

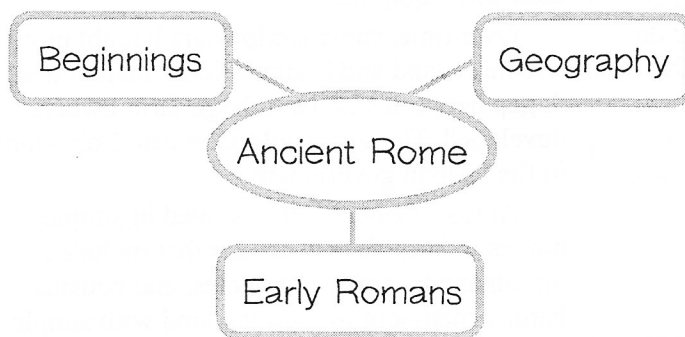
CHAPTER 13 | LESSON 1 The Geography of Ancient Rome

Lesson 1 The Geography of Ancient Rome**BEFORE YOU READ**

In this lesson, you will learn how geography influenced the development of the Roman civilization.

AS YOU READ

Use a web diagram like the one below to record information about Rome's beginnings, geography, and early people.

**TERMS & NAMES**

- **legend** a popular story from earlier times that cannot be proved
- **Aeneas** hero of the Trojan War who settled in Italy
- **Romulus** legendary hero and founder of Rome
- **Remus** Romulus' twin who helped found Rome
- **republic** a government in which people elect their leaders
- **peninsula** a piece of land surrounded on three sides by water

The Beginnings of Rome

(pages 431–432)

What is the early history of Rome?

A **legend** tells that Rome was founded in 753 B.C. A legend is a popular story from earlier times that cannot be proved. According to the legend, **Aeneas**, a hero of the Trojan War, settled in Italy after Troy was destroyed. His descendants, the twins **Romulus** and **Remus**, decided to found a city. However, they fought over its boundaries. Romulus killed his brother, and built the city around the Palatine Hill.

After Romulus, several Roman kings ruled the city. Around the 600s B.C., people known as Etruscans conquered Rome. In 509 B.C., the Romans overthrew the Etruscans and formed a **republic**. A republic is a government in which people elect their leaders.

1. What group of people conquered Rome around the 600s B.C.?

READING STUDY GUIDE CONTINUED

Rome's Geographic Location

(pages 432–433)

Why was Rome's location so favorable?

The first settlers of Rome were really the Latins. They settled in Rome because it had a mild climate, good farmland, and a good location. The Latins founded Rome on seven hills. They farmed on land at the bottom of the hills. Rome's location near the Mediterranean Sea and the Tiber River encouraged trade.

Rome is located on the Italian Peninsula.

A **peninsula** is a piece of land surrounded on three sides by water. Rome's position on the Mediterranean made it easier to conquer new territories and to develop trade routes. Two mountain ranges, the Alps and the Apennines, helped protect Rome from invasions.

2. Why did the Latins settle in Rome?

Lives of Early Romans

(pages 434–435)

What was life like for the early Romans?

Most early Romans were farmers. They grew grains such as wheat and barley and vegetables and fruit. Farmers who owned land also served in the army. For a time, only landowners were allowed to join the army. Roman leaders thought that only landowners would fight for the city. Landowners were also able to pay for their own equipment.

Over time, some landowners bought more and more land and became richer than others. A gap between small and large farm owners developed. The gap would later cause divisions in the Roman government.

At first, Roman farmers lived in simple homes in large family groups that included grandparents, aunts and uncles, and cousins. Family members worked the land with simple tools and fetched water from a well or spring. They had to grow enough food to feed the family.

3. How did most early Romans make a living?



CHAPTER 13 | LESSON 1 The Geography of Ancient Rome

Activity Sheet**Part A. Build Vocabulary**

Key Terms Read the vocabulary definitions. Then write the term in each blank that best completes the statement.

Romulus: the legendary founder of Rome

legend: a popular story from early times that cannot be proved

Aeneas: a legendary hero of the Trojan War, whose descendants are said to have included Romulus and Remus

Remus: the twin brother of Romulus

republic: a government in which people elect their leaders

peninsula: a piece of land surrounded on three sides by water

1. The city of Rome is located on the Italian _____.
2. According to _____ Rome was founded by _____.
3. He and his brother _____ were descendants of the hero _____.
4. After the early Romans overthrew the Etruscans, they formed a _____.

Part B. Cooperative Work

Work with your partner to complete the cause-and-effect chart below.

Causes	Effects
1. Rome built on Tiber River	
2. Rome located not far from Mediterranean Sea	
3. Rome built on seven hills	
4. Landowning farmers served in army and became powerful	

CHAPTER 13 | LESSON 1 The Geography of Ancient Rome

Reteaching Activity**Finding Main Ideas**

- A. Choose the words from the box that best complete the following answers. **Write the words** on the blank lines.

Question: What is the legend of the founding of Rome?

location

twins

Palatine Hill

wolf

Answers:

1. The legend of Rome's founding is that Romulus and Remus were _____ who had been abandoned (left behind) by their mother and then raised by a _____.
2. They decided to found a city but fought over its _____.
3. Romulus killed Remus and set the boundaries (borders) for the new city around the _____.

Question: How did Rome's location help it grow into an empire?

hills

trade

climate

defense

Answers:

4. Rome's location had a mild _____ and good land for farming.
5. The city was surrounded by seven _____, which were good for _____.
6. Rome was near important _____ routes on the Mediterranean

THE GEOGRAPHY OF ANCIENT ROME, CONT'D

B. Choose the words from the box the best complete the following answers. **Write the words** on the blank lines.

Question: How did Rome's position on the Italian Peninsula affect its growth?

territory	ships	sea
-----------	-------	-----

Answers:

- 7. Rome's location on the Italian Peninsula meant that Romans could participate in _____.
- 8. Also, it allowed Rome to gain new _____.
- 9. The reason was because Roman _____ could easily reach lands around the sea.

Question: Why would Rome want landowners to join the army?

property	weapons
----------	---------

Answers:

- 10. Landowners could pay for their own _____ and other military (army) equipment.
- 11. People believed _____ owners would fight very hard to defend the city because they had more to lose than people who owned no land.

Reading Comprehension

C. Find the name or term in the second column that best matches the description in the first column. Then **write the letter** of your answer in the blank. One item needs two answers.

- | | |
|---|--------------|
| ___ 1. a government in which people elect their leaders | a. Romulus |
| ___ 2. a piece of land surrounded on three sides by water | b. legend |
| ___ 3. according to legend, a pair of twins who fought over where to found the city of Rome | c. peninsula |
| ___ 4. the river that was a transportation route into Rome from the Mediterranean | d. island |
| ___ 5. a popular story from the past that cannot be proved | e. republic |
| ___ 6. a hero of the Trojan War who settled in Italy after Troy was destroyed | f. Aeneas |
| | g. Remus |
| | h. Tiber |

CHAPTER 13 | LESSON 2 The Roman Republic

Lesson 2 The Roman Republic**BEFORE YOU READ**

In this lesson, you will learn about the society and government of the Roman Republic.

AS YOU READ

Use a chart like the one below to explain the effects of the events listed.

Causes	Effects
Romans no longer wanted a monarchy.	
Plebeians were not equal to the patricians.	
Rome expanded its territories.	

TERMS & NAMES

- **patrician** a member of the wealthy landowner class that held the highest positions in government
- **plebeian** a common farmer who could not hold important government positions
- **Senate** a powerful body of 300 members that advised Roman leaders
- **consul** a leader who led Rome's executive branch
- **Cincinnatus** Roman dictator who stepped down from power after one day

Early Strengths of Roman Society

(page 437)

How was Roman society structured?

Two social classes developed in Rome. The **patricians** were wealthy landowners who held all of the highest positions in government. The **plebeians** were mostly farmers. Plebeians could vote but could not hold important government positions.

The plebeians resented the patricians. In time, conflict developed between the two classes. Then around 450 b.c., patricians finally passed a set of laws called the Twelve Tables. These laws set up basic rights for all Roman citizens. They were the basis for all Roman law.

1. What were the Twelve Tables?

READING STUDY GUIDE CONTINUED

Republican Government

(pages 438–439)

How was the republican government organized?

The leaders of the Roman Republic set up a government with three branches. The legislative branch made the laws. Rome’s legislative branch included the **Senate** and the assemblies. The Senate was made up of 300 members who advised Roman leaders. Most Senators were patricians. The assemblies were made up mostly of plebeians. They protected the rights of plebeians. The judicial branch ran the courts and governed the provinces. In Rome, the judicial branch was made up of eight judges.

The executive branch carried out the laws. Two **consuls** led Rome’s executive branch. They directed the government for one year. Each consul was able to veto, or overrule, the other. In times of problems, the consuls chose a dictator to rule in their place. This was a leader with absolute power. The dictator was chosen to rule for a limited time. In 458 B.C., a man named **Cincinnatus** was made dictator to save Rome from an attack. He defeated the enemy and returned power to the consuls the same day.

The U.S. government is like the Roman government in many ways. The U.S. government has three branches of government. Each branch puts limits on the other so that no branch becomes too powerful. Like Rome, the United States has a written set of laws—the Constitution.

The Romans were proud to serve their nation, or perform their civic duty. Civic duty is also important in the United States today. People perform their civic duty by voting, paying taxes, and serving on a jury.

2. What was the role of the dictator in the Roman Republic?

The Republic Expands

(pages 440–441)

How did Rome expand?

After becoming a republic, Rome began expanding its territories. By 275 B.C., all of the Italian Peninsula was under Roman control. Rome offered citizenship to the people it conquered. It also allowed them to rule themselves. The conquered people had to pay taxes and send soldiers to the Roman army.

In 264 B.C., Rome began fighting the Punic Wars. These three wars were fought against the city of Carthage in North Africa. Rome won all three wars, although it almost lost the second. In 146 B.C., Rome captured and destroyed Carthage. The lands that Rome gained as a result of the wars extended Roman territory from Spain to Greece.

The Romans came back from the war with great wealth. They bought large farms and worked them using slaves. Many small farmers could not keep up with the large farmers, so they lost their land. Poverty increased, and the gap between rich and poor grew wider. This caused conflict between Rome’s social classes.

3. What were the results of the Punic Wars?

READING STUDY GUIDE

CHAPTER 13 | LESSON 2 The Roman Republic

Activity Sheet**Part A. Build Vocabulary**

Key Terms Read the vocabulary definitions. Then match each term with the letter of its description.

patrician: a wealthy landowner who could hold important offices in Rome

plebeian: a common farmer who could vote but not hold office

Senate: a powerful body of 300 members that advised Roman leaders

consul: a leader of Rome's executive branch

Cincinnatus: a Roman who was appointed dictator to defend Rome from attack, then returned power after victory

- | | |
|----------------------|---|
| _____ 1. Cincinnatus | a. group who gave advice to leaders |
| _____ 2. Senate | b. leader who gave power back to the Senate |
| _____ 3. patrician | c. small farmer, member of assembly |
| _____ 4. consul | d. farmer with large estate |
| _____ 5. plebeian | e. leader of Rome's executive branch |

Part B. Cooperative Work

Work with your group to complete the chart below. Write two main ideas for each topic in the chart.

Topic	Main Idea
1. Structure of Roman Society	
2. Organization of Roman Government	
3. Expansion of Rome	

CHAPTER 13 | LESSON 2 The Roman Republic

Reteaching Activity**Finding Main Ideas**

- A. Complete the chart below by answering questions related to the development of the Roman Republic. Choose your answers from the box in each row and **write the word** on the blank line.

THE ROMAN REPUBLIC		
1. What were the two classes of Roman civilization?	1 a. _____	executive
	1 b. _____	plebeian
2. What were the three branches of Rome's government?	2 a. _____	judicial
	2 b. _____	legislative
	2 c. _____	patrician
3. Who could command the army, lead the government for a year, and appoint a dictator (ruler with absolute power) in times of crisis?	3. _____	three branches
	_____	the consuls
	_____	checks and balances
	_____	constitution
4. What are three ways that the U.S. government reflects ideas and practices from the Roman Republic?	4 a. _____	
	4 b. _____	
	4 c. _____	
5. Who could be a citizen in the Roman Republic?	5. _____	protection of Roman law
	_____	adult males
6. What rights did citizens enjoy?	6. _____	

Name _____

Period _____

Date _____

THE ROMAN REPUBLIC CONTINUED

Reading Comprehension

B. Choose the term that best matches the description. **Write that term** on the blank line.

plebeians	Punic Wars	Senate	Cincinnatus	patricians
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7. a series of three wars between Rome and Carthage, a city in North Africa, that Rome won _____
8. the class of common people in Roman society _____
9. according to legend, a leader who was appointed dictator when Rome was under attack, beat back the attackers, and returned power to the consuls all in one day _____
10. a powerful political body that gave advice to Roman leaders _____
11. wealthy landowners who held high government offices _____

CHAPTER 13 | LESSON 3 Rome Becomes an Empire

Julius Caesar: Statesman and Soldier

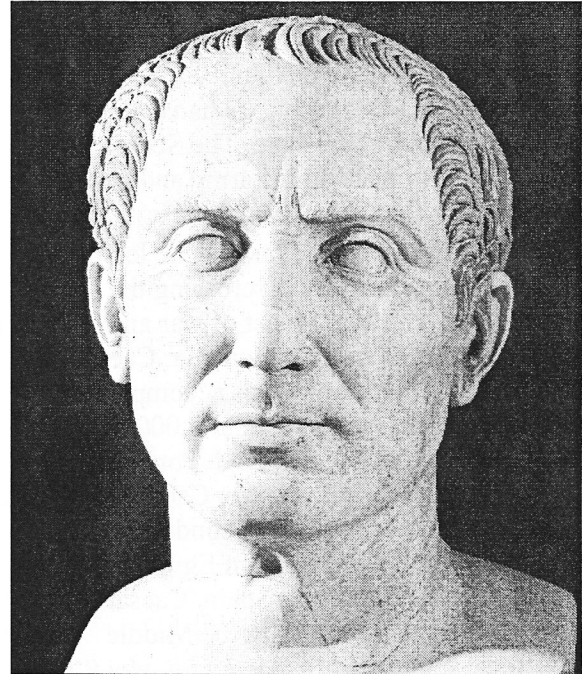
Julius Caesar (100–44 B.C.) was a Roman statesman, soldier, writer, and orator. His government reforms served as the foundation for the Roman Empire.

Julius Caesar was born on July 13, 100 B.C. into a family that was noble but not especially wealthy. His father claimed to be descended from Aeneas, a Trojan prince and hero of the *Aeneid*, the epic poem by the Roman poet Virgil. According to legend, Aeneas was the grandson of the goddess Venus. Caesar's background seemed to suggest that he was destined for great things.

Caesar became involved in politics as a young man. His uncle, Marius, was a general in the Roman army. Marius opposed a faction led by another general named Sulla. Their disputes eventually led to civil war. When Sulla emerged from the war as the winner, Caesar found himself in trouble. Sulla ordered Caesar to divorce his wife, Cornelia, whose father was one of Sulla's enemies. Caesar refused and, fearing for his life, fled Rome. Although Sulla eventually pardoned Caesar, Caesar wisely avoided Rome until Sulla died.

Early Career Caesar was ambitious, but he masked his drive with a light-hearted manner. Like many who achieve fame, he was also a risk taker. In 65 B.C., he was elected to public office. His position involved the regulation of business, traffic, and building projects. It also involved the organization of public entertainment in the Circus Maximus. It was in this role that Caesar took an enormous financial risk. With little money in the city budget for grand spectacles, Caesar decided to pay for them himself. Caesar won the hearts of the Romans with these extravagant entertainments but at a price. He was soon bankrupt and burdened with huge debts.

But Caesar's risk eventually paid off. He was elected to the position of high priest. This position entitled him to live in a public house



in the Roman Forum. This benefit greatly helped reduce his debts.

The Triumvirate and Gaul In 59 B.C., Caesar was elected to the position of senior consul. During that year he formed an informal partnership with Roman generals Crassus and Pompey. Caesar needed Crassus' money and Pompey's influence. Crassus and Pompey apparently joined forces with Caesar in the hope of achieving goals of their own. Their union is called the First Triumvirate, or rule by three men.

After a difficult year, Caesar received a new post—the governorship of Gaul (present-day France). During his five-year appointment, Caesar sharpened his leadership skills. He began the Gallic Wars, which led to Roman annexation of all of Gaul and parts of Germania. As a military leader, he inspired intense loyalty from his soldiers. According to the Greek biographer Plutarch, Caesar conquered 800 cities in all. Although this is probably an exaggeration, the conquest of Gaul was a great military achievement.

HISTORY MAKERS: JULIUS CAESAR CONTINUED

Civil War Meanwhile in Rome, Crassus and Pompey extended Caesar's appointment for another five years. Shortly afterward, however, Crassus was killed, leaving Pompey as Rome's sole ruler. Pompey had allied himself with Caesar's enemies. As a result, he had Caesar declared an enemy of the state. The Senate ordered Caesar to disband his army and return to Rome.

Caesar refused to obey. Instead, he led his army into Roman territory by crossing the Rubicon River. This was an act of war and signaled the start of another civil war. Caesar again took a big risk, for he was accompanied by only one of his legions—about 3,000 to 6,000 men, plus cavalry. Although Pompey's forces were nearly twice as large, Caesar defeated them. He continued to conduct successful military campaigns in Egypt, the Middle East, Africa, and Spain. Caesar summed up his swift victory in the Middle East with the famous words *Veni, vidi, vici* ("I came, I saw, I conquered").

Reforms Once again elected to serve as consul, Caesar set about reforming the government. He drew up a plan for units of local self-government. He enlarged the Senate to provide greater representation for Roman citizens. He extended citizenship to include residents of the entire Italian Peninsula. Caesar also revised the Roman calendar. His changes resulted in the Julian calendar, which formed the basis for the calendar we use today.

Assassination Caesar was repeatedly honored by the Senate. Early in 44 B.C., they even elected him dictator for life. But a group of Senators calling themselves the Liberators feared that this position gave Caesar too much power. On March 15 of that year, they attacked Caesar in the Senate and stabbed him to death.

Caesar's death resulted in another round of civil wars, during which many of the conspirators died. Two years after Caesar's death, the Senate formally proclaimed him to be a god. He was given the title *Divus Iulius*, meaning "the Divine Julius."

Review Questions

1. What leadership qualities did Caesar display early in his career?
2. What did Caesar accomplish while he served as governor of Gaul?
3. How did Caesar reform Roman government?

Critical Thinking

4. **Understanding Cause and Effect** How might Caesar's background have influenced his choice of career?
5. **Making Inferences** What reasons might the Liberators have had to kill Caesar?
6. **Summarizing** How would you describe the ancient Roman civilization in the time of Caesar?

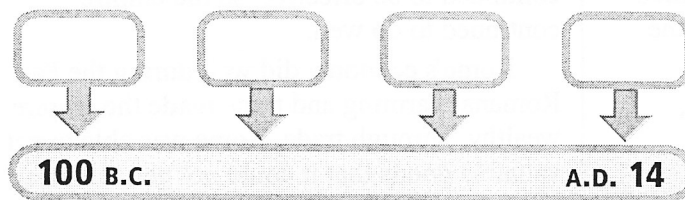
CHAPTER 13 | LESSON 3 Rome Becomes an Empire

Lesson 3 Rome Becomes an Empire**BEFORE YOU READ**

In this lesson, you will learn what brought the Roman Republic to an end and how the Roman Empire began.

AS YOU READ

Use a time line like this one to keep track of the dates and events that led to the end of the Roman Republic and the beginning of the Roman Empire.

**TERMS & NAMES**

- **civil war** an armed conflict between groups within the same country
- **Julius Caesar** Roman general and dictator
- **Cicero** Roman consul and great speaker
- **Augustus** the first emperor of Rome
- **Pax Romana** a long period of peace and stability in Rome

Conflicts at Home

(pages 443–444)

What led to conflict in Rome?

As many wealthy people gained more power, the differences between rich and poor increased. The possibility of rebellions also grew. To help solve these problems, some reformers suggested breaking up the huge farms, or estates. They wanted to give some of the land to the poor. However, the wealthy landowners did not like these ideas and had the reformers killed.

At the same time, some powerful generals hired poor farmers to serve under them as soldiers. Soon these soldiers became more loyal to the generals than to the republic. Eventually, a **civil war** broke out. This is an armed conflict between groups within the same country. On one side were the generals backed by the plebeians. On the other were generals backed by patricians and senators. Finally after years of fighting, the patricians won, and a general named Sulla became a dictator.

1. What were the two groups that fought in the Roman civil war?

Julius Caesar

(pages 444–446)

Who was Julius Caesar?

After Sulla died, other generals gained power. One of them was **Julius Caesar**. He proved to be a great general when he fought in Gaul, an area that is present-day France. Under Caesar, the Roman army defeated the Gauls and captured the entire area. The victory gave Rome more land and more wealth. It made Caesar famous and wealthy.

Caesar was also a good politician. He supported the common people, which made him popular with the plebeians. However, many powerful Romans were against Caesar. One of his opponents was **Cicero**. He was a Roman consul and an excellent speaker. Cicero did not trust Caesar or his desire for power.

READING STUDY GUIDE CONTINUED

When Caesar came back from Gaul, the Roman Senate ordered him to break up his army. Instead, Caesar led the army into Italy to fight for control of Rome. Caesar won and, when he returned to Rome in 46 B.C., the people and the army supported him. Then in 44 B.C., the Senate made Caesar dictator for life.

Caesar started many reforms. He expanded the Senate. He also created jobs for the poor. But some Romans feared that he would make himself king. Romans hated the idea of having a king. As a result, a group of senators killed Caesar in 44 B.C. This brought an end to the Roman Republic.

2. Why did some Romans fear Caesar?

Emperors Rule Rome

(pages 446–449)

What happened to Rome after Caesar's death?

After Caesar's death, a struggle for power took place among several Roman leaders. The struggle led to a civil war that lasted for years. Finally, in 27 B.C., Caesar's great-nephew and adopted son, Octavian, became the ruler of Rome. He took the name **Augustus**, which means "person of great rank and authority."

Augustus was the first emperor of Rome. He governed well. He brought the Roman provinces under control. He also started a civil service. This is a group of officials who work for the government. The Roman civil service collected taxes and took care of the postal system and the grain supply. Augustus also rebuilt Rome, making it more beautiful. He built large temples and theaters.

Under Augustus, Rome experienced a long time of peace. This time is called **Pax Romana**, or "Roman peace." It lasted about 200 years. During this time, Rome grew to its greatest size. Under Augustus, the Roman army was the biggest in the world. The army guarded the empire's borders. It also built roads, bridges, and tunnels. This helped link different places in the empire. Augustus also built a strong navy.

Many other leaders ruled after Augustus's death during the Pax Romana. The government continued to be effective, so the empire continued to do well.

Rome's economy did well during the Pax Romana. Farming and trade made the empire wealthy. Through trade, Rome was able to get valuable goods that it could not get at home. Traders traveled on trade routes that connected Rome with other parts of Europe and with parts of Africa and Asia.

A common currency, or money, was used throughout the empire, helping to unite it. The single currency made trade easier. Traders across the empire could buy and sell without changing their money into another currency.

3. What was the role of the army during the Pax Romana?

CHAPTER 13 | LESSON 3 Rome Becomes an Empire

Activity Sheet**Part A. Build Vocabulary**

Key Terms Read the vocabulary definitions. Then write the word in each blank that best completes the sentence.

civil war: an armed conflict between groups in the same country

Julius Caesar: a powerful Roman general who became a Roman dictator

Cicero: an important senator and speaker who supported the republic and distrusted Caesar

Augustus: the first emperor of Rome, he was Caesar's adopted son Octavian

Pax Romana: "Roman peace," a period beginning with the reign of Augustus, which lasted for about 200 years, during which the empire expanded to its greatest size

- _____ believed that real power lay in being victorious on the battlefield.
- When _____ entertained a famous general at his home, he wrote a letter about the evening to a friend.
- During the Roman _____, some generals allied with the patricians and some allied with the plebeians.
- During the _____, trade brought wine, spices, textiles, marble, and other goods from distant lands to Rome.
- The emperor _____ preferred to think of himself as the "first citizen" of Rome rather than its emperor.

Part B. Cooperative Work

Work with your group to place the events below in the order in which they happened. Write the number of each event next to the year it occurred in the sequence chart.

_____ 100 B.C.

_____ 82 B.C.

_____ 63 B.C.

_____ 46 B.C.

_____ 44 B.C.

_____ 27 B.C.

_____ A.D. 14

_____ c. 27 B.C. – c. A.D. 200

- Augustus (Octavian) born
- Julius Caesar appointed dictator for life and then assassinated
- Augustus dies
- Julius Caesar born
- Pax Romana expands Roman Empire to its greatest size
- Julius Caesar returns to Rome as a victorious general
- Sulla and patricians defeat plebeians in Roman civil war
- Augustus appointed first emperor of Rome

Name _____

Period _____

Date _____

CHAPTER 13 | LESSON 3 Rome Becomes an Empire

Reteaching Activity

Reading Comprehension

A. Choose the words that best complete each sentence below. Write the words in the blanks.

Marius	Senate	Cicero	civil war
Julius Caesar	Sulla	assassination	

1. Fighting between generals on the side of plebeians and those on the side of patricians and senators was an example of a _____.
2. The general who fought for the plebeians was _____, and the general who fought for the patricians was _____.
3. The Roman leader who was named dictator for life in 44 B.C. was _____.
4. An important Roman consul, _____, was one of the greatest speakers in Roman history but an enemy of Caesar.
5. Caesar made the _____ larger by including people who supported him from Italy and other regions.
6. Caesar's murder, or _____, led to the end of the Roman Republic.

B. Choose the words that best complete each sentence below. Write the words in the blanks.

Pax Romana	currency	Cicero	civil service
Augustus	denarius	trade	

7. The ruler Octavian, who became the new leader of Rome after Caesar's death, was also known as _____.
8. A _____ is a group of officials employed by the government.
9. The _____ was a long period of peace in the Roman Empire.
10. The Roman Empire gained wealth through _____.
11. A _____ was a silver Roman coin that used during the rule of Augustus.
12. Common money, or _____, made trade throughout the Roman Empire easier.

CHAPTER 13 | LESSON 3 Rome Becomes an Empire

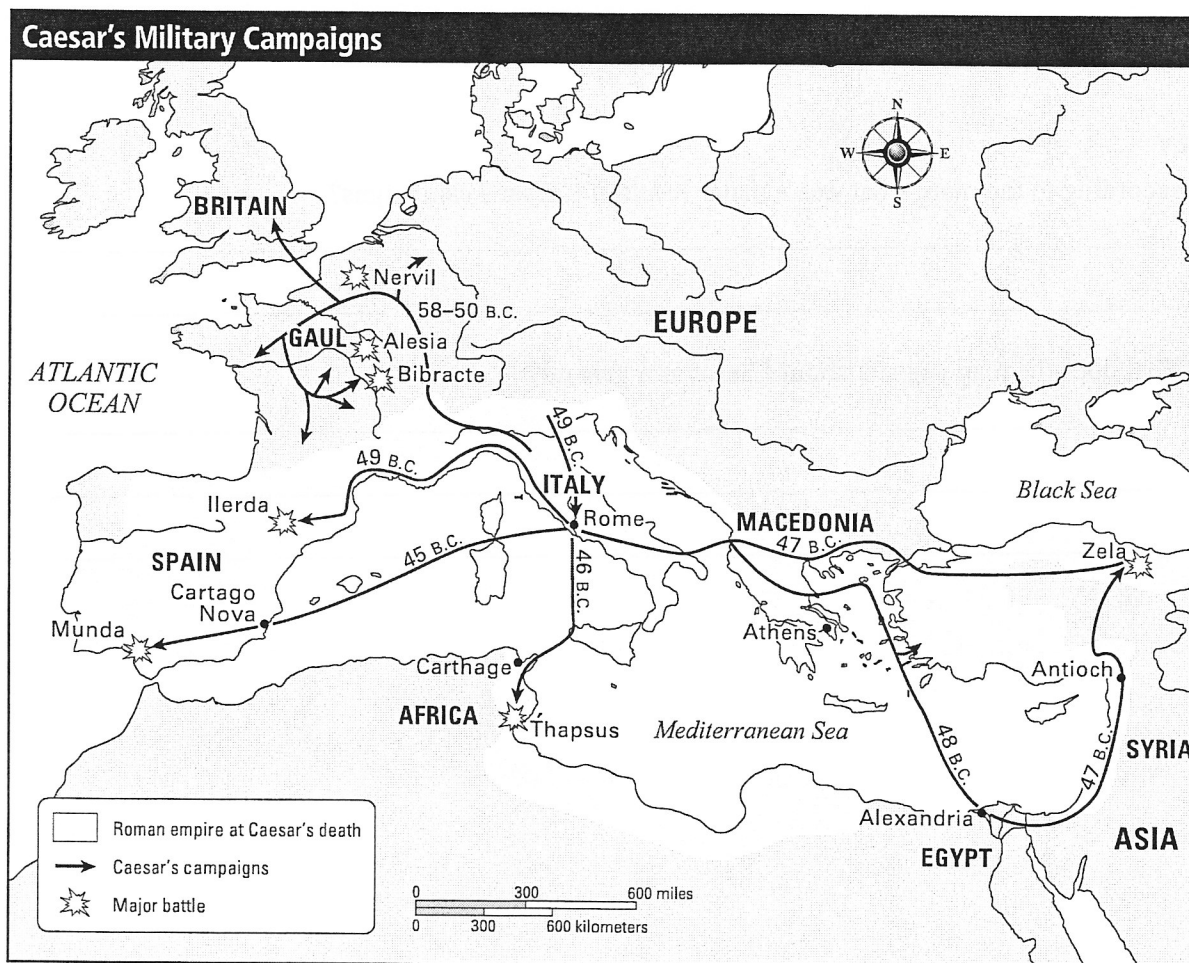
Geography Practice**Caesar's Military Campaigns**

Caesar was a strong and brilliant war leader. From 58–50 B.C., Caesar led his army in a difficult but winning army effort to take over all of Gaul (an area that includes present-day France). Because he himself fought in the battles and shared in the hardships (troubles) of war, his soldiers were loyal and willing to follow him wherever he led them.

After winning in Gaul, Caesar fought in a civil war to gain control of Rome. Caesar's military (army) plans during the civil war took him from Spain in the west to Egypt in the east. Caesar beat the other Roman generals. In 46 B.C., he returned to Rome as its leader.

The map below shows the routes of Caesar's military campaigns (efforts) in Gaul and during the civil war.

On the map below, **trace** Caesar's military routes in pencil. Then use the map to answer the questions on the next page.



Name _____

Period _____

Date _____

GEOGRAPHY PRACTICE CONTINUED

PRACTICE

1. Over what three continents did Caesar conduct his campaigns?

2. Where did the greatest number of Caesar's major battles take place?

3. What body of water did Caesar cross on his campaign to Spain?

4. Which battle took place near the Black Sea?

5. What city marks the southernmost point of Caesar's campaigns?

APPLY

6. According to the map, what was a major result of Caesar's campaigns?

7. What does the map suggest about Caesar as a general?

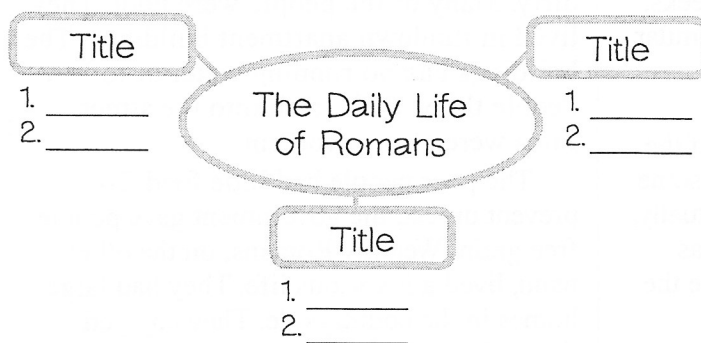
CHAPTER 13 | LESSON 4 The Daily Life of Romans

Lesson 4 The Daily Life of Romans**BEFORE YOU READ**

In this lesson, you will learn about family life in Rome, Romans' religious beliefs, and life in Roman cities.

AS YOU READ

Use this web diagram to record some of the aspects of daily life of the Romans.

**TERMS & NAMES**

- **aqueduct** a system of channels and pipes used to carry fresh water from streams and lakes into towns
- **Colosseum** a Roman arena
- **gladiator** a trained warrior

Family and Society

(pages 453–454)

How were the family and society organized?

The father was the head of the Roman family. He owned all the property. He also had control over other members of the family. Roman women had more freedom than Greek women. They were expected to take care of the house and the children. Roman women could inherit property and could run businesses when their husbands were away. But women could not vote.

Most children received some education at home. Boys from wealthy families often attended private schools. Girls learned household skills at home.

Roman social classes changed over time. The patrician and plebeian classes turned into upper and lower classes. Patricians and some rich plebeians made up the upper class. A new middle class started. Business leaders and officials made up this class. Farmers were in

one of the lower classes. However, slaves made up the lowest and largest class. Some slaves had low-level positions in government. But slaves did all the jobs that required physical labor. They worked in mines and farms. Many were treated harshly. Some slaves rebelled against their treatment.

1. Who had the most power in a Roman family?

READING STUDY GUIDE CONTINUED

Roman Beliefs

(pages 454–455)

What religious beliefs did the Romans hold?

Romans worshiped hundreds of spirits that they believed lived in everything around them. They also worshiped household gods that they believed protected them.

Other cultures also influenced Roman beliefs. The Romans borrowed the idea of gods in human form from the Etruscans. Many Roman gods were borrowed from the Greeks. For example, the Roman god Jupiter is similar to the Greek god Zeus.

In Rome, priests were government officials, and the emperor was the head of the church. Romans were expected to honor some of their gods in public ceremonies. Eventually, the Romans began to view the emperors as gods. Being loyal to the emperors became the same as being loyal to the gods.

2. What cultures influenced Roman beliefs?

Life in Roman Cities

(pages 456–458)

What was life like in Roman cities?

At the height of the Roman Empire, the city of Rome had almost 1 million people. It was the center of the empire. People from all over the empire came to live there. This resulted in a blend of ideas and customs.

The great number of people also caused Rome to be very crowded and dirty. Many of the people were poor. They lived in rundown apartment buildings. The buildings had no running water or toilets. People threw their trash into the street. Fires were also a problem.

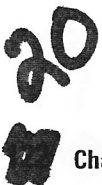
The poor people had little food. To prevent unrest, the government gave people free grain. Wealthy Romans, on the other hand, lived a luxurious life. They had large homes in the countryside. They enjoyed themselves by going to the theater and holding large dinner parties. The meals included unusual kinds of foods.

To solve some of the problems in the cities, the Romans built sewers to carry away waste. They also built **aqueducts**. These were systems of channels and pipes that carried water from springs and lakes into towns. Some were underground and some were located high on bridges. Some aqueducts are still used today.

Cities also had public baths. People of all classes visited the baths to take baths and socialize.

The Roman government provided entertainment for people at large public arenas. One of these was the **Colosseum**, where Romans watched **gladiators**, or trained warriors, fight to the death.

3. What problems did Roman cities face?



CHAPTER 13 | LESSON 4 The Daily Life of Romans

Activity Sheet**Part A. Build Vocabulary**

Key Terms Read the vocabulary definitions. Then write the word in each blank that best completes the sentence.

aqueduct: a structure that carries water from springs, streams, and lakes into towns

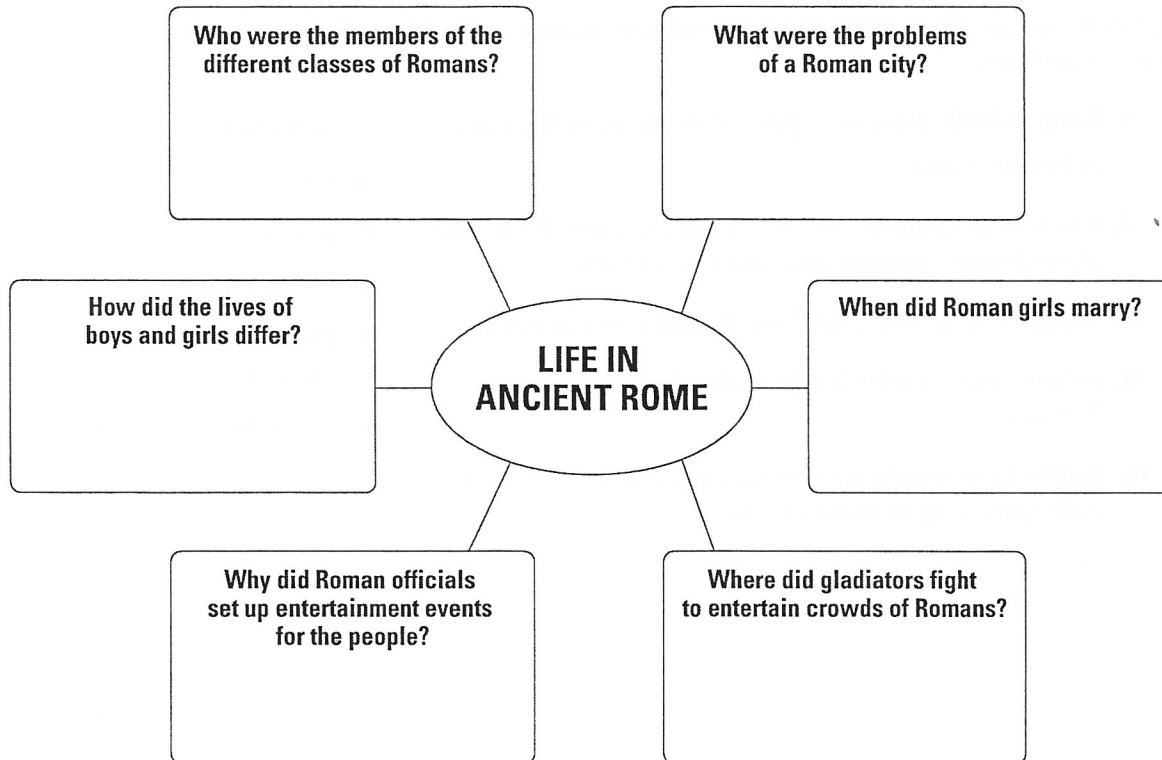
Colosseum: a large Roman stadium for public events

gladiator: a trained warrior

1. The word _____ comes from a Latin word that means “sword.”
2. The word _____ comes from a Latin word that means “channel for water.”
3. The word _____ comes from a Latin word that means “gigantic.”

Part B. Cooperative Work

Work with a partner to fill in the Sunshine Outline below.



CHAPTER 13 | LESSON 4 The Daily Life of Romans

Reteaching Activity**Reading Comprehension**

A. Find the name or term in the second column that best matches the description in the first column. Then **write the letter** of your answer in the blank.

- | | |
|---|----------------------|
| _____ 1. wealthy people who became part of the upper class in Roman society | a. slaves |
| _____ 2. people who made up the lowest and largest class in society | b. Apollo |
| _____ 3. the Roman father of the gods | c. patricians |
| _____ 4. the Greek (and Roman) god of music and poetry | d. Neptune |
| _____ 5. the Roman god of the sea, who was known as Poseidon to the Greeks | e. Jupiter |

B. Find the name or term in the second column that best matches the description in the first column. Then **write the letter** of your answer in the blank. The first one has two answers.

- | | |
|--|----------------------------|
| _____ 6. Romans built these to improve sanitation, or the removal of human waste | f. aqueduct |
| _____ 7. a system of channels and pipes built to carry fresh water from springs, streams, and lakes into towns | g. sewers |
| _____ 8. a large oval stadium used for chariot races in Rome | h. gladiators |
| _____ 9. trained warriors who fought to the death to entertain Romans | i. Colosseum |
| _____ 10. people from whom the Romans borrowed the idea of gods appearing in human form | j. plumbing systems |
| | k. Etruscans |

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