

Study Questions to accompany
UNIVERSAL HISTORY OF THE WORLD
Published by Golden Press, 1966
ANCIENT ROME
Volume 3 1000 B.C. - A.D. 479

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INTRODUCTION/GEOGRAPHY - Read the following excerpt from A History of the World, Magenis, Alice, and Appel, John Conrad, American Book Company, 1955.

“We say that the peninsula of Italy faces west. This is because the Apennine Mountains, which run the length of the peninsula, are near the eastern coast. Moreover, their eastern slopes are more abrupt than their western slopes, making it difficult to get into the heart of Italy over the mountains from the east. Neither are there very many good harbors on the eastern coast. All these factors made the eastern part of the peninsula less attractive than the western part, with its wide coastal plain, good harbors, and gentle approaches to the Apennines. Also, across the western plain flows the one important navigable river of the peninsula, the Tiber. Naturally, then, settlements developed on the side of Italy that faces the west.

In the north of the peninsula is the rich and fertile Po River valley, cut off from the rest of the peninsula by the abrupt turn that the Apennines make as they reach the northern part of Italy. Beyond the Po valley lie the Alps, which form a barrier to Europe from the south. Crossing the Alps going north *from* Italy is hard because the mountains are steep on their southern slopes. Coming south *into* Italy is easier; the northern slopes are easier to climb. For this reason hordes of people have poured over the Alps into Italy at various times in her history and left their mark on the country.

Effects of Geography on Italian History

All these geographic features affected the development of the Mediterranean world. In the first place, the central position of Italy in the Mediterranean Sea made it possible for her to dominate that sea. In the second place, the fact that Italy faces west permitted her to gain control of the western Mediterranean at a time when it still had no civilization of its own. Roman culture thus spread throughout the western Mediterranean area.

Italy was not cut up into small valleys as Greece was. The western plain was large enough so that the chief city, Rome, could control all of it. From this substantial base, Rome took over the whole peninsula and eventually the entire Mediterranean world.

Italy extends nearly seven hundred miles from the Alps to the southernmost point of the peninsula. The entire country is small, only a bit larger than New England. Its long range from north to south gives Italy a variety of climate, from temperate in the north to perpetual summer in the south. In much of Italy it is possible to raise two crops a

year. Such a range of climate makes it possible also to raise a variety of crops, although, as in Greece, the common ones are wheat, barley, olives, and wine.”

- Find and trace a map of Italy making sure that you mark at least the following geographic locations/features:
 - Po Valley
 - Rome
 - Alps
 - Apennine Mountains
 - Tiber River
 - Mediterranean Sea

- Define **peninsula**.

I. THE CITY OF AENEAS 1000 B.C. - 500 B.C. p. 180-185

- Read p. 180-182

Traders and Pirates

- Read p. 182-184

Life of the Etruscans

- Read p. 184-185

- Several groups of people settled Italy over several hundred years. Three of those groups are listed in the sections you just read. In the following table, these three groups are listed, along with the area they came from, and the region in Italy they settled. Using the information you have read, list several characteristics of each group and some of the contributions they made.

| GROUP | ORIGIN | LOCATION | CHARACTERISTICS | CONTRIBUTIONS |
|--------------------------------|-----------------|-------------------|------------------------|----------------------|
| Etruscans | Crete? | central Italy | | |
| Carthaginians (Phoenicians) | North Africa | western Italy | | |
| Greeks | Greece | southern Italy | | |

- Make a list of the Roman gods named in the text along with their Greek counterpart.

II. THE CITY OF ROMULUS 900 B.C. - 256 B.C. p. 186-195

- Read p. 186 - 187

Another of the groups of people who settled in Italy were the Latins, who settled in Latium which was south of the Tiber River between the Apennines and the sea. The Latins were herdsmen like some of the early Greeks, but when they settled on the south bank of the Tiber most of them became farmers.

- What city grew out of the Latin settlement?

Romulus and Remus

- Read p. 187
- What story was developed as an explanation for the formation of Rome? Briefly retell the story of Romulus and Remus.

- What date is often listed as the founding date of Rome?

Growth of the City

- Read p. 187-188
- The early inhabitants of Rome constructed a fortress on one of the seven hills that comprise the area around Rome. Name this hill.
- List some of the changes that occurred after the founding of Rome.

The Life of a Roman

- Read p. 188-189
- How did the Roman gods differ from the Greek gods?
- List some of the characteristics of Roman life: food, clothing, housing, etc.

The Duties of a Father

- Read p. 189-191

- What does *pater familias* mean?
- What was the importance of the father in Roman society? What were his duties?
- What was the life of a Roman wife generally like?
- What was the most important job of the father?

A Practical Education

- Read p. 191-192
- List some of the things that a Roman son would learn.
- This section of the book gives a few details about the early form of government in Rome. Tell a little about the following groups - who they were and what their responsibilities were:
 - **senators**
 - **consuls**
 - **quaestors**
 - **censors**
 - **assembly**
 - **tribunes**
- **Three terms to be familiar with:**
 - **plebs** - the poor workmen and farmers
 - **patricians** - the aristocratic class; these were the only ones could hold office
 - **veto** - “I forgive”; the right to veto any legislation or decision made

- What forced the formation of the Roman Republic (the agreement that the senators made with the plebs)?

The Rise of the Republic

- Read p. 192-193
- Over time, the plebs and patricians reached an agreement over how the government should be run and what rights each had. This eventually formed the R_____ R_____. The written code of laws that were drawn up were called the L_____ of the T_____ T_____, and was posted in the F_____.
- List the virtues that every Roman father was expected to teach his sons.
- Read Titus 2 concerning the young men and older men. Do any of these virtues coincide with the Roman virtues?
- How could the teaching of these virtues benefit the Roman Republic?

Over time, plebs were permitted to marry patricians, then they were given their fair share in the distribution of public lands. Finally, they were permitted to hold any office in the Republic, and after a term of office they could even enter the Senate. Early in the third century B.C., the Assembly was granted the power to make laws. That ended the distinction between plebs and patricians. The old aristocratic republic had given way to a democratic republic.

The Roman type of democracy differed from the Athenian. You will remember that Athens was a direct, or pure, democracy in which all citizens shared in making the laws. In Rome, on the other hand, *representatives* of the people made the important decisions. This was a type of democracy more suited to a large population. Modern democracies follow this type.”

---from A History of the World, Magenis, Alice, and Appel, John
Conrad, American Book Company, 1955

- Which form of government is the United States government most closely modeled after, the Roman or Greek?

- What event occurred that caused Publius Tullius Servius and the others in the Senate to erect a wall around Rome and add thousands of men to the army?

Rome Conquers New Lands

- Read p. 193-195
- The growth of what two things were the foundations of the Roman empire?
- Use an encyclopedia or other source to research the Roman method of building roads. Also look up **viaducts**. Describe what you find here:
- What advantages did those cities that allied themselves (made contracts) with Rome have over those who did not?

There was a difference in the way Rome treated the people she conquered. She treated them well. “They were not subjects, but “Italian allies,” and demanded only troops and financial aid, while she gave them protection and a great amount of local self-government. This mild treatment helped keep the conquered nations loyal to her.”

---from A History of the World, Magenis, Alice, and Appel, John Conrad, American Book Company, 1955

This loyalty was very beneficial to Rome - especially when they faced opponents who did not want to unite as allies of Rome.

The Defeat of Pyrrhus

- What do you think might have caused the “dogged courage” of the Roman army? (What would cause them to continue to fight Pyrrhus and his Greek army even after being defeated twice?) **a hint is below, but don’t look until you’ve at least attempted to answer!

(Rome had developed a strong army of farmer-soldiers who were hardy and well-disciplined. Most of all, they were fighting to protect their homes and families or to acquire more land, which would be divided among the citizens. Therefore, they fought with vigor. -from A History of the World, Magenis, Alice, and Appel, John Conrad, American Book Company, 1955)

III. THE CITY OF DIDO 264 B.C. - 129 B.C. p. 196-204

- Read p. 196-197
- For your information and as a guideline, the 119 year long war described here is referred to in history books as the Punic Wars. There were three different wars which all total lasted from 264 B.C. until 146 B.C. The First Punic War lasted for 23 years and was to retain control of Sicily and Messina. It was during this war that the Romans first fought on the sea. The Second Punic War was fought for the possession of Spain. It was during this war that the Romans met the great general Hannibal. The Third Punic War was fought as the Romans attacked Carthage. After the defeat of Carthage in the last Punic War, Rome became the undisputed ruler of the Mediterranean world.

A Navy for Rome, The War with Carthage

- Read p. 197-201
- What improvement to the warship did the Romans add? How was this beneficial?

- Look up the word **tenacious** and write down the definition.

- After reading the first three paragraphs under “The War with Carthage” do you think that **tenacious** is a good description of the Roman people pertaining to the war with Carthage? Why or why not?

- What was the only punishment that was inflicted on the Roman troops? Do you think this was an effective deterrent to misbehavior or desertion? Why or why not?
- Describe the set up of the Roman armies.
- Who was Hannibal?
- Why was Hannibal's plan of attack against Rome considered bold and daring, even "impossible"?

Hannibal Crosses the Alps

- Read p. 201-202

What were some of the difficulties Hannibal's army faced as they crossed the Alps?

- How many troops did Hannibal end up with? How many troops did the Romans have? Who would you expect to win a battle with these odds?
- Who won the battles?
- What prevented Hannibal from attacking and defeating the city of Rome itself?
- Do you think that the advice that Fabius Maximus gave the senate and assembly was wise? What did the impatience of the Romans lead them to do?

The Battle of Cannae

- Read p. 202-203
- How did Hannibal's defeat of the Romans at Cannae prove to be the greatest disaster in the history of Rome?

- What did this defeat prompt the Romans to do? (hint: Fabius Maximus)

Scipio Takes Command, The Power of Rome

- Read p. 203-205
- What are some of the strategies Scipio Africanus used to defeat Hannibal in Africa?
- What was the eventual fate of Carthage?
- By 129 B.C., what was the ruling power of the Mediterranean Sea?
- What does *Mare Nostrum* mean? Why was the Mediterranean given that name?

IV. THE CITY DIVIDED 130 B.C. - 70 B.C. p. 205 - 217

- Read p. 205 - 207
- Marcus Tullius Cicero (usually known just as "Cicero") was noted for his speeches, letters and essays, and was a part of "The Golden Age" of Latin literature.

Can you explain what is meant by "winning an empire is difficult, but governing it wisely is more difficult still?"

Riches and Slaves p. 207-208

- Read p. 207-208
- List some of the ways that Rome changed as it evolved from a small country to a large empire.
- Was there such a thing as a "typical life of a slave?" Why or why not?
- What were some of the ways slaves were used in Ancient Rome?
- The book makes the statement, "Riches, slaves, and foreigners - they were changing Rome, and every change meant new trouble for the old Republic." How do you think these changes could cause trouble for Rome?

Greek Influence Grows p. 208-210

- Read p. 208-210
- Cato said, "The truth is that our possessions have captured us, and not that we have captured them!" What do you think was meant by this statement?

- Look up and write down the following verse. Would it have been beneficial for the Romans to have heeded it?

I John 2:15

- What was the purpose for having gladiators?

The Senate and the Mob p. 210-211

- After the Punic Wars, the Senate remained supreme in Rome, but was now using its powers for its own selfish interests. Most of the people of Rome, however, did not belong to the Senatorial class, and they were becoming restless. The landless farmers, poor soldiers, and other jobless citizens began to make demands. They willingly sold their votes to the politicians who could give them the most handouts. Corruption and bribery among the politicians became dangerous. The state of unrest continued to increase over the years, causing riots and violence.

What effort did Tiberius Gracchus make in 133 B.C. to end the violence and unrest?

What was the result of his effort?

Caius Gracchus p. 211-212

- Nine years after the death of his brother Tiberius, Caius attempted to take his brother's place as "the friend of the people." As a result of dissatisfaction with one of his plans, he was cornered and committed suicide (one reference states that he ordered a slave to kill him because he knew that his death was the only thing that would satisfy the angry nobles).

The Soldiers' Choice p. 212-214

- Caius Marius was the choice of the people and the soldiers as a general, against the

wishes of the nobles. He led a victorious campaign against the African king Jugurtha, however, his victory and triumphal procession into the city of Rome was marred by one thing. What was it?

Marius and Sulla p. 215

- Although the consul was only supposed to rule for one year, why did the Roman people consent to Marius being re-elected?
- During a time of civil unrest, Rome was threatened by a force led by Mithridates, King of Pontus. Because many of the Roman governors of captured Greek cities were often cruel to the Greeks, the Greek people in these conquered areas welcomed Mithridates offer of aid to help drive the Romans out. Part of the plot that was carried out by Mithridates and his agents was the murder of 100,000 Roman and Italian citizens in some of the Asian cities. This attack caused the parties in the civil war in Italy to come to an agreement and work together to fight against Mithridates.

Lucky Sulla p. 215-217

- Read p. 215-217
- Name some of the changes that came over Marius and Sulla. How did this affect the people that they were rulers over?

A New Constitution p. 217-218

- How did Sulla think that he had "patched up the old Republic"?

V. THE CITY OF CAESAR 80 B.C. - 44 B.C. p. 218 - 227

- Read p. 218
- Crassus was noted for setting up the fire department in Rome. Although this seems like a noble deed, why was it not as good as it appeared?
- What was Crassus' dream?

Spartacus Leads a Revolt p. 218-220

- Read p. 218-220
- What is a "triumph" and how did one earn one?
- What were some of the accomplishments Pompey was noted for?

The Young Julius Caesar p. 220-221

- After Pompey's three successful campaigns for Rome, adding almost all of the known world to the Roman Empire, the book states "he did not try to be another Sulla." How is this true?
- Why did the Senate refuse to honor Pompey's requests? Who offered to help him?
- If Caesar's dream was to command the legions, why was mastering the art of speech and persuasion important to him?
- How did Caesar prepare himself to reach his goals? (educationally speaking)

The First Triumvirate p. 221-222

- What was the plan that Julius Caesar presented to Crassus and Pompey?

Caesar's Wars in Gaul p. 222-223

- How did greed and jealousy affect the partnership of the First Triumvirate?
- How did the three rulers decide to divide the empire?
- What happened to Crassus?

The Struggle for Power p. 223-224

VI. THE SECOND TRIUMVIRATE 43 B.C. - 30 B.C. p. 228 - 233

VII. THE CITY OF AUGUSTUS 29 B.C. - A.D. 14 p. 234 - 239

VIII. THE EMPEROR'S CITY A.D. 14 - A.D. 117 p. 240 - 246

IX. THE CITY OF THE WORLD A.D. 117 - A.D. 138 p. 247 - 249

X. WHERE MONEY RULED A.D. 54 - A.D. 192 p. 250 - 259

XI. THE END OF THE CITY A.D. 192 - A.D. 476 p. 260 - 265