

# MJ World History

## Grade 6 / Week 6

Your Week at a Glance
<ul style="list-style-type: none"><li><input type="checkbox"/> The Founding of Rome</li><li><input type="checkbox"/> Influences of Greeks and Etruscans</li><li><input type="checkbox"/> Rome's Government</li></ul>



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**Name**

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**Teacher**

**NOTE:** If you have any difficulty with this lesson, contact your teacher.

## LCS 6th Grade World History Distance Learning Assignment

### Week 6: Parent Notes

In previous lessons, we studied the ancient civilizations of India and China. This week's lesson will focus on ancient Rome. The materials provided in this week's lesson are from the workbook of the adopted textbook, McGraw-Hill's *Succeeding in Early U.S. History*. This lesson covers the standards below:

SS.6.G.16: Identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.

SS.6.W. 3.10: Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).

SS.6.W.3.14: Describe the key achievements and contributions of Roman civilization.

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**Learning Activities:** Students should read pages 361-368 from the workbook and—to the best of their ability—answer the questions in the margin. (Page 365 is not included.)

**Assessment:** Once students have completed the reading and activities in the margin, they should answer the questions below in complete sentences. This will serve as an assessment of their understanding. Students may write their answers on notebook paper or answer in a Word document.

- (1) Describe **TWO** geographical characteristics (rivers, mountains, ocean, seas, etc.) that had a positive influence on farming and trade in ancient Rome.
- (2) When Greeks migrated into southern Italy around 750 B.C., what contributions did they make to Roman life?
- (3) In a paragraph about 5 sentences in length, explain how the arrival of the Etruscan people changed life for the people of ancient Rome. Include at least 3 contributions made by the Etruscans in your paragraph.
- (4) After overthrowing the Etruscans, Rome established a republic. What is a republic?
- (5) The Roman Republic was able to expand into almost all of Italy because of its strong army. Provide two characteristics of the Roman army that strengthened its power.
- (6) Fill in the blanks: "The Romans believed that conquered people, if treated \_\_\_\_\_, would become \_\_\_\_\_ to Rome."
- (7) In a few sentences, discuss similarities and differences between the two social classes of the Roman Republic—the patricians and the plebeians.
- (8) Describe the three branches of government of the Roman Republic.
- (9) What conflict occurred in 494 B.C.? How did the Roman Republic respond to the conflict?
- (10) What was the Twelve Tables? How did it influence the American legal system we know today?

### OPTIONAL RESOURCES TO ENRICH LEARNING:

Video on Life in Ancient Rome from Studies Weekly: <https://youtu.be/FI1V9Y0nkow>

Video on Ancient Rome from Homeschool Pop: [https://youtu.be/tClxdOsC\\_JY](https://youtu.be/tClxdOsC_JY)

# The Founding of Rome

# The Beginning of Rome

# The Settling of Italy

## Rome's Location

The city of Rome was well placed for its early development. It is situated about 15 miles (24 km) up the Tiber River from the Mediterranean Sea. The river made it possible to move goods easily between northern and southern Italy. Also, merchants could simply ship their goods to the Mediterranean using the river. Having some distance from the sea itself, the city was able to defend against pirate raids, and the city's seven tall hills made it easy to defend against enemy attacks.

What physical characteristics made the Italian Peninsula an ideal location to establish settlements? How did these early settlements interact with each other?

[illegible]

LESSON 1 SUMMARY, *continued*

2. SUMMARIZING

The legend of Romulus and Remus describes how Rome got its name. Fill in the chart below with details about the characters, plot and setting of the story. Then, on a separate sheet of paper, use the chart to summarize the story in your own words.

The Legend of Romulus and Remus
Characters
Setting
Plot

Roman Origins

There are several stories of the origin of Rome. One is from an epic called the *Aeneid*, written by Virgil, a Roman poet. Virgil describes what happened to the Trojans after their defeat by the Greeks at Troy. The *Aeneid* tells how the Trojans settled in Italy and waged war with the local people. Then a Trojan named Aeneas married a local king’s daughter. The marriage united the Trojans with a group of Latin-speaking people from the region, and Rome was founded. From this epic, Aeneas is described as the “father” of the Romans.

A second legend describes twin brothers, Romulus and Remus, who were left beside the Tiber River at birth. The boys were discovered and cared for by a wolf before a shepherd and his wife found and raised them. After they were grown, the twins planned to build a city by the Tiber. According to the legend, the twins argued about the construction of the city and fought over it. Romulus was the winner of the contest and the city was named Rome, after the name of Romulus.

Little is actually known about the earliest settlers of Rome. However, archaeological artifacts have been found that show Neolithic people likely settled in Italy around 5000 B.C. They were farmers who quickly used up the good soil and moved on. More settlers arrived between 2000 B.C. and 1000 B.C. to settle in the hills and on the plains.

These people settled on the plain of Latium in central Italy. The language they spoke became known as Latin. The Latins built straw-roofed huts, tended animals, and grew crops. This settlement, which began sometime in the 700s B.C., is considered the birthplace of Rome. The people living in this settlement became known as Romans.

Influences of Greeks and Etruscans

Two other groups of people settled on the plain around this time—the Greeks and the Etruscans. Each of these groups had a tremendous influence on Roman civilization.

The Greeks moved into villages in southern Italy from 750 B.C. to 500 B.C. They introduced grapes and olives to the region. They also brought their alphabet, which the Romans used. Many years later, Greek architecture, sculpture, and literature became models for the Romans.

The Etruscans had an even greater impact on Roman life. They settled north of Rome in Etruria and moved south after 650 B.C. Eventually, the Etruscans took control of Rome and the nearby countryside.

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## A black and white photograph of a large, ornate ancient Greek vase, likely a hydria, featuring a central panel with a figure and two handles. The vase has a wide body, a narrow neck, and a flared rim. It is decorated with a central panel depicting a figure, possibly a deity or a personification, and two handles. The base is decorated with a geometric pattern. The vase is shown against a plain background.

The Romans learned to build with brick from the Etruscans, as well as how to roof their homes with tile. The Etruscans helped drain the water from the marshes in Rome. They planned and laid out city streets. Etruscans built temples, taught their religious rituals, and influenced Roman fashion. Men began to wear short cloaks and togas, imitating the Etruscans. The monumental army that Rome would soon create was originally modeled after the Etruscan army.

LESSON 1 SUMMARY, *continued*

**5. MAKING  
COMPARISONS**

Locate and underline the definition of *republic*. In what way was the Roman Republic like Greek democracy?

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**6. DRAWING  
CONCLUSIONS**

How did the establishment of the Roman Confederation change the way conquered people felt about their conquerors?

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**Becoming a Republic**

Rome grew tired of the rule of the Etruscans. In 509 B.C., the Romans overthrew an Etruscan king, Tarquin the Proud, and established a **republic**. A republic is a form of government in which citizens elect their leaders. Rome was a small city, surrounded by competing city-states. Over the next 200 years, the Roman Republic fought many wars and defeated its many neighbors. By 267 B.C., Rome controlled almost all of Italy. It acquired land through its strong army. Serving in the Roman army was a requirement for all male landowners in Rome. Roman soldiers were both well-trained and harshly disciplined. Strict discipline made the army loyal to Rome.

The Roman army also developed new strategies to win battles. Rather than fight as a large group, they began to divide their soldiers into smaller groups called **legions**. A legion of 6,000 men was divided into groups of 60 to 120 soldiers. The smaller groups could maneuver and react quickly on the battlefield.

Roman soldiers were well-armed. Each soldier carried a short, double-edged iron sword called a *gladius* and an iron spear called a *pilum*. Each small group carried its standard—a flag on a tall pole with a symbol on it, such as an eagle. Standards made it easier for soldiers to identify their fellow legions on the battlefield.

**Who Ruled Rome?**

The Romans believed in having a strong army, which helped them rule effectively. They built permanent military outposts to protect conquered regions. They established settlements in strategic locations and built roads to move troops and supplies.

Rome conquered more and more territory, but Romans believed in treating conquered people fairly. The Roman Confederation was created, which enabled some conquered people, especially other Latins, to become full Roman citizens. They could vote and serve in the government, and the Roman law applied to them the same as any other citizens. The Romans believed that conquered people, if treated fairly, would become loyal to Rome.

Some conquered peoples did not become citizens, but instead became allies, or friends, of Rome. These allies paid taxes to Rome and were required to supply soldiers to fight for the republic. However, allies managed their own local affairs.

After its many conquests, Rome wanted to maintain peace. Although they were ready to put down any revolt, their policies of fair treatment paid off. The Roman Republic grew stronger and more unified.

## LESSON 2 SUMMARY

# Rome as a Republic

SS.6.G.1.7, SS.6.W.3.1, SS.6.W.3.8, SS.6.W.3.9, SS.6.W.3.10, SS.6.W.3.16, SS.6.C.1.2, SS.6.C.2.1

### 1. DISTINGUISHING FACT FROM OPINION

Read each statement and determine if it is a fact, an opinion, or a reasoned judgment. Write F for facts, O for opinions, and J for judgments on the line below each statement.

All patricians were wealthy landowners.

\_\_\_\_\_

Patrician and plebeian men had the right to vote.

\_\_\_\_\_

The government of the United States was strengthened by Roman ideas.

\_\_\_\_\_

Plebeians did not work hard enough to become patricians.

\_\_\_\_\_

Over time, marriage between patricians and plebeians became more acceptable.

\_\_\_\_\_

## Governing Rome

The people of the Roman Republic were divided into two distinct classes. The **patricians** were wealthy landowners who came from the oldest and most important families. The **plebeians** were everyone else—shopkeepers, artisans, and small farm owners. Plebeians were sometimes very poor and had much less wealth than patricians.

Both patrician and plebeian men were citizens and could vote. They also paid taxes, and had to serve in the army. However, there were several differences between the two groups. Plebeians had a lower social position than patricians. Plebeians could not hold office or lead ceremonies that honored the gods. Marriage between the two classes was also illegal.

## Government of the Republic

Rome's government was divided into three branches. One made laws, one ran the daily affairs of government, and the third acted as judges. The government had a system of checks and balances so that one branch would not become too strong. Unlike the United States, however, Rome's government did not have strict separation of powers. The branches of government sometimes overlapped in their duties.

The government had two patrician leaders called **consuls**. They were administrators as well as army leaders. A consul served a one-year term in office. The terms were limited so that no one person could gain too much power. A consul could **veto**, or reject, the other consul's decision. **Praetors** were government officials who interpreted the law and served as judges in court. Praetors could also lead an army.

Rome's legislature was made up of a group of 300 patrician men. This was the Roman Senate. Senators held office for life. Early on, the Senate only advised consuls, but by 200 B.C. senators could debate foreign policy, propose laws, and approve civic projects.

Another legislative body in Rome was the Assembly of Centuries, which elected consuls and praetors and passed laws. Patricians controlled both the Senate and the Assembly of Centuries.



## LESSON 2 SUMMARY, *continued*

### Conflict Between Classes

The plebeian class grew angry about their lack of power. They had to serve in the army and pay taxes, but they had no part in the government. The conflict intensified in 494 B.C., when many plebeians refused to fight in the army. With their army on strike, the patricians in the government feared the republic would collapse. As a result, the patricians agreed to share power with the plebeians.



After the Council of Plebs was formed, plebeian and patrician representatives discussed politics together.

#### ANALYZING VISUALS

**2. IDENTIFYING POINTS OF VIEW** Look at the image of patricians and plebeians discussing politics. Pose two questions to the Roman Senate as a plebeian. What would a plebeian ask the patrician-controlled Senate?

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#### 3. CONTRASTING

Today, the word *dictator* has a negative meaning. In what way was the Roman idea of a dictator different from the way we think of dictators?

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The Council of Plebs was formed to give the plebeians representation in the government. The Council elected **tribunes** from among its members. The tribunes' duty was to voice the plebeians' concerns or problems to the rest of the government. Eventually, plebeians were allowed to become consuls, and marriages between plebeians and patricians were legalized.

The Council of Plebs was finally given the right to pass laws for everyone in 287 B.C. As a result, all male citizens were politically equal in Rome. However, a few patricians still held most of the power, and women did not have any political rights. The Roman Republic's government was more representative, but not a true democracy.

### Cincinnatus and Civic Duty

When times were difficult, the Romans thought that the republic needed a strong ruler to lead Rome. At these times, the Senate appointed a **dictator**. The dictator would rule the country with absolute power in times of trouble. Unlike a dictator of today, when the danger passed, the Roman dictator would give power back, and the government of the Senate and consuls would return.



LESSON 2 SUMMARY, *continued*

4. THEORIZING

Why do you think plebeians wanted laws to be written down? Why did the first written code of laws have so much influence on future Roman law?

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5. SPECULATING

Based on your understanding of the rule of law in Rome, what groups in early America might have been opposed to using the Roman system?

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Cincinnatus was one of the most famous Roman dictators. In 458 B.C., Rome was faced with an enemy that threatened to destroy its army. Cincinnatus was appointed by the Senate to be a dictator. He took full control of the government, built up an army, and led Rome to victory over the enemy forces. It took only 16 days for him to carry out his **civic duty**, resign the dictatorship, and return to his home.

Cincinnatus had fulfilled a citizen’s responsibility to his country and was greatly admired. George Washington is often compared to Cincinnatus, since Washington led the patriots during the War for Independence and returned home after the war was over.

Rome’s System of Law

Roman law has influenced legal systems in many countries, including the United States. In the beginning, laws in Rome were not written down. There was much criticism from plebeians because they felt that judges would rule for the upper classes without written laws. Plebeians demanded a change and eventually the patricians agreed. Judges would have to refer to written law before they made a legal decision.

The first written code of laws was called the Twelve Tables. They were written in 451 B.C., and were carved on twelve bronze tablets and stood in the Forum, Rome’s central marketplace. The Twelve Tables were the basis for all future Roman laws. The laws supported equal treatment of all citizens. As Rome grew, the laws were expanded to include non-Roman citizens. Together, the new laws were called the Law of Nations. These laws and rights applied to all people who lived in Roman lands.

Roman Justice

Roman and American legal systems share some similarities. Both legal systems assume a person is innocent until proven guilty. Also, people have the right to defend themselves before a judge, and judges have to consider all of the evidence in a case before making a decision.

The *rule of law* was an important contribution of the Roman legal system. It meant that the same laws applied to everyone equally. The Romans were the first to apply this standard. The upper classes in many regions of the ancient world were given special treatment, and they often had different courts than the lower classes. The Romans extended the rule of law to everyone in their lands. In the United States, the rule of law is the guiding principle of the legal system.

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