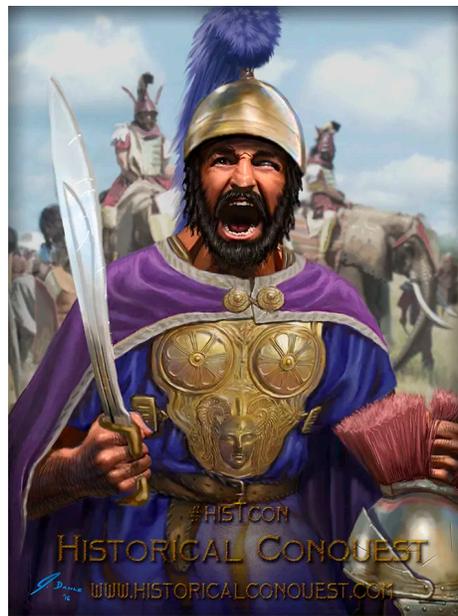


# Sampler Unit: Ancient History

## Rise of Rome & Fall of Carthage

Three wars and one century. That's all it took for Rome to rise into what we know her to have been. Just three wars spanning over the course of a century to build one of the most renowned empires. Unfortunately for Carthage, as one empire rises, another must crumble. Carthage maintained control over the western half of the Mediterranean Sea, but what lie to the east of them remained weak and open for the taking. Carthaginian armies made their way across the sea, expanding their empire as they sailed,



and eventually rested in Sicily. Now, rested may not be the best term since there was likely little rest to be had. The Carthaginians took control over the majority of the island and resisting Sicilians called out to their Italian neighbors for aid. The Romans answered the horns of war and prepared to help the island just south of Italy's heel, however there were some hinderances - namely the sea that lie between the countries. As it happens, Romans were notorious for their fighting capacities - yet lacked ships and sailors to fight at sea. Nonetheless, though leery of the water, Romans built boats and within a few

months the previously landlocked fighters grew fins. Even in their fleet's infancy they managed to fight Carthage, and win.

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Era	Duration	Vocabulary
<ul style="list-style-type: none"><li>• Roman Empire</li><li>• 509 - 107 BCE</li></ul>	45 minute sessions per lesson	<ul style="list-style-type: none"><li>• Plebs</li><li>• Consuls</li><li>• Mercenaries</li><li>• Piety</li><li>• Citizen-soldiers</li></ul>

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## 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
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## Unit at a Glance

### Lesson 1

**The Rise of Rome** - We know that Rome was a grandiose empire in its heyday, but what about in its adolescence? In this lesson, we will see Rome and its leaning toward war with Carthage. This war, though looks simply as if Rome were protecting herself by helping a neighboring island, truly stood as a test of power. If Rome could ward off the Carthaginian invaders - could she too become an empire known in the ancient world? If Romans won this war - that would solidify their reputation as an up and coming nation fit for ruling its share of the Mediterranean Sea. Roman society.

### Lesson 2

**The First Punic War** - Carthage slithered its way closer to Italy with each area they overtook. Sicily, neighbor to the Italians and their boot, was under siege. Sicilians beckoned help from the Romans and they answered. The battle inland was at a stalemate and this battle was to be fought at sea. But Rome hadn't ever been to war at sea. They had no boats, nor knowledge of them, so how would they manage to drown an army whose proficiency was in seafaring? Romans would have to sprout fins if they stood a chance.

### Lesson 3

**Hannibal Barca** - His father poisoned him at an early age, not with hemlock or arsenic but with hate. Hate passed down by one generation to another fueled Hannibal and his plot to slaughter the Romans. Burning villages one by one he made his way across the Italian countryside. That is until he was beat in a game of wit. While Romans left their country to siege Carthage's land holdings, Hannibal lost the morale of his men and was no longer able to continue their ransacking. Hannibal fought on. He pleaded with Rome's enemies and tried to gather any army he could - but no one would listen to him. Ridden with fury and failure to see his life's work

complete he sought a way out. Just as his father poisoned him all those years ago, Hannibal's end would also come with poison - but this time in a vial.

**Quintus Fabius Maximus** - He was faced with difficult decisions. Called the 'lamb' for his gentle demeanor, Maximus saw no valor in going into fights he couldn't win. He tested Carthage's brawn with his own wit and won. Though his people saw this as a form of pacifism, avoiding the fight at home, and relocating the fight to Carthage's doorstep was best for his people. In the end, though he didn't live to see it, his plan saved their lands, their people, and eventually made Rome the victor we know her to be.

#### Lesson 4

**Lesson 5** **The Second Punic War** - Because Rome now controlled the waters, Carthage's army was forced to invade through the mountains. While Hannibal's army had only one way in, Rome had everyday out. They utilized this opportunity to sneak out of their own country, with fleet and army, and attack Carthaginian soil. Hannibal had no choice but to go home and defend their land. Italy was safe from attack but the war raged on.

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## 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 hypothesis 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.

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## 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.
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## Resources

### PRIMARY

Poly. 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>

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# Assessment Questions

- I. How did the Romans come into history according to the ancient myth?
  - II. Why did Rome enter Sicily and go to war?
  - III. Why did Hannibal poison himself?
  - IV. How did Hannibal learn of his brother's fate?
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## 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/>

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## Reflect & Close

This unit has provided an insight into Roman political culture and the Punic Wars that raged for a century. Students will now recognize the Romans in their ancient form and their earliest years, having seen the empire rise amidst these wars. They learned of battle tactics and

strategy from two great generals, Fabius Maximus and Hannibal Barca, which has strengthened their minds with free thinking. They learned the myths and legends surrounding these men and their respective countries, and found relations between our world and that of ancient times.

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