Roman Expansion:
From Republic to Empire
I will be able to analyze the political and social institutions of the Roman Republic.

I will then be able determine and collaboratively, depict how and why Rome was transformed from a republic to an empire.
PDN: In your passport....

• In our government in order to pass a law, all branches of government must....

• But what rules do we have to make them fair?
Main Idea # 3
Keeping it Fair!

1. Laws of Nations – laws to settle disputes between nations
   • Do we still use this today???
Main Idea # 3
Keeping it Fair!

• Is it fair to punish one person for stealing but not another person? Why or why not?

1. Rule of Law – the idea that all laws should apply to every person equally and all people should be treated the same by the legal system

2. We base all our laws today off of this idea made by the Romans!
These rules that the Romans followed allowed them to survive for years and grow into a massive and powerful empire.
Vocabulary Scavenger Hunt
Vocabulary Scavenger Hunt

• Civil War:
  – A war between regions of the same country
Vocabulary Scavenger Hunt

• Dictator:
  – A mean ruler who has complete control over all aspects of life
Vocabulary Scavenger Hunt

• Pax Romana:
  – “Roman Peace” a time of peace and prosperity in Rome under the ruler Augustus
Vocabulary Scavenger Hunt

• Punic War:
  – A series of wars fought between Rome and Carthage for control of the Mediterranean Sea
Vocabulary Scavenger Hunt

• Julius Caesar:
  – A Roman general who ended the Roman Republic when he seized power and became dictator for life (some people loved him and other didn’t)...he was killed by his best friend Brutus in the Senate
- Augustus Caesar:
  - Julius Caesar’s grandnephew and adopted son, Octavian; Rome’s first emperor who was loved by all of Rome and brought about a time of great peace and prosperity $$$ (Pax Romana)
Something to think about: Full sentences

• Suppose that your family was much larger – perhaps two or three times larger than it is now. What would be some of the benefits of living in a larger family? What might be some of the drawbacks/costs?
Now read 34.1 page 353

• Rome, similar to your family, had benefits and costs to its major growth.
• After reading section 34.1 list at least one benefit and two costs that Rome faced
# Rome Benefits and Costs

## Benefits
- New land
- Money
- Power

## Costs
- Death from War to defend land
- 1 Supreme Ruler (Emperor)
- No longer a say in the government
Creating a Column About Roman Expansion

Circle the topic your teacher assigns to your group. Then follow the steps below to create a column that commemorates the period of growth in the Roman Empire.

- Rome's Conquest of the Italian Peninsula, 509 to 264 B.C.E.
- Overseas Expansion During the Punic Wars, 264 to 146 B.C.E.
- Expansion During the Final Years of the Republic, 145 to 44 B.C.E.
- Rome Becomes an Empire, 44 B.C.E. to 14 C.E.

___ Step 1: Assign roles. Review the roles and divide them among the members of your group. Make sure everyone understands his or her responsibilities.

**Historian:** You will lead the group during Step 2 to make sure everyone understands key historical information about your assigned topic.

**Editor:** You will lead the group during Step 3 to write four appropriate inscriptions for the column.

**Sculptor:** You will lead the group during Step 4 to make sure appropriate visuals are created to illustrate the inscriptions.

**Engineer:** You will lead the group during Step 5 to make sure the group works cooperatively to assemble the elements of the column.

___ Step 2: Learn about the topic of your column. Take turns reading aloud the section of this lesson in *History Alive! The Ancient World* that corresponds to your topic. When you finish, the Historian will make sure everyone in the group has completed the Reading Notes (map and column) that correspond to your section.

___ Step 3: Write inscriptions for your column. The Editor will give each group member a blank sheet paper. The paper should then be held vertically, like a column. At the bottom of the paper, each group member will write a simple inscription that describes a key event or development in your assigned period of Roman expansion. For example, an inscription might say, "Rome signs a treaty with Latin tribes in 493 B.C.E." Another example is, "Pax Romana begins under Caesar Augustus." When you are finished, you must have four different inscriptions for your column. The Editor will make sure the inscriptions are written in each person's own words, are historically accurate, and are free of spelling and grammatical errors.

___ Step 4: Illustrate your column. Above each inscription, each group member will make a sketch to represent the inscription. The Sculptor will verify that the sketches clearly represent the ideas in the inscriptions.

___ Step 5: Assemble your column. The Engineer will make sure the group works cooperatively to assemble the column. Follow these steps:

- Tape your papers together vertically to create a "column," as shown to the right. The inscriptions should be in chronological order, starting from the bottom of the column.
- Place a copy of *Student Handout B: Top of a Roman Column* on top of your column.
- On another sheet of paper, write a title for your column based on your assigned topic. This will be the plaque for your column's base. Attach it, horizontally, at the bottom of your column, as shown to the right.
- Add color and other creative touches to make your column visually appealing.
EACH GROUP MEMBER’S ROLE

- **Historian:** You will lead the group during **Step 2** to make sure everyone understands key historical information about your assigned topic.

- **Editor:** You will lead the group during **Step 3** to write four appropriate inscriptions for the column.

- **Sculptor:** You will lead the group during **Step 4** to make sure appropriate visuals are created to illustrate the inscriptions.

- **Engineer:** You will lead the group during **Step 5** to make sure the group works cooperatively to assemble the elements of the column.

- Write the name of your role on the top of your paper..
34.2 – FROM REPUBLIC TO EMPIRE: AN OVERVIEW

Puzzling Out the Republic to Empire

- **Historian:** The First Period of Expansion
- **Editor:** The Second Period of Expansion
- **Sculptor:** The Third Period of Expansion
- **Engineer:** The Fourth Period of Expansion
<table>
<thead>
<tr>
<th>Period</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>Make sure to add the dates (Years)</td>
</tr>
<tr>
<td></td>
<td>Lands taken over</td>
</tr>
<tr>
<td></td>
<td>Any important information on why the land was taken over</td>
</tr>
<tr>
<td>Second</td>
<td></td>
</tr>
<tr>
<td>Third</td>
<td></td>
</tr>
<tr>
<td>Fourth</td>
<td></td>
</tr>
</tbody>
</table>
Step 3

- Write inscriptions for your column. The Editor will give each group member a neatly cut out square of paper. The paper should then be held vertically, like a column. At the bottom of the square, each group member will write a simple inscription that describes a key event or development in your assigned period of Roman expansion. When you are finished, you must have four different inscriptions for your column. The Editor will make sure the inscriptions are written in each person’s own words, are historically accurate, and are free of spelling and grammatical errors. Each group member should write about a different key event or development (discuss this as a group and split up your section to the major topics).

Do the inscriptions answer the questions in your column.

Under the direction of Augustus, the Romans began to rebuild their city.
Step 4

- Illustrate your column. Above each inscription, each group member will make a sketch to represent the inscription. The **Sculptor** will verify that the sketches clearly represent the ideas in the inscriptions and that there are no stick figures. It should be colored neatly.

Under the direction of Augustus, the Romans began to rebuild their city.

Do the illustrations answer the question in your column?
Step 5

• Assemble your column. The Engineer will make sure the group works cooperatively to assemble the column. Follow these steps:

• Tape your papers together vertically to create a “column,” as shown to the right. The inscriptions should be in chronological order, starting from the bottom of the column. (bottom should be the first event that happened, top being the last event that happened)

• Place a copy of the Top of a Roman Column on top of your column. It should have color.

• On the base rectangle, write a title for your column based on your assigned topic. This will be the plaque for your column’s base. Attach it, horizontally, at the bottom of your column, as shown to the right.

• Add color and other creative touches to make your column visually appealing
1. You will look at your classmates columns and then skim the section in the book.
2. Did you classmates do a great job with their summary...were they able to answer the question in their particular column?
3. If so give them a thumbs up!!
Once the columns are posted....

- Each group will then rotate to the another group’s column as shown.

Rome’s Conquest of the Italian Peninsula, 509 to 264 B.C.E.

- Overseas Expansion During the Punic Wars, 264 to 146 B.C.E.

- Expansion During the Final Years of the Republic, 145 to 44 B.C.E.

Rome Becomes an Empire, 44 B.C.E. to 14 C.E.
The First Period of Expansion:
509 BCE to 264 BCE

1. What happened to the Etruscan Kings of Italy?
   They were killed off

2. In order to expand Rome and protect themselves the Latins did what?
   They made alliances and banded together

3. What did the people from Gaul do to Rome?
   They burnt it down to the ground and almost made the people of Rome run off.
The First Period of Expansion: 509 BCE to 264 BCE

4. What land was taken over?
   The Italian Peninsula

5. Who liked this period of expansion? Who disliked it?
   Plebeians would have objected to this expansion because they had to serve in the army. Defeated people would have objected because they had to serve in the army, pay Roman taxes, and couldn’t always become Roman citizens.

6. One Fun Fact! Your choice.
264 BCE – 146 BCE

The Punic Wars
The Second Period of Expansion:

264 BCE to 146 BCE

1. What two groups were fighting?
   Carthage and Rome

2. What did they both want control of?
   The Mediterranean Sea

3. The Romans won the 1st Punic Wars when they found a Carthaginian SHIP and created one of their own. What land did they now control?
   Sicily

4. In the 2nd Punic War...Who is the commander that came over the Alps? What did he bring with him? What did he do to the fields? What land was taken over?
   Hannibal of Carthage brought elephants with him over the Alps where most died. When he got to Rome he sprinkled salt on the field to kill all crops. Spain was taken over.
The Second Period of Expansion:  
264 BCE to 146 BCE

5. During the 3rd Punic War...Rome burnt down and took over what?

Rome burnt down and took over Carthage in N. Africa and Greece. They also took over Macedonia.

6. Who liked this period of expansion? Who disliked it?

Carthaginians would have objected because the Romans sold them into slavery and burned Carthage. Roman farmers would have objected because Hannibal destroyed many farms.
The Second Period of Expansion:  
145 BCE to 44 BCE

1. What happened to the Republic of Rome?
   It collapsed

2. Who was Spartacus and what did he do?
   Roman slave who led an unsuccessful revolt and was eventually killed.

3. Why were the farmers upset? They caused a Civil War.
   Slaves were taking their jobs, they didn’t have land to work since it was salted, they also had high taxes they couldn’t pay.

4. Pompey and Julius Caesar hated each other... so what happened between them?
   They started a Civil War as they both wanted to rule (Senate supported Pompey and army supported Caesar). Pompey ran away and was killed by Cleopatra and Julius Caesar took over.
The Second Period of Expansion:  
145 BCE to 44 BCE

5. Name at least 3 reforms (changes) Julius Caesar made to Rome? What land was taken over?

A calendar, the month of July, new roads, gladiator games, work for the poor, started new colonies in Spain and France and grant citizenship.

6. Who liked this period of expansion? Who disliked it?

People from conquered lands would have objected to being enslaved. Farmers and laborers did not like losing their jobs to slaves. The Senate might have objected to expansion during this period because Caesar and his military leaders were a threat to the Senators’ power.
The Second Period of Expansion:  
**44 BCE to CE 14**

1. Marc Antony was a **General** of Rome & married Cleopatra the **Queen** of Egypt? What happened to them?
   
   Went to war against Octavian and lost. They committed suicide leaving Rome to Augustus.

2. What was Augustus’s original name? What does his new name” Augustus” mean?
   
   **Octavian - Augustus means the Majestic**

3. **Pax Romana means:**
   
   The **Pax Romana** was a peaceful period of Roman rule in the Mediterranean that lasted 200 years.

4. What were some of the improvements made during Pax Romana?
   
   Augustus encouraged education, art, and literature; started new construction projects and public services; increased the size of the empire; and improved trade.
5. Augustus expanded the empire to natural boundaries. What land did he take over?

From Britain to the Black Sea

6. Who liked this period of expansion? Who disliked it?

Romans might have objected to the harsh punishments Augustus established for people who did not follow moral standards. They might also have objected to the Praetorian Guard and the need for a huge army to control such a large amount of territory.