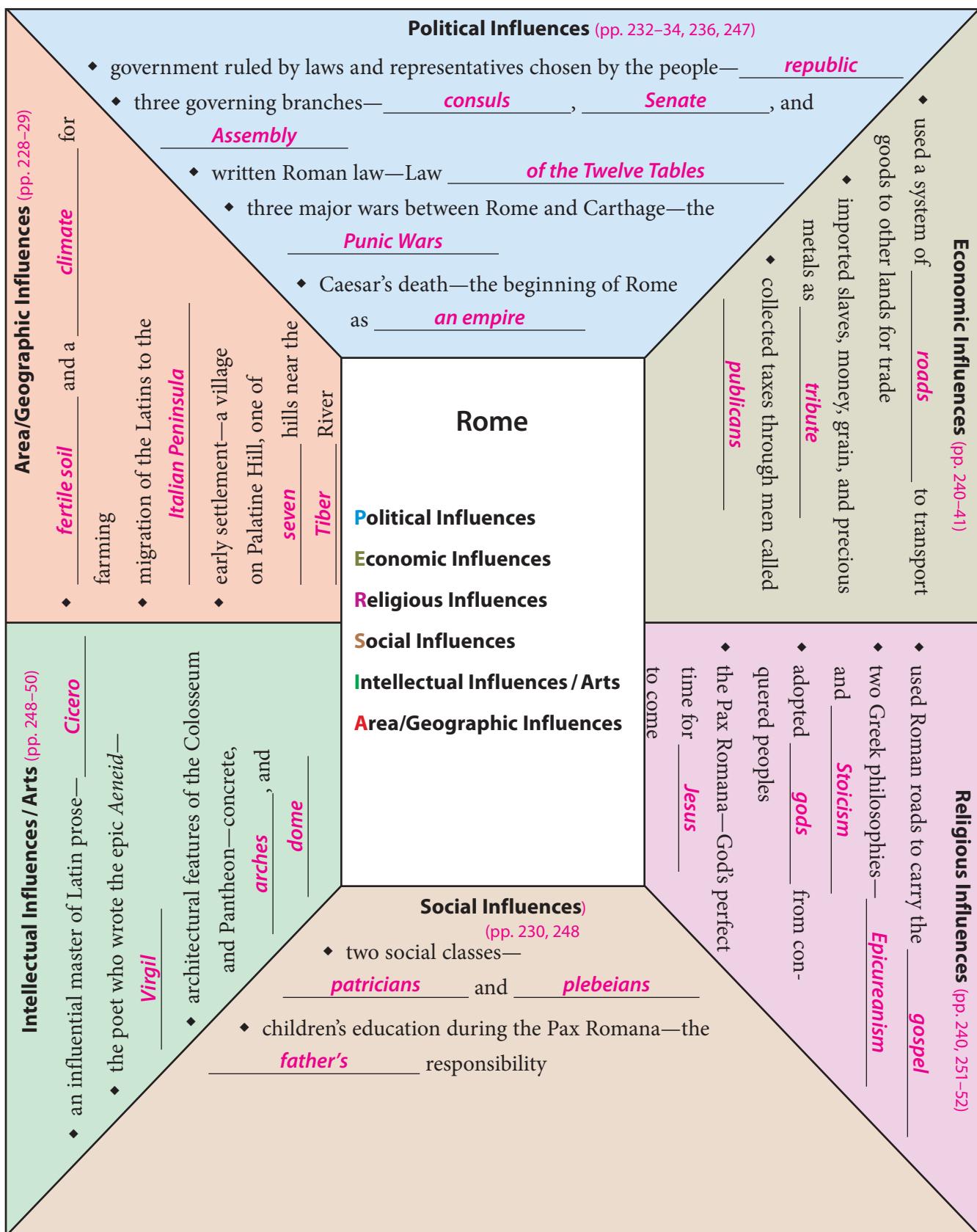


Chapter 9 Organizer

Name _____

Use with Student Text pages 228–53.

Complete the PERSIA organizer for Rome as you read the chapter.



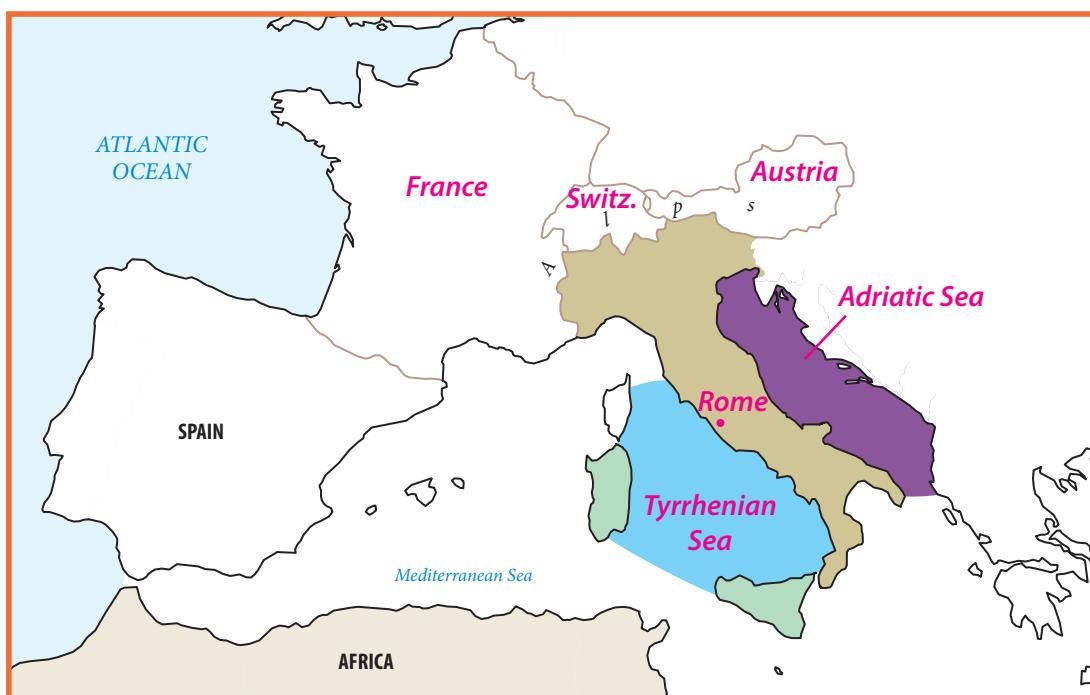
Rome

Name _____

Use with Student Text pages 228–31.

A. Label and color the map according to the instructions given.

1. Label Rome.
2. Color the Italian Peninsula brown.
3. Label the sea to the west of Italy and color it blue.
4. Label the sea to the east of Italy and color it purple.
5. Label France, Switzerland, and Austria.
6. Color Sardinia and Sicily green.
7. What provided natural defenses for Rome? _____ *the seven hills*



B. Write a sentence that shows how the pair of terms are related. *Possible answers are given.*

8. Italian Peninsula ◆ Italy

Modern Italy is located on the Italian Peninsula.

9. Remus ◆ Romulus

Romulus got angry with his twin brother, Remus, killed him, and built the city of Rome.

10. Rome ◆ Tiber River

Rome was located on Palatine Hill, one of seven hills near the Tiber River.

11. Latins ◆ Etruscans

The Latins were living in Rome when the Etruscans from the north conquered it.

12. patricians ◆ plebeians

There were two Roman social classes, the patricians and the plebeians.

Government Organizer

Name _____

Use with Student Text pages 232–34.

A. Complete the diagram as you read about the Roman government.

1. top position: two consuls

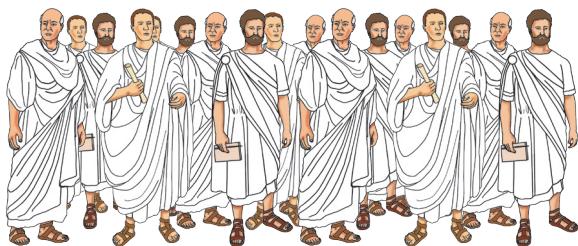


Both red.

2. responsibilities: manage the affairs of the government, command the Roman army, and serve as supreme judges

3. terms lasting for one year

All red.



4. the most powerful branch:

Senate

5. 300 members

6. responsibilities: controlled the finances, passed laws, and oversaw foreign affairs

7. served for life



All blue.

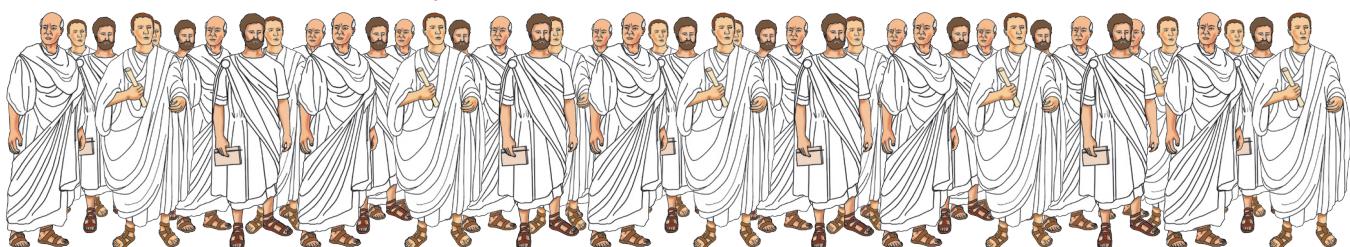


8. 10 leaders called tribunes

9. responsibilities: protected the rights and the interests of the common people

10. could stop the Senate's actions by shouting, “Veto!”

Some red; some blue. The amount of each does not matter.



11. Assembly of Centuries and Tribal Assembly

12. responsibilities: voted on new laws, made declarations of war, and elected the consuls

B. Color the clothing of the Roman officials in the diagram according to the key.

Key

Patricians

Plebeians

←→ **checks and balances**—No one branch of the government can make a decision without the other branches being able to review that action and possibly stop it. (For example, the Senate could pass a law, but the tribunes could veto it or allow it to pass.)

Fasces

Name _____

Historians believe the symbol of the fasces was first used by the Etruscans. Some think that the rods surrounding the axe represented justice. It was a leader's power to punish offenders. The axe was then a symbol of the power to execute those who rebelled.

The word *fasces* is plural; the singular form is *fascis*.

Historians believe the symbol of the fasces was first used by the Etruscans. Some think that the rods surrounding the axe represented justice. It was a leader's power to punish offenders. The axe was then a symbol of the power to execute those who rebelled.

However, this was not the situation during the Roman Republic. Any Roman citizen had the right to appeal any ruling.

The fasces in Rome represented power. They were carried in parades and celebrations for victory.

A. Answer the question.

1. Why do you think governments choose to use the fasces as a symbol? _____

that it already held meaning that was important to them and they could capitalize on that meaning.

Many nations have chosen symbols to represent their heritage. Some are shown on the countries' flags. Some represent the history of the nation or the patriotism that their people display.

B. Match the symbols with the country.



D 2. bald eagle



A 3. swastika



C 4. Union Jack



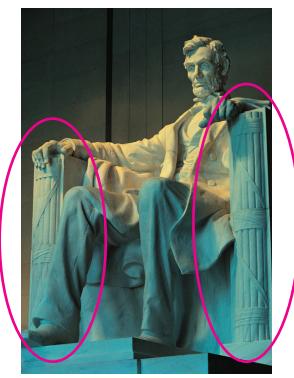
B 5. eagle devouring a snake

- A. Hitler's Germany
B. Mexico
C. United Kingdom
D. United States of America

C. Circle the fasces in the pictures.



United States Supreme Court Building



Lincoln Memorial

Study Guide

Use with Student Text pages 228–34.

Name _____

A. Write a second sentence that illustrates the first sentence and clearly shows your understanding of the bolded word. *Possible answers are given.*

1. His father told him a **legend** about the founding of Rome. _____
for generations, Rome was founded by twin brothers.
2. The Latins established a form of government called a **republic**. _____
control the power of government through officials they elected under law.
3. The plebeians of the Tribal Assembly elected ten **tribunes**. _____
and the interests of the common people.
4. The Law of the Twelve Tables was displayed in the **Roman Forum**. _____
by everyone in the public meeting place.

B. Write the correct answer.

- B** 5. Who were the earliest inhabitants of Italy?
A. Phoenicians
B. Latins
C. Etruscans
- C** 6. Which was *not* a way that the Etruscans improved the Roman way of life?
A. constructed a sewage system
B. paved roads
C. running water and indoor plumbing
- A** 7. Which branch of the Roman Republic managed the affairs of government and commanded the army?
A. consuls
B. Senate
C. Assembly of Centuries
- C** 8. Which governmental branch voted on new laws and made declarations of war?
A. consuls
B. Senate
C. Assembly of Centuries
- B** 9. Which governmental branch controlled the finances and passed laws?
A. consuls
B. Senate
C. Assembly of Centuries
- B** 10. Who struggled to gain social and political equality?
A. patricians
B. plebeians
C. consuls
- C** 11. What was the importance of the Law of the Twelve Tables?
A. The law was displayed in the Forum.
B. Most lawmakers wanted to help and protect the citizens of Rome.
C. The written law could be understood by all and equally applied to all.
- A** 12. What were the two Roman social classes?
A. patricians and plebeians
B. nobles and farmers
C. consuls and tribunes
- B** 13. Which was *not* a concession that was given to the plebeians by the patricians?
A. the Tribal Assembly
B. access to the Forum
C. the power to veto
- C** 14. Which statement was true after the Tribal Assembly was established?
A. A democracy was established.
B. Only patricians were elected as consuls.
C. Plebeians and patricians had equal say in the government.

Punic Wars

Name _____

Use with Student Text pages 236–40.

A. Draw a circle around the part of the sentence that states the cause.

Underline the part of the sentence that states the effect.

1. The Roman ships dropped planks with spiked tips on the Carthaginian ships, so the Romans could easily board the enemy ships.
2. As a result of Rome and Carthage's peace settlement, Rome gained control of Sicily and Carthage was forced to pay for Roman losses.
3. The Second Punic War began when Carthage violated its treaty with Rome.
4. Hannibal invaded the regions of the peninsula outside Rome to win the support of the people against the Romans.
5. To avoid having the Romans see him, Hannibal marched his soldiers across the Alps.
6. To be seen easily, centurions and other Roman officers wore tall crests on top of their helmets.
7. Hannibal's army was much smaller than Rome's because the cold weather and the fierce tribes in the Alps had killed many of his soldiers.
8. Hannibal's soldiers formed a U-shaped trap around the Romans and almost completely wiped out the Roman army.
9. Because the Romans had constructed over fifty thousand miles of roads, their armies could travel to all of Rome's provinces.
10. The Romans exchanged philosophies, religious ideas, inventions, and discoveries with other peoples along their many roads. as a result, cultures from the East and the West blended and changed.

B. Complete the chart.

11–16. Compare and contrast Rome with Carthage according to Polybius's historical account.

	Rome	Carthage
Type of soldiers	<i>citizens and people of the country</i>	<i>foreign mercenaries</i>
Able to renew (restart or continue) the war	<i>fighting for their country, so able to gather army to continue</i>	<i>rehired or hired armies with difficulty</i>
Superiority of naval knowledge and experience	<i>inferior but obtained success through bravery</i>	<i>superior naval forces</i>

Paul wrote his letter to the Ephesians while he was in prison. As he penned this letter, he was surrounded by Roman soldiers. Under the inspiration of God, Paul described the Christian life as a

battle and used imagery that all those living in the Roman Empire would have been familiar with. He compared the Christian's need to be prepared to that of a soldier suiting up for battle.

A. Read Ephesians 6:10–20. Label each part of the Christian soldier's armor.

breastplate of righteousness

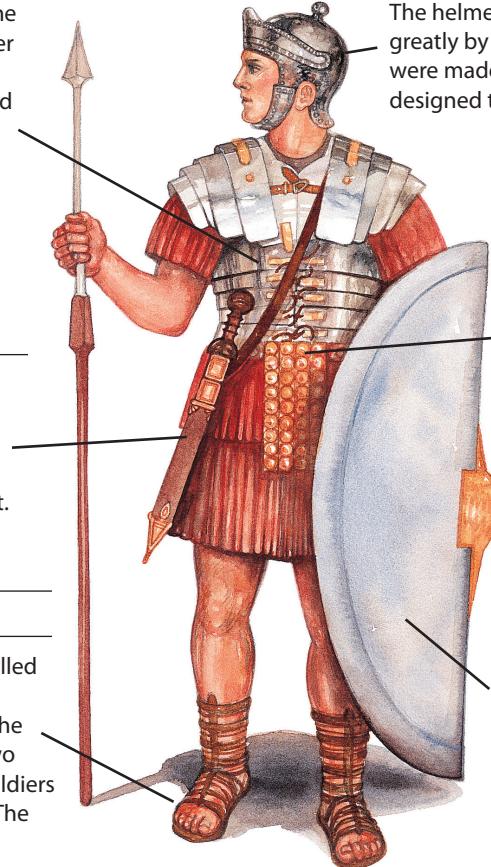
The breastplate varied based on the rank of the soldier. The lowest-ranking soldiers had leather breastplates, sometimes with metal pieces tied together. The highest-ranking soldiers had breastplates made of a solid piece of bronze. Bronze was used because it was one of the lightest metals known at that time. No matter what the material, the purpose was still the same. The breastplate's job was to protect the vital organs from harm.

sword of the Spirit

The Roman soldier went into battle with two swords. A short dagger was called a *pugio*. Longer than the *pugio* was the *gladius*. It was tapered at the end and sharp on both sides. Both were fearsome weapons in close contact.

feet shod with the gospel of peace

The Roman soldiers wore a bootlike sandal called a *caliga*. It had a thick leather piece on top of the foot and laced up the back. Fastened on the sole were small metal spikes, which served two purposes. The first purpose was to give the soldiers more traction during hand-to-hand combat. The second was to be used as a weapon.



helmet of salvation

The helmets used in the Roman army varied greatly by rank, location, and time period. Some were made exclusively of metal. All helmets were designed to protect the head.

belt of truth

The belt was worn around the waist to anchor all the armor and to hold the sword and other instruments.

shield of faith

The *scutum*, or Roman shield, was a curved rectangular piece that could be up to four feet tall. The front had a piece that stuck out called an *umbo*. It was used offensively as well as defensively. Because the shield was slightly curved, it helped reduce the impact of blows. Shields could be overlapped to make a wall that provided protection for a number of soldiers.

B. First, plan the essay on your own paper. Then, write it below.

Choose two of the pieces of armor. Explain why you think God used those pieces to illustrate that particular part of the Christian life.

Answers will vary.

Study Guide

Use with Student Text pages 236–45.

Name _____

A. Who was I? Write the name of the person identified by each clue.

1. I was a general of the Carthaginian army and arranged my soldiers so they formed a bulge in the center of the front lines.

Hannibal

2. I allowed poor citizens to become soldiers and receive a share of land, money, and the spoils of war.

Marius

3. I declared myself the dictator and reorganized the Roman government.

Sulla

4. I was popular with the Senate for turning Asia Minor, Syria, and Palestine into Roman provinces and ridding the Mediterranean Sea of pirates.

Pompey

5. I became dictator of Rome, unified Rome, and strengthened its bonds with its conquered peoples.

Julius Caesar

6. I was Caesar's nephew and won at the Battle of Actium to become the ruler of Rome.

Octavian

7. I was one of Caesar's generals who later ruled the eastern part of the Roman Empire but was defeated at the Battle of Actium.

Mark Antony



I was assassinated on the Ides of March.

B. Fill in the blanks.

8. A tribe is a group of people who share common ancestors and a common culture.

9. Most countries use a version of Caesar's calendar called the Gregorian calendar.

10. To rule Rome together against the Senate, three men formed an alliance called the Triumvirate.

11. The men who formed the alliance were Crassus, Pompey, and Julius Caesar.

C. Answer the questions.

12. What day in March is the Ides of March? the fifteenth What happened on this day?

Brutus and Cassius hid in the Senate chamber and assassinated Caesar when he entered the room.

D. First, plan the essay on your own paper. Then, write it on a new sheet of paper.

13. Describe three of the problems that arose from Rome's expansion.

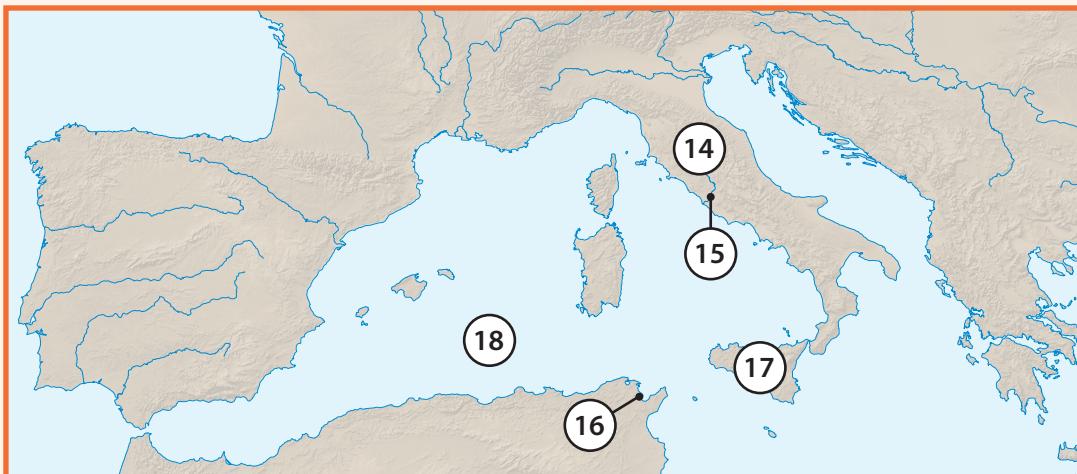
The answer to the essay question is located on page 137.

Study Guide

Use with Student Text pages 236–45.

Name _____

E. Write the name of each place on the map.



14. Italian Peninsula
15. Rome
16. Carthage
17. Sicily
18. Mediterranean Sea

F. Match the effect with its cause.

Effects

- C** 19. Rome could easily board Carthaginian ships
E 20. Rome gained control of Sicily and Carthage was forced to pay for Roman losses
A 21. The Second Punic War began
B 22. Hannibal's army marched across the Alps
D 23. Centurions and other Roman officers wore tall crests on top of their helmets
F 24. Hannibal's army was much smaller than the Roman army
J 25. The Roman army was almost completely wiped out
I 26. Rome's armies could travel to all its provinces
G 27. Cultures from the East and the West blended and changed

Answer for essay question on page 136

The student's essay should include three of these problems: Farmers came back from fighting to find their property ruined from neglect. Those who sold their farms and moved to the city found most jobs were taken by slaves. Because the wealthy bought the farms and had slaves run them, not many farm jobs were available. The wealthy took advantage of the poorer plebeians by buying their votes in the Tribal Assembly. This filled the government with more rich men. The Senate increased in power and dominated the republic. The Senate was unwilling to address Rome's social and economic problems. Governmental corruption spread

Causes

- A. because Carthage violated its treaty with Rome.
- B. because Hannibal wanted to avoid being seen by the Romans.
- C. because Roman ships dropped planks with spiked tips on the enemy ships.
- D. because they wanted to be seen easily.
- E. because Rome and Carthage formed a peace settlement.
- F. because it had traveled through cold weather and fierce tribes.
- G. because philosophies, religious ideas, and inventions were exchanged.
- H. because the Romans knew that as long as Caesar was dictator, Rome could no longer be a true republic.
- I. because the Romans constructed over fifty thousand miles of roads.
- J. because Hannibal's soldiers formed a U-shaped trap around them.

throughout the provinces. Many publicans collected higher taxes than needed and kept the extra money for themselves. Plebeians in Rome no longer studied the issues so that they could vote wisely. They cared only for what gain they could get by selling their votes.

The Roman Empire

Use with Student Text pages 247–50.

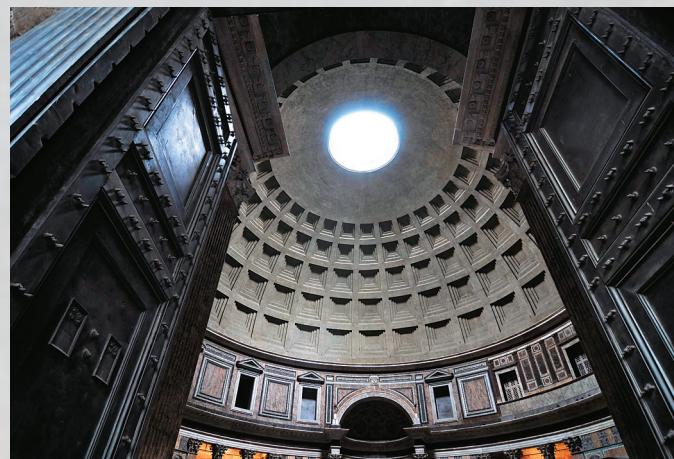
Name _____

Fill in the blanks with the answers to the clues given. Use the shaded letters to form two words to complete the paragraph.

1.	A	B	A	C	U	S									
2.	O	C	T	A	V	I	A	N							
3.	P	R	I	N	C	E	P	S							
4.	M	A	R	C	U	S	A	U	R	E	L	I	U	S	
5.	V	I	R	G	I	L									
6.	C	O	L	O	S	S	E	U	M						
7.	T	O	G	A											
8.	S	I	X	T	E	E	N								
9.	P	A	X		R	O	M	A	N	A					
10.	C	H	A	R	I	O	T								
11.	C	I	C	E	R	O									
12.	F	A	T	H	E	R									
13.	A	Q	U	E	D	U	C	T							
14.	A	U	G	U	S	T	U	S							

1. a tool used in studying math
2. the same person as Caesar Augustus
3. a title meaning “first citizen”
4. the last good emperor of Rome
5. the greatest Roman poet
6. the massive Roman arena
7. an official citizen’s garment
8. the age a boy became a Roman citizen
9. the period of peace and prosperity in Rome
10. a kind of race held in the Colosseum
11. a master of Latin prose
12. the person responsible for children’s education
13. a raised trough that carried water
14. a name meaning “revered one”

The Pantheon was constructed from bricks and concrete with a dome that has a diameter of 142 feet. A dome is a collection of arches with a common center. To lighten the heavy concrete dome, 140 coffers, or sunken panels, were carved. An opening, called an *oculus*, was carved at the top. The oculus helps lighten the dome and creates a daily light show.



Philosophies and Christianity

Name _____

Use with Student Text pages 251–53.

A. Write the best answer.

- A** 1. The Romans had a polytheistic religion since
A. they adopted the gods of many of the people they conquered.
B. they honored their gods with temples and by naming planets after them.
C. they thought happiness was gained through pleasures and peace of mind.
- B** 2. Epicureanism and Stoicism were two ____ philosophies.
A. Roman
B. Greek
C. Christian
- B** 3. Jesus began His earthly ministry at age
A. twenty.
B. thirty.
C. forty.
- C** 4. After Christ's death and resurrection, His followers came to be called
A. Romans.
B. disciples.
C. Christians.
- A** 5. The Roman emperor who blamed the Christians for the fire that destroyed most of the city of Rome was
A. Nero.
B. Caesar Augustus.
C. Marcus Aurelius.
- B** 6. Roman Christians buried their dead in underground tombs called
A. caves.
B. catacombs.
C. sepulchers.
- C** 7. God used the decree of Caesar Augustus to fulfill the prophecy in Micah 5:2 that the Messiah
A. would submit to the government by paying the tax to Caesar.
B. would die for the sins of everyone and rise again.
C. would be born in Bethlehem.
- B** 8. For many surviving Christians the persecutions by Nero and other emperors
A. caused them to hide in fear.
B. strengthened their faith in Christ.
C. made them turn to Stoicism.

B. Complete each statement.

9. Epicureans believed that there is no life after death, but the Bible teaches that _____.
life for those who put their trust in Christ
10. Epicureans believed that happiness is achieved through simple pleasures and peace of mind, but the Bible teaches that all who trust God _____.
11. Stoics believed that there is no beginning or end to the universe, but the Bible teaches that _____.
eternally existed and that He created the world
12. Stoics believed that their good behavior would make them good people, but the Bible teaches that _____.
a person must first be changed by God to do works that are pleasing to Him

Study Guide

Use with Student Text pages 247–56.

Name _____

A. Write the term identified by each clue.

1. My birth name was Octavian, but I used several different titles, such as *princeps*. Who am I? Caesar Augustus
2. I was an orator and master of Latin prose who influenced other writers and students. Who am I? Cicero
3. I was considered the greatest Roman poet, and I wrote the *Aeneid*, an epic about Rome's glory. Who am I? Virgil
4. I was a Roman emperor who blamed Christians for a fire that destroyed nearly two-thirds of Rome and ordered them to be put to death by crucifixion or burning. Who am I?
Nero
5. I was born during the reign of Caesar Augustus and condemned to die by crucifixion. Who am I? Jesus Christ
6. We followed Jesus Christ and were hated by both the Romans and the Jews. Who are we? Christians
7. I am a loose, one-piece robe, the official garment of a Roman citizen. What am I? toga
8. I was a man who fought animals and other men to the death in large arenas. What am I? gladiator
9. I am the date historians give for the fall of the Roman Empire due to barbarian invasions and the decline of the government, economy, and society. What year am I? AD 476

B. Fill in the blanks.

10. During the Pax Romana the empire experienced a period of prosperity and peace.
11. Students today write on paper. During the Pax Romana students wrote on wax tablets.
12. Today a student studies math using manipulatives. A Roman student used an abacus.
13. God used the decree of Caesar Augustus to fulfill the prophecy in Micah 5:2 that the Messiah would be born in Bethlehem.
14. For many surviving Christians, persecution strengthened their faith in Christ.
15. Christ told Christians to teach all nations how to be forgiven of sin and to live God's way.
16. The Roman roads enabled Christians to carry the gospel to many parts of the world.



I am the official garment of a Roman citizen.

Study Guide

Use with Student Text pages 247–56.

Name _____

C. Label the architectural features: C for Colosseum, P for Pantheon, or B for both the Colosseum and Pantheon.

- C/B** 17. arches
P 18. dome
P 19. columns
B 20. concrete



D. Write F if the statement was a factor that led to the collapse of the Roman Empire. If the statement was not a factor, write N.

- F** 21. The government raised taxes to pay for the army and governmental officials.
N 22. The Triumvirate competed for fame and power.
F 23. Constantine built a new capital called Constantinople.
N 24. The Senate was unwilling to address Rome's social and economic problems.
F 25. Many Romans looked to the government to supply free food.
F 26. Barbarian tribes assaulted the western part of Rome.

E. Complete the chart.

27–30. Compare Epicureanism with biblical truth.

Epicureanism	Biblical truth
Epicureans used knowledge to help rid them of their fear of <u>death</u> and the <u>gods</u> . They believed that there is no <u>life</u> after death.	The Bible teaches that there is <u>everlasting (eternal)</u> life for those who put their trust in Christ (John 3:16). Those who love God have nothing to <u>fear</u> (1 John 4:16–19).
Epicureans believed that happiness is achieved through simple <u>pleasures</u> and peace of <u>mind</u> .	The Bible teaches that anyone who hopes to find happiness in this life will be disappointed. All who trust God will find <u>joy</u> in this life and in the life to come (Ps. 16:11).

F. First, plan the essay on your own paper. Then, write it on a new sheet of paper.

31. Compare Stoicism with biblical truth.

The student's essay should include the following two comparisons: 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. Stoics believed that their good behavior would make them good people. The Bible teaches that a person must first be changed by God to do works that are pleasing to Him.

Chapter 9 Summary

Name _____

Define these terms

gladiator	toga
legend	tribe
republic	tribune
Roman Forum	



Inside the Roman Colosseum

Locate these places

Carthage	Rome
Italian Peninsula	Sicily
Mediterranean Sea	

Tell about these people

Christians	Mark Antony
Cicero	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