

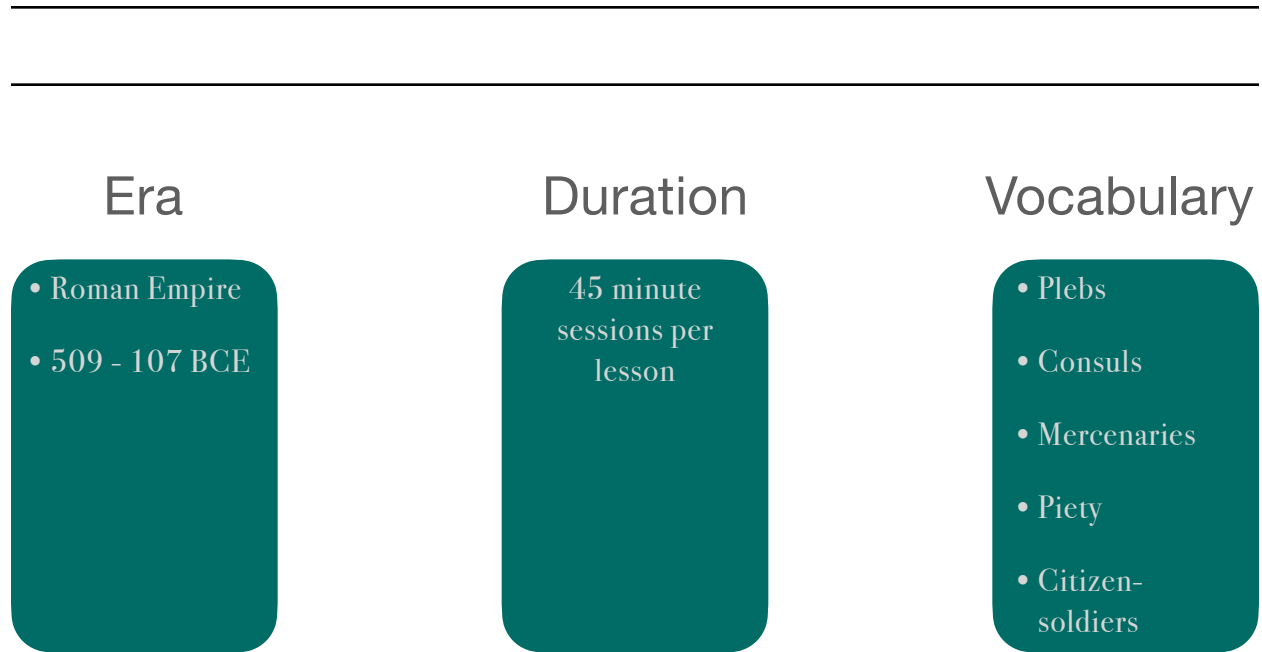
Sampler Unit: Ancient History

Rise of Rome & Fall of Carthage

Two ancient powerhouses, Rome and Carthage, had had parallel ascents to power. Carthage began as a Phoenician colony in modern Tunisia and rose to dominate the western Mediterranean, while Rome's similar meteoric rise in Italy sent the two on a collision course for control of the region. The three Punic Wars fought between them saw Carthage topple from its pinnacle to a ruined city destroyed by Rome within a century. Why?



Carthage's empire was forged on the sea while Rome had not thought much of the water beyond the inland rivers of Italy. How then, could a hitherto landlocked power triumph over the naval master of the western Mediterranean in a mere twenty years? There must have been something in Roman society itself because the Romans consistently rise to meet a new challenge head on. How and why are the Romans so able in overcoming technological infancy and military disaster to triumph over their rival? Why could not the Carthaginians reciprocate Rome's successes?



Unit Goals and Essential Skills

- By unit's end students will have an understanding of the Roman republican system of government as well as that of ancient Carthage.
- They will understand and appreciate the differences between these two ancient societies and contextualize their imperial policies within the Mediterranean of the third and second centuries BCE.
- Become familiar with the political & religious developments of this period
- Trace the cause & effect of political developments in the ancient world &, by extension, in the modern world
- Observe the timelessness of human relations & the similarities of man's responses to the conditions in which he finds himself across time periods
- Identify the periods of ancient history & major characters of the period
- Become familiar with the map of the ancient world & the seeds of modern conflicts

Unit at a Glance

Lesson 1

The Rise of Rome - This lesson serves as a precursor to the four that follow. Setting the stage for the Punic Wars and tension with Carthage, this lesson offers prerequisite information necessary for students to contextualize the animosity between the two peoples as well as explain the basic workings of the Roman society.

Lesson 2

The First Punic War - With a stalemate on Sicilian land, the First Punic War would be decided at sea. The Carthaginians, notorious for their seafaring abilities wouldn't stand a chance against the Roman fleet, still in infancy. But one battle won does not a war end.

Lesson 3

Hannibal Barca - A boy who wore at the sacrificial altar never the befriend the Roman foe, grew into a man whose every breath seemed to embody that promise. General of the Carthaginian army, like his father before him, Hannibal defeated the Romans one battle at a time, intending not to merely beat them - but end them.

Lesson 4

Quintus Fabius Maximus - Nicknamed "the lamb" this Roman leader took a different approach to war. While Hannibal and his men wandered across Italian land, looting and killing - Maximus sought a new tactic - one that greatly resembled pacifism - but only to Hannibal's army. In reality, waiting out the warmongering General Barca was merely a sleight of hand.

Lesson 5

The Second Punic War - While Hannibal's army tramped through Italy, Rome moved secretly in other directions. Those directions were Carthaginian colonies. Wars raged for over a century between the two

empires, but here we will see its dramatic end - with Rome standing over Carthage, crumbling in ruin.

Warm Up Questions

Rome and Carthage: Myth plays a large part in learning certain societal histories. Either show your students a short video, or tell them about the creation myth of Rome with the brother Romulus and Remus. Ask them how this myth influences how Romans see themselves, and how they are seen by others.

The First Punic War: Start off this lesson by showing students a map of the ancient world. Now, show them the path of Carthaginian expansion. Have students hypothesize their next moves and why. Ask; why did Rome leave to fight with Sicilians? And have students process the strategy.

Hannibal Barca: Carthaginians were skilled sea men and made a habit out of conquering land for their ever-growing empire. But they had a leader who hated the Romans because his father hated Romans. He made it his life's mission to erase Rome from the map. Can he be compared to anyone else in history?

Quintus Fabius Maximus: Romans wouldn't fight the Carthaginians unless there was a high chance of their victory. But just because their swords weren't crossing doesn't mean that they were avoiding the war. Instead, the Romans treated the war like a game of chess. Instead of fighting, they were playing the long game with intellect. What other events in history, or otherwise, has the underdog won?

Second Punic War: Turn again to the map of the ancient world. This time show the students the areas Romans controlled. Carthaginians couldn't invade Italy from the sea, so get your students to plot a different route that would allow them to infiltrate the country.

Unit Activities

- Can we even imagine what it was like to cross the Alps with Hannibal? The cold and death, the ascent of tens of thousands of men from across the Mediterranean all pushed on by the charisma of one man. It may be hard, but place yourself in the shoes of one of Hannibal's soldiers. Describe the march across the mountains using a fictionalized voice. Are you proud, hiding your fear with bombast among your comrades; do you shiver uncontrollably and long for the lush green of Spain or Carthage? Who do you think of in this moment; from where do you draw your strength. Let us know.
- Map it! Hannibal fought many battles, more than we've mentioned here. Using a google map of the Mediterranean, locate one modern area in which Hannibal fought so long ago. What occurred there concerning Hannibal and what exists there now?
- Construct a Roman spear out of things around your home. Get creative, use toilet paper rolls or empty wrapping paper tubes!
- Create! Hannibal advertised himself as a man of the people. He was the guy who'd liberate (free) cities from Roman rule. Create a poster Hannibal may have used to spread the word about himself. Your poster should portray Hannibal in a positive light.
- Alternatively, you can create a poster the Romans may have used to convince people that Hannibal was a bad guy.
- Quintus Fabius Maximus's childhood nickname was 'the lamb.' He was a gentle child but he grew up to be the leader Rome needed. Historical figures throughout history have had nicknames given to them by their friends and enemies. They represent different ways that people have looked upon that person. Do you have a nickname, and if you do who gave it to you and why. If not, take the moment to give yourself one. Then ask yourself: what does this nickname say about me?
- Polybius records that 70,000 Romans were killed, 10,000 men were captured and possibly 3,000 survived the battle. Pick a war to compare the number of casualties. Alternatively, compare the numbers to your school's, town's, or county's population to give them a personal example that can resonate with them and last beyond the lesson.
- Write a song or poem about the Punic Wars or how the men would have felt during battle. Write it from the view point of any of the key players or even a foot soldier from either side

- Carefully construct a coin (either Carthaginian or Roman) by whittling it out of soap.
-
-
-
-

Resources

PRIMARY

Polyb. 6.11-14, 3.9.6-11.7, 3.87, 3.11, 3.20.8-10, 3.56.2, 19.3, 3.117, 6.22-23

Pugna...magni victi sumus. Liv. 21.3, 21.38.2, 27.49, 22.8, 34.60, 21.4, 8.8.9-13, 22.7.7

Plut. Fab. 1.3-4.

Polyb. 1.20. Trans. Robin Waterfield. (Oxford: Oxford University Press, 2010), 19, 1.10-11, 1.23, 1.20

Machiavelli, Niccolo. Discourses on Livy, 1.4, trans. Julia Conway Bondanella and Peter Bondanella. (Oxford: Oxford University Press, 1997), 29.

Veg. De Re Militari. 1.20;

Inde rem ad triarios redisse. 'To have come to the triarii.' Liv. 8.8.11.

SECONDARY

Aubet, Maria E. The Phoenicians and the West: Politics, Colonies, and Trade. Second Edition. Translated by Mary Turton. (Cambridge: Cambridge University Press, 2001), 226 - 228;

Pilkington, Nathan. The Carthaginian Empire: 550 - 202 BCE. (London: Lexington Books, 2019), 110-115.

Crawford, Michael H. The Roman Republic. Second Edition. (Cambridge: Harvard University Press, 1992), 22 - 30.

Goldsworthy, Adrian. The Fall of Carthage. (London: Phoenix, 2006), 84-92, 106-9, 146 - 7, 310-16.

Lazenby, John F. *Hannibal's War: a Military History of the Second Punic War*. (Norman: University of Oklahoma Press, 1998), 19-32.

Brand, Steele. *Killing for the Republic: Citizen Soldiers and the Roman War of War*. (Baltimore: Johns Hopkins University Press, 2019), 51 - 56, 86-92.

Fonda, Michael P. *Between Rome and Carthage: Southern Italy during the Second Punic War*. (Cambridge: Cambridge University Press, 2010), 34 - 37.

Liddell Hart, B.H. *Strategy*. Second Revised Edition. (New York: Meridian, 1991), 26 - 29.

Lendon, J. E. *Soldiers and Ghosts: a History of Battle in Classical Antiquity*. (New Haven: Yale University Press, 2005), 178 - 181.

WEBSITES

<https://www.nps.gov/coro/learn/historyculture/francisco-vazquez-de-coronado.htm>

<https://www.britannica.com/topic/Karankawa>

<https://www.britannica.com/biography/Alvar-Nunez-Cabeza-de-Vaca>

Assessment Questions

- I. Q. How many wars did it take for Rome to defeat Carthage?
- II. Q. Why did Rome and Carthage go to war?
- III. Q. True or False: You had to serve in the army to become a politician.
- IV. Q. What was the driving force behind the Carthaginian loss?
- V. Q. Why did Hannibal Barca drink poison?

Furthering the Lesson

SUGGESTED READING

The Punic Wars 264–146 BC by Nigel Bagnall

Roman Legionary vs Carthaginian Warrior: Second Punic War 217–206 BC by David Campbell

Clan Fabius, Defenders of Rome: A History of the Republic's Most Illustrious Family by Jeremiah McCall

The War with Hannibal: The History of Rome from Its Foundation, Books XXI-XXX by Titus Livius Livy

Hannibal: Rome's Worst Nightmare by Philip Brooks

The Histories by Polybius

The First Punic War: A Military History 1996 by J. F. Lazenby

The Navies of Rome by Michael Pitassi

Killing for the Republic: Citizen-Soldiers and the Roman Way of War by Steele Brand

SPQR: A History of Ancient Rome by Mary Beard

VIDEOS

See videos linked in Hunt The Past's lessons

<https://huntthepast.com/topics/the-rise-of-rome/>

<https://huntthepast.com/topics/the-first-punic-war/>

<https://huntthepast.com/topics/hannibal-barca-2/>

<https://huntthepast.com/topics/quintus-fabius-maximus/>

<https://huntthepast.com/topics/the-second-punic-war/>

SIMILAR UNITS

Carthage: <https://huntthepast.com/topics/carthage/>

Roman Senate: <https://huntthepast.com/topics/the-roman-senate/>

Roman Expansion: <https://huntthepast.com/topics/roman-expansion/>

Rise of Legions: <https://huntthepast.com/topics/the-rise-of-the-legions/>

Gaius Marius: <https://huntthepast.com/topics/gaius-marius/>

Reflect, Close, & Preface to Next Unit

These lessons included battles, wars, and people from thousands of years ago - yet we still learn them today - why? Because, even with so many centuries between our times, our worlds still hold so many similar qualities. We still have people in positions of power, like Hannibal Barca, who are fueled by the hate in their hearts. Though we don't use the same weapons we still have wars. We still have armies, navies, generals, and high casualty rates We still can take the example of rivalry between Rome and Carthage and apply it to that of the modern world. Our own democratic government is modeled after the very Roman Republic we just learned about. Though our worlds are separated by what seems like an incredible amount of time - how different are we, really?
