

## Chapter 9: Ancient Rome

Lesson	TE pages	ST pages	AM pages	Content and skill objectives	Vocabulary
94	257–61	227–31	129–30	<ul style="list-style-type: none"> <li>Identify and describe places in Italy and surrounding countries on a map</li> <li>Complete a PERSIA organizer</li> <li>Organize events in order on a timeline</li> <li>Identify the Latins as the earliest inhabitants of Italy</li> <li>Explain how the Etruscans improved the Roman way of life</li> <li>Describe the Roman social classes</li> <li>Describe the geographic features of Italy</li> </ul>	legend patricians plebeians
95	262–64	232–34	129, 131–33	<ul style="list-style-type: none"> <li>Complete a government organizer</li> <li>Describe the governing branches of the Roman Republic</li> <li>Describe the concessions that the patricians made to the plebeians</li> <li>Explain the importance of the Law of the Twelve Tables</li> <li>Identify where the Law of the Twelve Tables was displayed</li> </ul>	republic consul Senate Assembly of Centuries Tribal Assembly tribunes Law of the Twelve Tables Roman Forum
96	265	235		<ul style="list-style-type: none"> <li>Participate in the Roman process of making a new law</li> <li>Evaluate the method used to make the law</li> </ul>	
97	266–70	236–40	129, 134–35, 241–51	<ul style="list-style-type: none"> <li>Contrast Carthage and Rome</li> <li>Identify and summarize the three major wars between Rome and Carthage</li> <li>Describe the role of Hannibal in the Punic Wars</li> <li>Match events to locations on a map</li> <li>Explain the purpose and importance of the Roman roads</li> </ul>	tribe
98	271–75	241–45	129, 136–37	<ul style="list-style-type: none"> <li>Describe the problems that arose from Rome's expansion</li> <li>Identify those involved with the Triumvirate</li> <li>Explain the significance of the Gregorian calendar</li> <li>Recall concepts and terms by using the Study Guide</li> </ul>	Triumvirate Ides of March Gregorian calendar
99–100	276	246		<ul style="list-style-type: none"> <li>Experience the process of researching and writing about an ancient place</li> <li>Make a travel brochure</li> </ul>	
101	277–81	247–50	129, 138	<ul style="list-style-type: none"> <li>Describe the significance of the Pax Romana in Rome's history</li> <li>Compare education during the Pax Romana with education today</li> <li>Identify the architectural features of the Colosseum and the Pantheon</li> </ul>	Pax Romana toga
102	282–84	251–53	129, 139, 241–51	<ul style="list-style-type: none"> <li>Contrast Epicurianism and Stoicism with biblical truth</li> <li>Describe Christ's earthly life in the Roman Empire</li> <li>Describe the acceptance of Christianity in the Roman Empire</li> </ul>	gladiator
103	285–87	254–56	140–41, 241–51	<ul style="list-style-type: none"> <li>Explain the spread of Christianity</li> <li>Trace the factors that led to the collapse of the Roman Empire</li> <li>Describe the role of Diocletian in the persecution of Christians</li> <li>Describe the role of Paul in the spreading of the gospel</li> </ul>	
104	288		142	<ul style="list-style-type: none"> <li>Recall concepts and terms from Chapter 9</li> </ul>	
105	288			<ul style="list-style-type: none"> <li>Demonstrate knowledge of concepts from Chapter 9 by taking the test</li> </ul>	

**A complete materials list for the chapter is provided on the Teacher's Toolkit CD.**

# Chapter 9



## Ancient Rome

### Chapter Overview

This chapter is a survey of the history of Rome as a city, a republic, and an empire. The student will learn how the study of the Roman world is interwoven with the study of other cultures. He will learn how Roman power dominated for hundreds of years along the Mediterranean Sea, expanded to the regions beyond, and influenced modern times. Highlights include Roman accomplishments in military conquests, architecture, Latin language, government, road construction, and calendar format.



#### Web links

—Check [www.bjupress.com/resources](http://www.bjupress.com/resources) for Web links that will enhance your lessons. Links have been

carefully selected from reputable sites. However, be sure to carefully evaluate all material before you present it. Also be aware that links to some sites may become outdated, though efforts are made to keep them current.



#### Learning names of modern countries

—Challenge the student to learn and memorize the names and locations of the modern countries in the region covered in this chapter. Blank outline maps are provided on the CD.

### ♦ Lesson 94 ♦

#### Objectives

- Organize events in order on a timeline
- Identify the Latins as the earliest inhabitants of Italy
- Explain how the Etruscans improved the Roman way of life
- Describe the Roman social classes
- Describe the geographic features of Italy

#### Vocabulary

legend  
patricians  
plebeians

#### Materials

- Chapter 9 Organizer, AM p. 129
- globe
- The Seven Hills of Rome, M 9.1
- Italy Then & Now, M 9.2

#### Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

#### Introduction

Direct attention to the picture on page 227.

- What is this a picture of? *the Roman Colosseum*
- What was the Roman Colosseum used for? *Answers will vary but should include entertainment.*
- What can be said about ancient Romans by observing their architecture depicted in this picture? *possible answer: The ancient Romans were advanced in technology and architecture.*
- In this chapter you will learn about the Roman culture that spread to and influenced other cultures around the world.

## Teach for Understanding

## Discussion

pages 228–29

Guide the student in completing the appropriate sections of the *Chapter 9 Organizer*.

- How long did the Roman Empire last?** *507 years*
- What major event that occurred during those years influenced the entire world?** *the birth of Christ*
- **How did Rome's influence spread to other parts of the world?** *by roads the Romans built*
- **What were the early Latins searching for as they migrated across the Alps?** *fertile soil and a climate that was more suitable for farming*
- **Where did they settle?** *the Italian Peninsula in a region near the Tiber River*
- Why did people in early civilizations almost always settle near a river?** *Answers will vary but should include that a river provided drinking water, food, and transportation.*
- What is a reason for not settling near a river?** *possible answer: flooding*
- Locate the Italian Peninsula on a globe.**
- **What is a legend?** *a story about historical events, often told as truth, that has been passed down for generations, has not been proven, and is unlikely true*
- **Briefly describe how Rome was founded according to one legend.** *Romulus and Remus were twins who were abandoned by their mother in a basket on the Tiber River. A wolf rescued them, followed by a shepherd. Once grown, the brothers decided to build a city by the river but couldn't agree on the city's location. Romulus killed Remus and named the city Rome, after himself.*
- Where did Romulus supposedly build Rome?** *Palatine Hill*

## Focus Answers

1. the Latins, a group of settlers from central Europe
2. Etruscans introduced a writing system based on the Greek alphabet. They made many improvements to the city by paving roads, building arches, draining marshes, and constructing a sewage system.

- FOCUS**
1. Who were the earliest people of the Roman civilization?
  2. What are some of the ways the Etruscans improved the Roman way of life?

In the ancient world, it could be said that “all roads lead to Rome.” The influence of Rome spread to other parts of the world by means of the roads the Romans built. Modern Spain, France, Great Britain, Italy, Greece, Asia Minor, Palestine, Egypt, and North Africa all show the influence of the Romans from over two thousand years ago.



Ruins on Palatine, the hill where Romulus supposedly built Rome

## Early Rome

The earliest inhabitants of Italy were a group of settlers from central Europe. They were called the **Latins**. These settlers were searching for fertile soil and a climate that was more suitable for farming. They migrated south from across the Alps and traveled to the **Italian**

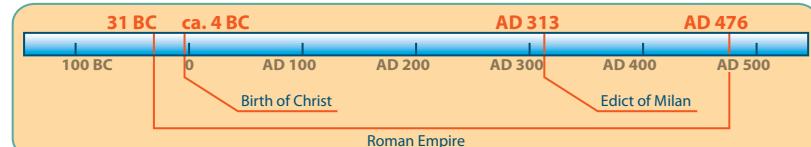
Peninsula, known as Italy today. The early Latins settled in a region near the Tiber River. From this region arose the Roman civilization.

### The Founding of Rome

As time passed, the Romans told legends about the founding of their civilization. A **legend** is a story that has been passed down for generations. Legends are stories about historical events that are often told as truth. However, they have not been proven and are likely untrue.

According to one legend, Rome was founded in 753 BC by twin brothers. The brothers were born in the land we now call Italy.

Abandoned by their mother, they were left floating in a basket on the Tiber River. A wolf spied the basket from the shore and swam out into the river to see it. Tiny cries came from inside the basket. The wolf rescued the babies and cared for them. Soon a shepherd wandered by and found the two babies crying in the basket. “What is this?” he asked himself. “Orphans, no doubt. I will take them home with me.” The shepherd and his



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### Activity Manual organizers—

Beginning in this chapter the graphic organizers in the Activity Manual will contain

Student Text page numbers in the answer overprint to help you when assigning sections for the student to work on. If a student is having difficulty locating an answer, encourage him to look for keywords from the statement rather than giving him the page number on which he can find the answer.



### Water supply—

Research the area where you live to determine its water source. Share the information with the class.



wife named the twin brothers Romulus and Remus.

When the brothers were grown, they decided to build a city near the Tiber River so that they would remember the place of their rescue. However, they could not agree on where to build it. After a

quarrel, Romulus got angry with Remus and killed him. Romulus built the city and named it Rome, after himself.

This account is only a legend. But historians do believe that Rome began near the Tiber River. They believe the Latins founded a village on the western side of the Italian Peninsula. This village was located on Palatine Hill, one of seven hills near the Tiber River. These hills were natural defenses that helped protect the people from enemies. Soon other villages sprang up on the surrounding hills. Eventually the villages developed into the city of **Rome**.

Phoenicians, Greeks, and Etruscans also inhabited the Italian Peninsula. The Phoenicians and the Greeks were known for their sea trade and colonization. The **Etruscans** were an advanced civilization with a Hellenistic culture.

Bagnoregio, an Etruscan city south of Rome



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## Discussion

page 229

- Where do historians believe Rome was originally founded? *Palatine Hill, which was on the western side of the Italian Peninsula and near the Tiber River*
- What were the advantages of Rome's location? *The seven hills provided a natural defense against invasion. The Tiber River provided water and transportation.*
- ❖ Display *The Seven Hills of Rome* map.
- ❖ Which hill probably benefited the most from the Tiber River? *Aventine Hill*
- What other people groups inhabited the Italian Peninsula? *Phoenicians, Greeks, and Etruscans*
- What were the Phoenicians and the Greeks known for? *their sea trade and colonization*

► Who were the Etruscans? *an advanced civilization with a Hellenistic culture*

❖ How do you think an ancient enemy could conquer this Etruscan city?  
*Answers will vary.*



**The seven hills**—The city of Rome is located among many hills in central Italy. The seven famous hills were named Aventine, Caelian, Capitoline, Esquiline, Palatine, Quirinal, and Viminal. Palatine Hill overlooks the Tiber River and is the site of the ancient city of Rome.

## Discussion

page 230

## ► Who can

- What did the Etruscans introduce during their reign? What did they improve? *They introduced a writing system based on the Greek alphabet. They made improvements to the city by paving roads, building arches, draining marshes, and constructing a sewage system.*



- 💡 What was the basic unit of Roman society? *the family*
  - Who had sole authority over the life and the death of each family member? *the father*
  - 📖 The Bible teaches us to respect, honor, and obey those in authority over us. [BAT: 2a Authority]
  - What were the two social classes? *patricians and plebeians*
  - Describe the patricians' social class and what role they had in Roman society. *They were the ruling class and were wealthy landowners and nobles.*
  - Describe the plebeians' social class and what role they had in Roman society. *They made up the working class and were common people, such as farmers, traders, and craftsmen.*
  - What did both classes have in common? *Both were hardworking people who valued freedom and desired to have a part in governing themselves.*
  - 📷 What materials does it look like were used to construct this ancient restroom? *possible answers: tile, cement, rock, brick*



## Ancient restroom

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**Alphabet**—The Etruscans used the

**URE** Greek alphabet, which was further developed by the Romans. Many examples of ancient inscriptions in stone show elegant Roman letters. The present forms of most capital letters in English were modeled closely after those in the Roman alphabet. The Roman alphabet also contributed to the roundness of the letters and added , the small strokes that appear at the top and bottom of many letters. The Roman style of lettering is commonly used in type and printing today. Find and display examples of letters with serifs and those that are sans serif (without serifs).



## Comparing French and Roman

**HISTORY** **social classes**—Challenge the student to research the social classes of France during the French revolution in the 1700s and to make a comparison between the French social class system and the ancient Roman class system during the first century BC.

# The Region Today

## Italy

**Location**—Italy is a boot-shaped peninsula that extends into the Mediterranean Sea in southern Europe. Italy includes the islands of Sardinia, Sicily, and a number of other smaller islands. Northern Italy borders the countries of France, Switzerland, and Austria. To the west of Italy is the Tyrrhenian Sea, and to the east is the Adriatic Sea.

**Climate**—Italy's climate is mostly temperate. Temperatures in the north are cooler than in the south. Average temperatures range from 33°F (0.56°C) to 70°F (21°C).



**Topography**—The Italian Peninsula is mountainous and includes the Apennine mountain range and sections of the Alps. Italy also has broad plains. Most of Italy's islands are mountainous.

**Natural Resources**—Italy's resources include water, natural gas, hydroelectric power, mercury, coal, zinc, potash, marble, barite, asbestos, pumice, fluorite, feldspar, pyrite (sulfur), crude oil reserves, fish, and land that is suitable for farming.



### Making pizza

**Materials:** pita bread or English muffins; pizza sauce; mozzarella cheese; pizza toppings, such as pepperoni and olives

Instruct the student to spread some sauce on the bread and top it with the remaining ingredients. Heat in a toaster oven or a microwave until the cheese is melted. The activity could also be changed to making a fruit pizza, which requires no cooking. Use a baked sugar cookie for the crust, whipped topping for the sauce, various fruit selections as toppings, and decorative sprinkles for the top.

**History of pasta**—Pasta is often associated with Italy, but many historians believe it originated in another country. Challenge the student to research the origin and the history of pasta and present his findings.

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## Discussion

page 231

- ➊ Display the *Italy Then & Now* map.
- ➋ What is the shape of the Italian Peninsula? *a boot shape*
- ➌ How is a peninsula different from an island? *A peninsula is surrounded by water on only three sides. An island is completely surrounded by water.*
- ➍ What main islands are parts of Italy? *Sardinia and Sicily*
- ➎ What does it mean to have a temperate climate? *The temperatures are neither extremely hot nor extremely cold. The weather is mild year round.*
- ➏ What two mountain ranges are in Italy? *the Apennine mountain range and sections of the Alps*

💡 How do you think the Mediterranean Sea influenced Italy? *Answers will vary but should include that Italy's location allowed access for trade with other civilizations.*

## Activity Manual

Study Skill—page 129

The PERSIA organizer arranges the influences of the Roman civilization.

Reinforcement—page 130

**◆ Lesson 95 ◆****Objectives**

- Describe the governing branches of the Roman Republic
- Describe the concessions that the patricians made to the plebeians
- Explain the importance of the Law of the Twelve Tables
- Identify where the Law of the Twelve Tables was displayed

**Vocabulary**

republic	Tribal Assembly
consul	tribunes
Senate	Law of the Twelve Tables
Assembly of Centuries	Roman Forum

**Materials**

- Chapter 9 Organizer from Lesson 94
- Roman Government, V 9.1
- United States Congress, V 9.2
- Government Organizer, AM p. 131 (optional)

**Preview**

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

**Introduction**

- 💡 What are the branches of the United States government? *legislative, judicial, and executive*
- 💡 What is the basic duty of each branch? *The legislative branch makes the laws, the judicial branch settles disputes about the laws, and the executive branch enforces the laws.*
- 💡 The legislative branch is Congress. What are the two parts of Congress? *the Senate and the House of Representatives*
- The Roman government also had different branches. One of the branches of Roman government has the same name as one of the parts of the United States Congress.

**Teach for Understanding****Discussion**

page 232

Guide the student in completing the appropriate sections of the *Chapter 9 Organizer*.

- Do we know as a fact that seven kings ruled Rome before the Etruscans invaded? *No, this is a legend.*
- 💡 What is a monarchy? *a civilization with one ruler*

- FOCUS**
1. What new form of government did the Romans establish after they drove out the Etruscan king?
  2. What were the concessions that the patricians gave to the plebeians?

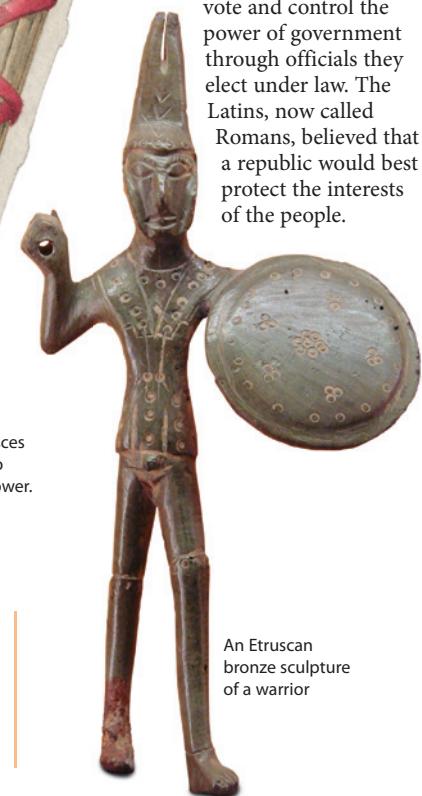
**Early Government**

According to legend, seven kings were said to have ruled Rome before the Etruscans invaded. Historians do know that the early government of Rome was a monarchy. The king was also the chief priest, the commander of the army, and the administrator of justice. A group of governmental leaders advised the king on official matters. The fasces (FAS eez), a bundle of rods bound around an axe, was used as a symbol of the king's power. When the Etruscans conquered Rome, they placed an Etruscan king on the throne.



and harsh treatment of the kings. In 509 BC, the people grew powerful enough to drive the king and the Etruscans from the city. In place of the monarchy, the Latins established a new form of government called a republic.

A **republic** is a government ruled by laws and representatives chosen by the people. The word *republic* comes from the Latin phrase *res publica*, which means "a public thing." In a republic, citizens can vote and control the power of government through officials they elect under law. The Latins, now called Romans, believed that a republic would best protect the interests of the people.

**Roman Republic**  
(509–31 BC)

The Etruscan kings ruled Rome for over a century. During that time the Latin people did not like the policies

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- What is a republic? *a government ruled by laws and representatives chosen by the people*
- How long did the Roman Republic last? *478 years (509 – 31 = 478)*

Discuss the advantages of having a republic.

**FOCUS Answers**

1. a republic
2. The plebeians could have their own assembly, have veto power, marry patricians, be elected as consuls, and make laws that were just as official as those the Senate made.



Maccari, Cesare (1840–1919), *Cicero Denouncing Catilina Before the Senate*. Wallpainting, Palazzo Madama, Rome, Italy. © Scala/Art Resource, NY

## A New Government

The newly established Roman Republic was divided into three governing branches—the consuls, the Senate, and the Assembly.

Two patricians were elected as **consuls** in place of a king. It was their responsibility to manage the affairs of the government, command the Roman army, and serve as supreme judges. Their terms lasted for one year. Both men had equal authority.

The **Senate** was the most powerful branch. All of its three hundred members were patricians. Senators served for life. The Senate controlled the finances, passed laws, and oversaw foreign affairs.

Several groups called assemblies existed in the early republic. The most powerful group was made up of patricians and was called the **Assembly of Centuries**. It voted on new laws, made declarations of war, and elected the consuls.

The artist Maccari showed the Roman Senate as it might have looked in ancient times. *What can you learn about the Roman Senate from this painting?*

## The Struggle

The consuls, the Senate, and the Assembly of Centuries were made up only of patricians. The plebeians did not have the privilege of voting. They had few social privileges and were not allowed to hold a public office. Marriage was forbidden between patricians and plebeians. Over time, more and more Romans became dissatisfied with the inequality between the two groups.

For over two hundred years, the plebeians struggled to gain political and social equality. Rome was constantly waging war against its neighbors. Plebeians served as soldiers of the army. Since they shared in the dangers of fighting, they wanted to be represented in government. Many threatened to leave the army. The patricians gradually began to concede, or grant, the plebeians rights.

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## Discussion

page 233

Display the *Roman Government* visual.

- What were the three governing branches in the early Roman Republic? *the consuls, the Senate, and the Assembly*
- What was the most powerful branch of government called? *the Senate*
- What was the most powerful of the assemblies called? *Assembly of Centuries*
- Who made up the Assembly of the Centuries, and what were their responsibilities? *Patricians made up the assembly. They voted on new laws, made declarations of war, and elected the consuls.*
- Who did not have a seat in the government at first? *the plebeians*

► What did the plebeians struggle to gain? *political and social equality*

► Caption answer: *possible answers: The Senate was a group of men who gave and listened to speeches. The Senate met in a curved room.*

► Is the painting of the Roman Senate a primary source or a secondary source? *secondary, because the artist lived from 1840 to 1919, meaning he was not present in ancient Rome*

► This painting shows what the artist thought the room may have looked like. Some historians believe that the Roman Senate met in a rectangular room. This illustrates a weakness of relying on secondary sources for factual information.

Display the *United States Congress* visual.

► This is President Barack Obama delivering a health-care address on September 9, 2009, to a joint session of Congress at the United States Capitol in Washington, D.C.

► Fasces appear in several places in the room. Where are they located? *on the wall on either side of the American flag and on the desk behind the president*

► Why do you think fasces are included in the room? *Fasces symbolize power.*

Compare the painting of the Roman Senate on page 233 with the visual.

► What is the benefit of arranging a meeting place in this way? *possible answer: so that all are able to see and hear one another better.*

You may choose to make a Venn diagram or another chart to list the similarities and differences between the Roman Senate (as portrayed) and the U.S. Senate.



**Fasces through history**—Direct the student to research the fasces symbol and find out where it has been used in history and where it can be found today in Washington, D.C., and in other governmental or historical locations. Allow him to present his findings to the class.

**Discussion**

page 234

- What was the plebeians' own assembly called? *the Tribal Assembly*
- What were the ten elected leaders of the Tribal Assembly called? *tribunes*
- What did the tribunes protect? *the rights and interests of the common people*
- Why was it difficult to win court battles? *There were no written laws.*

**💡** What would be some disadvantages of not having written laws? *possible answer: Laws could be altered, or changed, according to the lawbreakers' wealth and position.*

**📷** Caption answer: *public meetings*

► What was the advantage of placing the Law of the Twelve Tables in the Forum? *The law could now be understood by all and equally applied to all.*

**📖** Keeping the law was important to the Romans. God's Word says no one can keep God's law perfectly. Paul wrote to the Romans to tell them that the law only showed their need of a Savior.

**📖** Governmental leaders should use biblical principles to make just laws. Throughout history, however, God's graciousness is seen as He enabled the leaders of some nations to write just laws using their God-given conscience. Rome, though its legal system was not perfect, was one such nation.

**💡** Do you think that it is important for all citizens of a country to have equal rights? *possible answer: Biblically, all humans are made in the image of God and deserve equality before the law (Lev. 19:15).*

**💡** Compare the U.S. government today with the early Roman Republic. *possible answers: The United States is democratic (has citizens elect representatives), has three governmental branches, and designed its government to prevent one man or group of men from gaining total control.*

**Activity Manual**

Study Skill—pages 129, 131

Expansion—page 132

This page explores the use of the fasces as a symbol throughout history.

Review—page 133

This Study Guide reviews Lessons 94 and 95.

**Assessment****Quiz 9A**

The quiz may be given anytime after completing this lesson.



The Roman Forum  
What took place in the Forum?

**The Concessions**

The plebeians were finally allowed to have their own assembly. It was known as the **Tribal Assembly**. Its members elected ten leaders, called **tribunes**. The tribunes protected the rights and the interests of the common people.

At the time Roman laws were mostly ancient customs that were not written. The patricians often took advantage of the plebeians who were not familiar with the details of the laws. Without written laws, it was difficult to win court battles.

Eventually the plebeians pressured the Senate to write down the law. Around 450 BC, the Roman law was engraved on twelve bronze tablets. They were called the **Law of the Twelve Tables**. These laws became the foundation of Roman civil law. The tablets were displayed in the **Roman Forum**, a public meeting place.

The law could now be understood by all and equally applied to all.

The plebeians were also given veto power. The Latin word *veto* means "I forbid." Tribunes stood in the Senate doorway during its meetings. The tribunes could stop the Senate's actions at any time by shouting, "Veto!"

Gradually, the plebeians gained more rights. They were allowed to marry patricians. They could be elected as consuls. At last, the Tribal Assembly was permitted to make laws that were just as official as those the Senate made. The plebeians and the patricians now had equal say in the government of Rome.

The republic worked very well for several hundred years. Most people in Rome worked hard and respected the law. Most lawmakers wanted to help and protect the citizens of Rome.

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**Activity**

**Visit an elected official**—Take a field trip to the office of an elected official or invite an elected official to visit. Before the visit, discuss whom you are visiting and the office the official holds. With the students' input, compile a list of appropriate questions that may be asked during the visit.

# Discovering How

## Making a Law in the Roman Republic

A republic allows voting citizens to influence the government by electing officials. The Romans thought that a republic would be best to protect the interests of all the people. They valued a limited government that would keep any one man or group of men from obtaining absolute power.

You will be a member of the Senate or of the Assembly, and you will help make a new law (rule).

1. Find out from your teacher whether you are a member of the Senate or the Assembly.
2. Arrange yourselves so the members of each group are sitting together. Proceed with a meeting to choose a new rule.
3. Evaluate how the meeting proceeded. Did you feel as if your opinion was important? Was your decision respected by the other group? How effective do you think this method is for making laws?



### ◆ Lesson 96 ◆

#### Objectives

- Participate in the Roman process of making a new law
- Evaluate the method used to make the law

#### Materials

- three prepared signs labeled *Senate*, *Assembly*, and *Tribune*

#### Introduction

- How does a republic allow voting citizens to influence the government? *by electing officials*

- Why did the Romans think that a republic would be the best government? *It would protect the interests of all the people, not just some of the people. The Romans valued a limited government that would keep any one man or group of men from obtaining absolute power.*

#### Teach for Understanding

#### Discussion

page 235

This activity will involve several participants.

Designate students as members of the Senate or the Assembly. Designate a few members of the Assembly to also be tribunes. Use the signs to identify each group.

Explain to the students that they will be discussing a new rule.

Guide the Senate members as they develop the purpose and wording of the rule. Direct the Assembly members to decide whether they want their tribunes to veto the rule or not. Allow the tribunes to shout, "Veto!" if they do not like the rule. The Senate will need to change the rule to satisfy the Assembly.

💡 What are the advantages and disadvantages for this way of making laws? *Answers will vary but should include that the Senate is less likely to control the situation, the focus is on agreement from all the people who have a say, people could be swayed by wealth or power of individuals, and a majority of people could oppose your view.*

Relate this process to the way laws are made in the United States.

💡 What can you do if there are American laws with which you disagree? *Answers will vary but should include that you can contact your elected officials on the local, state, and national levels, stating the reasons for your disagreement with the law.*

💡 How many U.S. senators are there from each state? *two*

💡 What determines the number of a state's representatives in the U.S. House of Representatives? *the population of each state*

#### Assessment

🕒 Rubric—pages R 2–5

Select one of the prepared rubrics or design a rubric to include your chosen criteria.

## ◆ Lesson 97 ◆

**Objectives**

- Contrast Carthage and Rome
- Identify and summarize the three major wars between Rome and Carthage
- Describe the role of Hannibal in the Punic Wars
- Match events to locations on a map
- Explain the purpose and importance of the Roman roads

**Vocabulary**

tribe

**Materials**

- “Stand Up, Stand Up for Jesus,” IA 9.1
- Chapter 9 Organizer from Lesson 94
- First Punic War, M 9.3
- Second Punic War, M 9.4
- Italian Mountains, M 9.5
- Roman Roads—13th Century Map, V 9.3

**Preview**

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

**Introduction**

Display and sing “Stand Up, Stand Up for Jesus.”

- **What is this song about?** Christians need to be bold to take a stand for Christ and for what they believe about Him and the Bible.
- **The song talks about lifting a banner. How are banners and flags used by armies?** possible answers: identification, commands

**Teach for Understanding****Discussion**

page 236

Guide the student in completing the appropriate sections of the *Chapter 9 Organizer*.

- **What did the Romans work toward in the early years of the republic?** to conquer the entire Italian Peninsula
- **Why do you think the Romans wanted control over the Italian Peninsula?** possible answer: They wanted control over the land and trade in order to establish an empire.
- **How were the Romans unlike other conquering people?** They extended mercy to those they conquered by offering Roman citizenship to the Greeks, the Latins, and the Etruscans as long as they did not rebel.

- FOCUS**
1. What were the three major wars between Rome and Carthage called?
  2. In which war did the Roman army face Hannibal’s army?

**Growth of Rome**

In the early years of the republic, Rome worked to conquer the entire Italian Peninsula. First, Rome defeated other Latin cities and secured the central part of the peninsula. Then, Rome eventually conquered the Etruscans in the north and the Greeks in the south. By 265 BC all the peninsula was under Roman control.

Unlike other conquering people, the Romans extended mercy to those they conquered. Rome offered Roman citizenship to the Greeks, the Latins, and the Etruscans as long as they did not rebel.

Rome also turned its attention to regions in the west. Over the next 125 years, Rome battled the North African city of **Carthage** for control of the Mediterranean Sea and the lands along its coast. The three major wars between Rome and Carthage



are called the **Punic Wars**. (*Punici* was the Roman word for Phoenicians, the people of Carthage.) The Greek historian Polybius described the differences between Carthage and Rome as follows:

With respect to military science . . . the Carthaginians . . . are more skillful than the Romans. . . . The Romans, on the other hand, are far superior in all things that belong to the establishment and discipline of armies. . . . The Carthaginians employ foreign mercenaries; . . . the Roman armies are composed of citizens, and of the people of the country. . . . The Romans place all their confidence in their own bravery, and in the assistance of their allies. From hence it happens that the Romans, although at first defeated, are always able to renew the war; and that the Carthaginian armies never are repaired without great difficulty. Add to this that the Romans, fighting for their country and their children, never suffer their ardor to be slackened; but persist with the same steady spirit till they become superior to their enemies. . . . Even in actions upon the sea, the Romans, though inferior to the Carthaginians, . . . in naval knowledge and experience, very frequently obtain success through the mere bravery of their forces. . . . The valor of the troops that are engaged is no less effectual to draw the victory to their side.

(Oliver J. Thatcher, ed., *The Library of Original Sources*, vol. III, *The Roman World* [Milwaukee: University Research Extension Co., 1907], 187)

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- **What North African city did Rome battle for over 125 years?** *Carthage*
- **Why did the Romans fight for Carthage?** They wanted control of the Mediterranean Sea and the lands along its coast.

Identify and discuss the differences the Greek historian Polybius described between Carthage and Rome.

- **What American war does this remind you of?** the American Revolution (War for Independence)
- **Read and discuss Ephesians 6:11–17.** Refer to the picture of the Roman soldier as the parts of the Christian’s armor are discussed.
- **Christians are engaged in a spiritual warfare.** The apostle Paul used the Roman soldier to illustrate a Christian’s warfare.

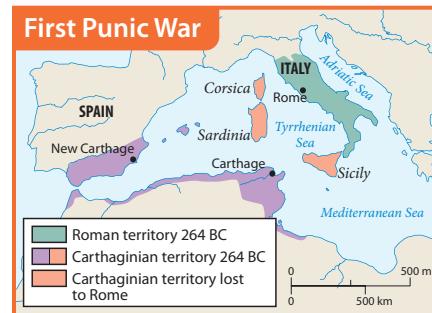
**FOCUS Answers**

1. the Punic Wars
2. the Second Punic War

### The First Punic War (264–241 BC)

Both Rome and Carthage wanted control of Sicily, the largest island in the Mediterranean Sea. Sicily's central location, warm climate, fertile land, and fresh water made the island compelling to both cities. Carthage had already colonized Sicily. The Romans feared that the Carthaginians would become stronger and hinder Roman trade in the Mediterranean Sea. The Romans also feared that the Carthaginians might attack the southern region of the Italian Peninsula.

To gain control of Sicily, the Romans needed a way to defeat the powerful Carthaginian navy. Up to that time, naval battles were won by ramming and sinking enemy ships. The Romans developed an effective strategy. They designed a ship that dropped a plank with a spiked tip. The plank could attach to an enemy ship, allowing Roman soldiers to board and capture the enemy. With these newly designed ships, Rome was victorious over



the Carthaginian navy. The two sides finally formed a peace settlement. Rome gained control of Sicily, and Carthage was forced to pay for Roman losses.

### The Second Punic War (218–201 BC)

The Second Punic War began when Carthage violated its treaty with Rome. While extending its borders in Spain, Carthage attacked a Spanish town that was a Roman ally.

The Second Punic War is the most famous of the three wars because of a man named **Hannibal**. He was a brilliant general of the Carthaginian army. He decided that, to defeat Rome, he would first invade regions of the peninsula outside Rome. In this way he would win the support of the people against the Romans. He gathered his army in Spain. To avoid having the Romans see him, he planned to march his soldiers across the rugged, snow-covered Alps. He hoped to surprise the Romans.

### ROMAN LEGIONS

Rome's strength came from its military forces. Its soldiers were disciplined and well trained. The infantry was divided into legions. The soldiers in these units were called legionaries.

You have probably seen pictures of Roman legionaries pictured with Bible stories. These soldiers wore short wool tunics under leather jackets. The leather was covered with metal strips. The soldiers also wore bronze helmets with openings for their faces and ears. To be seen easily, centurions and other officers wore tall crests on top of their helmets. Each legionary carried a short sword and a six-foot javelin that weighed about ten pounds.

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### Discussion

page 237

- ⊕ Display the *First Punic War* map.
- ⊕ What would have been the most direct route from Carthage to Rome? *by ship across the Mediterranean Sea*
- ⊕ Before the First Punic War, who controlled more land? *the Carthaginians*
- ⊕ Who controlled more land after the First Punic War? *the Romans*
- Why did Rome and Carthage want control of Sicily? *Its size, central location, warm climate, fertile land, and fresh water made the island attractive to both cities.*
- Why did the Romans not want Carthage to remain in control of Sicily? *The Romans feared that the Carthaginians would become stronger and hinder Roman trade in the Mediterranean Sea. They feared a Car-*

*thaginian attack on the southern region of the Italian Peninsula.*

- What did the Romans need to gain control of Sicily? *a way to defeat the powerful Carthaginian navy*
- What effective strategy did the Romans develop to defeat the Carthaginian navy? *They designed a ship that dropped a plank with a spiked tip that could attach to an enemy ship, allowing Roman soldiers to board and capture the enemy.*
- What was the result of the peace settlement between Rome and Carthage? *Rome gained control of Sicily, and Carthage was forced to pay for Roman losses.*
- What is a legion? *a unit of soldiers in Rome's infantry consisting of three thousand to six thousand men*

- What was the purpose for the tall crests on top of the helmets of the centurions and other officers? *to be seen easily*
- Look at the dates in the heading "The Second Punic War." How long did the war last? *17 years (218 – 201 = 17)*
- Look at the History TimeLine in the Activity Manual. What two dynasties were in power in China during the time of the Punic Wars? *the Qin dynasty and the Han dynasty*
- What caused the Second Punic War? *Carthage violated its treaty by attacking a Spanish town that was a Roman ally.*
- Who caused the Second Punic War to be considered the most famous of the three wars? *Hannibal*
- Why did Hannibal invade regions of the peninsula outside Rome? *to win the support of the people against the Romans*



**Life of a Roman soldier**—Challenge the student to research the life of a Roman soldier and present his findings. Include information about the soldier's uniform, weapons, training, food, rules, and expectations.

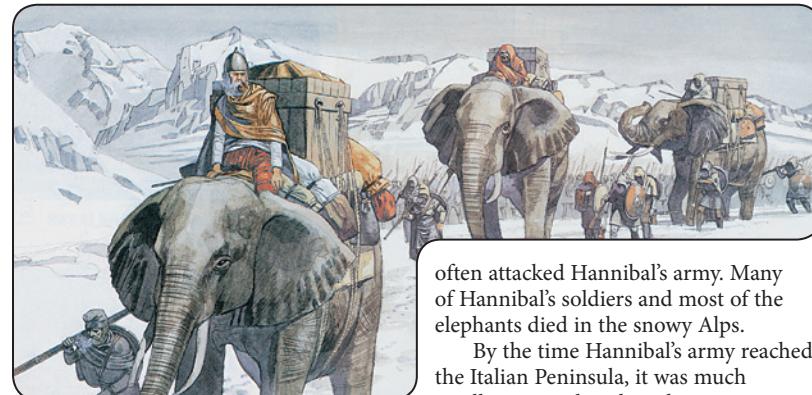
### Background

**Roman standard inscription**—Inscribed on many Roman standards are the letters *SPQR*, which stand for *Senatus Populusque Romanus*, meaning "The Senate and the Roman People." This phrase implies that the Senate ruled in partnership with the people rather than over the people.

**Discussion**

page 238

- ❖ Display the Second Punic War map.
- From what country did Hannibal begin his march to Rome? **Spain**
- ❖ Display the Italian Mountains map.
- ❖ What landform protected the Italian Peninsula from northern invaders? **the Alps**
- ❖ Trace Hannibal's route through the Alps using the Second Punic War map as a reference. Near what mountain did Hannibal pass? **Mont Blanc**
- Mont Blanc, whose name means "white mountain," is the highest mountain in the Alps. It rises 15,782 feet (4810 m) above sea level.
- What obstacles did Hannibal have to overcome in the Alps? **cold weather and tribes**
- What is a tribe? **a group of people who share common ancestors and a common culture**
- What happened to Hannibal's army in the Alps? **Many soldiers and most of the elephants died.**
- ❖ Caption answer: **He was hoping to surprise the Romans.**
- ❖ Approximately how many miles did Hannibal and his troops travel to reach Rome? **over a thousand**
- What was one strategy Hannibal used to fight the Romans? **He arranged his soldiers so they formed a bulge in the center of the front lines. When the Romans attacked the bulge, the Carthaginian soldiers in the bulge retreated, forming a U-shaped trap around the Romans.**

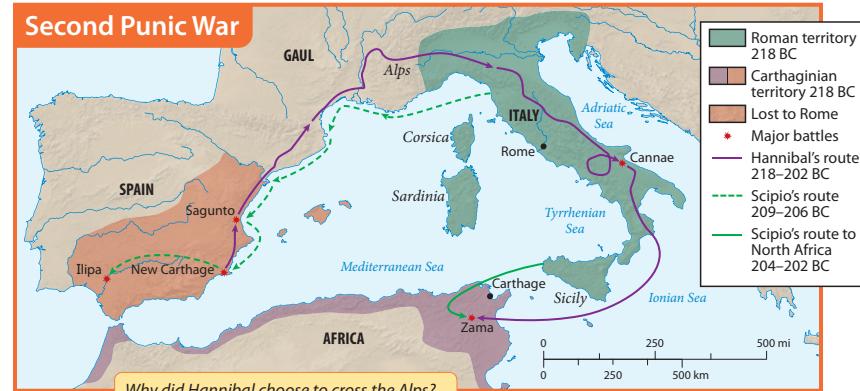


Hannibal and his war elephants crossing the Alps

often attacked Hannibal's army. Many of Hannibal's soldiers and most of the elephants died in the snowy Alps.

By the time Hannibal's army reached the Italian Peninsula, it was much smaller in number than the Roman army. However, Hannibal's skill at planning strategies made up for the size of his army. He won battle after battle against the Romans. But he could not completely defeat them.

One strategy Hannibal used was to arrange his soldiers so they formed a bulge in the center of the front lines. When the Romans attacked the bulge, the Carthaginian soldiers in the bulge



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**Background**

**The Alps**—The Alps are a natural barrier protecting the Italian peninsula, although there are several mountain passes in the Alps through which many enemies came. The southern coast of Italy is protected by high cliffs.

**War elephants**—Elephants were an effective weapon in ancient warfare. The elephant's main purpose was to charge and trample the enemy. It was difficult to penetrate the elephant's thick hide with arrows and swords. The elephant's height gave the rider the advantage of a good view of the battlefield.

**Researching war elephants—**

Challenge the student to research the use of war elephants and present his findings. Include the species of elephant used, the methods used to capture it, a description of its armor, and ways the elephant was used in warfare.



## БІОГРАФІЯ

**Who:** Hannibal  
**What:** general of Carthage  
**When:** 248–183 or 182 BC  
**Where:** Carthage

General Hannibal was a brilliant soldier who, during the Second Punic War, tried repeatedly to conquer Rome. He is considered one of the greatest generals in ancient history.



Ruins of Carthage

retreated, forming a U-shaped trap around the Romans. Using this method, Hannibal's army almost completely wiped out the Roman army.

The turning point of the war came when Rome sent an army to attack Carthage. The army was led by the Roman commander Scipio (SIP ee oh). Hannibal immediately rushed home to protect his city. At the Battle of Zama, Scipio gained the victory. Carthage was forced to give up the territories outside Africa and pay for war damages.

**The Third Punic War (149–146 BC)**

Approximately fifty years after the Second Punic War, Carthage decided to fight one of Rome's allies. This action angered the Romans. As a result Rome declared war on Carthage.

After a three-year siege, Rome captured and destroyed Carthage. The Romans sold the survivors into slavery and plowed salt into Carthage's soil to keep crops from growing.

While fighting Carthage, Rome conquered other lands. It marched eastward and conquered what was left of Alexander the Great's empire. Then it conquered Greece itself, made an alliance with Egypt, and gained control over the eastern Mediterranean Sea. Rome was now in control of the Mediterranean world.

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**Interstate highways**—There are approximately forty-seven thousand miles of interstate highways in the United States. The Romans built more than fifty thousand miles of roads without the modern machines and materials we have today.

**Map reading**—Supply the student with a road map. Guide him in using the key to identify interstate highways. Trace the paths of some of the interstate highways. Challenge the student to locate two even-numbered and two odd-numbered interstate highways and determine the general directions of each. Guide him in generalizing that even-numbered roads go east and west and odd-numbered roads go north and south. (This generalization does not apply to three-digit spurs and bypasses.) Provide pairs of cities for the student to practice calculating distances.

**Discussion**

page 239

- What did Rome do that changed the course of the war in their favor? *Rome sent an army to attack Carthage.*
- Who led the Roman army to attack Carthage? *Scipio, a Roman commander*
- How did Hannibal respond to the Roman attack? *He immediately rushed home to protect his city.*
- At what battle did Scipio gain the victory over Hannibal? *Battle of Zama*
- What were the results of the Second Punic War? *Carthage was forced to give up its territories outside Africa and pay for war damages, and Rome gained new territory.*
- Approximately how long after the Second Punic War did the Third Punic War begin? *almost fifty years*
- How long did the Third Punic War last? *three years*
- What prompted the Third Punic War? *Carthage attacked one of Rome's allies, so Rome declared war on Carthage.*
- What did Rome do to Carthage at the end of the war? *captured and sold the survivors into slavery and plowed salt into the soil to keep crops from growing*
- What other land did Rome conquer? *the rest of Alexander the Great's empire and Greece*
- What country did Rome make an alliance with? *Egypt*
- What did Rome now control? *the eastern Mediterranean world*
- What is the significance of Rome controlling the Mediterranean world? *Rome now controlled the trade there.*

# Things People Did

## Discussion

page 240

- What did the Roman roads connect? *Rome's conquered lands*
- What was the main purpose for building these roads? *for armies to travel to all of Rome's provinces*
- What materials were used to build Roman roads? *sand, gravel, and concrete*
- How did the roads play a key part in Rome's trade and influence? *Many goods, including tribute to Rome, were transported to and from other lands by means of the roads. Visitors exchanged philosophies and religious ideas. Inventions and discoveries of other peoples were used and improved. Cultures from the East and the West blended and changed.*
- What first and most famous Roman road began construction in 312 BC? *the Appian Way*
- What is the significance of the Appian Way? *It was very long, beginning in Rome and ending in the southern part of the Italian Peninsula. The apostle Paul traveled on the Appian Way on his journey to Rome.*
- ❖ Display and discuss the *Roman Roads—13th Century Map*.
- ❖ This map is known as the *Tabula Peutingeriana*. A monk made this map to show the network of Roman roads during his time.
- ❖ This parchment map is over 22 feet (6.5 m) long. Compare this map with the *Italy Then & Now* map on page 231. Discuss the features that are similar and those that are different.
- 💡 What is the importance of roads in your community? *possible answer: Roads provide transportation for goods and people and make public services available.*
- 📍 What marked the distance to the next town as well as the distance to the Forum in Rome? *milestones*
- 💡 What did the Roman roads provide Christian missionaries the ability to do? *to travel widely and spread the gospel throughout the entire Roman Empire*

## Activity Manual

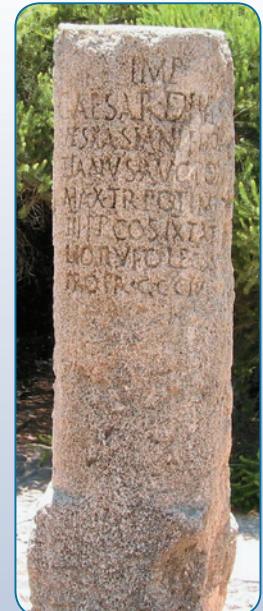
**Study Skill**—page 129

**Reinforcement**—page 134

**Bible Connection**—page 135

This page explains the analogy the apostle Paul makes with the Christian life and putting on a suit of armor for battle.

Milestone along a Roman road to mark the distance to the next town as well as the distance to the Forum in Rome



## The Roman Roads

Have you ever heard the saying "All roads lead to Rome"? Rome is famous for the system of roads it built. The roads connected the lands Rome had conquered. In a span of five hundred years, Rome constructed over fifty thousand miles of roads. The main purpose for these roads was for the armies to travel to all of Rome's provinces. Traveling to and from Rome became fast and easy. The Romans had cut through mountains to keep the roads straight. The roads were durable. They were built in layers of sand, gravel, and concrete. The word *street* comes from the Latin word *strata*, which means "layers."

The Roman roads played a key part in Rome's trade and influence. Many goods were taken along the Roman roads to other lands. Slaves, money, grain, and precious metals traveled back into Rome as tribute paid to a ruler by conquered peoples. Visitors to Rome exchanged philosophies and religious ideas with the Romans. Rome used and improved the inventions and discoveries of other peoples. Cultures from the East and the West blended and changed.

In 312 BC construction began for the first and most famous Roman road, the Appian Way. This long road began in Rome and ended in the southern part of the Italian Peninsula. The apostle Paul traveled the Appian Way on his journey to Rome (Acts 28:14–15). Early Christians used the Roman roads to carry the gospel throughout the empire.



A section along the Appian Way near Rome

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**Foundation**—Roman roads started with a foundation of small stones and gravel, followed with consecutive layers of larger stones that were cemented together, and finally, a layer of large stones on top. The Romans also used drainage ditches along both sides of the road. Modern road builders follow the Roman principles of preparing a solid foundation, using curbs, and making the center of the road higher to drain off water.



**Romans Road**—Similar to the way ancient Christians used the Roman roads to transport the gospel to other civilizations, Christians today are able to use the "Romans Road" in the Bible to point people to Christ.

Romans 3:10 teaches that all are sinners.

Romans 3:23 teaches that no one can measure up to God's standard of holiness.

Romans 5:8 teaches that God loves sinners and sent His Son to die for them.

Romans 6:23 teaches that the punishment for sin is death, but that Christ died for man's sins so that he would not have to die.

Romans 10:9–13 teaches that the new Christian should tell others about Christ.

[BATS: 3d Body as a temple; 4b Purity; 4d Victory; 6c Spirit-filled; Bible Promise: D. Identified in Christ]

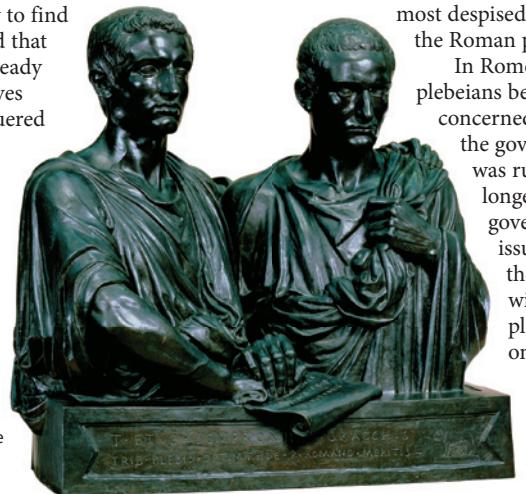
**Teach for Understanding****Discussion**

page 241

Guide the student in completing the appropriate sections of the *Chapter 9 Organizer*.

- **Describe how the Romans organized their conquered peoples.** *They organized them into provinces and appointed governors to the provinces to serve as chief military and civil rulers. The provinces paid tribute for order and protection.*
- **How did the wealthy profit from the wars?** *They bought the farms of the conquered lands and took advantage of the poorer plebeians by buying their votes.*
- **Who dominated the republic of Rome?** *the Senate*
- **How far did the corruption of the government spread?** *throughout the Roman provinces*
- **Who collected the taxes from Rome's provinces?** *publicans*
- **Name two tax collectors mentioned in the Bible.** *Matthew and Zacchaeus*
- **What was the plebeians' response to the Senate's increase in power?** *They became less concerned about how the government was run. They no longer studied governmental issues so that they could vote wisely. They cared only for what benefits they could gain by selling their votes.*
- **What happened to Tiberius and Gaius, who proposed changes that would have helped the poor?** *They were killed.*

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- FOCUS**
1. What were some of the problems that the Romans faced as their borders expanded?
  2. What kind of calendar do we use today?

**The Collapse of the Republic**

Rome organized their conquered peoples into provinces. The Roman Senate appointed governors to the provinces to serve as chief military and civil rulers. The provinces had to pay Rome tribute of money or grain. In return Rome provided order and protection.

Problems arose from Rome's expansion. Farmers who had left their farms to be soldiers came home to find their property ruined from neglect. Many sold their farms and moved to the city to find work. They found that most jobs had already been filled by slaves taken from conquered territories.

The wealthy profited from the wars. They bought the farms of the conquered

Tiberius and Gaius Gracchus proposed changes that would have helped the poor, but they were killed before the changes could take effect.

lands, and they had slaves run those farms. The wealthy also took advantage of the poorer plebeians by buying their votes in the Tribal Assembly. This allowed the plebeians to earn money, but it also filled the government with more rich men.

The Senate increased in power and dominated the republic. Although Rome's social and economic problems were growing, the Senate was unwilling to address them. The corruption of the government soon spread throughout the Roman provinces.

Each of Rome's newly acquired provinces was required to pay taxes to Rome. Men called publicans collected these taxes. Many of the publicans and the governmental officials they worked for became greedy. They would collect a higher amount of taxes than needed. Then they kept the extra money for

themselves. Publicans became the most despised people in the Roman provinces.

In Rome the plebeians became less concerned about how the government was run. They no longer studied the governmental issues so that they could vote wisely. The plebeians cared only for what benefits they could gain by selling their votes.

**Lesson 98****Objectives**

- Describe the problems that arose from Rome's expansion
- Identify those involved with the Triumvirate
- Explain the significance of the Gregorian calendar
- Recall concepts and terms by using the Study Guide

**Vocabulary**

Triumvirate  
Ides of March  
Gregorian calendar

**Materials**

Leadership Qualities, IA 9.2  
Chapter 9 Organizer from Lesson 94

**Preview**

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

**Introduction**

Display *Leadership Qualities*.

- 💡 **What leadership qualities describe a good leader?** *possible answers: Christ-like-ness, honesty, humility, willingness to serve*

Record the student's answers.

Discuss qualities of a Christian leader, such as godliness, honesty, and humility, and that he is known as one who seeks to please God and to be Christlike in his words and actions. A Christian receives power through the Holy Spirit.

**FOCUS Answers**

1. ruined property from neglect, jobs in the city taken by slaves from conquered territories, and greedy publicans and governmental officials
2. The Gregorian calendar is used today in the United States as well as most other countries.

**Discussion**

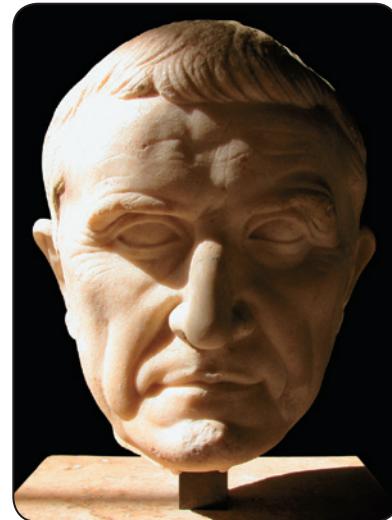
page 242–43

- What weakened the republic? *the Senate's failure to deal with the poor*
- Why did the common people like Marius? *He tried to help their cause by allowing them to enlist in the military for long terms of service. In exchange they received a share of land, money, and the spoils of war.*
- What was the result of allowing the common people to serve long terms in the military? *This created a professional army that fought for financial gain rather than for patriotic causes. Generals began to use their armies for their own gain. Soldiers were more devoted to their commanders than they were to Rome.*
- Who appointed Sulla to command the Roman army? *the Senate*
- Why did the Tribal Assembly appoint Marius? *They did not like the Senate's choice.*
- What did the rivalry between Sulla and Marius cause? *civil war*
- Who emerged victorious? *Sulla and the Senate*
- What were two results of their victory? *Sulla declared himself dictator, and he reorganized the Roman government.*
- 💡 What is a dictator? *a person who rules with absolute power, usually in a cruel and oppressive manner, to get what he wants*
- What did Sulla do after he restored stability to the Senate? *He stepped down as dictator.*
- 💡 What is unusual about Sulla's dictatorship? *He voluntarily stepped down. Most dictators do not easily give up their power.*
- What happened after Sulla stepped down as dictator? *The Senate was not able to keep control of the government.*
- Who tried to gain control of the Senate? *ambitious men—Crassus, Pompey, and Julius Caesar*
- What was Crassus known for? *He was a wealthy military commander who defeated a slave revolt.*
- What was Pompey known for? *He turned Asia Minor, Syria, and Palestine into Roman provinces and rid the Mediterranean Sea of pirates.*
- Which of the two was popular with the Senate? *Pompey*

**Rivalry Between Commanders**

The Senate's failure to deal with the poor weakened the republic. The common people found a new champion who tried to help their cause. **Marius**, a military hero, reorganized the Roman army. He allowed the poor citizens to enlist for long terms of service. In exchange they received a share of land, money, and the spoils of war. This created a professional army that fought for financial gain rather than for patriotic causes. Generals began to use their armies for their own gain. Soldiers were more devoted to their commanders than they were to Rome.

War broke out in Asia Minor. The Senate appointed the general **Sulla** to command the Roman army. The Tribal Assembly did not like the Senate's choice



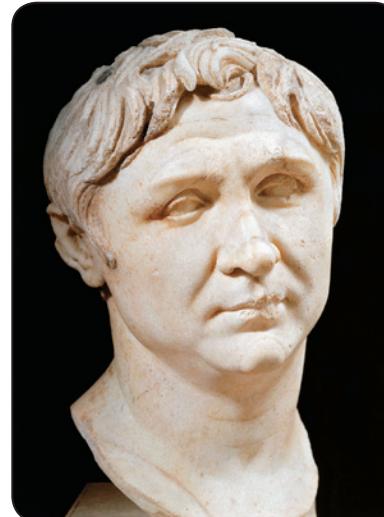
Crassus

and appointed Marius instead. Rivalry between the two commanders developed into civil war. After many years of battles, Sulla and the Senate emerged victorious.

Sulla declared himself the dictator and reorganized the Roman government. After restoring stability to the Senate, he stepped down as dictator. But the Senate was not able to keep control of the government.

**The Triumvirate**

Ambitious men tried to gain control of the Senate. Three men competed with one another for fame and power. Crassus was a wealthy military commander. He defeated a slave revolt. **Pompey** was popular with the Senate for his accomplishments. He turned Asia Minor, Syria, and Palestine into Roman provinces. He also



Pompey

# Famous People



## Gaius Julius Caesar

As a member of a patrician family in Rome, Julius Caesar received an excellent education in his youth. He married a patrician and was quick to make his voice heard in government. He had an eloquence and determination that made him popular with the common people of Rome. Caesar rose early to high positions in government and eventually became dictator of Rome. He accomplished many reforms in the government.

Caesar was also an outstanding military general. Leading a mighty army of fifty thousand men, he began conquering the land northwest of the Italian Peninsula called Gaul. For nine years his soldiers defeated tribes in what is today Switzerland, France, Spain, Holland, Belgium, and parts of Germany. Caesar even attacked Britain, which until then had been a land unknown to the Romans. He wrote of his military accomplishments in *Commentaries on the Gallic Wars*.

rid the Mediterranean Sea of pirates. **Julius Caesar** (SEE zer) was a wise politician who could sway the common people to accomplish his goals.

In 60 BC the three men formed an alliance called the **Triumvirate** (try UHM vuhr it) to rule Rome together against the

Senate. Caesar was appointed governor of Gaul. There he trained a loyal army and led many campaigns. Crassus died in a war in Asia. Pompey became jealous of Caesar's growing strength and popularity. Pompey eventually sided with the Senate against Caesar.

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### Discussion

pages 243

- What was Caesar known for? *He was a wise politician who could sway the common people to accomplish his goals.*
- What did Crassus, Pompey, and Julius Caesar form to rule Rome together against the Senate? *the Triumvirate*
- What is a triumvirate? *an alliance between three people*
- 💡 Did the Triumvirate last? *no*
- What happened to each member of the alliance? *Caesar was appointed governor of Gaul, where he trained a loyal army and led many campaigns. Crassus died in a war in Asia. Pompey became jealous of Caesar's growing strength and popularity and eventually sided with the Senate against Caesar.*

- What advantages did Caesar have that helped him rise to high positions in government? *possible answers: He was a member of a patrician family in Rome. He received an excellent education. He married a patrician. He quickly made his voice heard in government. He was popular with the common people.*
- Why did the people like Julius Caesar? *He was an eloquent, determined, well-educated leader and an outstanding military general.*
- Because of Caesar's advantages and popularity, what did he eventually become? *dictator of Rome*
- What did he accomplish for the people of Rome? *many reforms in the government*
- Where did Caesar begin his military conquests? *Gaul*

- Where was Gaul located? *northwest of Italy*
- 💡 What modern country is northwest of Italy? *France*
- In what modern countries did he defeat tribes? *Switzerland, France, Spain, Holland, Belgium, Germany, and Great Britain*

### Background

**Spread of culture**—When Julius Caesar conquered the lands in western Europe, they were influenced by Roman culture. Later, when the western European settlers came to the New World, they extended this culture to America.

**The first library**—Julius Caesar opened the first public library. The idea of a public library spread across the empire. Earlier libraries had served only an individual or the elite class of society.

**Discussion**

page 244

- Why did governmental leaders not like Caesar's popularity? *The leaders felt that he was a threat to their power.*
- What action did the Senate take when the members felt that their power was being threatened? *They demanded that Caesar disband his army.*
- How did Caesar respond? *He disobeyed by marching the army to Rome and causing a second civil war.*
- Who was Caesar's rival in the second civil war? *Pompey and the Senate*
- When Caesar disobeyed the Senate's order, he crossed the Rubicon River in northern Italy and marched his army toward Rome. By this act Caesar declared war on Pompey and the Senate. Since that day the phrase *crossing the Rubicon* means making a fateful decision from which there is no turning back.
- What was the outcome of the civil war? *Caesar defeated Pompey and became dictator of Rome.*
-  Governmental powers are ordained by God (Rom. 13:1). He rules in the affairs of men and nations, accomplishing His purposes despite man's sinful intentions (Gen. 50:20). [BAT: 2a Authority; Bible Promise: I. God as Master]
- How long was Caesar initially to hold the position of dictator? *ten years*
-  How was Caesar's dictatorship different from Sulla's? *Sulla willingly stepped down from his dictatorship, but Caesar chose to be more powerful by becoming dictator for life.*
- What were some of Caesar's accomplishments? *He limited the power of the Senate, granted citizenship and representation to conquered peoples; promoted colonization, schools, libraries, and public works; and improved the Roman calendar. He unified and strengthened the bonds of Rome with its conquered peoples.*
- What kept Rome from being a true republic? *having a dictator, since a true republic is ruled by the people*
- What did the people want? *a republic*
- What happened in 44 BC on the fifteenth day of March? *Caesar was assassinated.*
-  Who stabbed Julius Caesar in this scene from Shakespeare's play *Julius Caesar*? *Brutus*
- What is the day on which Caesar was assassinated called? *the Ides of March*
- What led to Rome's third civil war? *men eager to take Caesar's place as ruler*
- Who formed an alliance that divided the empire? *Octavian (Caesar's nephew) and Mark Antony (one of Caesar's generals)*
- Who ruled the east? *Antony*
- Who ruled the west? *Octavian*

Caesar's popularity as a conqueror threatened the power of the government leaders. They ordered him to disband his army. Instead Caesar marched to Rome and plunged into a second civil war against Pompey and the Senate. Caesar's army fought Pompey's army for four years before defeating it. Caesar was proclaimed the dictator of Rome. At first his term was to last only ten years, but he soon changed it so that he would be dictator for life. He made many changes in the government, hoping to solve the problems of the republic.

**Death of a Dictator**

Caesar limited the power of the corrupt Senate. He granted citizenship to people from territories on the Italian Peninsula and even allowed them to be represented in the Senate. He promoted colonization, schools, libraries, and public works throughout Rome and its surrounding territories. He improved the Roman calendar. His actions helped

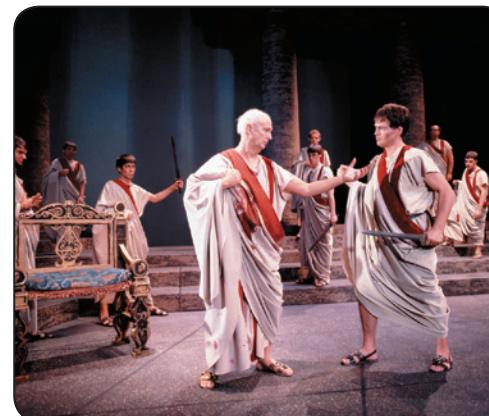
to unify Rome and strengthen its bonds with its conquered peoples.

Although many Romans liked Caesar and respected his accomplishments, others were angry with him. They knew that as long as Caesar insisted on having absolute power, the government of Rome could no longer be a true republic.

As Caesar's reign continued, angry Romans grew more and more desperate. They wanted the government of Rome to once again belong to the people. Brutus and Cassius, two senators whom Caesar considered his friends, met with a group of other Senate members. Secretly they plotted to kill Caesar.

In 44 BC, on the fifteenth day of March (called the *Ides of March*), the two men hid in the Senate chamber. When Caesar entered the room, they assassinated him.

Men eager to take Caesar's place as ruler led Rome into a third civil war. Eventually Caesar's nephew, *Octavian*, formed an alliance with one of Caesar's generals, *Mark Antony*. They divided the empire so Antony ruled the east and Octavian ruled the west. Both men, however, were too ambitious to share the power of ruling Rome. In 31 BC, at the Battle of Actium, Antony and Octavian clashed in a naval battle off the coast of Greece. Octavian defeated Antony and became the ruler of Rome and the Roman world.



Julius Caesar stabbed by Brutus in a scene from Shakespeare's *Julius Caesar* (Bob Jones University Classic Players)

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- Why did this arrangement not work? *Both men were too ambitious to share the power of ruling Rome.*
- What happened in 31 BC at the Battle of Actium? *Antony and Octavian clashed in a naval battle off the coast of Greece.*
- Who was the victor? *Octavian defeated Antony and became the ruler of Rome and the Roman world.*

**Background**

**Shakespeare's Julius Caesar**—William Shakespeare portrays Caesar's quest for power in the play *Julius Caesar*. Many lines from the play are quoted in common conversation today. Challenge the student to research popular sayings from the play. Collections of quotations from Shakespeare's plays can be found on the Internet. Possible keywords: *Shakespeare, quotations, Caesar*

# Echoes from the Past

## Julius Caesar's Calendar

Early Roman calendars did not recognize that the solar year is not exactly 365 days, but almost six hours longer. By the time of Julius Caesar's reign, the calendar was so inaccurate that none of the seasons fell in the right place. Caesar decided to add an extra day every four years to balance out the calendar. The fourth year is called a *leap year*. Since the Roman calendar started with March, the extra day was added to the last month, February.

Before putting his new idea into practice, Caesar had to bring the calendar up to date. So he made the year 46 BC last 445 days! This extra-long year was often called the "year of confusion."

Caesar's calendar, known as the *Julian calendar*, was used by Europeans for centuries. Today the United States as well as most countries use a reformed version of this calendar, called the **Gregorian calendar**. It is based on the birth of Christ. But echoes of Caesar's calendar can still be heard in the names of our months. Many of the months were named after Roman gods or rulers. Julius Caesar was born in the month that he named for himself—July.



Mars, the god of war

Roman Origins of the Names of Months			
January	named after Janus, the Roman god of gates and doors	July	named by Julius Caesar after himself; his birth month
February	from the Latin word that means "to purify"	August	named by Caesar Augustus (Octavian) after himself
March	named after Mars, the Roman god of war	September	from the Latin word for "seven"
April	from the Latin word that means "to open"	October	from the Latin word for "eight"
May	named after Maia, the Roman goddess of spring	November	from the Latin word for "nine"
June	named after Juno, the Roman goddess of marriage	December	from the Latin word for "ten"

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## Discussion

page 245

- How long is a solar year? *365 days and almost six hours*
- What was Caesar's solution to the inaccurate calendar? *He added an extra day every four years.*
- What is the fourth year called? *leap year*
- Why was the extra day added to February? *because that was the last month of the Roman calendar, which started with March*
- In what year was the calendar adjusted to bring it up to date? *46 BC*
- How long did the "year of confusion" last? *445 days*
- What calendar is used in most countries today? *the Gregorian calendar*

💡 **How did the Julian calendar influence the Gregorian calendar?** *Several months were named after Roman gods or rulers, and there are 365 days in a normal year and 366 days in a leap year.*

- 📍 **What month was named after the Roman god of war?** *March*
- **What is the Gregorian calendar based on?** *the birth of Christ*
  - **Which month was named after Julius Caesar?** *July*

## Activity Manual

Study Skill—page 129

Review—pages 136–37

This *Study Guide* reviews Lessons 97 and 98.

## Assessment

### Quiz 9B

The quiz may be given anytime after completing this lesson.

### Activity

**Calendar**—Design a monthly or yearly calendar.



**Performing a play**—Challenge the student to research, analyze, and perform a scene from Shakespeare's *Julius Caesar*.

## ◆ Lessons 99–100 ◆

**Objectives**

- Experience the process of researching and writing about an ancient place
- Make a travel brochure

**Materials**

- travel brochures
- reference books about Italy

**Introduction**

Display the travel brochures.

- **What are these?** *travel brochures*
- **What are they used for?** *to tell about a place*
- **Imagine you are a travel agent or tour guide planning a trip for a group of people. You need to provide a travel brochure.**
- **In this lesson you will make an illustrated travel brochure about an ancient place in Italy that still exists today.**

**Teach for Understanding****Discussion**

page 246

- **Read the procedure and examine the sample brochures.**

Students may work alone or in pairs, depending on the research resources available. Use the questions below to help guide the student through each step.

Guide the student in choosing the location for the brochure. Provide resources for the student to use in choosing and researching the location.

- **Do you like mountains, water, architecture, art, or history? Look for a place that you would like to visit.**

Guide the student in including appropriate information about the place.

- **How would you convince someone else that the place is worth visiting? Write your paragraph with that other person in mind.**

Guide the student in finding relevant historical facts to list.

- 💡 **Look at step four. What is an itinerary? *a schedule to follow***

Guide the student in choosing additional information to include.

Allow the student to draw his own illustrations and maps or use photographs or pictures from other brochures or the Internet.

**Exploring Together****Designing a Travel Brochure**

The roots of modern Rome can be traced back to the founding of Rome on Palatine Hill. Rome is a wonderful place to visit. There are many historical sites to explore, activities to experience, and festivals to attend.

1. Work with a partner. Choose a topic for your brochure about an ancient place found in Italy today. You may choose a site, an activity, or a festival to promote.
2. Research your choice. Write a brief paragraph that encourages people to visit your choice.
3. List five significant facts about your choice.
4. Include other information such as an itinerary, a list of available transportation, important places, major cities, landmarks, historical sites, museums, activities, or festivals and other events.
5. Illustrate the brochure with pictures, drawings, and maps.



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You may choose to display the brochures on a large map of Italy with string connecting each brochure to the location it is about.

**Assessment**

- ⌚ **Rubric—pages R 2–5**

Select one of the prepared rubrics or design a rubric to include your chosen criteria.

**Sample brochures**

Visitor centers and most motels have brochures advertising places of interest. Try to include a variety

of formats in the selection for the student to model. You may ask the student to bring some from his own vacations.

**Resources**—Places to visit can be found in books such as encyclopedias, atlases, trade books, and travel books.

Travel information can also be found on the Internet. Possible keywords: *Italy, travel, visit, places to see*

**Presentation**—The student may choose to write and design his project on a computer. The student may make a video-recorded commercial for his presentation.

- FOCUS**
- Under whose reign did a period of peace and prosperity begin?
  - What civilization greatly influenced Rome?

## The Roman Empire

(31 BC–AD 476)

Caesar's death paved the way for the beginning of Rome's history as an empire. Octavian worked to restore honesty, diligence, and respect to the government of Rome. He restored power to the Senate and the Tribal Assembly, reserving the office of tribune for himself. He could propose or veto new laws. He also reorganized the army and the governments of Rome's territories. He continued to promote trade and industry and to build roads throughout the empire.

Octavian had complete control of Rome, but he did not call himself a dictator as Caesar had done. He used several different titles. One of these was *princeps*, meaning "first citizen." He was also commonly called Augustus, which meant "revered one." The name of Octavian found in Luke 2:1 is *Caesar Augustus*.

The reign of Augustus began a period of peace and prosperity that Rome enjoyed for the next two hundred years. This period is called the **Pax Romana**, which means "Roman peace." It ended in AD 180 with the death of Emperor Marcus Aurelius, who is often referred to as the last good emperor of Rome.

During the Pax Romana, the culture of Rome was similar to Greek culture. Like the Greeks, the Romans placed importance on education, architecture, and religion.



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### ♦ Lesson 101 ♦

#### Objectives

- Describe the significance of the Pax Romana in Rome's history
- Compare education during the Pax Romana with education today
- Identify the architectural features of the Colosseum and the Pantheon

#### Vocabulary

Pax Romana  
toga

#### Materials

- Gallons of Water, IA 9.3, for each student
- Chapter 9 Organizer from Lesson 94
- Roman Trade Routes—AD 117, M 9.6

#### Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

#### Introduction

Read John 4:13–14. Discuss what Jesus said to the woman about water.

- The woman came to the well because her family needed water. Many people in the world use less than thirteen gallons of water a day.
- How much water do you use every day?
- Instruct the student to complete *Gallons of Water*.

- The average daily water use for each person in America is about one hundred gallons.

#### Teach for Understanding

#### Discussion

##### page 247

Guide the student in completing the appropriate sections of the *Chapter 9 Organizer*.

- What paved the way for the beginning of Roman history as an empire? *Caesar's death*
- In what ways did Octavian change the government of Rome? *He worked to restore honesty, diligence, and respect to the government. He restored power to the Senate and to the Tribal Assembly. He reorganized the army and the governments of Roman territories.*
- As tribune what was Octavian able to do? *He could propose or veto new laws.*
- What did Octavian promote? *trade, industry, and the building of roads*
- Display the *Roman Trade Routes—AD 117* map.
- What products came from China? *silk and spices*
- What cities did the trade routes go through? *Massilia, Tarraco, Rome, Athens, Byzantium, Carthage, Sidon, Damascus, and Alexandria*
- Did Octavian call himself a dictator as Caesar had? *no*
- What name does the Bible use for Octavian? *Caesar Augustus*
- During what period did Rome enjoy peace and prosperity? *the Pax Romana*
- How long did this peace last? *two hundred years*
- Read Isaiah 9:6–7 and discuss what it means that Jesus is the Prince of Peace.
- What aspects of culture did the Romans consider important? *education, architecture, and religion*

#### FOCUS Answers

- under Augustus's reign
- Greece

#### Activity

**Gallons of water**—The activity is intended to give the student an estimate of the amount of water he uses each day. Actual amounts in the "Gallons" column vary according to styles of faucets and appliances.

**Discussion**

page 248

- During the Pax Romana, who was responsible for the children's education? *fathers*
- Describe how children were educated during the Pax Romana. *Some children from wealthy families had tutors or servants to teach them. Some children attended school.*
- What subjects were studied? *reading, writing, and mathematics*
- What were two tools used by students to aid their learning? *a wax tablet and an abacus*
- What did the girls do after mastering these subjects? *They stayed home to learn the art of homemaking from their mothers. Some studied further with a private tutor.*
- What did the boys do after mastering these subjects? *Some studied Greek, Latin, history, geography, astronomy, and literature.*
- How were Roman schools different from our schools today? *Roman schools used scrolls instead of textbooks, had chairs without desks, and had fewer students per teacher. Romans wore tunics and robes.*
- At what age did a boy become a citizen? *sixteen*
- Where was the special citizenship ceremony held? *at the Forum, the Roman marketplace*
- What was the boy given to wear? *an official citizen's garment called a toga*
- What did the young men do after becoming citizens? *continued their studies or entered business or the army*
- What were Cicero's accomplishments? *He mastered Latin prose and was the greatest orator of his day. He was a philosopher, lawyer, and member of the Senate.*
- What is an orator? *an eloquent and skilled public speaker*
- Who were two of Rome's best writers? *Virgil and Livy*
- Who was the Roman poet who wrote the *Aeneid*? *Virgil*
- Which Roman writer wrote about historical events? *Livy*
- What did Cicero introduce to the Romans? *Greek philosophy*
- Cicero translated many of the Greek philosophical terms into Latin.

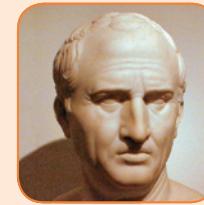


A Roman school

master of Latin prose who influenced other writers and students. He was known as the greatest orator of his day. An orator is an eloquent and skilled public speaker.

**Virgil** is considered the greatest Roman

poet. He wrote the *Aeneid*, an epic about Rome's glory. Another major writer, Livy, wrote a detailed history of Rome. He also wrote of events from the day in which he lived.

**BIOGRAPHY**

**Who:** Marcus Tullius Cicero

**What:** politician, scholar, author, lawyer, orator, and philosopher

**When:** 106–43 BC

**Where:** ancient Rome

Cicero was a philosopher, a lawyer, and a member of the Senate. He introduced Romans to Greek philosophy. He was also an excellent orator who wrote many speeches to persuade the Senate. Many of his writings have survived and are still studied by historians.

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**Background**

**Forum**—The ancient Roman marketplace, the Forum, was the center of activity in daily Roman life. Here the laws were discussed and formulated, legal actions were processed, ceremonies were held to present young men their citizenship, and goods were exchanged among merchants and customers. The Forum also served as a meeting place for people to discuss ideas, hear orators, and observe the spoils brought back from battles.

## "Pallanteum—the Site of Rome"

Ancient Roman Poem

Then they all returned to the city, the sacred rites complete.  
 The king walked clothed with years, and kept Aeneas and his son  
 near him for company, lightening the road with various talk.  
 Aeneas marvelled, and scanned his eyes about  
 eagerly, captivated by the place, and delighted  
 to enquire about and learn each tale of the men of old.  
 So King Evander, founder of Rome's citadel, said:  
 'The local Nymphs and Fauns once lived in these groves,  
 and a race of men born of trees with tough timber,  
 who had no laws or culture, and didn't know how  
 to yoke oxen or gather wealth, or lay aside a store,  
 but the branches fed them, and the hunter's wild fare.  
 Saturn was the first to come down from heavenly Olympus,  
 fleeing Jove's weapons, and exiled from his lost realm.  
 He gathered together the untaught race, scattered among  
 the hills, and gave them laws, and chose to call it Latium,  
 from *latere*, 'to hide' since he had hidden in safety on these shores.  
 Under his reign was the Golden Age men speak of:  
 in such tranquil peace did he rule the nations,  
 until little by little an inferior, tarnished age succeeded,  
 with war's madness, and desire for possessions.  
 Then the Ausonian bands came, and the Siconian tribes,  
 while Saturn's land of Latium often laid aside her name:  
 then the kings, and savage Thybris, of vast bulk,  
 after whom we Italians call our river by the name  
 of Tiber: the ancient Albulia has lost her true name.  
 As for me, exiled from my country and seeking  
 the limits of the ocean, all-powerful Chance,  
 and inescapable fate, settled me in this place,  
 driven on by my mother the Nymph Carmentis's  
 dire warnings, and my guardian god Apollo.'  
 He had scarcely spoken when advancing he pointed out  
 the altar and what the Romans call the Carmental Gate,  
 in ancient tribute to the Nymph Carmentis,  
 the far-seeing prophetess, who first foretold  
 the greatness of Aeneas's sons, the glory of Pallanteum.

Reprinted with permission from Toni Kline, "Pallanteum—the Site of Rome," *The Aeneid*, Book VIII, trans. A. S. Kline. [http://www.poetryintranslation.com/PITBR/Latin/VirgilAeneidVIII.htm#\\_Toc3637703](http://www.poetryintranslation.com/PITBR/Latin/VirgilAeneidVIII.htm#_Toc3637703) (accessed May 17, 2011).

### Background

**Characters**—The following are the main characters in this poem from *The Aeneid*.

Aeneas: a survivor of the siege of Troy

Evander: king of Pallanteum (a region of Italy that would one day be Rome) and father of Pallas

Saturn: father of the gods

Jove: another name for Jupiter or Zeus, king of the gods

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### Discussion

page 419

Guide the students in a discussion of "Pallanteum—the Site of Rome."

- What form of literature is this? *a poem*
- 💡 Who is the author of this poem? *Virgil* (*The credit line identifies it as being from The Aeneid, Book VIII, which was written by Virgil.*)
- What does the title tell us is significant about Pallanteum? *It is the site that became Rome.*
- Evander is the king of Pallanteum. The setting of this poem is during the time of the Trojan War.
- What do you think is meant by "the king walked clothed with years"? *The king was old.*
- What do you think is meant by "lightening the road with various talk"? *The journey was easier with good company and conversation.*
- Why did King Evander tell Aeneas about the beginnings of Latium? *Aeneas was interested in the tales of the men of old.*
- Who named the place Latium and gave the first laws? *Saturn*
- How did King Evander come to be in Latium? *by chance or fate*
- 💡 How does this account show the religion of the early inhabitants of Rome? *They worshiped the false gods of Greece.*

**Discussion**

page 249

- Explain how other cultures integrated into Rome's culture. *As Rome's boundaries expanded, the people came in contact with different cultures so that many elements from these cultures integrated into Roman culture.*
- In what area was Rome's greatest artistic achievements made? *architecture*
- How did the Romans and Greeks differ in their purpose of building? *Romans built for practicality, and the Greeks built for beauty.*
- Where did the Romans obtain ideas for building? *from craftsmen and artists they captured during conquests*
- What makes up concrete? *a mixture of gravel, sand, and mortar*
- What were two advantages in using concrete? *It helped lower building costs and made Roman structures durable.*
- How did concrete help keep cost down? *A structure was built with concrete and covered with a thin layer of marble.*
- 💡 What building in Rome uses several arches together to make a dome? *the Pantheon*
- 📍 Caption answer: *possible answers: arches, dome, pillars*

**Culture and Achievements**

Rome came in contact with a variety of different cultures while it was expanding. As a result, many elements from these cultures were integrated into Roman culture. Roman life was especially influenced by Greek culture. The Greeks were artists and philosophers. They studied to learn about the world around them. The Romans strove to improve their lives. They learned much from Greek ideas and improved many of them. The Romans also made contributions in law and politics.

**Architecture in the Pax Romana**

Rome's greatest artistic achievements were in architecture. Although the Romans built for practical purposes rather than for beauty as the Greeks did, Roman works were impressive. Augustus claimed that he had found Rome as a city of brick and left it as a city of marble.

The Romans obtained ideas from craftsmen and artists they captured during conquests. Romans used their own building techniques and improved on techniques borrowed from other civilizations. Some of the

borrowed architectural ideas enhanced and strengthened Roman structures.

Romans were the first to use concrete, a mixture of gravel, sand, and mortar. Rather than using solid marble, Romans often built with concrete and covered the structure with a thin layer of marble. Not only did concrete help lower building costs, but it also made Roman structures durable.

One architectural feature the Romans improved on was the dome. Since a dome requires no pillars or other supports, the room under a dome is large and open. The largest dome in Rome was atop a temple called the **Pantheon**. Its concrete



A painting by Giovanni Paolo Panini of the interior of the Pantheon in the 1700s  
*What kinds of Roman architecture were used in the Pantheon?*

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**Classical architecture**—The Parthenon in Athens and the Pantheon in Rome are two examples of classical architecture. Instruct the student to identify examples of classical architecture in his town, city, or state.



**Pantheon**—The best-preserved building of ancient Rome is the Pantheon. Built as a temple for all the gods, the structure combines durability and beauty. The magnificent dome rises 142 feet above the floor and allows light in through a thirty-foot hole at the top. Concrete was poured over a wooden mold to make the dome. The builders covered much of the concrete with marble. They also made bronze plates to cover the outside of the dome. The walls of the Pantheon are twenty feet thick to support the weight of the dome. The sixteen supporting columns of the front porch are

made of Egyptian granite, and each weighs forty-eight tons. Today, the Pantheon is a reminder of “the grandeur that was Rome” as well as the Romans’ worship of many false gods.

**Activity**

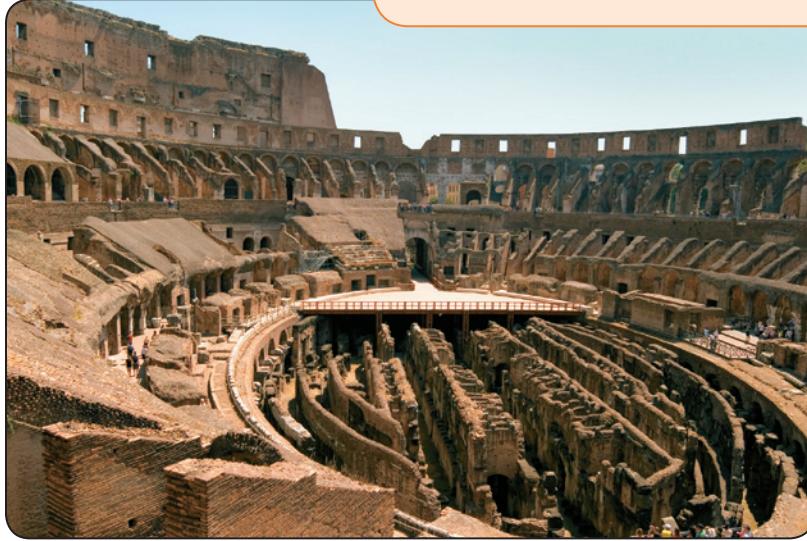
**Construct a model of the Pantheon**—Challenge the student to research and construct a 3-D model of the Pantheon to display.

dome reaches fourteen stories above the ground.

Arches were used in many public buildings, houses, and other structures such as bridges and aqueducts (raised troughs that carried water). Arches are a main feature in the large arena known as the **Colosseum**.

Both the Pantheon and the Colosseum are still standing today. With the development of concrete and arches, the Romans were able to construct other massive structures. Many structures were so well built that they, too, are still standing.

Inside of the Roman Colosseum



## THE COLOSSEUM

The Roman Colosseum was a feat of engineering and design that still marvels architects and engineers today. Construction took place between AD 70 and 72. This massive arena was over 160 feet high and covered six acres of land. It was designed to hold nearly fifty thousand people.

The arena floor was made of wood and covered with sand. It had many sections that could be raised and lowered. Elevators brought animals, props, and other items to the arena from the rooms and tunnels beneath. The floor could even be flooded to reenact naval scenes.

Roman emperors staged events to win public favor and to keep the unemployed entertained. Admission was free. People were seated according to their social classes. Chariot races, gladiator contests, and wild animal fights were some of the events that spectators watched in the arena. Criminals and war captives were also brought to fight in the arena.



**Aqueducts**—The Romans built aqueducts throughout the empire. The open troughs were raised above the ground on bridge-like structures. From its start in the mountains, an aqueduct gradually sloped toward the city, allowing the water to flow downhill. Over two hundred million gallons a day flowed through the aqueducts into Rome.



**Aqueducts in the United States**—Provide the student with a list of aqueducts in the United States. Direct him to choose one and research its history, including the purpose for its construction, its source, and where it ends. The report may include pictures if available.

Lists of aqueducts can be found on the Internet. Possible keywords: *US aqueducts, history, location*

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## Discussion

page 250

- Where did the Romans use arches? *public buildings, houses, bridges, and aqueducts*
- What was the means the Romans used to get water into the city? *aqueducts*
- What large arena used arches as the main feature? *Colosseum*
- What features of the Colosseum amaze architects and engineers today? *possible answers: It was built in two years without modern construction equipment. It was massive in size. It could accommodate nearly fifty thousand people. The floor was made of wood and covered with sand. Its many sections could be raised and lowered. The floor could be flooded. Elevators brought animals, props, and other items*

*to the arena from the rooms and tunnels beneath.*

- For what two reasons did Roman emperors stage events at the Colosseum? *to win public favor and to keep the unemployed entertained*
- What were some of the events that were seen at the Colosseum? *chariot races, gladiator contests, and fights of wild animals, criminals, or war captives*
- What sports arena does the Colosseum remind you of? *Answers will vary but should include football stadiums.*

## Activity Manual

Study Skill—page 129

Reinforcement—page 138

**◆ Lesson 102 ◆****Objectives**

- Contrast Epicurianism and Stoicism with biblical truth
- Describe Christ's earthly life in the Roman Empire
- Describe the acceptance of Christianity in the Roman Empire

**Vocabulary**

gladiator

**Materials**

② Chapter 9 Organizer from Lesson 94

**Preview**

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

**Introduction**

Instruct the student to write *Caesar, Paul*, and his own name at the top of a piece of paper.

- Below your name write three main goals that you have.
- Below Caesar's name write what you think his goals were. *possible answers: power, fame, wealth*
- Read Romans 1:15; Philippians 3:10; and 2 Timothy 2:3–4. Write what the Bible records as Paul's goals. *Answer should include that Paul's goals were to know, please, and portray Christ and to preach the gospel.*
- ➲ A Christian tells the message of the gospel by his words and actions. A Christian should work with a happy, willing spirit as unto the Lord. [BATs: 2e Work; 2f Enthusiasm; 5c Evangelism and missions]

**Teach for Understanding****Discussion**

page 251

Guide the student in completing the appropriate sections of the *Chapter 9 Organizer*.

- What type of religion did the Romans have? *polytheistic*
- 💡 What is polytheism? *the worship of many gods*
- Explain where the Romans obtained their many gods. *from people they conquered, Greek gods and Greek philosophies, different parts of the Roman Empire, and the Far East*
- ➲ What roles did Diana have? *She was the goddess of the moon, hunting, and childbirth.*
- How did the Romans honor their gods? *They built temples for them, named planets after them, and worshiped them through festivals, offerings, prayers, and shrines.*

1. What Greek philosophies became religions for the Romans?
2. Who began His ministry during the Pax Romana?

**Religion**

The ancient Romans adopted gods from many of the people they conquered. As a result, the Romans had a polytheistic religion. Some Roman gods were the same as those worshiped by the Greeks,



Some Roman gods and goddesses had several roles. Diana, Apollo's twin, was the goddess of the moon, hunting, and childbirth.

but with Roman names. The Romans honored their gods by building them temples and naming the planets after them. Festivals, offerings, and prayers were part of worship. The entrance of each household had a shrine. The people worshiped their gods daily.

The Romans accepted other religions from different parts of their empire. Religions from the Far East became popular. Two Greek philosophies were also practiced as religions in Rome—Epicureanism and Stoicism. The followers of Epicureanism (EP ih KYOOR ee uh NIZ um) believed that everything—including gods, man, and the earth—was only matter. Epicureans believed that man was free from fear of the gods and what would happen after death. They believed that if people are free from fear, they can find true happiness in this life. Epicureans lived for pleasure alone and tried to keep their lives happy and free from pain.

**EPICUREAN BELIEFS**

Epicureans used knowledge to help rid them of their fears of the gods and death. They believed that there is no life after death. The Bible teaches that there is everlasting life for those who put their trust in Christ (John 3:16). Those who love God have nothing to fear (1 John 4:16–19).

Epicureans believed that happiness is achieved through simple pleasures and peace of mind. The Bible teaches that anyone who hopes to find happiness in this life will be disappointed (Eccles. 2:1–11). All who trust God will find joy in this life and in the life to come (Ps. 16:11).

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- ➲ How does biblical honor and worship of the one true God compare to how the Romans honored and worshiped their gods? *possible answers: The Romans had physical places and statues. A Christian's worship occurs within the human heart.*

**FOCUS Answers**

1. Epicureanism and Stoicism
2. Jesus

- Discuss the beliefs of Epicureanism.
- What did the Epicureans live for? *pleasure*
  - ➲ The Romans did not acknowledge the one true God. Today many people have attitudes similar to those of the Epicureans. They seek pleasure and have no hope. In contrast to this lifestyle, the Christian has the blessed hope of Christ's return and eternal life with Him (Titus 2:13). [BAT: 1c Separation from the world]

Another Greek philosophy was **Stoicism** (STO ih siz um). The Stoics believed that doing one's duty led to happiness. They emphasized virtues such as courage, justice, and obedience. Stoicism was popular among the Roman soldiers.

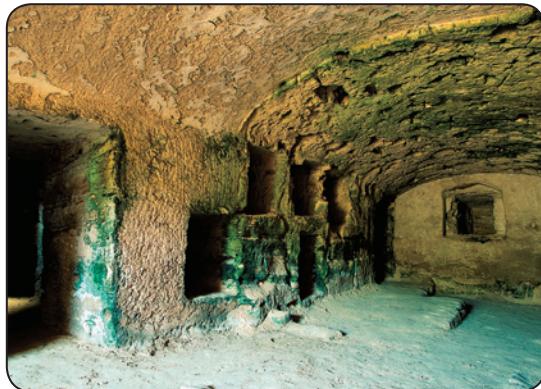
### STOIC BELIEFS

Stoics believed that there is no beginning or end to the universe. The Bible teaches that God has eternally existed and that He created the world (Gen. 1:1).

Stoics believed that their good behavior would make them good people. The Bible teaches a person must first be changed by God to do works that are pleasing to Him (Eph. 2:8–10).

### Christianity in the Roman World

God chose the Pax Romana as His perfect time for Jesus Christ to live on the earth. Caesar Augustus decreed that



everyone in the Roman Empire return to his birthplace to be taxed. So Joseph and Mary traveled to Bethlehem, a small city of Judea, to pay their taxes. It was there in Bethlehem that Jesus, the promised Messiah, was born.

Blessed are ye, when men shall revile you, and persecute you, and shall say all manner of evil against you falsely, for my sake. Rejoice, and be exceeding glad: for great is your reward in heaven: for so persecuted they the prophets which were before you.

**Matthew 5:11–12**

**Jesus Christ** began His earthly ministry at the age of thirty. Many Jews and religious leaders rejected Him as their Messiah and did not agree with His teachings. They plotted to have Him killed. After Christ's death and resurrection, His followers, called **Christians**, were hated by both the Romans and the Jews.

One Roman emperor, **Nero**, blamed the Christians for starting a fire that destroyed nearly two-thirds of the city of Rome. Even though he did not have enough evidence to convict them, Nero ordered that many Christians be put to death by crucifixion or burning. Christians often faced this

Roman Christians buried their dead in underground tombs called catacombs.

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### Discussion

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💡 What one word summarizes the belief of Stoicism? **duty**

➤ What virtues did the Stoics emphasize? **courage, justice, and obedience**

➤ What religious philosophy appealed to the Roman soldiers? **Stoicism**

➤ During what period did God choose for Jesus Christ to live on the earth? **the Pax Romana**

☒ Look at the History TimeLine in the Activity Manual. What happened in Asia in the century following Christ's birth?

*The Romans destroyed Jerusalem and the temple. The nation of Israel ceased to exist. Two Jewish strongholds fell to the Romans.*

📘 Jesus is the Son of God and the willing sacrifice for sin. When a person repents and trusts Jesus to be his Savior, that person has the promise of eternal life.

📘 Although the Roman world experienced peace for a time, it was a peace enforced at the points of the sword and the spear. Jesus promises a time of full and final peace when everything on earth will be as it ought to be.

📘 For a person to enjoy living in Christ's kingdom in the future, he must be reconciled to God and be made at peace with Him. [BATs: 1a Understanding Jesus Christ; 1b Repentance and faith; Bible Promise: E. Christ as Sacrifice]

➤ Whom did the Jews and religious leaders reject because they did not agree with His teachings? **Jesus Christ**

- What were the followers of Jesus called? **Christians**
- What Roman emperor blamed the Christians for starting a fire that destroyed two-thirds of the city of Rome? **Nero**
- What methods did Nero order for the many Christians who were to be put to death? **crucifixion or burning**
- 📍 Where did the Roman Christians bury their dead? **in underground tombs called catacombs**

### Activity

**Timeline**—Challenge the student to design and illustrate a timeline of Roman history.

### Background

**Catacombs**—The catacombs provided an effective place of refuge for the persecuted Christians because the Romans respected burial places. Many paintings and symbols of the early Christians have been found on the walls of the catacombs.

**Discussion**

page 253

What was the significance of Caesar's decree concerning Jesus' birth in Bethlehem? *It was the fulfillment of the prophecy in Micah 5:2 that the Messiah would be born in Bethlehem.*

► How did Christ show that He supported the government? *Jesus submitted to the Roman government by paying the required tax to Caesar. He encouraged the other Jews to do the same.*

► What method of Roman execution was used to put Christ to death? *crucifixion*

► Why did Jesus Christ come to earth? *to preach the gospel (Mark 1:38; Luke 4:18–19), to give His life as a ransom for many (Matt. 20:28; Mark 10:45), and to destroy the Devil and his works (Heb. 2:14; 1 John 3:8)*

Why do you think the artist chose to show a contrast of the peaceful background with the action in the foreground of the painting? *possible answer: maybe to draw more attention to the person and the action at the center of the painting*

► What are gladiators? *armed men who fought in the arenas in Rome to entertain the people*

► How were Christians treated during the Pax Romana? *They were hated, persecuted, and tortured.*

Why do you think Christians were disliked? *possible answers: They were different. They did not worship the gods and emperors. They talked about man's sin and God's judgment for sin. Emperors thought they were a threat to the empire. Wicked people hate God.*

► What kinds of animals did the emperors send into the arena to kill Christians? *lions, bears, tigers, bulls, and other wild animals*

Could you face this kind of persecution? *Answers will vary.*

**Activity Manual**

Study Skill—page 129

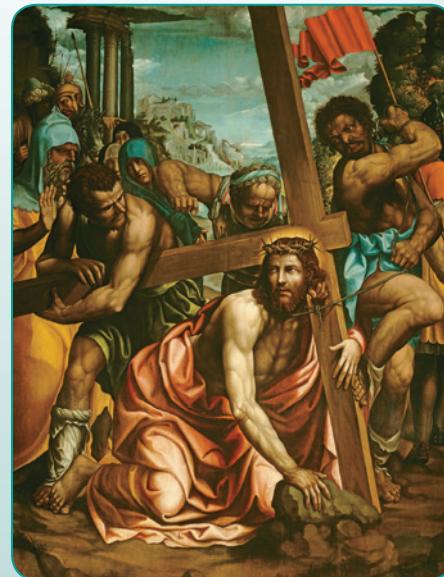
Reinforcement—page 139

**Christ in the Roman World**

*"But when the fulness of the time was come, God sent forth his Son, made of a woman, made under the law." Galatians 4:4*

God used the decree of Caesar Augustus to fulfill the prophecy in Micah 5:2 that the Messiah would be born in Bethlehem. Jesus Christ, the Son of God, was born into the world around 4 BC. He lived, died for the sins of all mankind, and rose again. During His life, Jesus submitted to the Roman government by paying the required tax to Caesar. Jesus encouraged the other Jews to do the same (Matt. 22:21).

After His trials, Christ was condemned to death by crucifixion. This method of death was painful, humiliating, and reserved for the worst of criminals. In this way God fulfilled Christ's words that the Messiah would be "lifted up" in death (John 12:32).



*Procession to Calvary;* Giovanni Antonio Bazzi, called Il Sodoma; From the Bob Jones University Collection

type of persecution and torture under Rome until about AD 312.

One form of persecution took place in large arenas, such as the Colosseum. These arenas were places for entertainment such as theater, circuses, and combat. Citizens would watch armed men called **gladiators**, who fought other men or animals to the death. At times,

some emperors would send faithful Christians, rather than gladiators, into the arena, where they were killed by lions, bears, tigers, bulls, or other wild animals.

Do you think these persecutions caused Christians to give up their faith? Many surviving Christians became even more determined to follow Christ when they saw the courage of others.

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**Wine of Morning DVD**—Show the film *Wine of Morning*, an Unusual Films production available on DVD through BJU Press. This story of shipwreck and intrigue and of love and redemption traces the life of Joel, a promising young man who turns into an outlaw to free his people from Roman tyranny. As "Barabbas," Joel becomes the murderer and robber the mob chooses to release in place of Christ. The events that Joel witnesses give viewers a refreshing perspective on the gospel and a new appreciation for the works of the Messiah. Scenes are set in Nazareth, Cana of Galilee, Capernaum, Jerusalem, Cyprus, Antioch, and Caesarea.

- FOCUS**
- What were some ways that Diocletian persecuted Christians?
  - What were some factors that led to the collapse of the Roman Empire?

**The Spread of Christianity**

In Matthew 28:18–20, Christ charged His disciples to teach all nations, or civilizations, how to be forgiven of sin and to live God's way. The Roman roads enabled Christians to carry the gospel to many parts of the world.

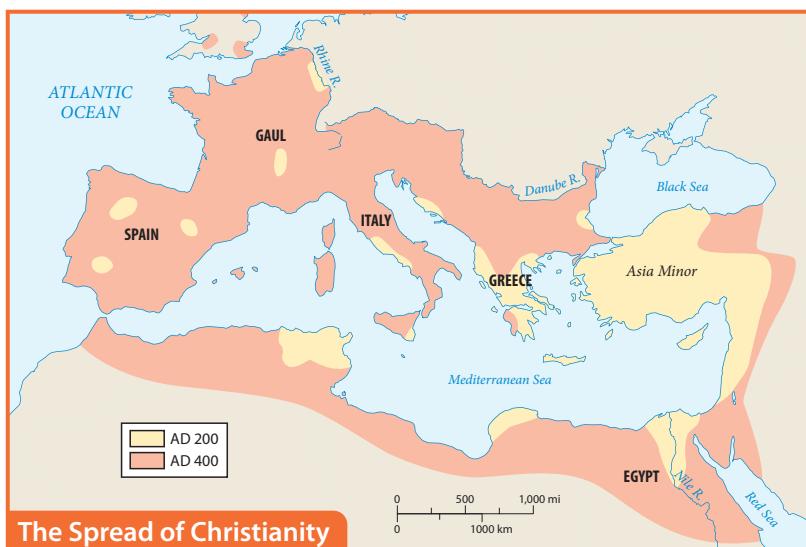
The spread of Christianity was greatly aided by the conversion of Paul, a Roman citizen. Paul was a well-educated Pharisee who persecuted Christians. Acts 9:1–6 tells the story of Paul's conversion.

After his conversion, Paul became the first missionary to the Roman world. He traveled thousands of miles on Roman roads preaching the gospel.

**Collapse of the Roman Empire**

The emperor Diocletian (dy uh KLEE shun) reigned from AD 284 to 305. He thought that the Roman Empire was too large to be ruled by one man. He divided the empire in half, keeping the eastern part under his own control and appointing another ruler for the western part. He eventually appointed assistant rulers for each half, further dividing his power.

During the reign of Diocletian, the persecution of Christians was widespread. The Romans hoped that persecution



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**Lesson 103****Objectives**

- Explain the spread of Christianity
- Trace the factors that led to the collapse of the Roman Empire
- Describe the role of Diocletian in the persecution of Christians
- Describe the role of Paul in the spreading of the gospel

**Vocabulary**

*There are no vocabulary words to introduce.*

**Materials**

• The Spread of Christianity, M 9.7

**Preview**

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

**Introduction**

In today's lesson you will learn about the first missionary. Paul was a persecutor of Christians until God changed his heart. Using the Roman roads, Paul traveled extensively throughout the Roman world to spread the gospel. He was a tentmaker who ministered to people by starting churches and teaching about Christ. Paul set a good example for all Christians to follow.

What job would you like to have when you finish school? *Answers will vary.*

How could God use you in that job to share the gospel? *Answers will vary.*

**Teach for Understanding****Discussion****page 254**

- ❖ Display *The Spread of Christianity* map.
- ❖ How many years did it take for Christianity to spread throughout the Roman world? *about two hundred years*
- ❖ Instruct a student to read aloud Matthew 28:18–20.
- What did Christ charge His disciples to do in Matthew 28:18–20? *teach all nations, or people groups, how to be forgiven of sin and to live God's way*
- What did the Roman roads enable Christians to do? *carry the gospel to many parts of the world*
- Who greatly aided the spread of Christianity? *Paul*
- ❖ Instruct a student to read aloud Acts 9:1–6.
- What did Diocletian think of the Roman Empire's size? *He thought that the Roman Empire was too large to be ruled by one man.*
- What was his solution? *He divided the empire in half.*
- What part of the divided empire did Diocletian rule? *the eastern half*

**FOCUS****Answers**

- He ordered the destruction of Christian places of worship, the burning of the Scriptures, and the imprisonment of the religious leaders.
- ambitious generals who tried to gain control of the government, high costs of keeping a large army, the empire's drained treasury from employing a large number of governmental officials, high taxes, the building of a new capital, and moral decay

**Discussion**

page 255

- What did the Romans hope that persecution would cause Christians to do? *reject their faith in God and discourage others from converting*
- Were the Romans successful in achieving their goal by persecuting Christians? *No. In spite of the persecution, the Christian church grew.*
- What did the struggle for power turn into after Diocletian retired? *civil war*
- Who unified the empire? *Constantine*
- What did Constantine issue a decree to legalize? *Christianity*
- What was a result of Constantine's decree? *Many citizens converted to Christianity because it was the law not because they believed in Jesus Christ as Savior.*
- What became part of the religious teachings in Christian churches? *corruption from nonbelievers*
- What did churches struggle against? *false teachers*
- What false teacher divided the churches by teaching that Jesus was not God? *Arius*
- What was the result of the church leaders' meeting at a council in the city of Nicaea? *The leaders rejected the false teachings of Arius and affirmed the Bible's teaching that Jesus is God.*
- What decree did Constantine issue to end the persecution of Christians? *the Edict of Milan*
- Look at the History TimeLine in the Activity Manual. What king began ruling in Africa a few years before the edict was passed? *Ezana*
- Why did the Roman government raise taxes? *to pay for a large army, to pay governmental officials, and to build a new capital*
- What was the name of the new capital? *Constantinople*

would cause Christians to reject their faith in God and discourage others from converting. Diocletian ordered the destruction of Christian places of worship, the burning of the Scriptures, and the imprisonment of the religious leaders. In spite of the persecution, the Christian church grew.

After Diocletian retired, a struggle for power began. The struggle turned into civil war. When Constantine became the ruler, he unified the empire. In 313 Constantine issued a decree to legalize Christianity. As a result, many citizens converted to Christianity because it was the law rather than because of their belief in Jesus Christ as Savior.

Corruption from nonbelievers soon became part of religious teachings in Christian churches. Churches struggled against false teachers. One false teacher named Arius taught that Jesus was not God. This error divided the churches. The church leaders met at a council in the city of Nicaea. In this meeting the leaders rejected the false teachings of

**BIOGRAPHY****Who:** Constantine**What:** emperor of Rome**When:** ruled 306–337**Where:** Rome

Constantine ended the persecution of Christians by issuing the Edict of Milan. He made Sunday a legal holiday. He restored property and rebuilt many churches that had been destroyed.

Arius and affirmed the Bible's teaching that Jesus is God.

In the fourth century AD, the Roman Empire continued to decline. Ambitious generals tried to gain control of the government but did not succeed. The high costs of keeping a large army and employing a large number of governmental officials drained the empire's treasury. As a result, the government raised taxes to pay costs. Constantine further strained the economy by building a new capital called Constantinople.



Ancient map of Constantinople

**Background**

**Constantine's conversion**—Some historians believe that Constantine converted to Christianity because he saw that Christianity was popular and on the rise. This implies that the growth of Christianity in the fourth century was not due simply to its legalization and its being embraced by the emperor. Some historians, however, believe Constantine's conversion was based not on Christianity's popularity but rather on genuine faith.

Moral decay was another factor in the decline of Rome. Instead of working to provide for their families, many Romans looked to the government to supply free food. In addition, leaders continued to provide amusements at the arenas to distract the crowds of unemployed people.

In 395 Emperor Theodosius I divided the Roman Empire between his two sons. The western part soon fell to barbarian invasions. The Huns moved across Asia and into Europe. Led by Attila, the Huns invaded the west. The Vandals, a Germanic tribe that had established a kingdom in northern Africa, raided Rome. In 378 another Germanic tribe, the Visigoths, defeated the Roman army at the Battle of Adrianople.

The assault of these barbarian tribes along with the decline of Rome's

government, economy, and society caused the collapse of the Western Roman Empire. Historians give the date **476** for the fall of the Roman Empire. The Eastern Roman Empire endured for another thousand years and became known as the Byzantine Empire.

We remember Greece for its glory—its beautiful artwork, its elegant poetry, its athletic grace. But how do we remember the civilization of Rome? We uphold Rome for its practicality and its power. Massive domes, arched aqueducts, grand road systems, brave legionaries, and fiery patriots who lived and died for the republic—these are the things we think of when we remember Rome.

The Pont du Gard, a Roman aqueduct in southern France



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## Discussion

page 256

► Give an example of the moral decay that led to the decline of Rome. *Instead of working to provide for their families, many Romans looked to the government to supply free food.*

💡 What modern country has a similar problem? *Answers may vary but should include the United States and its welfare program.*

► What was the purpose behind the leaders' providing amusements at the arenas? *to distract the unemployed people*

► Who divided the Roman Empire between his two sons? *Emperor Theodosius I*

► Who led the barbarian invasion against the western part of Rome? *the Huns, led by Attila*

► Who raided Rome? *the Vandals, a Germanic tribe*

► Who defeated the Roman army at the Battle of Adrianople? *the Visigoths*

► What caused the collapse of the Western Roman Empire? *the assault of barbarian tribes and the decline of Rome's government, economy, and society*

► What date do historians give for the fall of the Roman Empire? **476**

💡 How many years passed from the founding of Rome to the collapse of the Roman Empire? **1,229 years**

► What did the Eastern Roman Empire become known as? *the Byzantine Empire*

The Byzantine Empire is covered in more depth in Chapter 10.

► What is Greece remembered for? *the glory of beautiful artwork, elegant poetry, and athletic grace*

► How do we remember the civilization of Rome? *its practicality and its power, massive domes, arched aqueducts, grand road systems, brave legionaries, and fiery patriots who lived and died for the republic*

📍 In what country is the Pont du Gard, a Roman aqueduct, found? **France**

## Activity Manual

Review—pages 140–41

This Study Guide reviews Lessons 101–3.



**Constantinople**—The Eastern Roman Empire continued as the Byzantine Empire until 1453. Constantinople, named for the Roman emperor Constantine, became the capital of the new empire.

## ◆ Lesson 104 ◆

**Objective**

- Recall concepts and terms from Chapter 9

**Introduction**

Materials for the Chapter 9 Test will be taken from Activity Manual pages 133, 136–37, and 140–41. You may review any or all of the material during this lesson. The organizers from Activity Manual pages 129 and 131 may help with review and study. You may choose to review Chapter 9 by playing “Race to Rome” or a game from the Game Bank (G 1–2).

**Activity** 

Display *Race to Rome* (G 4). Divide the students into two teams. Place one team’s marker at each of the starting points. As a student answers a review question correctly, he moves his team’s figure to the next destination along the route to Rome. The first team to reach Rome wins. Play until all review questions have been asked. If you wish to divide into more teams, students may choose a team name from some of the generals discussed in the chapter, such as Marius, Sulla, Hannibal, Mark Antony, or Octavian.

**Activity Manual**

**Chapter Review—page 142**

## ◆ Lesson 105 ◆

**Objective**

- Demonstrate knowledge of concepts from Chapter 9 by taking the test

**Assessment**

**Tests—Chapter 9**

**Chapter 9 Summary**

Name \_\_\_\_\_

**Define these terms**

gladiator	toga
legend	tribe
republic	tribune
Roman Forum	

**Locate these places**

Carthage	Rome
Italian Peninsula	Sicily
Mediterranean Sea	



Inside the Roman Colosseum

**Tell about these people**

Christians	Mark Antony
Cicerio	Nero
Hannibal	Octavian / Caesar Augustus
Jesus Christ	Pompey
Julius Caesar	Sulla
Marius	Virgil

**Explain what happened**

the Punic Wars  
the Ides of March  
AD 476—fall of the Roman Empire

**Be able to . . .**

Write an essay comparing Stoicism with biblical truth  
Identify the Latins as the earliest inhabitants of Italy  
Explain how the Etruscans improved the Roman way of life  
Describe the two Roman social classes  
Describe the purpose of each of the three governing branches in the Roman Republic  
Describe the concessions that the patricians gave to the plebeians  
Explain the importance of the Law of the Twelve Tables  
Identify the Roman Forum as the location where the Law of the Twelve Tables was displayed  
Explain the purpose and importance of the Roman roads  
Describe the problems that arose from Rome’s expansion  
Explain the alliance called the Triumvirate  
Explain the significance of the Gregorian calendar  
Tell why the Pax Romana was significant to Rome’s history  
Compare the education during the Pax Romana to education today  
Identify the architectural features in the Colosseum and the Pantheon  
Compare Epicureanism with biblical truth  
Tell about the fulfillment of the prophecy of Micah 5:2  
Tell about the spread of Christianity and the persecution of Christians  
Explain the factors that led to the collapse of the Roman Empire

*Teacher Notes*