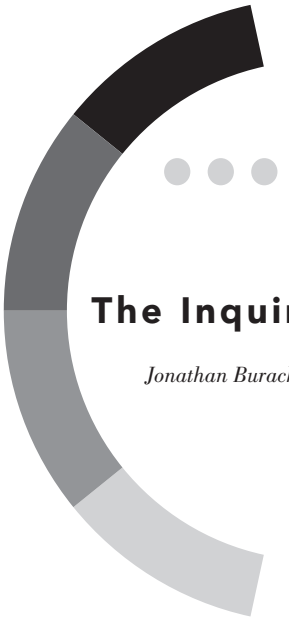
Classical Age



The Inquiry Arc in U.S. History

Jonathan Burack

The Roman Republic

MindSparks®
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CHALLENGING STUDENTS TO THINK HISTORICALLY

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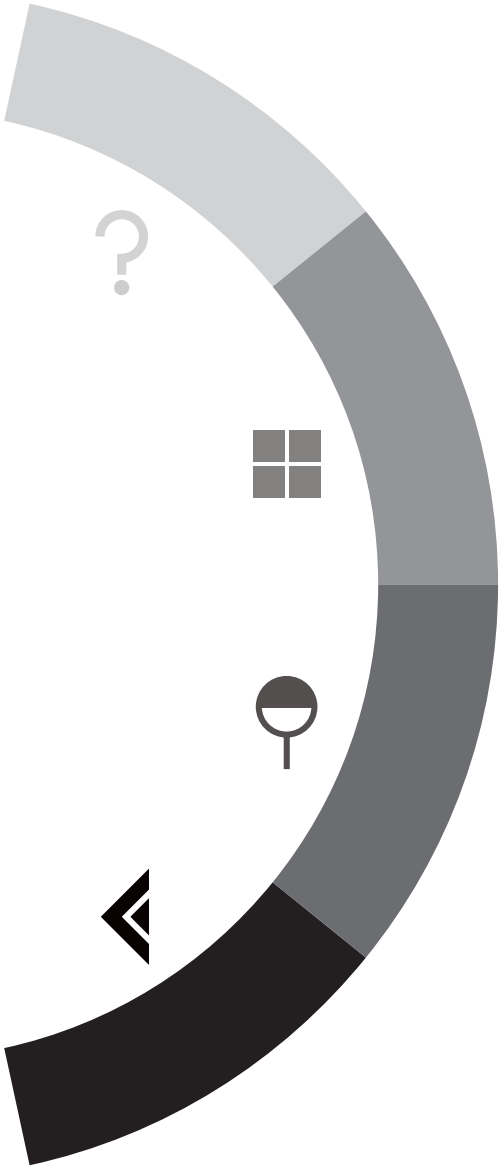
Contents

Introduction

C3 Framework

This book is based primarily on the College, Career, and Civic Life (C3) Framework for Social Studies Standards. This C3 Framework is an effective tool offering guidance and support for rigorous student learning. The assignments encourage students to be active participants in learning and to explore the parts of history that they find most compelling. Central to the C3 Framework and our use of it is its Inquiry Arc—a set of four interrelated dimensions of informed inquiry in social studies. The lessons in this book are based on all four dimensions of the C3 Inquiry Arc. While the C3 Framework analyzes each of the four dimensions separately, they are not entirely separable in practice—they each interact in dynamic ways. As a result, the lessons combine some or all of the dimensions in various ways.



Four Dimensions of the Inquiry Arc

1 Developing compelling and supporting questions and planning inquiries

Questions shape social studies inquiries, giving them broader meaning and motivating students to master content and engage actively in the learning process.

2 Applying disciplinary concepts and tools

These are the concepts and central ideas needed to address the compelling and supporting questions students pose. The C3 Framework stresses four subject fields: history, civics, economics, and geography. Each lesson addresses all of these disciplines.

3 Evaluating sources and using evidence

The purpose of using primary and secondary sources as evidence is to support claims and counterclaims. By assessing the validity and usefulness of sources, including those that conflict with one another, students are able to construct evidence-based explanations and arguments.

4 Communicating conclusions and taking informed action

While this may take the form of individual essays and other writing assignments, these lessons stress other kinds of individual and collaborative forms of communication, including debates, policy analyses, video productions, diary entries, and interviews. Meaningful forms of individual or collaborative civic action are also incorporated into each lessons.

How to Use This Book

This book offers you the chance to implement the entire C3 Inquiry Arc in brief, carefully structured lessons on important topics in world history. Each lesson is driven by a central compelling question, and disciplinary supporting questions are provided. Each lesson asks students to apply understandings from all of the C3 disciplines—history, civics, economics, and geography—and each lesson includes individual and group tasks in an integrated way.

Each lesson also includes an introductory essay, detailed teaching instructions, a set of primary sources, and the handouts needed to implement the lesson's assignments. Rubrics for student evaluation and sources for further study are also provided. The teaching instructions suggest a time frame for completion of each lesson, but the assessments can easily be adapted to fit into any lesson plan.

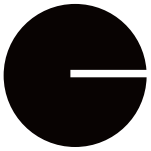
Each lesson also is aligned with several C3 Framework standards and Common Core State Standards. The College and Career Readiness Anchor Standards for Literacy emphasize the reading and information texts, making these lessons ideal for integration into English Language Arts instruction.

C3 Disciplines

History

Civics

Economics



Geography

The Roman Republic

Why Did It Fail?

Overview

Introduction

Ancient Roman civilization lasted a thousand years. However, what may be its most admired achievement—its republican political system—ended in failure halfway through that lomg history. The Roman Republic inspired America's own founders more than any other constitutional system. It lasted for 500 years. Yet it failed dramatically in a long century of growing disorder. The Roman Republic was replaced in 27 BCE by the Roman Empire. From then on, one man governed Rome: the emperor. The emperors ruled Rome for about as long as the Republic had. Why did the Roman Republic fail? This lesson will focus on that compelling question. In this lesson, students will work with ten sources. These sources form the core content for a set of tasks that will help them answer the lesson's compelling question.

Objectives

Students will work individually and in small groups to respond in a meaningful way to a compelling question about the Roman Republic. They will apply discipline-specific background knowledge, use scaffolding, and engage in instructional activities to interpret primary and secondary sources before presenting their ideas to the class.

C3 Standards Addressed by This Lesson

- **D1.4.6-8.** Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
- **D1.5.6-8.** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.
- **D2.HIS.5.6-8.** Explain how and why perspectives of people have changed over time.
- **D2.HIS.11.6-8.** Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
- **D2.HIS.12.6-8.** Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- **D2.HIS.16.6-8.** Organize applicable evidence into a coherent argument about the past.
- **D2.CIV.8.6-8.** Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
- **D2.ECO.7.6-8.** Analyze the role of innovation and entrepreneurship in a market economy.
- **D2.GEO.5.6-8.** Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
- **D2.GEO.6.6-8.** Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
- **D3.1.6-8.** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

- **D3.2.6-8.** Evaluate the credibility of a source by determining its relevance and intended use.
- **D3.3.6-8.** Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- **D3.4.6-8.** Develop claims and counterclaims while pointing out the strengths and limitations of both.
- **D4.1.6-8.** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- **D4.3.6-8.** Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., internet, social media, and digital documentary).
- **D4.6.6-8.** Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

Common Core Anchor Standards Addressed by This Lesson

- **CCSS.ELA-LITERACY.CCRA.R.1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **CCSS.ELA-LITERACY.CCRA.R.2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **CCSS.ELA-LITERACY.CCRA.R.6.** Assess how point of view or purpose shapes the content and style of a text.
- **CCSS.ELA-LITERACY.CCRA.R.9.** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- **CCSS.ELA-LITERACY.CCRA.W.7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- **CCSS.ELA-LITERACY.CCRA.SL.1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Teaching Instructions

Compelling Question

Why did the Roman Republic fail?

Preparation

Provide all students with a copy of the Introductory Essay. Assign this reading as homework. In addition, assign all relevant parts of your course textbook or other basic reading material. Remind students to keep the compelling question for the lesson in mind as they read.

Asking Questions about the Roman Republic

This part of the task stresses Dimensions 1 and 2 of the C3 Framework

Day One

1. Briefly discuss the Introductory Essay in class and address any initial questions students may have.
2. Distribute the How to Analyze a Primary Source handout. Review each suggestion with the class, and remind students to refer to the handout as they read the primary sources in this lesson.
3. Divide the class into four small groups. Each group will focus its work on one of the four basic disciplines identified in Dimension 2 of the C3 Framework—history, civics, geography, or economics. As they work, the groups should keep in mind the lesson's overall compelling question. However, for Day One and Day Two, each group will work mainly with a second compelling question—one related specifically to its assigned discipline.
4. Provide each group with one copy of its discipline-specific Assignment Sheet. Give each student a copy of all the primary and secondary sources for this lesson. Each group may share a primary and secondary source packet, if necessary.
5. Have students complete the Day One section of their Assignment Sheets. The objective for Day One is for groups to read three sources, and then formulate one supporting question about each of those sources. The supporting questions should be recorded in the spaces provided on the Assignment Sheet.

Applying Disciplinary Concepts and Evaluating Sources and Evidence

This part of the task stresses Dimensions 2 and 3 of the C3 Framework

Day Two

6. Students will return to their previously assigned groups and formulate a claim addressing their group's compelling question. After reading the remaining seven sources, they will select one that supports their claim.

7. Using the evidence gathered from the sources, each group will then prepare a brief (five- to ten-minute) presentation about the Roman Republic from the group's disciplinary perspective. The presentation can be in the form of an oral report, a debate among group members, a PowerPoint, or a related type of presentation. Allow time for students to prepare by discussing and debating topics among themselves.

Day Three

8. Each group will deliver its presentation. Allow time for class discussion following each presentation, and for a final effort to answer the central compelling question for the lesson.

Communicating Results and Taking Action

This part of the task stresses Dimension 4 of the C3 Framework

Students will complete a final project that expresses an understanding of the topic and responds clearly to the lesson's central compelling question. The project may be completed in groups, but students should be evaluated individually.

Distribute the Communicating Results and Taking Action handout, and decide whether you will assign the projects or allow students to form groups and choose tasks on their own. Set a reasonable deadline. Students should review the Roman Republic Rubric so they can understand how their performance will be evaluated. The projects are summarized below.

Communicating Results

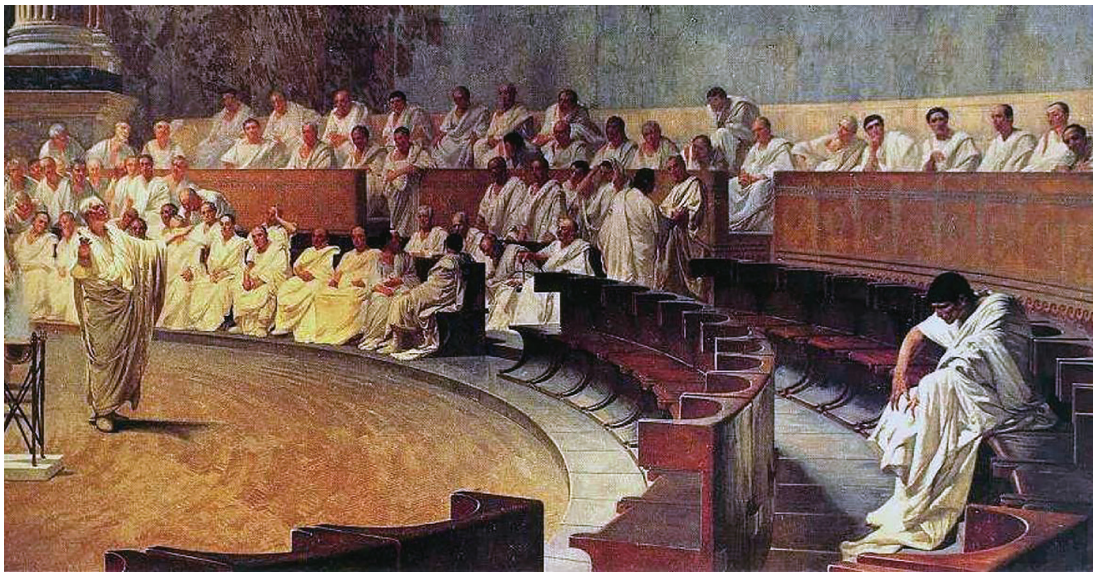
- Divide students into small groups. Ask each group to read and discuss Primary Sources 2.5 and 2.6. These sources deal with the reforms proposed by the tribune Tiberius Gracchus. Give the groups time to do some further background reading on Tiberius and his brother Gaius and the reforms they proposed. Each group should prepare a brief report explaining who Tiberius and Gaius Gracchus were and what problems they worried about. Each group should answer this question: Could Tiberius's reforms have saved the Roman Republic? After the presentations, have the entire class discuss this question.
- Ask students to read Cicero's questions (Primary Source 2.10). These questions reflect Cicero's concerns about the dictatorship he feared Julius Caesar was going to impose on Rome. Have each student write a letter back to Cicero about his fears. The letter should propose one or two key changes in the Roman Republic's government that might make the system work better and prevent a dictatorship. Tell students to use the diagram (Secondary Source 2.2) as a guide for identifying features of the government and proposing reforms.
- Ask a small group of students to prepare a brief presentation on the division of powers and the idea of "checks and balances" in the U.S. Constitution. They should be given guidance in doing some additional reading on these concepts. After this presentation, have all students study Primary Source 2.1 and Secondary Source 2.2. Ask each student to identify one feature of the Roman Republic's government that does what the U.S. system of checks and balances does. Then have them choose one feature that does not work as well as the checks and balances of the U.S. Constitution. Share the ideas students come up with in an all-class discussion.

Taking Action

- What can Americans today learn from studying the fate of the Roman Republic during its final century? Divide students into small groups and ask each group to discuss this question. Ask them to agree to a list of three things they believe Americans should know about this history. As a class, discuss the lists. Have someone make a video recording of this discussion. Invite parents and other members of the community to screen the video and discuss it.
- Use social media to share brief reports on the community meeting described in the previous assignment. Ask those contacted in this way to comment and offer their own thoughts on this topic.

Introductory Essay

The Roman Republic



Modern depiction of the Roman Senate

Ancient Roman civilization's practical achievements amaze us—its roads, bridges, aqueducts, public baths, temples, forums. In the realm of ideas, its greatest legacy to the modern world—Roman law—was also a practical one. Other aspects of its civilization are not admired—its slavery, its militarism, its huge gap between rich and poor, and its barbaric gladiator contests.

Perhaps the most admired achievement is one that ended in failure halfway through Rome's long one-thousand-year history. That achievement was its republican political system. The Roman Republic inspired America's own founders. It lasted for five hundred years. Yet it failed dramatically in a long century of growing disorder. The Roman Republic was replaced in 27 BCE by the Roman Empire. From then on, one man governed Rome: the emperor. The emperors ruled Rome for about as long as the Republic had.

At first, kings ruled the small city-state of Rome. But in 509 BCE, a republic was founded. A republic is a government in which citizens have a say in choosing the leaders who will rule them. The most powerful body in the Roman Republic was the Senate. It vigorously debated issues. It made many key decisions. It supervised top elected officials, called *magistrates*. At first, it was made up entirely of patricians—men from older noble families. In time, the Senate became an assembly of former magistrates, patricians, and other wealthy Romans. Only men of wealth were members. The Senate guarded its traditions, powers, and aura of dignity with great care.

The senators were wealthy. But huge assemblies of other citizens got to choose the top magistrates. Even in the assemblies, however, voting rules gave greater say to wealthier citizens. Still, most citizens had some say. Roman law also gave ordinary citizens some protection against unrestrained authority.

Rome's history was one of nearly constant warfare and expansion. Its need for soldiers was a major factor in bringing its republican government into being. In its early centuries, Rome depended mainly on thousands of soldiers drafted from among its small property-owning farmers. It was thought that property owners would be motivated to defend their country. Their loyalty was strengthened by giving them a say in choosing their leaders. This is why the most important citizen assembly was the Comitia Centuriata (the Century Assembly). It was an assembly of soldiers organized into groups called *centuries*.

For its first 250 years, Rome fought wars only in Italy. It was easy to release soldiers after a year so they could return to their farms. However, all that began to change starting with the Punic Wars with Carthage (264–146 BCE). Rome began to extend its conquests to overseas territories. By the second century BCE it was fighting regularly in both the western and eastern ends of the Mediterranean Sea. Large armies fought for years far from home. It was hard for soldiers and their families to keep up their farms. Often they had to go deep into debt or sell their farms to wealthy landowners.

Roman wars and conquests led to the capture of huge numbers of slaves. The rich came to rely more and more on these slaves to work on their huge farms. This made it hard for ordinary farmers to compete. Many gave up their land and crowded into the cities, Rome especially. Disorder began to spread. Slave revolts erupted. Wealthy senators gained loyal "clients" among Rome's teeming poor masses. Mob actions and political assassinations by these clients grew more common. Respect for the Senate and the Republic declined.

Julius Caesar

Meanwhile, generals began to recruit volunteers from among the poor and landless. They promised such soldiers booty in conquests abroad and land after their service was over. They assembled armies more loyal to them than to the Republic in general. At times, people looked to these military leaders to restore order. In the 80s BCE, the armies of Marius and Sulla battled in Rome itself to win power. In 46 BCE, Julius Caesar was made dictator. A group of senators killed him in 44 BCE. Yet the Senate could not solve Rome's huge problems. In 31 BCE, Caesar's grand-nephew Octavian and his troops finally defeated all his rivals and took control. Taking the title *Augustus*, he became Rome's first emperor. The Republic was over. Under Augustus, a calmer time began for Rome. The Senate continued to meet, but all political control was now in the hands of the emperors.

This is a broad outline of what happened to the Roman Republic. The primary and secondary sources in this lesson are meant to help you better understand this last century or so in the history of republican government in Rome.

Image Sources: Cesare Maccari, *Cicero Denounces Catiline*, 1889, fresco, Palazzo Madama, Rome.
Bust of Julius Caesar, public domain via Wikimedia Commons.

History Group

GROUP MEMBERS:

The Roman Republic

Your group's task is to explore the history of the Roman Republic. A disciplinary compelling question is provided, and you will work from there to develop and answer supporting questions based on primary and secondary sources. Follow the steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

   > "Changes in Rome's armies were the biggest factor weakening and destroying the Roman Republic during the first century BCE." Explain why you do or do not agree with this statement.

3. Read and discuss Primary Sources 2.5 and 2.9, and Secondary Source 2.3.
4. Read and discuss the following background information. Use the information to help complete the handout.

   > Traditionally, the armies of the Roman Republic were made up of landowning citizens. A man had to have enough wealth to equip himself. Besides, owners of small farms had a stake in defending Roman society. They could be counted on to fight hard. Usually, campaigns were fought in Italy one year at a time. A soldier could count on returning to his farm in time to keep it running. In the second century BCE, that began to change. Long campaigns overseas became common. Men often lost their farms to debt or decay. Rural poverty spread. Soon, it was hard to recruit enough landowning soldiers to fight Rome's expanding overseas wars.
   >
   > This explains the reforms associated with Gaius Marius. Actually, he probably did not introduce all of these changes alone. In any case, he established them firmly for the armies he led, starting in Numidia in North Africa in 107 BCE. Instead of recruiting landowners, he let landless poor sign up. They did so for pay and for the promise of fabulous riches (booty)

seized during their campaigns. After the fighting, Marius worked hard to win grants of land for them. As a result, their strongest loyalties were to their commander. In time, other generals built up their own armies in this way. As disorder spread, one general's legions often fought another's. Loyalty to the Roman Republic took second place. Each army championed its leader's military and political ambitions above all else.

5. Each group member should develop some supporting questions about the sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, chose one supporting question for each source and record those questions here.

Secondary Source 2.3

Primary Source 2.5

Primary Source 2.9

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can support with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

"Changes in Rome's armies were the biggest factor weakening and destroying the Roman Republic during the first century BCE." Explain why you do or do not agree with this statement.

State your group's claim here:

7. From the remaining seven sources for this lesson, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.

Civics Group

GROUP MEMBERS:

The Roman Republic

Your group's task is to explore the civics issues related to the Roman Republic. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow these steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

   > Are the checks and balances in the Roman Republic's constitution like those in our U.S. Constitution? Why or why not?

3. Read and discuss Primary Sources 2.1, and 2.9, and Secondary Source 2.2.
4. Read and discuss the following background information. Use the information to help complete the handout.

   > One of this nation's founders, James Madison, wrote, "The accumulation of all powers, legislative, executive, and judiciary, in the same hands . . . may justly be pronounced the very definition of tyranny." To prevent such a tyranny, the U.S. Constitution created many ways for each of these three branches of government to "check" one another. Did the Roman Republic also create such a system of checks and balances?
   >
   > Some say both systems' checks and balances are similar. Two Assemblies gave the people of Rome a chance to pass laws and issue decrees. These were the Century Assembly of soldiers and the Plebeian Council, an assembly of commoners. An "executive branch" of magistrates existed. It was made up especially of the two Consuls chosen each year by the Century Assembly and Tribunes chosen by the Plebeian Council. The Roman Senate also issued decrees and guided the Consuls. It acted as a judicial branch as well. Critics of this comparison to the United States say the powers of each branch in the Roman Republic overlapped too much

with those of the other branches. This was especially dangerous in a time of deepening social conflict. Then it was hard to keep each branch from disrupting the others. Then the "checks" did not work smoothly at all.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, chose one supporting question for each primary source and record those questions here.

Primary Source 2.1

Secondary Source **2.2**

Primary Source **2.9**

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can support with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

Are the checks and balances in the Roman Republic's constitution like those in our U.S. Constitution? Why or why not?

State your group's claim here:

7. From the remaining seven sources for this lesson, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.

Economics Group

GROUP MEMBERS:

The Roman Republic

Your group's task is to explore the economics issues related to the Roman Republic. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow these steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

   > How were the troubles of men in Italy who owned small farms a key factor in bringing down the Roman Republic?

3. Read and discuss Primary Sources 2.5, 2.7, and 2.8.
4. Read and discuss the following background information. Use the information to help complete the handout.

   > When people think of ancient Rome, many first think of its massive architectural wonders. Rome was a city of magnificent temples and public buildings of stone and cement. Its aqueducts carried water to the cities across miles of countryside. It bridges and roads connected Rome to all parts of its growing empire. The economy also turned out the Roman legions' armor, iron weapons, and other implements of war. Yet the Roman economy was not that complex. It was still a simple agricultural society. Feeding its citizens and its armies was always its main concern. Most activity went into growing grain, olives, and grapes. Other basic goods were made in small-scale industrial workshops.
   >
   > As Rome expanded throughout the Mediterranean, trade became more important. Its conquests also turned Rome into a full-scale slave society. Small farmers suffered as large estates (*latifundia*) run by gangs of slaves competed against them. The landless poor filled the cities, Rome especially. To prevent disorder, grain was doled out to the poor. This added

to the emphasis on basic agricultural production. Despite the grain dole, the urban poor became a source of disorder in Rome. Elaborate, often violent entertainment gave them an outlet for their frustrations. Competing politicians easily bribed mobs of poor "clients" to do their bidding. The urban poor added greatly to the growing disorder of the Roman Republic.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, chose one supporting question for each primary source and record those questions here.

Primary Source 2.5

Primary Source 2.7

Primary Source 2.8

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can support with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

How were the troubles of men in Italy who owned small farms a key factor in bringing down the Roman Republic?

State your group's claim here:

7. From the remaining seven sources for this lesson, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.

Geography Group

GROUP MEMBERS:

The Roman Republic

Your group's task is to explore geography issues related to the Roman Republic. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary and secondary sources. Follow these steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

   > Expanding to all parts of the Mediterranean made Rome a powerful empire. How did it also add greatly to the problems the Republic faced in the first century BCE?

3. Read and discuss Primary Sources 2.7 and 2.9, and Secondary Source 2.4.
4. Read and discuss the following background information. Use the information to help complete the handout.

   > Rome began as a small city-state on the western side of Italy. For its first three centuries, it slowly took control of the entire peninsula. During the Punic Wars against Carthage of North Africa (264–146 BCE), the Romans built a fleet and became a sea power. They began to gain control of large areas outside of Italy, such as the island of Sicily and parts of Spain and North Africa. After that, Rome began conquering many parts of both the western and eastern Mediterranean.
   >
   > Italy is in the center of the Mediterranean Sea. It reaches part of the way to its southern shore. Hence, the Romans were well placed to extend their control throughout the Mediterranean. As they did, trade grew rapidly in importance. Slaves from the conquered regions were set to work on the estates of wealthy Romans. Landless poor filled the cities, Rome especially. Conquests of Greece, Macedonia, parts of Asia Minor, and the Seleucid Empire followed. These gave Rome control over some of

the wealthiest and most culturally advanced societies. Soon their luxury goods, silk from China or spices from India, gave the rich much more lavish lifestyles. This only added to tensions between rich and poor. Rome's great Mediterranean conquests strengthened it. Yet they also helped to disrupt the harmony of its social life in many ways.

5. Each group member should develop some supporting questions about the sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, chose one supporting question for each source and record those questions here.

Secondary Source 2.4

Primary Source 2.7

Primary Source 2.9

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can support with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

> Expanding to all parts of the Mediterranean made Rome a powerful empire. How did it also add greatly to the problems the Republic faced in the first century BCE?

State your group's claim here:

7. From the remaining seven sources for this lesson, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.

How to Analyze a Primary Source

For this lesson, you will be studying several primary source documents. This handout offers suggestions for how best to read and analyze historical primary sources. Studying such sources is challenging. They were created in a different time and place. Their language and use of certain key terms often differ from ours. They assume things we might not accept. They arise out of historical circumstances and settings that differ greatly from those of our own times. To use such sources as evidence, you need to apply some special historical thinking skills and habits. Here are some guidelines to help you do this.

- ***Question the source.***

  No primary source was written with you and your interests in mind, so you need to be clear about what you are looking for when you examine a source. You need to stay in charge of the investigation. Act like a detective, and ask questions. Above all, keep your own most important compelling questions in mind as you read and think about a source.

- ***Consider the source's origins.***

  This is often simply called "sourcing." It means asking who created the source, when and where the source was created, and why. If you know the source's purpose, you will be more likely to see how it is shaped by its creator's point of view. Among other things, sourcing can also help you decide how reliable or typical a source might be.

- ***Contextualize the source.***

  "Context" here means the broader historical setting for the source. Sources are always a part of a larger historical context. You need to consider how this context helps clarify the meaning of the source. You also need to decide which context is most important. Sources might be understood best in connection with a local context or a recent event. Alternatively, they might be understood better within a national or international context, or as part of a long-term trend in society at large. Your guiding questions should help you decide which context is most important.

- ***Corroborate the source.***

  This means you must think about your source in relation to other sources. Does the source agree with or support those other sources, or does it seem to be at odds with the other sources? Might there be additional sources, which have not been provided to you, that could support or conflict with your source?

- ***Above all, read the source carefully.***

  Look at language closely. Pay attention to images, emotional language, metaphors, and other literary devices. Think about what is implied, not merely what is stated or claimed in so many words. Think about what is left out as well as what is included. Make inferences based on your close reading. This will help you get more out of your source than even the source's creator might have seen in it.

PRIMARY SOURCE 2.1

Polybius on Rome's Balanced Constitution

Many Greek and Roman writers thought there were three basic forms of government: rule by one man, rule by a small group of men, and rule by the majority. They also believed each had a pure form that in time would become corrupted. Rule by a king would turn into rule by a cruel tyrant. Rule by a group of wise men would degenerate into rule by a few powerful and corrupt insiders—an *oligarchy*. Rule by a majority would turn into lawless mob rule and then end in tyranny. Polybius was a Greek historian who lived in Rome in the second century BCE. He believed Rome's constitution balanced and checked all three forms in a way that kept them from degenerating.

Original Document

As for the Roman constitution, it had three elements, each of them possessing sovereign powers: and their respective share of power in the whole state had been regulated with such a scrupulous regard to equality and equilibrium that no one could say for certain, not even a native, whether the constitution as a whole were an aristocracy or democracy or despotism. And no wonder: for if we confine our observation to the power of the Consuls we should be inclined to regard it as despotic; if on that of the Senate, as aristocratic; and if finally one looks at the power possessed by the people it would seem a clear case of democracy. . . .

The Consuls, before leading out the legions, remain in Rome and are supreme masters of the administration. All other magistrates, except the Tribunes, are under them and take their orders. They introduce foreign ambassadors to the Senate; bring matters requiring deliberation before it; and see to the execution of its decrees. If, again, there are any matters of state which require the authorization of the people, it is their business to see to them, to summon the popular meetings, to bring the proposals before them and to carry out the decrees of majority. In the preparations for war, also, and, in a word, in the entire administration of a campaign, they have all but absolute power. . . .

The Senate has first of all the control of the treasury, and regulates the receipts and disbursements alike. For the Quaestors can not issue any public money for the various departments of the state without a decree of the Senate, except for the service of the Consuls. The Senate controls also what is by far the largest and most important expenditure, that, namely, which is made by the censors every lustrum (five years) for the repair or construction of public buildings; this money can not be obtained by the censors except by the grant of the Senate. Similarly all crimes committed in Italy requiring a public investigation, such as treason, conspiracy, poisoning, or willful murder, are in the hands of the Senate. . . .

There is, however, a part left the people, and it is a most important one. For the

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people is the sole fountain of honor and of punishment; and it is by these two things and these alone that dynasties and constitutions, and, in a word, human society are held together. . . . The people then are the only court to decide matters of life and death; and even in cases where the penalty is money, if the sum to be assessed is sufficiently serious, and especially when the accused have held the higher magistracies. . . .

Again, it is the people who bestow offices on the deserving, which are the most honorable rewards of virtue. It has also the absolute power of passing and repealing laws; and most important of all, it is the people who deliberate on the question of peace or war. And when provisional terms are made for alliance, suspension of hostilities, or treaties, it is the people who ratify them or the reverse.

Adapted Version

The Roman constitution has three parts, each with supreme powers. Each part has been carefully balanced with the other two. So well balanced are they that that no one can be sure whether the entire constitution is an aristocracy, a democracy or a despotism. And it is no wonder. If we look only at the Consuls, we would see it as despotic. If we look at the Senate, it seems to be aristocratic. Finally, if we look at the power possessed by the people, it appears to be a democracy.

The Consuls are in charge of the government—that is, until they lead their army legions out to fight Rome's enemies. Except for the Tribunes, all other magistrates take their orders from the Consuls. They introduce foreign ambassadors to the Senate. They bring up the matters it must discuss. They make sure its decrees are put into practice. If any public matter requires a decision by the people, the Consuls must summon the popular meetings where those decision are made. They then must carry out the decrees of majority. In preparing for and fighting a war, they basically have absolute power.

The Senate controls the treasury and the raising and spending of all public money. The Quaestors cannot spend anything without the Senate's okay. That is, except for the services of the Consuls. The Senate controls the largest and most important expenditure. It is made every five years to the censors for the repair or construction of public buildings. Similarly, the Senate deals with all crimes committed in Italy requiring a public investigation. This includes crimes such as treason, conspiracy, poisoning, or willful murder.

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PRIMARY SOURCE 2.1

POLYBIUS ON ROME'S BALANCED CONSTITUTION CONTINUED

An important role is left for the people. They alone confer both honor and punishment. These are what hold dynasties, constitutions, and human society together. The people are the only court to decide matters of life and death. Also they decide cases where a large fine is the punishment—especially on those who have held higher public office.

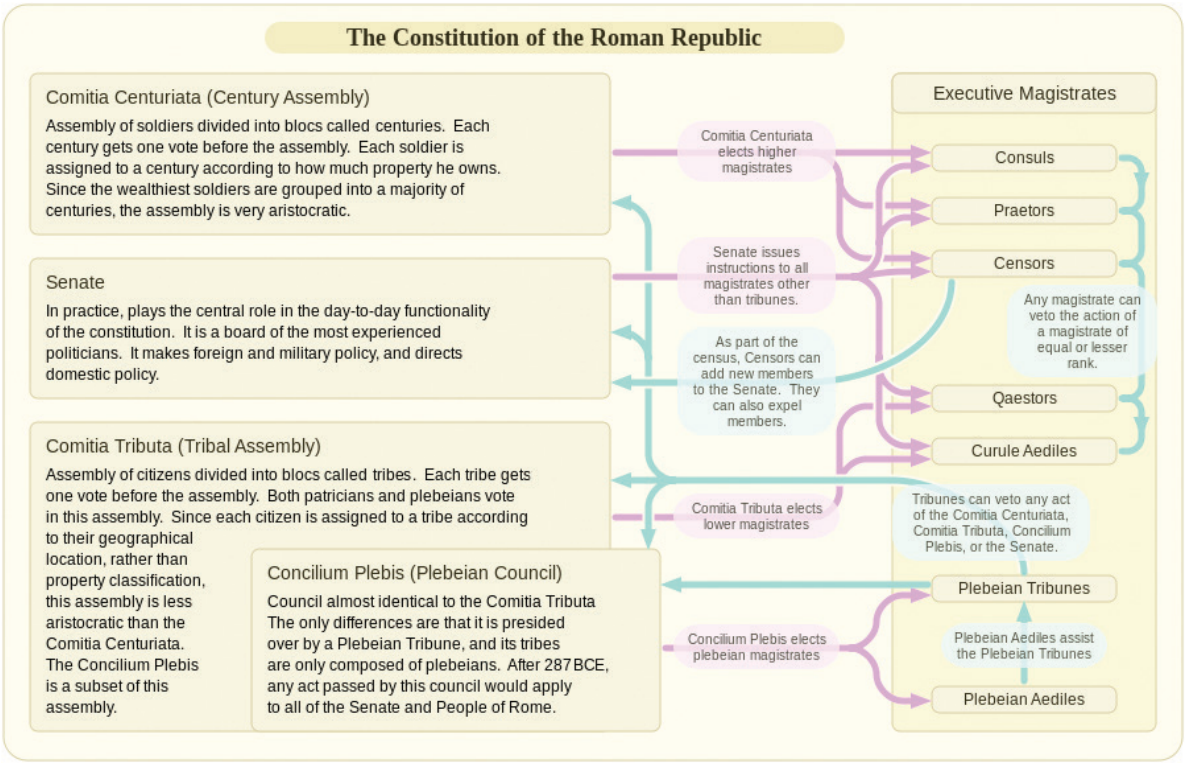
Again, it is the people who bestow offices on those most virtuous, honorable, and deserving. The people also pass or repeal laws. Most importantly, the people decide questions of peace or war. And when proposals are made for treaties, alliances, or to end hostilities, the people decide whether to ratify them or not.

Original Document Source: Polybius, *The Histories*, 2 vols., translated from the text of F. Hultsch by Evelyn S. Schuckburgh, New York, 1889, as reproduced in "The Roman Constitution," *European History Studies* (Chicago: Ainsworth & Company, 1898), 1:77–92. https://books.google.com/books?id=IDcLAQAAMAAJ.

SECONDARY SOURCE ▶ 2.2

The Roman Republic's Government

The Roman Republic's governmental system developed and changed slowly over time. This diagram explains how it was supposed work as of about the third century BCE. The diagram is useful, but the system did not always run as smoothly as this chart suggests. Beginning in the late second century BCE, it increasingly failed to work as it was supposed to.



Original Document Source: Anihl based on a work by User:RomanHistorian, *The Constitutional Structure of the Roman Republic*, CC BY-SA 2.5 via Wikimedia Commons.

SECONDARY SOURCE 2.3

Rome: A Military Republic

Roman soldiers made up the most powerful armies of the ancient world. This photo is of a modern-day reenactor with the typical gear, mail armor, and weaponry of a soldier of the Roman Republic. During the last centuries of the Republic, groups of Romans and Italian allies formed most armies. The ways of arranging these forces for battle took many forms. Over time, property requirements for service in Roman legions were lowered and then discarded. The poorest citizens were increasingly conscripted or allowed to volunteer. This shift was part of the changes disrupting the Roman Republic in its last century.

Original Document Source: Greatbeagle, *Lorica Hamata*, 2007, photograph, CC BY 3.0 via Wikimedia Commons.

SECONDARY SOURCE 2.4

Hannibal and the Second Punic War

The invasion of Italy by Carthaginian general Hannibal was a major turning point in Rome's history. Hannibal fought for years up and down the peninsula from 218 to 201. The Romans finally defeated him. However, the fighting caused widespread destruction in cities and towns. It uprooted tens of thousands of farmers. Wealthy Roman landowners took over land and added to their growing estates. This map shows the route of Hannibal's forces throughout the long war.

Original Document Source: Abalg and Pinpin, *Map in English of Hannibal's Route of Invasion*, 2008, CC BY-SA 1.0 via Wikimedia Commons.

PRIMARY SOURCE 2.5

Tiberius Gracchus on the Impoverished Roman Soldier

As tribune in 133 BCE, Tiberius Gracchus tried to enact land reforms to help the poor, especially soldiers returning from Rome's wars. Many were gone on long campaigns. It was hard for families to keep their small farms going under such conditions. Many went bankrupt, making it easy for wealthy landowners to buy these lands and create huge estates. The landless poor then flooded into Rome and other cities to face a life of great hardship. This passage is from a speech as reported by Plutarch, a historian who lived about two centuries after Tiberius Gracchus.

Original Document

> The wild beasts that roam over Italy . . . have every one of them a cave or lair to lurk in; but the men who fight and die for Italy enjoy the common air and light, indeed, but nothing else; houseless and homeless they wander about with their wives and children. And it is with lying lips that their imperators exhort the soldiers in their battles to defend sepulchres and shrines from the enemy; for not a man of them has an hereditary altar, not one of all these many Romans an ancestral tomb, but they fight and die to support others in wealth and luxury, and though they are styled masters of the world, they have not a single clod of earth that is their own.

Adapted Version

> All the wild beasts roaming over Italy have a cave or lair to lurk in. Yet men who fight and die for Italy enjoy the common air and light, but nothing else. They are houseless and homeless. They wander about with their wives and children. And it is with lying lips that their rulers urge the soldiers in their battles to defend our tombs and shrines from the enemy. For not a man of these soldiers has a hereditary altar. Not one of all these many Romans has an ancestral tomb. Yet they still fight and die to support others in wealth and luxury. And though they are praised as masters of the world, they have not a single clod of earth that is their own.

Original Document Source: Plutarch, "The Life of Tiberius Gracchus," *The Parallel Lives*, trans. Bernadotte Perrin (Cambridge, MA: Loeb Classical Library, 1921), 10:166–67.

PRIMARY SOURCE 2.6

Tiberius's Land Reforms

Tiberius's proposed land reforms involved public lands seized in Rome's many wars in Italy and abroad. The wealthy had purchased much of this land. Tiberius said many of them took much more land than was legal. He was willing to pay them for it anyway. His plan was to take it and distribute it in small amounts to the poor to farm. He also sought other reforms aimed at weakening the power of the Senate. The passage mentions the "equestrian order"—a class of men who were wealthy but not of noble birth. This passage describes these developments.

Original Document

And it is thought that a law dealing with injustice and rapacity so great was never drawn up in milder and gentler terms. For men who ought to have been punished for their disobedience and to have surrendered with payment of a fine the land which they were illegally enjoying, these men it merely ordered to abandon their unjust acquisitions upon being paid the value, and to admit into ownership of them such citizens as needed assistance. But although the rectification of the wrong was so considerate, the people were satisfied to let bygones be bygones if they could be secure from such wrong in the future; the men of wealth and substance, however, were led by their greed to hate the law, and by their wrath and contentiousness to hate the law-giver, and tried to dissuade the people by alleging that Tiberius was introducing a re-distribution of land for the confusion of the body politic, and was stirring up a general revolution. . . .

And now his friends, observing the threats and the hostile combination against him, thought that he ought to be made tribune again for the following year. Once more, therefore, Tiberius sought to win the favour of the multitude by fresh laws, reducing the time of military service, granting appeal to the people from the verdicts of the judges, adding to the judges, who at that time were composed of senators only, an equal number from the equestrian order, and in every way at length trying to maim the power of the senate from motives of anger and contentiousness rather than from calculations of justice and the public good.

Adapted Version

Tiberius's law dealt with great injustice and greed. Yet no such law was ever milder or gentler. It dealt with men who should have been punished for their disobedience in holding and benefiting from land they held illegally. They should have given up that land and paid a fine. Instead, they only had to give up the land after being paid its value. They also had to turn ownership of the lands over to such citizens as needed assistance. The righting of this wrong was very easy on these wealthy owners. Nevertheless, the people were glad to let bygones be

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bygones. All they wanted was to be secure from such wrong in the future. The men of wealth and substance, however, were led by their greed to hate the law. They also hated Tiberius, the law-giver. They tried to win people over by claiming that Tiberius only wanted to redistribute land in order to cause conflict and confusion. They said he was stirring up a general revolution.

Seeing this bitterness, Tiberius's friends thought that he ought to be made tribune again for the following year. And so again, Tiberius sought to win the favor of the multitude by fresh laws. These laws reduced the time of military service. They allowed the people to appeal the verdicts of the judges. Those judges were all senators, so Tiberius added an equal number from the equestrian order. He tried in every way to weaken the power of the Senate. He did this from motives of anger and combativeness rather than from calculations of justice and the public good.

Original Document Source: Plutarch, "The Life of Tiberius Gracchus," *The Parallel Lives*, trans. Bernadotte Perrin (Cambridge, MA: Loeb Classical Library, 1921), 10:165, 184–85.

PRIMARY SOURCE 2.7

Spartacus Leads a Slave Uprising

During the third and second centuries BCE, Rome enslaved thousands of captives of war. Other slaves were purchased abroad. Starting in 135 BCE, the first of three huge slave revolts broke out. These were the so-called Servile Wars. The most famous was the uprising led by Spartacus. He was from Thrace, to the north of Greece. He had been sold as a gladiator. In 73 BCE, he led a small group of slaves in a revolt that soon spread and in time involved 70,000 slaves. It was finally put down with extreme brutality. Some 6,000 slaves not returned to their owners were crucified.

Original Document

The insurrection of the gladiators and their devastation of Italy, which is generally called the war of Spartacus, had its origin as follows. A certain Lentulus Batiatus had a school of gladiators at Capua, most of whom were Gauls and Thracians. Through no misconduct of theirs, but owing to the injustice of their owner, they were kept in close confinement and reserved for gladiatorial combats. Two hundred of these planned to make their escape, and when information was laid against them, those who got wind of it and succeeded in getting away, seventy-eight in number, seized cleavers and spits from some kitchen and sallied out. On the road they fell in with waggons conveying gladiators' weapons to another city; these they plundered and armed themselves. Then they took up a strong position and elected three leaders. The first of these was Spartacus, a Thracian of Nomadic stock, possessed not only of great courage and strength, but also in sagacity and culture superior to his fortune, and more Hellenic than Thracian. . . .

To begin with, the gladiators repulsed the soldiers who came against them from Capua, and getting hold of many arms of real warfare, they gladly took these in exchange for their own, casting away their gladiatorial weapons as dishonourable and barbarous. . . .

Publius Varinus, the praetor, was sent out against them, whose lieutenant, a certain Furius, with two thousand soldiers, they first engaged and routed; then Spartacus narrowly watched the movements of Cossinius, who had been sent out with a large force to advise and assist Varinus in the command, and came near seizing him as he was bathing near Salinae. Cossinius barely escaped with much difficulty, and Spartacus at once seized his baggage, pressed hard upon him in pursuit, and took his camp with great slaughter. Cossinius also fell. By defeating the praetor himself in many battles . . . Spartacus was soon great and formidable; but he took a proper view of the situation, and since he could not expect to overcome the Roman power, began to lead his army toward the Alps, thinking it

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necessary for them to cross the mountains and go to their respective homes, some to Thrace, and some to Gaul. But his men were now strong in numbers and full of confidence, and would not listen to him, but went ravaging over Italy.

Adapted Version

The war of Spartacus was an uprising of gladiators. It devastated Italy. It began as follows. A certain Lentulus Batiatus had a school of gladiators at Capua. Most of them were Gauls and Thracians. They were unfairly and harshly kept in close confinement to be used in gladiatorial combats. Two hundred of these planned to make their escape. They were found out. But they learned of this, and seventy-eight of them seized cleavers and spits from some kitchen and ran away. On the road they came across wagons conveying gladiators' weapons to another city. These they seized and armed themselves. Then they elected three leaders. The first of these was Spartacus, a Thracian of Nomadic stock. He not only had great courage and strength, but he was also wise and cultured beyond what one might expect. And he was more Hellenic [Greek] than Thracian.

To begin with, the gladiators fought off soldiers from Capua. They gladly seized many arms useful in real warfare. They then threw away their gladiatorial weapons as dishonorable and barbarous. Publius Varinus, the praetor, was sent out against them. They first defeated his lieutenant Furius and two thousand soldiers. Spartacus watched the movements of Cossinius, who had been sent out with a large force to advise and assist Varinus. He almost seized him as he was bathing near Salinae. Cossinius barely escaped with much difficulty. Spartacus seized his supplies, pursued him, and took his camp with great slaughter. Cossinius also fell. By defeating the praetor himself in many battles, Spartacus was soon great and formidable. However he knew he could not hope to overcome the Roman power. Hence he began to lead his army toward the Alps. He believed it was necessary for them to cross the mountains and go to their respective homes, some to Thrace, and some to Gaul. But his men were now strong in numbers and full of confidence. They would not listen to him, but went ravaging over Italy.

Original Document Source: Plutarch, "The Life of Crassus," *The Parallel Lives*, trans. Bernadotte Perrin (Cambridge, MA: Loeb Classical Library, 1921), 3:337–41.

PRIMARY SOURCE 2.8

Entertaining Rome's Poor

As Rome filled up with the landless poor, disorder and mob violence became common. Rome's rulers sought to ease tensions by providing the poor with low-cost or free grain. Providing crowd-pleasing entertainment may also have been used to distract people from their troubles. These entertainments included battles by gladiators and other violent spectacles. This passage is about Tiberius's brother, Gaius, who also became tribune and sought reforms to benefit the poor. Like his brother, he met a violent end due to his political activities.

Original Document

The people were going to enjoy an exhibition of gladiators in the forum, and most of the magistrates had constructed seats for the show round about, and were offering them for hire. Gaius ordered them to take down these seats, in order that the poor might be able to enjoy the spectacle from those places without paying hire. But since no one paid any attention to his command, he waited till the night before the spectacle, and then, taking all the workmen whom he had under his orders in public contracts, he pulled down the seats, and when day came he had the place all clear for the people. For this proceeding the populace thought him a man, but his colleagues were annoyed and thought him reckless and violent. It was believed also that this conduct cost him his election to the tribunate for the third time, since, although he got a majority of the votes, his colleagues were unjust and fraudulent in their proclamation and returns.

Adapted Version

The people were going to enjoy an exhibition of gladiators in the forum. Most of the magistrates had constructed seats for the show round about and were selling the right to sit in them. Gaius ordered them to take down these seats so the poor could enjoy the spectacle from those places without paying for them. His command was ignored. So he waited till the night before the spectacle. Then taking all the men he had working for him, he pulled down the seats. When day came, he had the place all clear for the people. For doing this, the populace thought him a real man. But his colleagues were annoyed and thought him reckless and violent. It was believed also that this conduct cost him his election to the Tribunate for the third time. He did get a majority of the votes, but his colleagues were unjust and fraudulent in announcing the voting returns.

Original Document Source: Plutarch, "The Life of Gaius Gracchus," *The Parallel Lives*, trans. Bernadotte Perrin (Cambridge, MA: Loeb Classical Library, 1921), 10:225.

PRIMARY SOURCE 2.9

Marius, Sulla, Civil War

Marius and Sulla were two Roman leaders who played key roles in the growing disorder in the Roman Republic. Each served as a consul and led troops in major wars. In 88 BCE, each sought the right to fight Mithridates, king of Pontus, in the region south of the Black Sea. Sulla was given command, but then another consul took it from him and gave it to Marius. In the struggles over this, both men marched their armies into Rome at different times and slaughtered hundreds if not thousands of their political enemies. This passage from the second century CE Roman historian Appian is about that chaotic time.

Original Document

[Marius] was forthwith chosen commander of the war against Mithridates in place of Sulla.

When Sulla heard of this he resolved to decide the question by war, and called the army together to a conference. They were eager for the war against Mithridates because it promised much plunder, and they feared that Marius would enlist other soldiers instead of themselves. Sulla spoke of the indignity put upon him by Sulpicius and Marius, and while he did not openly allude to anything else (for he did not dare as yet to mention this sort of war), he urged them to be ready to obey his orders. They understood what he meant, and as they feared lest they should miss the campaign they uttered boldly what Sulla had in mind, and told him to be of good courage, and to lead them to Rome. Sulla was overjoyed and led six legions thither forthwith; but all his superior officers, except one quaestor, left him and fled to the city, because they would not submit to the idea of leading an army against their country. Envoys met him on the road and asked him why he was marching with armed forces against his country. "To deliver her from tyrants," he replied. . . .

Sulla took possession of the Esquiline gate and of the adjoining wall with one legion of soldiers, and Pompeius occupied the Colline gate with another. A third advanced to the Wooden bridge, and a fourth remained on guard in front of the walls. With the remainder Sulla entered the city, in appearance and in fact an enemy. Those in the neighbouring houses tried to keep him off by hurling missiles from the roofs until he threatened to burn the houses; then they desisted. Marius and Sulpicius went, with some forces they had hastily armed, to meet the invaders near the Esquiline forum, and here a battle took place between the contending parties, the first regularly fought in Rome with bugle and standards in full military fashion, no longer like a mere faction fight. To such extremity of evil had the recklessness of party strife progressed among them.

CONTINUED

Adapted Version

Marius was chosen commander of the war against Mithridates in place of Sulla. When Sulla heard of this, he called his army together to a conference. They were eager for the war against Mithridates because it promised much plunder. They feared that Marius would enlist other soldiers instead of themselves. Sulla spoke of how Sulpicius and Marius had insulted him. He did not yet dare to explain openly what he planned. But he urged them to be ready to obey his orders. They understood what he meant. They did not want to miss this chance, so they themselves uttered boldly what Sulla had in mind. They told him to be of good courage and lead them to Rome. Sulla was overjoyed and led six legions there immediately. However, all his superior officers, except one quaestor, left him and fled to the city. They would not agree to lead an army against their own country. Envoys met him on the road and asked him why he was marching with armed forces against Rome. "To deliver her from tyrants," he replied.

Sulla took possession of the Esquiline gate and of the adjoining wall with one legion of soldiers. Pompeius occupied the Colline gate with another. A third advanced to the Wooden Bridge, and a fourth remained on guard in front of the walls. With the remainder Sulla entered the city. He appeared to be an enemy, and he was an enemy. Those in the neighboring houses tried to fight him off by hurling missiles from the roofs. When he threatened to burn the houses, they stopped. Marius and Sulpicius took some hastily armed forces to meet the invaders near the Esquiline forum. Here a battle took place between the contending parties. It was the first regularly fought in Rome with bugle and standards in full military fashion. This was no mere faction fight. To such extreme evil had the recklessness of party strife progressed among them.

Original Document Source: Appian, *The Civil Wars*, 1.7.56–58, trans. Horace White (Cambridge, MA: Loeb Classical Library, 1913), 105–109.

PRIMARY SOURCE 2.10

Cicero's Great Fears

The famous orator and writer Cicero (106–43 BCE) was a leading Roman politician during the time of Julius Caesar's rise to power. Cicero was a defender of the Senate's authority and hoped to see it restored. In 49 BCE, Caesar crossed the Rubicon and marched on Rome. Cicero feared that this meant a new dictatorship would be imposed on the Roman Republic. This letter to his close friend Titus Pomponius Atticus expresses his emotions at this key turning point.

Original Document

. . . [T]he topics usually filling familiar letters, written with an easy mind, are excluded by the critical nature of these times; while those connected with the crisis we have already worn threadbare. Nevertheless, not to surrender myself wholly to sorrowful reflexions, I have selected certain theses, so to speak, which have at once a general bearing on a citizen's duty, and a particular relation to the present crisis:

Ought one to remain in one's country when under a tyrant? If one's country is under a tyrant ought one to labour at all hazards for the abolition of the tyranny, even at the risk of the total destruction of the city? Or ought we to be on our guard against the man attempting the abolition, lest he should rise too high himself?

Ought one to assist one's country when under a tyrant by seizing opportunities and by argument rather than by war?

Is it acting like a good citizen to quit one's country when under a tyrant for any other land, and there to remain quiet, or ought one to face any and every danger for liberty's sake?

Ought one to wage war upon and besiege one's native town, if it is under a tyrant?

Even if one does not approve an abolition of a tyranny by war, ought one still to enroll oneself in the ranks of the loyalists?

Ought one in politics to share the dangers of one's benefactors and friends, even though one does not think their general policy to be wise?

CONTINUED

Adapted Version

The critical times make it impossible to write about the usual topics of letters to friends. Those are written with an easy mind. However, those connected with the crisis we have already worn threadbare. Nevertheless, not to be too sorrowful about it all, I have selected certain broader issues or questions to address. These have to do with a citizen's duty, and are presented in relation to the present crisis:

Should one stay in the country when it is under a tyrant? If it is under a tyrant should one work to end the tyranny even if that risks total destruction? Or should we guard against any man who tries this, lest he should rise too high himself?

Should one assist one's country when under a tyrant through arguments rather than through a resort to war?

Is it acting like a good citizen to abandon one's country when under a tyrant, go to another country, and remain quiet? Or should one face any and every danger for liberty's sake?

Should one wage war upon and besiege one's native town, if it is under a tyrant?

Even if one does not approve of starting a war against a tyrant, should one still join the ranks of the loyalists?

Should one in politics share the dangers of one's benefactors and friends, even though one thinks their general policy unwise?

Original Document Source: Cicero. *Epistulae ad Atticus* [*Letters to Atticus*], Book 9, Letter 4, March 12, 49 BCE, Perseus Digital Library at Tufts, http://perseus.uchicago.edu/perseus-cgi/citequery3.pl?dbname=PerseusLatinTexts&getid=1&query=Cic.%20Att.%209.4.

Communicating Results and Taking Action

Communicating Results

- In a small group, read and discuss Primary Sources 2.5 and 2.6. These sources deal with the reforms proposed by the Tribune Tiberius Gracchus. Do some further background reading on Tiberius and his brother Gaius and the reforms they proposed. Your group should prepare a brief report explaining who Tiberius and Gaius Gracchus were and what problems they worried about. Your report should answer this question: Could Tiberius's reforms have saved the Roman Republic?
- Read Cicero's questions (Primary Source 2.10). These questions reflect Cicero's concerns about the dictatorship he feared Julius Caesar was going to impose on Rome. Write a letter back to Cicero about his fears. Your letter should propose one or two key changes in the Roman Republic's government that might make the system work better and prevent a dictatorship. Use the diagram (Secondary Source 2.2) as a guide for identifying features of the government and proposing reforms.
- Your teacher will ask a small group of students to prepare a brief presentation on the division of powers and the idea of "checks and balances" in the U.S. Constitution. After this presentation, study Primary Source 2.1 and Secondary Source 2.2. Identify one feature of the Roman Republic's government that does what the U.S. system of checks and balances does. Then choose one feature that does not work as well as the checks and balances of the U.S. Constitution. Be prepared to share your ideas in a class discussion.

Taking Action

- What can Americans today learn from studying the fate of the Roman Republic during its final century? Discuss this question in a small group. Agree to a list of three things your group believes Americans should know about this history. As a class, you will discuss the lists. Someone will record this discussion. Parents and other members of the community will watch and discuss the recording.
- Use social media to share brief reports on the community meeting described in the previous assignment. Ask those contacted in this way to comment and offer their own thoughts on this topic.

The Roman Republic Rubric

Criteria	Unacceptable	Developing	Proficient	Excellent
Focus	Tries to respond to task instructions but lacks clear focus on a central idea or thesis	Addresses the task instructions adequately but focus on a central idea or thesis is uneven	Responds to the task instructions appropriately and convincingly; has a consistent focus on a central idea or thesis	Responds to all task instructions convincingly; has a clear and strong focus on a well-developed central idea or thesis
Research	Refers to some sources but fails to connect these in a way that is relevent to the task instructions	Refers to relevant sources well but does not always connect these clearly to the task instructions	Refers to relevant sources accurately and usually connects these to the task instructions and a central idea	Refers to relevant sources accurately and in great detail and connects these clearly to the task instructions and a central idea
Development/ Use of Evidence	Uses some details and evidence from sources but does not make clear the relevance to the task purpose or instructions	Uses details and evidence from sources generally but not always in support of a clear focus relevant to the task purpose or instructions	Uses details and evidence from sources in a way that effectively supports a focus relevant to the task purpose or instructions	Uses details and evidence from sources along with clear explanations demonstrating deep understanding of the task purpose or instructions
Content	Refers to disciplinary content without clearly understanding it or while using it in an irrelevant or inaccurate manner	Refers to disciplinary content with some understanding but not always with a clear idea of its relation to the overall task	Accurately uses disciplinary content and demonstrates a clear idea of its relation to the overall task	Uses disciplinary content effectively and explains thoroughly and in depth its relation to the overall task
Conventions	Demonstrates only limited control of standard English conventions, with many errors in spelling, punctuation, grammar, and other conventions	Demonstrates some command of standard English conventions, with limited errors in spelling, punctuation, grammar, and other conventions	Demonstrates adequate command of standard English conventions, with few errors in spelling, punctuation, grammar, and other conventions	Demonstrates a well-developed command of standard English conventions, with few errors and a use of language appropriate to the audience and the purpose of the task

Primary and Secondary Source Bibliography

2.1: Polybius. *The Histories*. 2 vols. Translated from the text of F. Hultsch by Evelyn S. Schuckburgh, New York, 1889. Reproduced in "The Roman Constitution," *European History Studies* (Chicago: Ainsworth & Company, 1898).

2.2: FoolsWar and Anihl based on a work by User:RomanHistorian. *The Constitutional Structure of the Roman Republic*. CC BY-SA 3.0 via Wikimedia Commons.

2.3: Greatbeagle. *Lorica Hamata*. 2007. Photograph. CC BY 3.0 via Wikimedia Commons.

2.4: Abalg and Pinpin. *Map in English of Hannibal's Route of Invasion*. 2008. CC BY-SA 1.0 via Wikimedia Commons.

2.5: Plutarch. "The Life of Tiberius Gracchus." In *The Parallel Lives*. Vol. 10. Translated by Bernadotte Perrin. Cambridge, MA: Loeb Classical Library, 1921.

2.6: Plutarch. "The Life of Tiberius Gracchus." In *The Parallel Lives*. Vol. 10. Translated by Bernadotte Perrin. Cambridge, MA: Loeb Classical Library, 1921.

2.7: Plutarch. "The Life of Crassus." In *The Parallel Lives*. Vol. 3. Translated by Bernadotte Perrin. Cambridge, MA: Loeb Classical Library, 1921.

2.8: Plutarch. *The Parallel Lives*. Vol. 10. Translated by Bernadotte Perrin. Cambridge, MA: Loeb Classical Library, 1921.

2.9: Appian. *The Civil Wars*. Translated by Horace White. Cambridge, MA: Loeb Classical Library, 1913.

2.10: Cicero. *Epistulae ad Atticus* [*Letters to Atticus*]. Book 9, Letter 4, March 12, 49 BCE. Perseus Digital Library at Tufts, http://perseus.uchicago.edu/perseus-cgi/citequery3.pl?dbname=PerseusLatinTexts&getid=1&query=Cic.%20Att.%209.4

Sources for Further Study

Campbell, Brian. *The Romans and Their World.* New Haven, CT: Yale University Press, 2015.

Foster, Genevieve. *Augustus Caesar's World: A Story of Ideas and Events from B.C. 44 to 14 A.D.* New York: Scribner's Sons, 1947.

Macaulay, David. *City: A Story of Roman Planning and Construction*. Newton, KS: Paw Prints, 2013.

Nardo, Don. *The Roman Republic.* Detroit, MI: Lucent Books, 2006.

Rinaldo, Denise. *Julius Caesar: Dictator for Life*. New York: Franklin Watts, 2010.