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UNIT CHALLENGE

Purpose: The unit challenges help students explore the big picture themes that tie together each unit of Ignite! content. These challenges are designed to complement the Ignite! Topic Lessons.

Each challenge presents students with an open-ended task with no single correct solution. Working in small groups, students prepare a short response, in either written or oral form, in which they use knowledge gained by studying the unit’s multimedia movies to formulate and defend a particular position. These responses can be used to stimulate further class discussion and exploration of the issues.

NOTE: In order to use this activity with your class for a particular Ignite! unit, you should plan on having students study the Ignite! movies from most of the topics in that unit. Otherwise, students will not have enough information to complete the challenge activity.

Class time required:
- 15 minutes at the start of unit to organize students into groups and review the challenge, and for the groups to discuss and record their initial thoughts and current knowledge of the issues.
- 20 minutes at the end of the unit for student groups to complete their responses to the challenge.
- Optional: 20-30 minutes for student groups to present their responses to the class.

Teacher Instructions:

At the Start of the Unit: Before studying any of the unit’s topics or movies:
1. divide your class into teams of 3 to 4 students;
2. reproduce the unit challenge worksheet and distribute to students;
3. decide whether teams will give oral presentations and/or written statements in response to their challenge;
4. read the challenge(s) out loud and make sure that all terms and concepts are understood;
5. ask groups to complete Part One of their worksheets (Getting Started). They should discuss and write down their thoughts, based on their current knowledge for how they might respond to the selected challenge.

While the Class Studies the Unit’s Topics: Over the next few days or weeks, as you are using the Ignite! Topic Lessons for this unit, occasionally remind students to record on their worksheets any information they have found in the Ignite! movies that might help them to develop or support their response to the challenge. They should record this information in Part Two of their worksheets (Taking Notes).

After Completing the Last Topic of the Unit: Give your students 20 minutes to discuss and write up their response to the challenge. They can use the space provided in Part Three of their worksheets (Preparing Your Response). You might consider allowing them to review some of the movies from the unit. Then, have students give brief presentations of their responses (2 to 3 minutes each) and/or submit their written responses.
Challenge A: Chapters of Change
Background: As a republic, and later an empire, Rome experienced many changes and challenges, and had a huge influence on the world for centuries.
Challenge: Select a major event from this period, and write a brief news story that describes how big changes came about and the results of those changes.
Tips:
- Try to follow the style of actual news stories, leading off with the most important information. Who did what, where, when, and why? Then add details.
- Feel free to make up quotations from imaginary interviews you have conducted in your role as a reporter. Of course, what you write should be based on historical fact.

Challenge B: What Made Them So Special?
Background: Many civilizations have come and gone, but few (if any) have lasted longer or had a bigger influence on the western world than the Romans.
Challenge: Choose two of the reasons that the Romans were able to build such a successful civilization. You might discuss geographical features, government, particular leaders, or any other part of Roman life you think helps explain Rome’s many successes.
Tips:
- Give reasons for your choices, and use historical facts to back them up.
- Begin by briefly discussing Rome’s accomplishments and successes.

PART ONE – Getting Started
Directions: Choose one of the challenges above, or your teacher will assign you one. Based on what you already know, talk with the other members of your group about how you might respond to this challenge. Write your thoughts in the box below. You can change your mind later after you have reviewed the Ignite! movies in this unit.

Notes:
PART TWO – Taking Notes
Directions: As you view and discuss the Ignite! movies in this unit, be on the lookout for information that will help you develop a response to your challenge. Record that information in the box below. Use additional paper if necessary.

Notes:

PART THREE – Preparing Your Response
Directions: Depending on your teacher’s instructions, work with your group to create a written or oral response to your challenge. Decide on the argument you wish to make or the position you wish to take, and be sure to include evidence from the Ignite! movies to support your statements. Use the space below for your response. Use additional paper if necessary.

Notes:
Class: __________________________

Type Instruction: Whole Class

Learning Objective(s): Students identify key geographic features and understand how they protected ancient Rome. Students understand how geography facilitated the expansion of the Roman Empire.

Length of Time: 10 Minutes

Ignite! Movies:
- Mapping Rome
- Development of Rome
- Rome: The Empire's Home Base

Teacher Instructions: Play Ignite! movies with students and complete the following activity.
Part One: Students label a map and use it to answer questions.
Part Two: Students use their work from Part One and all three media pieces to create an ad.

Target Vocabulary/Key Terms:
NA

Notes:
The Location of Rome

Label the map:
1. Adriatic Sea
2. Alps
3. Mediterranean Sea
4. Rome
5. Tiber River

Draw Symbols on the map:

LEGEND

▲ Seven Hills area
↑ Trade routes on land

How did these geographic features help protect Rome?

Mountains:

Seas:

Seven Hills:

Distance from the Coast:

Shade the map:
1. Color in the area of the Roman Empire in A.D. 100

Draw symbols on the map:

LEGEND

★ Capital of Roman Empire
↑ Travel routes from Rome on water
Come to Rome!

Directions: Imagine that it is the year A.D. 100 and your job is to produce an ad that encourages people to move to Rome. In the space below, create an ad that includes a catchy slogan, illustrations, and at least three reasons why Rome is a great place to live. Be prepared to share your ad with the class.
Class: __________________________

Type Instruction: Whole Class

Learning Objective(s): Students identify and understand the sections of the Roman Republic's government and its development of power sharing.

Length of Time: 10 Minutes

Ignite! Movies:

• The Time Traveling Roman
• Government of the Roman Republic
• Class Conflict in Ancient Rome

Teacher Instructions: Play Ignite! movies with students and complete the following activity.

Part One: Students complete the graphic organizer.

Part Two: Students use their notes to write editorials.

Target Vocabulary/Key Terms:

• assembly, Roman
• consul, Roman
• dictator
• Law of the Twelve Tables
• magistrate
• patrician
• plebeian
• Senate, Roman
• tribune, Roman

Notes:
The Government of the Roman Republic

Directions: Complete the diagram describing the government of the Roman Republic.
1) Fill in the missing terms: Magistrates, Senate, Assemblies, or Dictator.
2) Write facts about each section of the government.

Name: ______________________

Government of the Roman Republic

---

Facts
1. Members were called ________.
2. There were two ________ of consuls.
3. Overseas the:
   a. ________
   b. ________
4. Ran the: ________
5. Appointed: ________

Facts
1. Only ________ citizens can participate.
2. Pass ________.
3. Elect ________.
4. Declare ________.
5. Tribuni Plebes gave ________ their own tribunes.

Facts
1. ________ council of the Roman Republic.
2. Guided the ________ on issues such as:
   a. ________
   b. ________
   c. ________

Facts
1. A ruler with ________ power.
2. Appointed in time of ________, such as ________.
3. Could serve for ________ months at most.
The Roman Times

Directions: Imagine that you are the editor of the newspaper, *The Roman Times*. Your job is to write an editorial praising the government for sharing power among different groups of people. Writing Tips:

- Write an introductory sentence that summarizes your opinion.
- Give at least two examples to support your opinion.
- Give an example of why someone might disagree with you and argue against the idea.
- Write a summary sentence that wraps up your article.

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The Roman Times

Editorial

Date _________

Power Sharing Makes Rome Great
Class: __________________________

Type Instruction: Whole Class

Learning Objective(s): Students identify key wars that led to the expansion of the Roman Empire and understand the viewpoints of Roman leaders and conquered peoples.

Length of Time: 10 Minutes

Ignite! Movies:

- The Growth of Rome
- Rome and Carthage
- Subjects of the Roman Republic

Teacher Instructions: Play Ignite! movies with students and complete the following activity.

Part One: Students complete the chart.

Part Two: Students use their work from Part One to create a question from the point of view of a conquered person in the Roman Empire.

Target Vocabulary/Key Terms:

- sack

Notes:
The Roman Empire Expands

**Directions:** Complete the chart describing the expansion of the Roman Empire. For each date
1) list the war that took place
2) describe the area that Rome conquered

<table>
<thead>
<tr>
<th>Date</th>
<th>War</th>
<th>Rome Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of 5th century B.C.</td>
<td>Battles with Etruscans</td>
<td></td>
</tr>
<tr>
<td>390 B.C.</td>
<td></td>
<td>Rome rebuilds the city</td>
</tr>
<tr>
<td>340 B.C.–338 B.C.</td>
<td>Latin Wars</td>
<td></td>
</tr>
<tr>
<td>266 B.C.</td>
<td>North: Samites</td>
<td></td>
</tr>
<tr>
<td></td>
<td>South: Greeks</td>
<td></td>
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<tr>
<td>264 B.C.–241 B.C.</td>
<td></td>
<td>Sicily</td>
</tr>
<tr>
<td>218 B.C.–201 B.C.</td>
<td>2nd Punic War</td>
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<tr>
<td>149 B.C.–146 B.C.</td>
<td>3rd Punic War</td>
<td></td>
</tr>
<tr>
<td>By 140 B.C.</td>
<td>Asia Minor and Greece</td>
<td></td>
</tr>
</tbody>
</table>
Question and Answer

Directions: Imagine that you are a conquered person who is about to meet a Roman leader. Write a question or complaint about your situation as a Roman subject. Then exchange papers with your neighbor and write the leader’s answer. Be prepared to discuss the questions and answers with the class.

Question:

Answer:
Learning Objective(s): Students create a timeline describing the transition from Roman republic to empire, and interpret the conflict between Pompey and Julius Caesar.

Length of Time: 10 Minutes

Ignite! Movies:
- Julius Caesar Takes Power
- The Age of Caesar Onward
- From Republic to Empire

Teacher Instructions: Play Ignite! movies with students and complete the following activity.
Part One: Students fill in the timeline.
Part Two: Students use their timelines to create an argument between Pompey and Caesar. Students may work in pairs to create their arguments and perform them for the class.

Target Vocabulary/Key Terms:

NA

Notes:
Rome: From Republic to Empire

Directions: Complete the timeline. First, fill in the missing dates. Then, write key facts about each date.

Name: _______________________

Rivals: _________ and Pompey
Named sole consul: _________
Form of government: _________

Caesar’s Opinion:
1. Rome lacks _________
2. Government is _________
3. Too many power _________

Caesar declares himself: _________
Senators’ action: _________

Emperor who dies: _________
New emperor: _________
Centuries to come: _________
rule

Pompey declares Caesar: _________
Reasons:
1. _________
2. _________
Julius Caesar’s action: _________

Augustus rules as: _________
Form of government: _________
Benefits:
1. _________
2. _________
3. _________

52 B.C. _________ B.C. _________ B.C. 27 B.C. A.D. 14 and on
Pompey vs Julius Caesar

Directions: Write an argument that could have taken place between Pompey and Julius Caesar. Be prepared to share with the class. Cover the following points.

1) Pompey tells Caesar why he thinks Caesar is bad for the Republic.

2) Julius Caesar explains why his actions are good for Rome.
Learning Objective(s): Students understand how the Roman occupation of Jerusalem impacted the Jewish culture.

Length of Time: 10 Minutes

Ignite! Movies:
- Jews and Romans
- History of Jerusalem
- Jesus and His Times

Teacher Instructions: Play Ignite! movies with students and complete the following activity.
Part One: Students complete a cause and effect chart.
Part Two: Hold a class discussion to analyze the material. Students may prepare notes for about the topics or take notes during the discussion.

Target Vocabulary/Key Terms:
- Christianity
- Messiah
- Pharisee
- Sadducee
- zealot

Notes:
Jews and Romans

**Directions:** Complete the chart about the conflicts between the Jews and the Romans.

**Cause:** For each topic, describe the action that took place.

**Effect:** Describe how the action changed the Jewish culture.

### CAUSE

**Pompey the Great**

In 63 B.C., the Roman general Pompey conquered __________.

### EFFECT

Rome controlled ________ and much of ________.

**King Herod**

_________ built a grand palace and rebuilt the ________.

### EFFECT

_________ prospered and Jews did not rebel, though many ________ accept the foreign king.

**Roman Offense**

_________ and Caligula tried to place ________ of Roman leaders in the ________ which was against the Jewish religion.

### EFFECT

_________ became angry about the Roman’s disregard for ________.

**Jewish Uprising**

From A.D. 63 to A.D. 73, the Jews ________ against the Romans.

### EFFECT

Brave Jews tried to protect fort ________. Jews killed ________ rather than be taken as prisoners.

**Titus**

In A.D. 70, Titus ________ the Temple and city. Hundreds of thousands were ________ and sold into ________.

### EFFECT

Jews throughout the ________ region and Europe lost the ________ center of their culture.
Discussion

Directions: Read the following discussion topics and prepare your comments.
1. Class discussion topics:
   A. Why did the Roman occupation of Jerusalem anger the Jewish people?
   B. What events and changes resulted from the Jewish uprisings?
2. Review Part One and write notes to use in the class discussion.

A. The Roman occupation of Jerusalem angered the Jewish people in many ways...

B. The Jewish uprisings caused big changes...
Class: __________________________  Type Instruction: Whole Class

Learning Objective(s): Students evaluate key events in the development of Christianity in the Roman Empire and understand the reasons for conflict between the Romans and Christians.

Length of Time: 10 Minutes

Ignite! Movies:
- St. Paul
- Roman-Christian Conflict
- The Spread of Christianity

Teacher Instructions: Play Ignite! movies with students and complete the following activity.
Part One: Students answer questions by circling the better choice.
Part Two: The Venn diagram corresponds mostly to "Roman-Christian Conflict," with the other media pieces giving additional information that can be used both for the diagram and the class discussion.

Target Vocabulary/Key Terms:
- missionary
- monastic
- persecute

Notes:
The Spread of Christianity in Ancient Rome

Directions: For each question, circle the words “Option A” or “Option B” to show the correct answer.

1. Which of the following statements better expresses St. Paul’s role in spreading Christianity?

Option A: St. Paul believed that Jesus “spoke” to him from death. He became an important Christian missionary who spread Christianity across the Roman Empire.

Option B: St. Paul felt that Jesus was a dangerous revolutionary and spent his life stopping the spread of Christianity.

2. Which of the following statements better describes the Edict of Milan of A.D. 313?

Option A: Emperor Constantine’s Edict of Milan banned Christianity from the Roman Empire.

Option B: Emperor Constantine’s Edict of Milan protected Christians from being punished for their beliefs.

3. Which of the following statements better expresses the importance of Christianity in Rome?

Option A: In A.D. 392, Christianity became the official religion of the Roman Empire.

Option B: In A.D. 392, Roman’s still worshipped many Gods including Zeus and Venus.
Diagram

Directions:
1. List ways the Romans helped Christianity grow and spread in the circle on the left and ways they hindered Christianity in the circle on the right. List things they did that both helped and harmed Christianity in the area where the circles overlap.

Topics to include in your diagram:
- Persecution of Christians
- Christian devotion by suffering
- Treatment of St. Paul
- Edict of Milan
- Official religion of Roman Empire
- Popes’ actions during the Middle Ages
Class: ______________________

Type Instruction: Whole Class

Learning Objective(s): Students compare the roles of different groups of people in ancient Rome and interpret the point of view of one group in depth.

Length of Time: 10 Minutes

Ignite! Movies:
- Daily Life in Roman Society
- Who Ran Rome?
- Art and Architecture of Rome

Teacher Instructions: Play Ignite! movies with students and complete the following activity.
Part One: Students complete the chart.
Part Two: Each student uses notes to write a speech from the point of view of one group. You may ask students to present their speeches to the class or you may read a selection of speeches.

Target Vocabulary/Key Terms:
- amphitheater
- aqueduct
- fresco

Notes:
Who Ran Rome?

**Directions:** Take notes on the roles that different groups played in Roman society.

**The Family**

**Patricians**

**Plebeians**

**Slaves**

**Women**
Name: __________________________

Speech

Directions: Imagine that you are a member of one of the groups in the first part of this activity, and you have been invited to give a speech to the Roman senate. Write a speech explaining why you like or dislike your group's role in Roman society. Make suggestions on how your position can be improved. Be prepared to present your speech to the class.

My Group: __________________________
Learning Objective(s): Students analyze the contributions Ancient Rome made to modern civilization.

Length of Time: 10 Minutes

Ignite! Movies:
- My Trip to Rome
- The Legacy of Ancient Rome
- The Roman Aqueduct

Teacher Instructions: Play Ignite! movies with students and complete the following activity.
Part One: Students fill in the blanks.
Part Two: Students use their notes to write a postcard about their trip.

Target Vocabulary/Key Terms:
- arch

Notes:
Roman Legacies: Then and Now

Directions: Complete the plan for a tour called “Roman Legacies: Then and Now.” Each day the tour will visit
1. A site in Ancient Rome
2. A modern site that was influenced by the Romans

Day One: Sports Arenas
Ancient Rome: Visit the __________
Modern American cities: Dallas has a __________ influenced by it!

Day Two: Shrines
Ancient Rome: See the __________, a shrine to Roman gods.
Modern Washington, D.C.: See how the Romans influenced the American building called the __________.

Day Three: Listen to Languages
Ancient Rome: People are speaking __________.
Modern Europe: Listen for traces in the languages __________, __________, and __________.

Day Four: Government
Ancient Rome: Visit the __________ where the government was divided into three branches.

Day Five: Water Systems
Ancient Rome: See the amazing __________.
Modern Italy: The same __________ is sometimes used today.
Postcard

Directions: Write a postcard telling a friend about your tour of “Roman Legacies: Then and Now.” Describe your favorite ancient spot and its influence on the modern world. Present it to the class.

Date: __________

Dear

TO:

Name: __________
Street: __________
City/State: __________
Country: __________
1. Use the map below AND your knowledge of social studies to answer the following question.

The Tiber River gave the early Romans a way to get to the _____ for trade and travel.

A. Adriatic Sea  
B. Alps  
C. Italian Peninsula  
D. Mediterranean Sea
2. Use the map below AND your knowledge of social studies to answer the following question.

![Map of Early Rome]

Which of the following is true about the early days of ancient Rome?

F. The city’s location made it safe from pirate attacks.
G. The city was located in the mountains.
H. The Tiber River connected the Mediterranean and Adriatic Seas.
J. The Romans controlled most of Africa.

3. Rome is located on the _____ River.
   A. Danube  
   B. Euphrates  
   C. Nile  
   D. Tiber

4. The economy of the early days of Ancient Rome was based on --
   F. farming  
   G. industry  
   H. mining  
   J. conquering neighboring peoples
5. Which of the following is true about the government of the Roman Republic?
A. Power was shared among the Senate, the Magistrates, and the King.
B. Senators had the least power.
C. In times of emergency, such as war, a temporary dictator ruled.
D. King Tarquin was an early leader of the republic.

6. Before there were tribunes, the only people in Rome who could hold political office were --
F. magistrates
G. patricians
H. plebs
J. consuls

7. Which of the following officials was appointed in times of emergency and given absolute power?
A. Dictator
B. Consul
C. Praetor
D. Tribune

8. A member of the common people in ancient Rome was known as a --
F. patrician
G. magistrate
H. plebeian
J. censor

9. The Roman Republic’s expansion was delayed when --
A. the Etruscans defeated Rome
B. Greece won the Sicilian Wars
C. Gaul sacked the city of Rome
D. Carthage invaded Spain

10. Which of the following is true of the First Punic War?
F. Carthage took control of Rome.
G. Rome took control of Spain.
H. Rome took control of Sicily.
J. Rome took control of Carthage.
11. As a result of the Second Punic War, Rome gained control of --
   A. northern Africa and southern France
   B. the Italian peninsula south of the Po Valley
   C. Syria
   D. Spain

12. Who led Carthage’s forces across the Alps in the Second Punic War?
   F. Caesar
   G. Hannibal
   H. Hasdrubal
   J. Scipio

13. Julius Caesar’s rule of Rome caused which of the following effects?
   A. There was more corruption.
   B. The republic became an empire.
   C. Rome lost land to its rivals.
   D. The Senate gained power.

14. After Julius Caesar was murdered, --
   F. Pompey, Caesar’s enemy, ruled Rome
   G. Brutus, Caesar’s friend, killed Pompey
   H. Augustus, Caesar’s nephew, ruled Rome
   J. Rome suffered from war and poverty

15. Who did Julius Caesar defeat to become the leader of Rome?
   A. Marc Antony
   B. Augustus
   C. Pompey
   D. Brutus

16. Augustus was Julius Caesar’s --
   F. grandfather
   G. brother-in-law
   H. grandnephew
   J. cousin
17. Which group is paired with the correct viewpoint?
   A. Zealots — Violence should be used to end Roman rule.
   B. Christians — The Romans have no right to collect taxes.
   C. Gentiles — Jewish traditions must be followed.
   D. Romans — People have a right to their own religious beliefs.

18. In A.D. 70, the Roman ruler Titus destroyed Jerusalem. This led to --
   F. Herod’s rule of the Jewish people
   G. Pompey's rule of the Jewish people
   H. the Jewish uprising
   J. the Diaspora

19. Which of the following Roman leaders conquered Jerusalem and made it part of the Roman Empire?
   A. Caesar
   B. Hadrian
   C. Pompey
   D. Titus

20. Which of the following was an ancient Jewish group of rebels who wanted independence from Rome?
   F. Apostles
   G. Pharisees
   H. Sadducees
   J. Zealots

21. Which cause is correctly paired with its effect?
   A. Edict of Milan — made Charlemagne emperor
   B. Paul's travels — helped spread Judaism throughout Rome
   C. persecution of Christians — helped Rome expand
   D. Edict of Milan — ended Roman persecution of Christians

22. When Charlemagne became Holy Roman Emperor, it proved that --
   F. Rome remained united
   G. a pope could appoint a political leader
   H. Rome still controlled Europe
   J. Christians still faced persecution in Rome
23. In A.D. 313, --
   A. the Roman Empire was split in two
   B. Rome began persecuting Christians
   C. Christian armies tried to recapture Palestine
   D. Emperor Constantine I gave Christians the freedom to worship

24. During the Middle Ages, _____ had more authority than anyone else in Europe.
   F. scholars
   G. the pope
   H. the emperor
   J. missionaries

25. Use the information in the box below AND your knowledge of social studies to answer the following question.

   - Providing water
   - Providing food
   - Running a government

   The information in the box represents some of the challenges that Roman leaders faced in --
   A. meeting the needs of a large population
   B. expanding the empire
   C. improving the economy
   D. developing new technology

26. Which statement about Roman education is true?
   F. Girls were not allowed to go to school.
   G. Public schools taught reading and writing.
   H. Plebeians were not allowed to go to school.
   J. Most students were educated at home.

27. After Rome conquered the lands around the Mediterranean Sea, about what percentage of the Roman population were slaves?
   A. 10%
   B. 30%
   C. 40%
   D. 50%
28. Roman literature and art were most heavily influenced by the --
   F. Greeks
   G. Babylonians
   H. Egyptians
   J. Persians

29. The United States government is similar to the ancient Roman government in that both --
   A. have a president
   B. are divided into different branches
   C. guarantee everyone freedom of speech
   D. guarantee equal rights to all

30. Use the images below AND your knowledge of social studies to answer the following question.

Which conclusion can reasonably be drawn from the images above?
   F. The Jefferson Memorial is modeled after the Pantheon.
   G. The Jefferson Memorial is modeled after the Colosseum.
   H. The Jefferson Memorial is a very important building.
   J. The Jefferson Memorial is modeled after Roman aqueducts.
31. A modern-day football stadium is most similar to which ancient Roman structure?
   A. The Colosseum  
   B. Pont du Gard  
   C. Basilica of Constantine  
   D. The Pantheon

32. Unlike the U.S. government, the government in ancient Rome was lacking the concept of --
   F. a balance of powers  
   G. citizenship for men and women  
   H. checks and balances  
   J. democracy
Answer Key
Ancient Rome

Topic One: Physical Geography and Climate
Part One: The Location of Rome
First Map
Show labeled map.

Chart
1. Mountains: Alps protected Rome from northern invaders.
2. Seas: Having land to the west of Rome helped protect Rome.
3. Seven Hills: Protected Rome from invaders in the immediate area
4. Distance from the Coast: Being away from the coast protected Rome from pirates.

Second Map
Show map with Roman Empire shaded, travel routes, and a star at Rome.

Part Two: Come to Rome!
Good answers could include:
• Rome was located in a safe location.
• Rome was a prosperous city with lots of opportunity.
• There were exciting things to do, such as go to the Colosseum
• Young men could get work on a ship and explore the world.

Topic Two: The Roman Republic
Diagram
Magistrates
1. magistrates
2. types
3.
   a. Senate
   b. assemblies
4. military
5. dictators
Assemblies
1. male
2. laws
3. magistrates
4. war
5. plebians
Senate
1. Supreme
2. magistrates
   a. Money
   b. Religion
   c. Foreign policy
Dictator
1. absolute
2. emergency; wartime
3. six
Answer Key

Ancient Rome

Part Two: The Roman Times

Good answers could include:

- Power is shared among the Magistrates, Senate, and Assemblies
- Citizens decide who will be in the Assemblies
- If the Assembly does not like a magistrate, they do not have to re-elect him.
- The magistrates oversee the Senate and Assembly
- The system keeps any one group from getting too much power.

Topic Three: Growth of the Roman Republic

Part One: The Roman Empire Expands

<table>
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<tr>
<th>Date</th>
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</table>

Part Two: Question and Answer

Students’ answers will vary, but should reflect notes from Part One.

Topic Four: From Republic to Empire

Part One: Rome: From Republic to Empire

- 52 B.C.: Julius Caesar; Caesar; Republic
- 49 B.C.: Enemy of Rome; Taking too much power, destroying the Republic; Takes over Rome with troops
- 44 B.C.: Strong leadership; corrupt; struggles; dictator for life; killed Caesar
- 27 B.C.: Emperor; empire; no civil wars, peace, wealth
- A.D. 14 and on: Augustus; Tiberius; Emperors rule

Part Two: Pompey vs Julius Caesar

Good answers could include:

Pompey
- Caesar destroyed the organization of the Republic
- The Republic was a better form of government.
- Caesar is power hungry.

Caesar
- Rome needs strong leadership.
- The Republic is corrupt
- There are too many power struggles.
- As dictator, I can stop the corruption, save the Empire, and make it wealthy.

Topic Five: Religion

Part One: Jews and Romans

1. Pompey the Great
   Cause: Jerusalem
   Effect: Trade, daily life
2. King Herod
Answer Key

Ancient Rome

Cause: Herod, Jewish Temple
Effect: Jerusalem, did not

3. Roman Offense
   Cause: Pontius Pilate, statues, temples
   Effect: Jews, the Temple

4. Jewish Uprising
   Cause: revolted
   Effect: Jews, the Temple

5. Titus
   Cause: destroyed; killed, slavery
   Effect: Mediterranean, geographic

Part Two: Discussion

Good answers could include:

A.

- Rome controlled their trade.
- Jews resented having a foreign king.
- Jews were angered by the Romans’ disregard for their religious traditions.

B.

- Many died at Masada.
- In A.D. 70, Titus destroyed the Jewish temple and Jerusalem.
- 100,000s of Jews were killed or sold into slavery.

Topic Six: Spread of Christianity

Part One: The Spread of Christianity in Ancient Rome

1. Option A.
2. Option B.
3. Option A.

Part Two: Diagram

1. Helped
   • St. Paul helped spread Christianity across the Roman Empire
   • Edict of Milan protected Christians
   • A.D. 392 made Christianity the Roman Empire’s official religion
2. Both
   • Tortured and killed Christians, but Christians were seen as strong for dying for their faith
3. Hindered
   • Killed Christians
   • Put St. Paul in prison in Rome
   • Tired to force Christians to believe in Roman gods

Topic Seven: Culture

Part One: Who Ran Rome?

1. The Family
   • Families were very important.
Answer Key

Ancient Rome

• Father had the power in the family.
• Father could sell his children.

2. Patricians
• The upper class was in charge of government jobs, elected leaders, and could decide to declare war.

3. Plebians
• The common people worked as merchants, doctors, teachers, and other professions.
• Over the years, they gained power and got a Plebian assembly.

4. Slaves
• About 40% of the Roman population was slaves.
• Freedmen were men who bought freedom.
• They could get rich bit did not have full rights.

5. Women
• Did not have as much power as men.
• Could not enter politics.
• Sometimes went to school, but not often.
• Married at young ages.
• Sometimes ran charities.

Part Two: Speech
Answers will vary, but all should include information from Part One.

Topic Eight: Legacy of Ancient Rome

Part One: Roman Legacies: Then and Now
1. Colosseum; sport’s arena
2. Pantheon; Jefferson Memorial
3. Latin; French, Spanish, Italian
4. Forum; executive, legislative, judicial
5. Aqueducts; aqueducts

Part Two: Postcard
Students’ answers will vary.
Unit 14: Ancient Rome

1. D
2. F
3. D
4. F
5. C
6. G
7. A
8. H
9. C
10. H
11. D
12. G
13. B
14. H
15. C
16. H
17. A
18. J
19. C
20. J
21. D
22. G
23. D
24. G
25. A
26. J
27. C
28. F
29. B
30. F
31. A
32. G