforms were needed. He granted citizenship to people living in Rome's territories. ... He started new colonies to provide land for the landless and created work for Rome's jobless people. He ordered landowners using slave labor to hire more free workers."

What can you infer about Caesar's leadership from these sentences? Write an essay describing his leadership. **CA 6WA2.2**



## Standards Practice

Select the best answer for each of the following questions.

28. One of Rome's most significant influences on the world is its \_\_\_\_\_.
- A invention of paper.
  - B creation of democracy.
  - C establishment of the Silk Road.
  - D system of law.
29. Caesar granted Roman citizenship to \_\_\_\_\_.
- A people living in Rome's territories outside the Italian peninsula.
  - B people living in the eastern provinces only.
  - C just the people who lived in Italy.
  - D members of the Senate.