

# HANNIBAL VS. ROME

## Mark It on the Map

Have students turn to the maps on pages 8–9 and locate Carthage and Rome. Ask them what factors and circumstances might lead to a confrontation between these two powers, and what gains each would make from winning such a confrontation. As students read the issue, have them refer to the map, especially to the inset that traces Hannibal's route.

## Vocabulary

libri	patrician
corvus	mahout
Barcids	aristocrats
Iberian Peninsula	correlation of forces

## Introduction

Ask if any students have heard or read about Hannibal. Let those who have give an adjective that fits what they know. Then let students discuss the factors they think govern how a person's reputation is made and how time affects such a reputation. Ask students to think about why "Hannibal vs. Rome" is a more appropriate title than "Carthage vs. Rome." After you have read the issue, have students discuss their answers to this question.

## Questions for Discussion

- Why are the wars between Carthage and Rome called the "Punic Wars"?
- Who founded Carthage? When? Why?
- Why did Carthage want control of the western Mediterranean?
- What role did Pyrrhus play in the conflict between Carthage and Rome?
- Why did Sicily become the battleground of the First Punic War?
- How did the corvus work?
- Where did the Second Punic War begin? Why did it start in this area? What triggered the start of this second conflict?
- What anti-elephant tactics did ancient generals develop?
- After the Punic Wars, why did the Romans use elephants?
- What strategy did Fabius Maximus use against the Carthaginians?
- Why was Scipio given the honorary title of Africanus?
- What caused the Third Punic War? What was the result?

## Writing Workout

Students may complete one or more of the following activities:

- Write an essay supporting Livy's statement on page 3: "Our friendships should be immortal; our enemies, mortal."
- Make a list of the similarities and differences in content, purpose, and style of writing between Polybius and Livy. Explain your reason for each.
- In a small group, follow the contest rules on page 34 and prepare a 100- to 150-word speech that you would use to rally troops in a time of national crisis. Have a spokesperson from your group present the speech to the class, also explaining why such a speech would be needed.
- In essay form, answer one of the following: What one question would you like to ask Hannibal and why? What question would you ask Scipio and why?
- Use the diagram on page 26 to explain how the battle at Cannae was fought.
- Compare the fate of Hannibal with that of Scipio.
- Explain why Cato repeatedly urged that Carthage be destroyed.

## Think About It

Students may complete one or more of the following activities:

- Make a list of five ways a Carthaginian victory over Rome would have affected the subsequent history of the Mediterranean world and western civilization. Next to each, give a reason.
- Why should researchers always use more than one source to verify their facts? Use the article about Livy and Polybius on pages 4–6 as a reference.
- What reasons would you give for Rome’s defeat of Carthage? Give at least three reasons.
- Both Hannibal and Scipio used surprise as an effective strategy. Other generals have done the same. Why is this tactic so effective?
- What was the greatest difficulty Hannibal faced? What about Scipio? (Have students explain their answers in a roundtable discussion format.)
- Is there a correct answer to the question posed on page 26, “Was Maharbal right?”

## Then and Now

Students may complete one or more of the following activities:

- The Romans used their victory over the Carthaginians to instill pride and patriotism in their people. Have we in the United States done the same with any of the wars in which we played a major role?
- Compare the use of hostages today and after the Second Punic War.
- Generals in the armed forces continue to study Hannibal’s tactics today. Why do you think this is so, especially when technology has radically changed the way battles are fought?

## Research Projects

Students may complete one or both of the following activities:

- Assign three students or three groups of students to research details to add to those given in the time line on page 10. Have the students or groups present their findings to the class. The students can also use the time line to compare the dates of their research subjects with the dates of the Punic Wars.
- Assign students to find images of Indian/Asian and African elephants and then prepare a brief description that details the characteristics and the differences of each.

## Get Into Art

Students may complete one or more of the following activities:

- Divide the class into two groups. Assign one to track and visually represent Hannibal’s movements in the Second Punic War. Have the second group do the same with Scipio’s movements. Have a spokesperson from each explain the group’s presentation. Then have the two groups make a master design that incorporates the actions of both generals. Use one color for Carthage and another for Rome. Include captions where necessary.
- Have each student visually depict one specific event or incident in the Second Punic War and then explain to the class why he chose the event or incident. As a follow-up activity, students could write brief captions explaining the illustrations, then assemble their drawings into a chronological collage.

## Just for Fun

Divide the class into two groups. Have one group host a Carthaginian party for the class by following the directions on pages 38–39. Have the other group host a Roman party for the class by following the directions on pages 40–41.

## Follow These Footsteps

Hannibal

Pyrrhus

Publius Cornelius Scipio

Cato the Elder