

Social Studies - Grade 7 - Ms. Dickerson

Work from Home Packet #1

Hello students! I know you are excited to receive this packet of schoolwork. 😊

But since we aren't sure how long this is going to last, and we don't want you (or me) to have to go to school all summer, we are using these packets to keep the learning going while we are unable to come to school in person. I plan to keep the format very similar to what we would have done in class. This packet is intended to cover two weeks' worth of work; so, take your time and do it well.

***YOU ARE NOT EXPECTED TO MAIL THIS WORK BACK... YOU JUST NEED TO KEEP A HOLD OF IT.**

- We'll start with a TEST over material you already learned at school - **Chapter IV: The Roman Republic.**
- Next, we have a STUDY GUIDE to introduce NEW material. As always, the answers can be figured out just by reading and using the context of the sentences OR they are things you've learned already this year. It WON'T be necessary to use a textbook or the internet to complete the study guide. Most of you normally get these done in one class period and then we go over them... which we won't be able to do. So, you are going to have to really try your best to do it ACCURATELY & then RE-READ it a few times to make sure you understand it.
- I've also included two additional WORKSHEETS (SPQR & Roman Legions) to ADD to what you learn in the study guide. Read them and then complete the activities as directed. Again, try your best to do this work accurately & then re-read it a few times to make sure you understand it.
- We normally spend a week or so going over the material, with me "telling you the story," and then we do a few things (like a Kahoot!) before you take a test. Since we can't do any of that, you are just going to take an open-note "test." That test will be in the NEXT packet.
- DON'T PANIC about any of this. If you get confused or stuck, you can contact me. I will be checking my email: Nicole.dickerson@crooksville.k12.oh.us regularly. I will plan to email you and post something on Google Classroom at least once a week - messages, announcements, and any resources that I think might help. So, if you can get to the internet, check there for more info.

Do the work (if it is required) but also relax and enjoy time with your families. Make good choices & WASH YOUR HANDS.


♥ Ms. Dickerson

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Read this information sheet	CH IV: The Roman Republic Test	"The Republic crumbles" Study Guide	SPQR Worksheet	Roman Legions Worksheet	Study for "The Republic crumbles" Test (in next packet)

Name _____

SS1 SS2 SS3 Date _____

World Studies from 750 B.C. to 1600 A.D.



The Roman Republic

THE REPUBLIC CRUMBLES - STUDY GUIDE

soldiers	land	patricians	group	power
fighting	Africa	unhappy	balance	monarchy
centuries	poor	advantage	struggle	expanded

THE REPUBLIC HAD A SHAKY START

Rome had gone from a _____ to a republic - but things were never perfect. Politics in the Roman Republic was marked by the long _____ between classes. Less than 4% of Romans belonged to the wealthy, ruling class (the _____). But that tiny group held nearly 100% of the power and wealth of the nation. Most people in Rome were plebeians (the working class: craftsmen, merchants, artists, _____, builders, etc.) or they were slaves. That huge majority of the population were _____ with the way things were arranged. Since the plebeians and slaves did ALL the work, the patricians needed them. Plebeians used that leverage to their _____. Through years of negotiating, deal making, _____, and going on strike, they eventually gained some political power. But things were still very out of balance. **Societies rarely last if they are this far out of _____. They must either change or fall.**

Rome Gets Bigger and So Do the Problems

In spite of the class struggle, the republic stood strong for several _____; the Roman state grew larger in size and _____. Eventually they would gain control of the entire Italian peninsula and Sicily, next they conquered pretty much all of the western Mediterranean, much of Spain, parts of northern _____, Carthage, Macedonia and Greece. However, as Rome's power and territory _____, those old class conflicts began to increase. The gap between rich and _____ widened as wealthy people gobbled up all the _____ and pushed out the poor, while the power of government was increasingly limited to the more privileged classes. Ultimately, factions (small groups within a larger _____) emerged; some factions were

chaos	stay	money	roads	consuls
territory	problems	civil	deals	wild
plebeians	dictatorship	senate	aqueducts	dominate

loyal to the patricians, some to the _____, some to one particular military general or another, some to certain families. Everyone in Rome began taking sides, almost like teams in this struggle for power. Individual people and groups began making _____ and alliances, and fearing and hating one another. These tensions led to a series of _____ wars (wars between groups within one country).

SOMEONE HAS TO TAKE CHARGE

When things are in _____ and power is shifting, one person or group will often rise up and seize power. (This is why anarchies don't _____ that way for long!) Because of the chaos in Rome, a series of warlords would _____. Groups pushed their way into positions of authority, making sure the people they chose became senators and _____. Gradually the consuls pulled more and more control away from the senate. The imperfect balance of power (between the _____, consuls and the assembly) that had allowed Rome to call itself a republic soon gave way, leaving what was essentially a military _____.

ROME IS A MESS

While the power struggles and civil wars were going on, the republic was falling apart in other ways too. There were many, many _____, but three major ones stand out as important. **First**, the republic needed money to run. **Second**, there was a lot of cheating and corruption amongst elected officials; and **third**, crime was running _____ throughout Rome.

1. Rome needed _____ to run. The republic needed money to pay the legions (the massive armies that were conquering _____ on three continents), to build _____ (to link up all these newly conquered territories). Inside Rome the people were used to "luxuries" like sewers, _____, and arenas; these things required money. Finally,

taxes	problem	bribe	control	food
farmer	economy	businesses	profit	who
strike	slavery	senate	taxes	gap

one of the biggest drains on the _____ was the huge (expensive) welfare program they'd built. As the _____ between rich and poor grew wider, the government stepped in and provided _____ to the hungry citizens. This sounds like a nice idea, but the politicians used that to _____ the people. Since the people depended on the food, politicians could threaten to take it away to make sure the people stayed in line and didn't riot or go on _____ again.

To get the money to fund all this, Rome created a system called tax farming. A tax _____ (also called a tax collector or a publican) was a person who bought the right (from the senate) to tax all the people and _____ in a certain area. The biggest _____ with this system is that the senate didn't set up any controls on the publicans. They didn't say how much taxes were, or who got taxed. They left all that up to the publicans.

Tax farming was a business, and the tax farmers were in it to make a _____. While most Romans were willing to pay _____, and even allow the tax farmer some profit, many of the publicans went way beyond what people expected. Many of them saw this as a way to get rich. Plus, since the publicans decided _____ got taxed and who didn't, you could bribe them to make your taxes low or maybe tax your competitors out of business, or if you had enough _____ money, maybe both. If a Roman citizen didn't pay his _____ at whatever amount the publican set, he and his entire family could be sold into _____. However, even with the tax farmer system, the Roman government wasn't getting enough money and Rome was going broke.

2. Elected officials were corrupt. Under Roman law politicians could pay someone to vote for them. So, rich people could actually buy their way into the _____. Once in the senate, there were many ways to get huge amounts of money. Remember the tax farmer? Since they bought the position from the senate, the senate set the amount it cost to become a tax farmer and decided who actually got the job. Plus, the

changes	legion	police	corruption	family
decided	guards	overrun	money	control
solved	up	homes	distribution	trust
Rome	construction	armies	laws	bribed

senate _____ who got to build the roads, arenas, etc. So, construction companies _____ the senate to get the _____ contracts. Finally, since the senate made all the laws, people could bribe senators to make the _____ that they wanted. The government of the republic was riddled with _____.

3. Rome was also riddled with crime. Criminals ran wild in Rome. Since there was no _____ force, there was no one to stop them. It was not safe to walk the streets without a guard. Wealthy Romans hired _____ and even built their own small _____ to protect their _____ and families. This led to further problems when the guards of one wealthy family fought the guards of another _____ over insults or business territories. The senate couldn't do anything since there was no _____ to hire police or even create a militia.


There were other problems in _____ to add to these. Senators didn't _____ each other, and they **really** didn't trust the army. They even passed laws making it illegal for a _____ (group of soldiers) to enter Rome. Rome was a disaster. The people of Rome were tired of the mess and wanted the problems _____ and the corruption ended. Rome was _____ with crime and people were afraid to go out into the streets. People were out of work and taxes had gone _____ again.

Earlier we said **that societies rarely last long if the _____ of power is out of balance.** We also said that **when things are in chaos and power is shifting, one person or group will often rise up and seize power.** Well, *spoiler alert* all these problems in Rome set the stage for big _____ to come, and for a powerful individual to take _____ of the nation.

Name _____

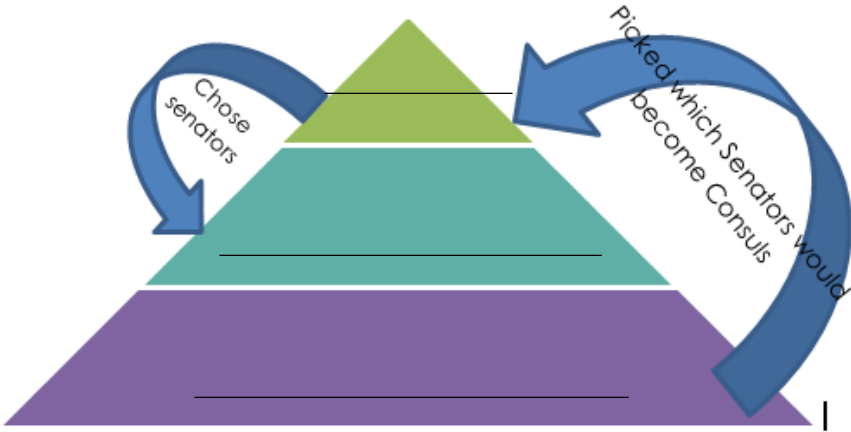
SS1 SS2 SS3 Date _____

World Studies from 750 B.C. to 1600 A.D.



The Roman Republic

Ch 14: Rome Becomes a Republic



Label each of the blank lines on the triangle with the correct part of Roman government it represents.

- _____ 2. Which of the following positions in the Roman Republic had the longest term?
- a) senators
 - b) dictator
 - c) censor
 - d) consul

- _____ 3. What was the “Conflict of the Orders?”
- a) a struggle in which the Etruscan ruler of Rome was overthrown
 - b) a disagreement between two Roman generals about orders given to attack/withdrawal
 - c) a battle between the Roman Republic and its neighboring nations
 - d) a struggle for power by the plebeians against the patricians

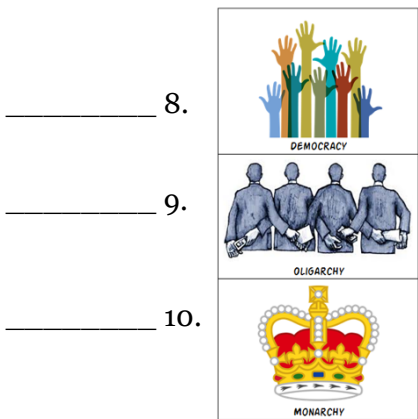
4. Which **TWO** of the following accurately describe **differences** between the **Roman legislative body** and the **legislative body we have in the US**?
- The US legislative branch does not make laws; the Roman legislative branch did make laws.
 - Our Congress are elected; theirs were appointed by the consuls.
 - Ours serve short terms (between 2-6 years); Roman senators served for life.
 - Roman senators were known to accept bribes and political favors; US senators are always honest.
 - Every Roman citizen was part of the senate; in the US, only certain people are chosen.

- _____ 5. What is the name of a form of government in which citizens are elected to represent other citizens?
- a) a monarchy
 - b) an autocracy
 - c) a republic
 - d) a theocracy

- _____ 6. Which of the following is **NOT** true about the *Law of the Twelve Tables*?
- a) They were the formal constitution, designed when the Etruscan king was overthrown.
 - b) They protected some basic rights of all Roman citizens regardless of their social class.
 - c) They were posted in public for all to see.
 - d) They were the Romans’ first written form of law.

- _____ 7. What word means “rule by the people?”
- a) consul
 - b) monarchy
 - c) republic
 - d) democracy

It has been said that the reason the Roman Republic was so successful was that it incorporated bits of three of the most effective forms of government. If that theory is true, which part of the Roman government represented each form of rule? Match each type to the right picture



A	senate
B	consul
C	assembly

_____ 11. What word means “I forbid?”

- a) republic
- b) veto
- c) augustus
- d) consul

_____ 12. What word means “highly respected?”

- a) consul
- b) augustus
- c) republic
- d) veto

_____ 13. The right to command armies, to interpret and carry out the law, and to give out death sentences was called what?

- a) censor
- b) augustus
- c) veto
- d) imperium

_____ 14. Who controlled spending in the Roman Republic?

- a) The Plebeians
- b) The Senate
- c) The Consuls
- d) The Assembly

_____ 15. Who controlled the military in the Roman Republic?

- a) The Senate
- b) The Plebeians
- c) Consuls
- d) The Patricians

_____ 16. Approximately what % of the people in the Roman Republic were **slaves**?

- a) 30%
- b) 66%
- c) 3.5%
- d) 50%

_____ 17. Approximately what % of the people in the Roman Republic were **patricians**?

- a) 66%
- b) 10%
- c) 50%
- d) 3.5%

_____ 18. Approximately what % of the people in the Roman Republic were **plebeians**?

- a) 1%
- b) 66%
- c) 3.5%
- d) 10%

_____ 19. Who had to follow the laws written on the Twelve Tables?

- a) Just the Slaves
- b) Just the Patricians
- c) Just the Plebeians
- d) All citizens of the Roman Republic

_____ 20. The wealthy, powerful class in the Roman Republic were called

- a) Dictators
- b) Censors
- c) Patricians
- d) Plebeians

- _____ 21. About how long did the Roman Republic last?
 a) 100 years c) 300 years
 b) 500 years d) 50 years
- _____ 22. Which of the following government officials in the Roman Republic could be selected by the Senate to serve in an emergency?
 a) dictator c) praetor
 b) quaestor d) censor
 e) plebeian f) senator
- _____ 23. Which of the following officials in the Roman Republic *chose* the members of the Senate?
 a) consul c) censor
 b) quaestor d) praetor
- _____ 24. Who in the Roman Republic *chose* the consuls?
 a) A Praetor c) The Assembly
 b) A Censor d) The Senate
- _____ 25. In the *early* Roman Republic, who could be a member of the Senate?
 a) Patricians c) Women
 b) Slaves d) Plebeians
- _____ 26. Who was the last of the Etruscan kings (whose overthrow marks the beginning of the Roman Republic)?

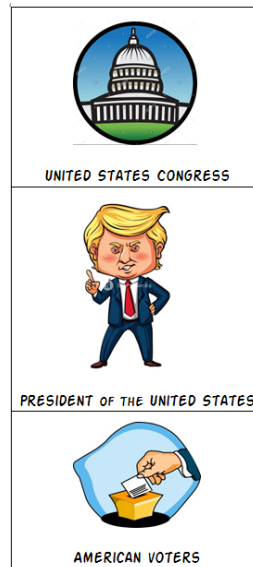
- a) Tarquinius Superbus
 b) Alexander the Great
 c) Lucius Tarquinius
 d) Octavian (aka Augustus)

Since we've said that the three "jobs" in the Roman Republic represent three different forms of government, we can also compare them to different parts of **our** government in the US. Match each part of the Roman government to the equivalent part of the US government.

27 _____

28 _____

29 _____



A	consul
B	senate
C	assembly

_____ 30. Who was the last of the Roman **consuls** (who also became the **first emperor** in the new era)?

- e) Tarquinius Superbus
 f) Lucius Tarquinius
 a) Octavian (aka Augustus)
 b) Alexander the Great



The Roman Republic

Name _____

SS1 SS2 SS3 Date _____

Read each short article and follow the directions afterward.

SPQR - The *Senate* & the *People* of Rome

If you were walking down the streets of Rome during the republic era, you would see the letters SPQR everywhere. In fact, you can still see them carved in buildings in Rome and on ancient coins.

The letters SPQR stood for (in Latin) Senatus Populus Que Romanusa - in English that translates to “the Senate and the People of Rome.” After defeating Tarquin, the last Roman king, the people started a new type of government, a republic. A republic is a type of government whereby people elect officials to represent them in government. This form of government was VERY unusual at the time. Most nations were ruled by kings, powerful oligarchies or military dictators. Romans knew they were doing something special.

As a publicity campaign, and as propaganda, the new senate had the letters SPQR chiseled, branded, or stamped on everything that they controlled. Public buildings, furniture, sidewalks, documents, new coins, and even park benches got the letters SPQR added to them.

The people of Rome were proud of their new government, and were reminded every time that they saw SPQR that they were a part of the Roman Republic, and no longer ruled by a king.



1. Underline a passage from the text that tells what SPQR means in Latin.
2. Double underline a passage from the text that tells what SPQR means in English.
3. Circle a passage that tells why the phrase was so important to the Roman citizens.
4. Place an asterisk * over the word that tells what type of government the Romans had.
5. Place **Xs** over at least five different items that might have had SPQR marked upon them.
6. Draw a squiggly line under the passage that gives the name of the last king of Rome.

Think back to our “Forms of Government” quiz. Use that information (from your memory!) to match the following forms of government to their definitions. (Place the correct letter on the blank.):

- | | |
|-------|----------------------|
| _____ | 7. republic |
| _____ | 8. monarchy |
| _____ | 9. theocracy |
| _____ | 10. oligarchy |
| _____ | 11. direct democracy |
| _____ | 12. dictatorship |

- | |
|--|
| a. a church or religious leaders are in charge |
| b. the individual people vote on every decision |
| c. a single leader who has taken power through force |
| d. a king or queen inherits the power to rule |
| e. a small group of people are in charge, just because of who they are |
| f. citizens choose other citizens to make decisions for them |

Roman Legions

The ancient Romans loved pomp and spectacle (putting on a good show). The Roman army provided plenty opportunities to show off. Each legion (basic military unit, kind of like a “division” in our modern army) had its own special banner, its own name, and its own number. Within each legion, there were smaller groups of about 80-100 men called centuries (remember the Latin root “cent” means 100). Centuries also had a banner. The legion also had trumpet players, drummers, and other noisemakers, so a Roman legion on the march was certainly spectacular. All this showy display gave the soldiers pride and also intimidated their enemies.

When a legion moved camp, they would totally break apart the old camp and march away. When they stopped for the night, they would build a new camp, complete with walls, towers, (of course, banners) and even roads.

Their armor was also spectacular. Although, in spite of what you might have seen in the movies, most Roman armor probably did not shine. Some armor was made of leather, with metal on the inside. The uniform worn by a legionary (regular foot soldier) included a rectangular shield, a short sword, a dagger, jacket, belt, helmet, kilt, shirt, and sandals. The legionary wore special sandals with hob-nails (small nails in the sole of shoes that make the shoes more durable and give better traction), which were designed to make a loud noise and even create sparks on rocky ground. A new legionary was issued these items.

Most legionaries were from the plebian class. Officers were from the patrician class and bought their own armor and weapons. If an officer wanted a horse, that officer had to provide and care for a horse himself. (Although he probably had a slave with him to help with these manual labor tasks.) Each legionary served for a minimum of 25 years before he could retire. When a legionary retired, he was given land in the provinces and a small pension. This gave Roman cities retired but well-trained military men who could help to protect cities and villages all over the empire.

The Roman legion was very organized, very successful, and very flashy. Its reputation as an invincible fighting organization was so great that sometimes, when they moved into a new region, the people gave up without a fight.

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1. Place an asterisk * over the term the **Romans** used for a **foot soldier**.
 2. Place **Xs** over at least five different items that were issued to a foot soldier.
 3. Circle the passages that tell why how many men were in a **legion** and how many were in a **century**.
 4. Underline a passage that tells the **purposes** that showy displays and ceremonies served.
 5. Double underline a passage that describes a **requirement** for retirement from the army.
 6. Draw a squiggly line under the passage that tells the **benefits** given to a soldier in retirement.