

# Ancient Rome and Early Christianity, 500 B.C.–A.D. 500

## Previewing Main Ideas

**POWER AND AUTHORITY** Rome began as a republic, a government in which elected officials represent the people. Eventually, absolute rulers called emperors seized power and expanded the empire.

**Geography** *About how many miles did the Roman Empire stretch from east to west?*

**EMPIRE BUILDING** At its height, the Roman Empire touched three continents—Europe, Asia, and Africa. For several centuries, Rome brought peace and prosperity to its empire before its eventual collapse.

**Geography** *Why was the Mediterranean Sea important to the Roman Empire?*

**RELIGIOUS AND ETHICAL SYSTEMS** Out of Judea rose a monotheistic, or single-god, religion known as Christianity. Based on the teachings of Jesus of Nazareth, it soon spread throughout Rome and beyond.

**Geography** *What geographic features might have helped or hindered the spread of Christianity throughout the Roman Empire?*

### INTEGRATED TECHNOLOGY

#### eEdition

- Interactive Maps
- Interactive Visuals
- Interactive Primary Sources



#### INTERNET RESOURCES

Go to [classzone.com](http://classzone.com) for:

- Research Links
- Internet Activities
- Primary Sources
- Chapter Quiz
- Maps
- Test Practice
- Current Events

ROME

**509 B.C.**  
Rome becomes a republic.

**500 B.C.**

**264 B.C.**  
First Punic War begins.

**300 B.C.**

**218 B.C.**  
In the Second Punic War, Hannibal invades Italy.

**100 B.C.**

WORLD

**321 B.C.**  
Chandragupta Maurya founds Mauryan Empire in India.



**202 B.C.**  
◀ Han Dynasty takes power in China. (sculpted figure from Han period)



# The Roman World, 265 B.C.–A.D. 117



Roman Republic, 265 B.C.  
 Areas added to Empire, A.D. 117

0 250 500 Miles  
 0 250 500 Kilometers  
 Conic Projection

**31 B.C.**

Octavian defeats the forces of Antony and Cleopatra. (bust of Cleopatra)



**A.D. 284**

Diocletian becomes emperor of Rome.

**A.D. 476**

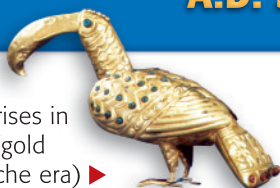
▲ Western Roman Empire (Roman horseman)



**A.D. 100**

**A.D. 100**

Moche culture arises in South America. (gold toucan from Moche era) ▶



**A.D. 300**

**A.D. 300**

Aksum kingdom emerges in east Africa.

**A.D. 500**



## *What makes a successful leader?*

You are a member of the senate in ancient Rome. Soon you must decide whether to support or oppose a powerful leader who wants to become ruler. Many consider him a military genius for having gained vast territory and wealth for Rome. Others point out that he disobeyed orders and is both ruthless and devious. You wonder whether his ambition would lead to greater prosperity and order in the empire or to injustice and unrest.



▲ This 19th-century painting by Italian artist Cesare Maccari shows Cicero, one of ancient Rome's greatest public speakers, addressing fellow members of the Roman Senate.

### EXAMINING *the* ISSUES

- **Which is more important in measuring leadership—results or integrity?**
- **Does a leader have to be likable in order to succeed?**

As a class, discuss these questions. Based on your discussion, think about what you have learned about other leaders in history, such as Alexander the Great and Darius of Persia. What qualities helped them to be successful or caused them to fail? As you read about Rome, see how the qualities of its leaders helped or hindered its development.





# The Roman Republic

## MAIN IDEA

**POWER AND AUTHORITY** The early Romans established a republic, which grew powerful and spread its influence.

## WHY IT MATTERS NOW

Some of the most fundamental values and institutions of Western civilization began in the Roman Republic.

## TERMS & NAMES

- republic
- patrician
- plebeian
- tribune
- consul
- senate
- dictator
- legion
- Punic Wars
- Hannibal

**SETTING THE STAGE** While the great civilization of Greece was in decline, a new city to the west was developing and increasing its power. Rome grew from a small settlement to a mighty civilization that eventually conquered the Mediterranean world. In time, the Romans would build one of the most famous and influential empires in history.

## The Origins of Rome

According to legend, the city of Rome was founded in 753 B.C. by Romulus and Remus, twin sons of the god Mars and a Latin princess. The twins were abandoned on the Tiber River as infants and raised by a she-wolf. The twins decided to build a city near the spot. In reality, it was men not immortals who built the city, and they chose the spot largely for its strategic location and fertile soil.

**Rome's Geography** Rome was built on seven rolling hills at a curve on the Tiber River, near the center of the Italian peninsula. It was midway between the Alps and Italy's southern tip. Rome also was near the midpoint of the Mediterranean Sea. The historian Livy wrote about the city's site:

### PRIMARY SOURCE

Not without reason did gods and men choose this spot for the site of our city—the [salubrious] hills, the river to bring us produce from the inland regions and sea-borne commerce from abroad, the sea itself, near enough for convenience yet not so near as to bring danger from foreign fleets, our situation in the very heart of Italy—all these advantages make it of all places in the world the best for a city destined to grow great.

LIVY, *The Early History of Rome*

**The First Romans** The earliest settlers on the Italian peninsula arrived in prehistoric times. From about 1000 to 500 B.C., three groups inhabited the region and eventually battled for control. They were the Latins, the Greeks, and the Etruscans. The Latins built the original settlement at Rome, a cluster of wooden huts atop one of its seven hills, Palatine Hill. These settlers were considered to be the first Romans.

Between 750 and 600 B.C., the Greeks established colonies along southern Italy and Sicily. The cities became prosperous and commercially active. They brought all of Italy, including Rome, into closer contact with Greek civilization.

### TAKING NOTES

**Outlining** Use an outline to organize the main ideas and details.

- I. The Origins of Rome
  - A.
  - B.
- II. The Early Republic
  - A.
  - B.
- III. Rome Spreads Its Power
  - A.
  - B.



The Etruscans were native to northern Italy. They were skilled metalworkers and engineers. The Etruscans strongly influenced the development of Roman civilization. They boasted a system of writing, for example, and the Romans adopted their alphabet. They also influenced Rome’s architecture, especially the use of the arch.

## The Early Republic

Around 600 B.C., an Etruscan became king of Rome. In the decades that followed, Rome grew from a collection of hilltop villages to a city that covered nearly 500 square miles. Various kings ordered the construction of Rome’s first temples and public centers—the most famous of which was the Forum, the heart of Roman political life.

The last king of Rome was Tarquin the Proud. A harsh tyrant, he was driven from power in 509 B.C. The Romans declared they would never again be ruled by a king. Instead, they established a republic, from the Latin phrase *res publica*, which means “public affairs.” A **republic** is a form of government in which power rests with citizens who have the right to vote for their leaders. In Rome, citizenship with voting rights was granted only to free-born male citizens.

**Patricians and Plebeians** In the early republic, different groups of Romans struggled for power. One group was the **patricians**, the wealthy landowners who held most of the power. The other important group was the **plebeians**, the common farmers, artisans, and merchants who made up the majority of the population.

The patricians inherited their power and social status. They claimed that their ancestry gave them the authority to make laws for Rome. The plebeians were citizens of Rome with the right to vote. However, they were barred by law from holding most important government positions. In time, Rome’s leaders allowed the plebeians to form their own assembly and elect representatives called **tribunes**. Tribunes protected the rights of the plebeians from unfair acts of patrician officials. **A**

**Twelve Tables** An important victory for the plebeians was to force the creation of a written law code. With laws unwritten, patrician officials often interpreted the law to suit themselves. In 451 B.C., a group of ten officials began writing down Rome’s laws. The laws were carved on twelve tablets, or tables, and hung in the Forum. They became the basis for later Roman law. The Twelve Tables established the idea that all free citizens had a right to the protection of the law.

### MAIN IDEA

#### Making Inferences

**A** Why did patricians want to prevent plebeians from holding important positions?

► Ruins of the Forum, the political center of the Roman Empire, still stand in present-day Rome.



## Comparing Republican Governments

	Rome	United States of America
<b>Executive</b>	<ul style="list-style-type: none"> <li>Two consuls, elected by the assembly for one year—chief executives of the government and commanders-in-chief of the army.</li> </ul>	<ul style="list-style-type: none"> <li>A president, elected by the people for four years—chief executive of the government and commander-in-chief of the army.</li> </ul>
<b>Legislative</b>	<ul style="list-style-type: none"> <li>Senate of 300 members, chosen from aristocracy for life—controls foreign and financial policies, advises consuls.</li> <li>Centuriate Assembly, all citizen-soldiers are members for life—selects consuls, makes laws.</li> <li>Tribal Assembly, citizens grouped according to where they live are members for life—elects tribunes and makes laws.</li> </ul>	<ul style="list-style-type: none"> <li>Senate of 100 members, elected by the people for six-year terms—makes laws, advises president on foreign policy.</li> <li>House of Representatives of 435 members, elected by the people for two years—makes laws, originates revenue bills.</li> </ul>
<b>Judicial</b>	<ul style="list-style-type: none"> <li>Praetors, eight judges chosen for one year by Centuriate Assembly—two oversee civil and criminal courts (the others govern provinces).</li> </ul>	<ul style="list-style-type: none"> <li>Supreme Court, nine justices appointed for life by president—highest court, hears civil and criminal appeals cases.</li> </ul>
<b>Legal code</b>	<ul style="list-style-type: none"> <li>Twelve Tables—a list of rules that was the basis of Roman legal system</li> </ul>	<ul style="list-style-type: none"> <li>U.S. Constitution—basic law of the United States</li> </ul>
<b>Citizenship</b>	<ul style="list-style-type: none"> <li>All adult male landowners</li> </ul>	<ul style="list-style-type: none"> <li>All native-born or naturalized adults</li> </ul>

### SKILLBUILDER: Interpreting Charts

- Comparing** *What similarities do you see in the governments of the Roman Republic and the United States?*
- Drawing Conclusions** *Which government seems more democratic? Why?*

**Government Under the Republic** In the first century B.C., Roman writers boasted that Rome had achieved a balanced government. What they meant was that their government had taken the best features of a monarchy (government by a king), an aristocracy (government by nobles), and a democracy (government by the people—see the comparison above of Rome to the United States). Rome had two officials called **consuls**. Like kings, they commanded the army and directed the government. However, their power was limited. A consul’s term was only one year long. The same person could not be elected consul again for ten years. Also, one consul could always overrule, or veto, the other’s decisions.

The **senate** was the aristocratic branch of Rome’s government. It had both legislative and administrative functions in the republic. Its 300 members were chosen from the upper class of Roman society. Later, plebeians were allowed in the senate. The senate exercised great influence over both foreign and domestic policy.

The assemblies represented the more democratic side of the government. For example, an assembly organized by the plebeians, the Tribal Assembly, elected the tribunes and made laws for the common people—and later for the republic itself.

In times of crisis, the republic could appoint a **dictator**—a leader who had absolute power to make laws and command the army. A dictator’s power lasted for only six months. Dictators were chosen by the consuls and then elected by the senate.

**The Roman Army** In addition to their government, the Romans placed great value on their military. All citizens who owned land were required to serve in the army. Seekers of certain public offices had to perform ten years of military service. Roman soldiers were organized into large military units called **legions**. The Roman legion was made up of some 5,000 heavily armed foot soldiers (infantry). A group of soldiers on horseback (cavalry) supported each legion. Legions were divided into smaller groups of 80 men, each of which was called a century. The military organization and fighting skill of the Roman army were key factors in Rome’s rise to greatness.

#### Vocabulary

The word *veto* comes from the Latin for “I forbid.”

#### Vocabulary

The term *legion* also means a multitude.



## Rome Spreads Its Power

For hundreds of years after the founding of the republic, Rome sought to expand its territories through trade and conquest.

**Rome Conquers Italy** Roman power grew slowly but steadily as the legions battled for control of the Italian peninsula. By the fourth century B.C., the Romans dominated central Italy. Eventually, they defeated the Etruscans to the north and the Greek city-states to the south. By 265 B.C., the Romans were masters of nearly all Italy.

Rome had different laws and treatment for different parts of its conquered territory. The neighboring Latins on the Tiber became full citizens of Rome. In territories farther from Rome, conquered peoples enjoyed all the rights of Roman citizenship except the vote. All other conquered groups fell into a third category, allies of Rome. Rome did not interfere with its allies, as long as they supplied troops for the Roman army and did not make treaties of friendship with any other state.

The new citizens and allies became partners in Rome's growth. This lenient policy toward defeated enemies helped Rome to succeed in building a long-lasting empire. For more than two centuries after 265 B.C., Roman power spread far beyond Italy. **B**

**Rome's Commercial Network** Rome's location gave it easy access to the riches of the lands ringing the Mediterranean Sea. Roman merchants moved by land and sea. They traded Roman wine and olive oil for a variety of foods, raw materials, and manufactured goods from other lands. However, other large and powerful cities interfered with Roman access to the Mediterranean. One such city was Carthage. Once a colony of Phoenicia, Carthage was located on a peninsula on the North African coast. Its rise to power soon put it in direct opposition with Rome.

**War with Carthage** In 264 B.C., Rome and Carthage went to war. This was the beginning of the long struggle known as the **Punic Wars**. Between 264 and 146 B.C., Rome and Carthage fought three wars. The first, for control of Sicily and the western Mediterranean, lasted 23 years (264–241 B.C.). It ended in the defeat of Carthage. The Second Punic War began in 218 B.C. The mastermind behind the war was a 29-year-old Carthaginian general named **Hannibal**. Hannibal was a brilliant military strategist who wanted to avenge Carthage's earlier defeat.

Hannibal assembled an army of 50,000 infantry, 9,000 cavalry, and 60 elephants with the intent of capturing Rome. Instead of a head-on attack, however, Hannibal sought to surprise the Romans with a most daring and risky move. He led his army on a long trek from Spain across France and through the Alps. Despite losing more than half his men and most of his elephants, the general's move initially worked. For more than a decade, he marched his forces up and down the Italian peninsula at will. Hannibal won his greatest victory at Cannae, in 216 B.C. There his army inflicted enormous losses on the Romans. However, the Romans regrouped and with the aid of many allies stood firm. They prevented Hannibal from capturing Rome.

### MAIN IDEA

#### Analyzing Issues

**B** How did its treatment of conquered people affect Rome's expansion?

#### Vocabulary

The term *Punic* comes from the Latin word for Phoenician.

### History Makers



#### Hannibal 247–183 B.C.

When Hannibal was only a boy of nine, his father, Hamilcar Barca, a general in Carthage's army, made him swear that he would always hate Rome and seek to destroy it.

After his defeat at the battle of Zama and Carthage's loss in the Second Punic War, Hannibal took refuge among Rome's enemies. He fought against Roman forces as an ally of the kings of Syria and Bithynia. When Roman agents came for him in Bithynia on the Black Sea in Anatolia in 183 B.C., he committed suicide rather than submit to Rome.

### INTEGRATED TECHNOLOGY

**INTERNET ACTIVITY** Create an annotated map of Hannibal's journey through the Alps. Go to [classzone.com](http://classzone.com) for your research.



**Rome Triumphs** Finally, the Romans found a daring military leader to match Hannibal's boldness. A general named Scipio (SIHP•ee•oh) devised a plan to attack Carthage. This strategy forced Hannibal to return to defend his native city. In 202 B.C., at Zama near Carthage, the Romans finally defeated Hannibal.

During the Third Punic War (149–146 B.C.), Rome laid siege to Carthage. In 146 B.C., the city was set afire and its 50,000 inhabitants sold into slavery. Its territory was made a Roman province.

**MAIN IDEA**

**Drawing Conclusions**

**C** Why were the Punic Wars important?

Rome's victories in the Punic Wars gave it dominance over the western Mediterranean. The Romans then went on to conquer the eastern half. By about 70 B.C., Rome's Mediterranean empire stretched from Anatolia in the east to Spain in the west. As you will read in Section 2, however, such growth and power brought with it a new set of difficulties. **C**

**SECTION 1 ASSESSMENT**

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- republic • patrician • plebeian • tribune • consul • senate • dictator • legion • Punic Wars • Hannibal

**USING YOUR NOTES**

2. What do you consider to be the key characteristic of the early Roman Republic? Why?

- The Origins of Rome*  
A.  
B.
- The Early Republic*  
A.  
B.
- Rome Spreads Its Power*  
A.  
B.

**MAIN IDEAS**

3. What limits were there on the power of the Roman consuls?
4. What was the significance of the Twelve Tables?
5. How was Hannibal's attack on Rome daring and different?

**CRITICAL THINKING & WRITING**

6. **FORMING OPINIONS** Do you think the Roman Republic owed its success more to its form of government or its army? Why?
7. **ANALYZING ISSUES** Do you agree with claims that early Rome had achieved a "balanced" government? Explain.
8. **CLARIFYING** How did Rome expand its territory and maintain control over it?
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** Write a brief **essay** explaining what problems might arise from appointing a dictator during times of crisis.

**CONNECT TO TODAY PREPARING AN ORAL REPORT**

Use the library and other resources to locate any monuments built to either Hannibal or the Punic Wars. Then present what you found and the circumstances surrounding the monument's creation in an **oral report**.





2

# The Roman Empire

### MAIN IDEA

**EMPIRE BUILDING** The creation of the Roman Empire transformed Roman government, society, economy, and culture.

### WHY IT MATTERS NOW

The Roman Empire has served throughout history as a model of political organization and control.

### TERMS & NAMES

- civil war
- Julius Caesar
- triumvirate
- Augustus
- *Pax Romana*

**SETTING THE STAGE** As Rome enlarged its territory, its republican form of government grew increasingly unstable. Eventually, the Roman Republic gave way to the formation of a mighty dictator-ruled empire that continued to spread Rome’s influence far and wide.

### TAKING NOTES

**Clarifying** Make a bulleted chart showing how Rome changed as it became an empire.

*Changes in Rome*

- Dictator claims sole power
- 
- 

## The Republic Collapses

Rome’s increasing wealth and expanding boundaries brought many problems. The most serious were growing discontent among the lower classes of society and a breakdown in military order. These problems led to a shakeup of the republic—and the emergence of a new political system.

**Economic Turmoil** As Rome grew, the gap between rich and poor grew wider. Many of Rome’s rich landowners lived on huge estates. Thousands of enslaved persons—many of whom had been captured peoples in various wars—were forced to work on these estates. By 100 B.C., enslaved persons formed perhaps one-third of Rome’s population.

Small farmers found it difficult to compete with the large estates run by the labor of enslaved people. Many of these farmers were former soldiers. A large number of them sold their lands to wealthy landowners and became homeless and jobless. Most stayed in the countryside and worked as seasonal migrant laborers. Some headed to Rome and other cities looking for work. They joined the ranks of the urban poor, a group that totaled about one-fourth of Roman society.

Two brothers, Tiberius and Gaius (GUY•us) Gracchus (GRAK•us), attempted to help Rome’s poor. As tribunes, they proposed such reforms as limiting the size of estates and giving land to the poor. Tiberius spoke eloquently about the plight of the landless former soldiers:

### PRIMARY SOURCE

The savage beasts have their . . . dens, . . . but the men who bear arms and expose their lives for the safety of their country, enjoy . . . nothing more in it but the air and light . . . and wander from place to place with their wives and children.

**TIBERIUS GRACCHUS** quoted in Plutarch, *The Lives of Noble Greeks and Romans*

The brothers made enemies of numerous senators, who felt threatened by their ideas. Both met violent deaths—Tiberius in 133 B.C. and Gaius in 121 B.C.

A period of **civil war**, or conflict between groups within the same country, followed their deaths.

**Military Upheaval** Adding to the growing turmoil within the republic was a breakdown of the once-loyal military. As the republic grew more unstable, generals began seizing greater power for themselves. They recruited soldiers from the landless poor by promising them land. These soldiers fought for pay and owed allegiance only to their commander. They replaced the citizen-soldiers whose loyalty had been to the republic. It now was possible for a military leader supported by his own troops to take over by force. Eventually, one would do just that.

**Julius Caesar Takes Control** In 60 B.C., a military leader named **Julius Caesar** joined forces with Crassus, a wealthy Roman, and Pompey, a popular general. With their help, Caesar was elected consul in 59 B.C. For the next ten years, these men dominated Rome as a **triumvirate**, a group of three rulers.

Caesar was a strong leader and a genius at military strategy. Following tradition, he served only one year as consul. He then appointed himself governor of Gaul (now France). During 58–50 B.C., Caesar led his legions in a grueling but successful campaign to conquer all of Gaul. Because he shared fully in the hardships of war, he won his men's loyalty and devotion.

The reports of Caesar's successes in Gaul made him very popular with the people of Rome. Pompey, who had become his political rival, feared Caesar's ambitions. In 50 B.C., the senate, at Pompey's urgings, ordered Caesar to disband his legions and return home.

Caesar defied the senate's order. On the night of January 10, 49 B.C., he took his army across the Rubicon River in Italy, the southern limit of the area he commanded. He marched his army swiftly toward Rome, and Pompey fled. Caesar's troops defeated Pompey's armies in Greece, Asia, Spain, and Egypt. In 46 B.C., Caesar returned to Rome, where he had the support of the army and the masses. That same year, the senate appointed him dictator. In 44 B.C., he was named dictator for life.

**Caesar's Reforms** Caesar governed as an absolute ruler, one who has total power. However, he started a number of reforms. He granted Roman citizenship to many people in the provinces. He expanded the senate, adding friends and supporters from Italy and other regions. Caesar also helped

## History Makers

### Julius Caesar 100–44 B.C.

In 44 B.C., on March 15, Caesar prepared to go to speak to the Senate, unaware that important senators plotted his death. According to legend, his wife, Calpurnia, begged him not to go. She said she had seen him in a dream dying in her arms of stab wounds.

When Caesar arrived at the Senate chamber, he sat in his chair. Soon the plotters encircled him, took knives hidden in their togas, and stabbed him 23 times, as depicted in the painting below. They were led by Gaius Cassius and Caesar's friend Marcus Brutus. Caesar's last words were "Et tu, Brute?" ("You, too, Brutus?")

#### INTEGRATED TECHNOLOGY

**RESEARCH LINKS** For more on Julius Caesar, go to [classzone.com](http://classzone.com)





the poor by creating jobs, especially through the construction of new public buildings. He started colonies where people without land could own property, and he increased pay for soldiers.

Many nobles and senators expressed concern over Caesar's growing power, success, and popularity. Some feared losing their influence. Others considered him a tyrant. A number of important senators, led by Marcus Brutus and Gaius Cassius, plotted his assassination. On March 15, 44 B.C., they stabbed him to death in the senate chamber. **A**

**Beginning of the Empire** After Caesar's death, civil war broke out again and destroyed what was left of the Roman Republic. Three of Caesar's supporters banded together to crush the assassins. Caesar's 18-year-old grandnephew and adopted son Octavian (ahk•TAY•vee•uhn) joined with an experienced general named Mark Antony and a powerful politician named Lepidus. In 43 B.C., they took control of Rome and ruled for ten years as the Second Triumvirate.

Their alliance, however, ended in jealousy and violence. Octavian forced Lepidus to retire. He and Mark Antony then became rivals. While leading troops against Rome's enemies in Anatolia, Mark Antony met Queen Cleopatra of Egypt. He fell in love with her and followed her to Egypt. Octavian accused Antony of plotting to rule Rome from Egypt, and another civil war erupted. Octavian defeated the combined forces of Antony and Cleopatra at the naval battle of Actium in 31 B.C. Later, Antony and Cleopatra committed suicide.

While he restored some aspects of the republic, Octavian became the unchallenged ruler of Rome. Eventually he accepted the title of **Augustus** (aw•GUHS•tuhs), or "exalted one." He also kept the title *imperator*, or "supreme military commander," a term from which *emperor* is derived. Rome was now an empire ruled by one man.

## A Vast and Powerful Empire

Rome was at the peak of its power from the beginning of Augustus's rule in 27 B.C. to A.D. 180. For 207 years, peace reigned throughout the empire, except for some fighting with tribes along the borders. This period of peace and prosperity is known as the **Pax Romana**—"Roman peace." **B**

During this time, the Roman Empire included more than 3 million square miles. Its population numbered between 60 and 80 million people. About 1 million people lived in the city of Rome itself.

**A Sound Government** The Romans held their vast empire together in part through efficient government and able rulers. Augustus was Rome's ablest emperor. He stabilized the frontier, glorified Rome with splendid public buildings, and created a system of government that survived for centuries. He set up a civil service. That is, he paid workers to manage the affairs of government, such as the grain supply, tax collection, and the postal system. Although the senate still functioned, civil servants drawn from plebeians and even former slaves actually administered the empire.

After Augustus died in A.D. 14, the system of government that he established maintained the empire's stability. This

### MAIN IDEA

#### Analyzing Motives

**A** Why did Caesar's rivals feel they had to kill him?

## History Makers



**Augustus**  
63 B.C.—A.D. 14

Augustus was the most powerful ruler of the mightiest empire of the ancient world. Yet, amid the pomp of Rome, he lived a simple and frugal life. His home was modest by Roman standards. His favorite meal consisted of coarse bread, a few sardines, and a piece of cheese—the usual food of a common laborer.

Augustus was also a very religious and family-oriented man. He held to a strict moral code. He had his only child, Julia, exiled from Rome for not being faithful in her marriage.

### INTEGRATED TECHNOLOGY

**RESEARCH LINKS** For more on Augustus, go to [classzone.com](http://classzone.com)

### MAIN IDEA

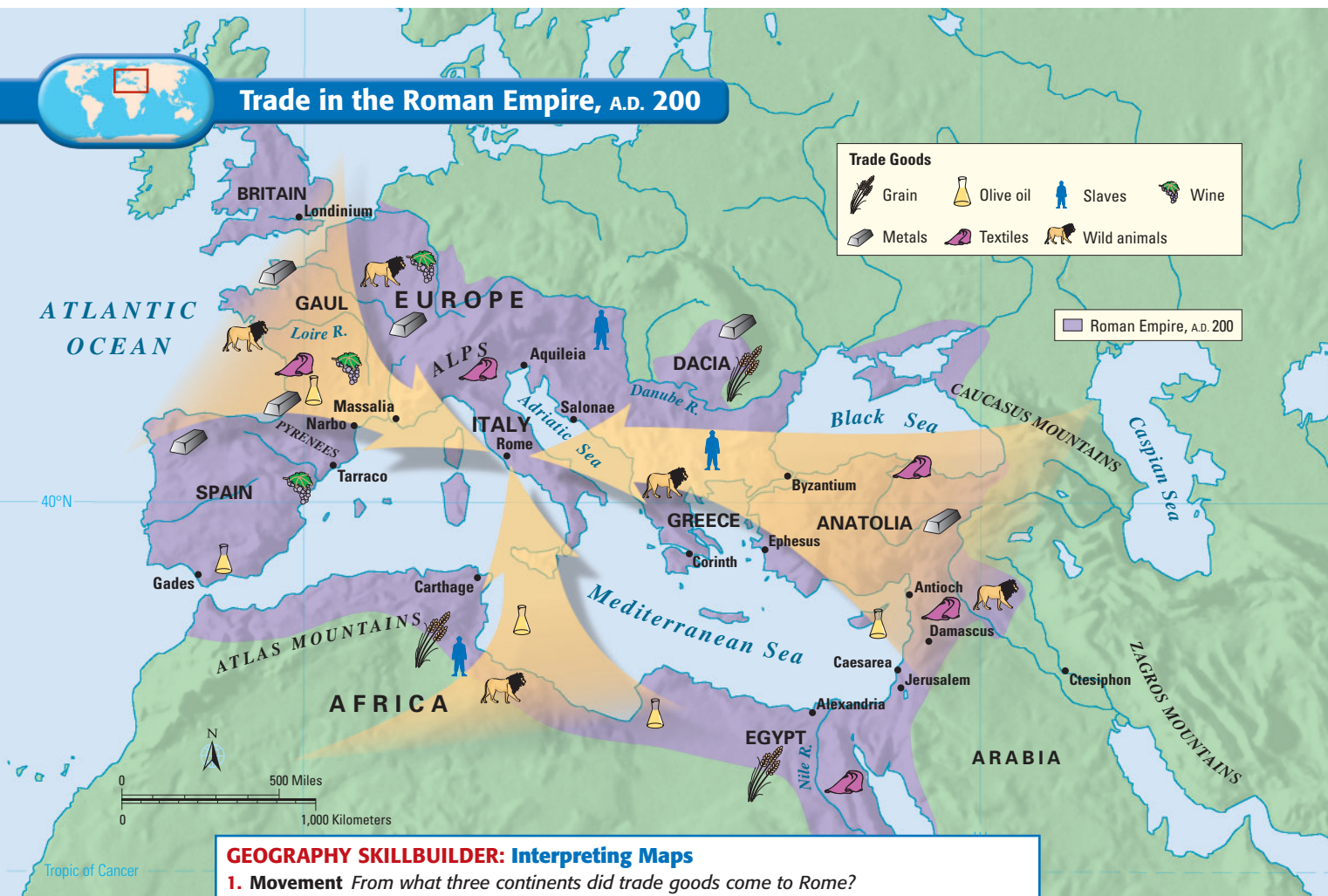
#### Summarizing

**B** To what does the term *Pax Romana* refer?

#### Vocabulary

The term *civil service* refers to persons employed in the civil administration of government.

## Trade in the Roman Empire, A.D. 200



was due mainly to the effectiveness of the civil service in carrying out day-to-day operations. The Romans managed to control an empire that by the second century A.D. reached from Spain to Mesopotamia, from North Africa to Britain. Included in its provinces were people of many languages, cultures, and customs.

**Agriculture and Trade** Agriculture was the most important industry in the empire. All else depended on it. About 90 percent of the people were engaged in farming. Most Romans survived on the produce from their local area. Additional food (when needed) and luxury items for the rich were obtained through trade. In Augustus's time, a silver coin called a denarius was in use throughout the empire. Having common coinage made trade between different parts of the empire much easier.

Rome had a vast trading network. Ships from the east traveled the Mediterranean protected by the Roman navy. Cities such as Corinth in Greece, Ephesus in Anatolia, and Antioch on the eastern coast of the Mediterranean grew wealthy. Rome also traded with China and India.

A complex network of roads linked the empire to such far-flung places as Persia and southern Russia. These roads were originally built by the Roman army for military purposes. Trade also brought Roman ways to the provinces and beyond.

## The Roman World

Throughout its history, Rome emphasized the values of discipline, strength, and loyalty. A person with these qualities was said to have the important virtue of *gravitas*. The Romans were a practical people. They honored strength more than beauty, power more than grace, and usefulness more than elegance.



## Roman Emperors, A.D. 37–A.D. 180

### Bad Emperors

#### Caligula

- 37–41
- Mentally disturbed

#### Nero

- 54–68
- Good administrator but vicious
- Murdered many
- Persecuted Christians

#### Domitian

- 81–96
- Ruled dictatorially
- Feared treason everywhere and executed many

### Good Emperors

#### Nerva

- 96–98
- Began custom of adopting heir

#### Trajan

- 98–117
- Empire reached its greatest extent
- Undertook vast building program
- Enlarged social welfare

#### Hadrian

- 117–138
- Consolidated earlier conquests
- Reorganized the bureaucracy

#### Antoninus Pius

- 138–161
- Reign largely a period of peace and prosperity

#### Marcus Aurelias

- 161–180
- Brought empire to height of economic prosperity
- Defeated invaders
- Wrote philosophy



Caligula



Trajan

Most people in the Roman Empire lived in the countryside and worked on farms. In Rome and smaller cities, merchants, soldiers, slaves, foreigners, and philosophers all shared the crowded, noisy streets. Here, people from all walks of life came together to create a diverse society.

**Slaves and Captivity** Slavery was a significant part of Roman life. It was widespread and important to the economy. The Romans made more use of slaves than any previous civilization. Numbers of slaves may have reached as high as one-third of the population. Most slaves were conquered peoples brought back by victorious Roman armies and included men, women, and children. Children born to slaves also became slaves. Slaves could be bought and sold. According to Roman law, slaves were the property of their owner. They could be punished, rewarded, set free, or put to death as their master saw fit.

Slaves worked both in the city and on the farm. Many were treated cruelly and worked at hard labor all day long. Some—strong, healthy males—were forced to become gladiators, or professional fighters, who fought to the death in public contests. Other slaves, particularly those who worked in wealthy households, were better treated. Occasionally, slaves would rebel. None of the slave revolts succeeded. More than a million slaves lost their lives attempting to gain their freedom.

**Gods and Goddesses** The earliest Romans worshiped powerful spirits or divine forces, called *numina*, that they thought resided in everything around them. Closely related to these spirits were the Lares (LAIR-eez), who were the guardian spirits of each family. They gave names to these powerful gods and goddesses and honored them through various rituals, hoping to gain favor and avoid misfortune.

In Rome, government and religion were linked. The deities were symbols of the state. Romans were expected to honor them not only in private rituals at shrines in their homes but also in public worship ceremonies conducted by priests in temples. Among the most important Roman gods and goddesses were Jupiter, father of the gods; Juno, his wife, who supposedly watched over women; and Minerva, goddess of wisdom and of the arts and crafts. During the empire, worship of the emperor also became part of the official religion of Rome.

**Society and Culture** By the time of the empire, wealth and social status made huge differences in how people lived. Classes had little in common. The rich lived extravagantly. They spent large sums of money on homes, gardens, slaves, and luxuries. They gave banquets that lasted for many hours and included foods that were rare and costly, such as boiled ostrich and parrot-tongue pie.

However, most people in Rome barely had the necessities of life. During the time of the empire, much of the city's population was unemployed. The government supported these people with daily rations of grain. In the shadow of Rome's

## History *in* Depth

### Gladiator Games

Thumbs up or thumbs down—that is how a match often ended for a gladiator (shown in this mosaic battling a tiger). When one of the combatants fell, the organizer of the games usually determined his fate. A thumbs up sign from him meant that the fighter would live. Thumbs down meant his death.

The crowd usually played a key role in these life-and-death decisions. If the masses liked the fallen gladiator, he most likely would live to fight another day. If not, he was doomed.



great temples and public buildings, poor people crowded into rickety, sprawling tenements. Fire was a constant danger.

To distract and control the masses of Romans, the government provided free games, races, mock battles, and gladiator contests. By A.D. 250, there were 150 holidays a year. On these days of celebration, the Colosseum, a huge arena that could hold 50,000, would fill with the rich and the poor alike. The spectacles they watched combined bravery and cruelty, honor and violence. In the animal shows, wild creatures brought from distant lands, such as tigers, lions, and bears, fought to the death. In other contests, gladiators engaged in combat with animals or with each other, often until one of them was killed.

During this time of *Pax Romana*, another activity slowly emerged in the Roman Empire—the practice of a new religion known as Christianity. The early followers of this new faith would meet with much brutality and hardship for their beliefs. But their religion would endure and spread throughout the empire, and eventually become one of the dominant faiths of the world.

## SECTION

## 2

## ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- civil war
- Julius Caesar
- triumvirate
- Augustus
- *Pax Romana*

### USING YOUR NOTES

2. What changes do you consider negative? Why?

#### Changes in Rome

- Dictator claims sole power
- 
- 

### MAIN IDEAS

3. What factors contributed to the fall of the Roman Republic?
4. What were the main reasons for the Romans' success in controlling such a large empire?
5. What measures did the government take to distract and control the masses of Rome?

### CRITICAL THINKING & WRITING

6. **ANALYZING CAUSES** What role did Julius Caesar play in the decline of the republic and the rise of the empire?
7. **ANALYZING ISSUES** What aspects of Roman society remained similar from republic to empire?
8. **RECOGNIZING EFFECTS** What was Augustus's greatest contribution to Roman society? Why?
9. **WRITING ACTIVITY** **EMPIRE BUILDING** Write a brief **dialogue** in which various members of society comment on conditions in the Roman Empire during the *Pax Romana*. Participants might include a senator, a civil servant, a slave, a merchant, and a former soldier.

### CONNECT TO TODAY CREATING A POSTER

Create a **poster** depicting the sporting events and other forms of entertainment that you enjoy watching. Include an introductory paragraph that explains what about them appeals to you.



## Life in a Roman Villa

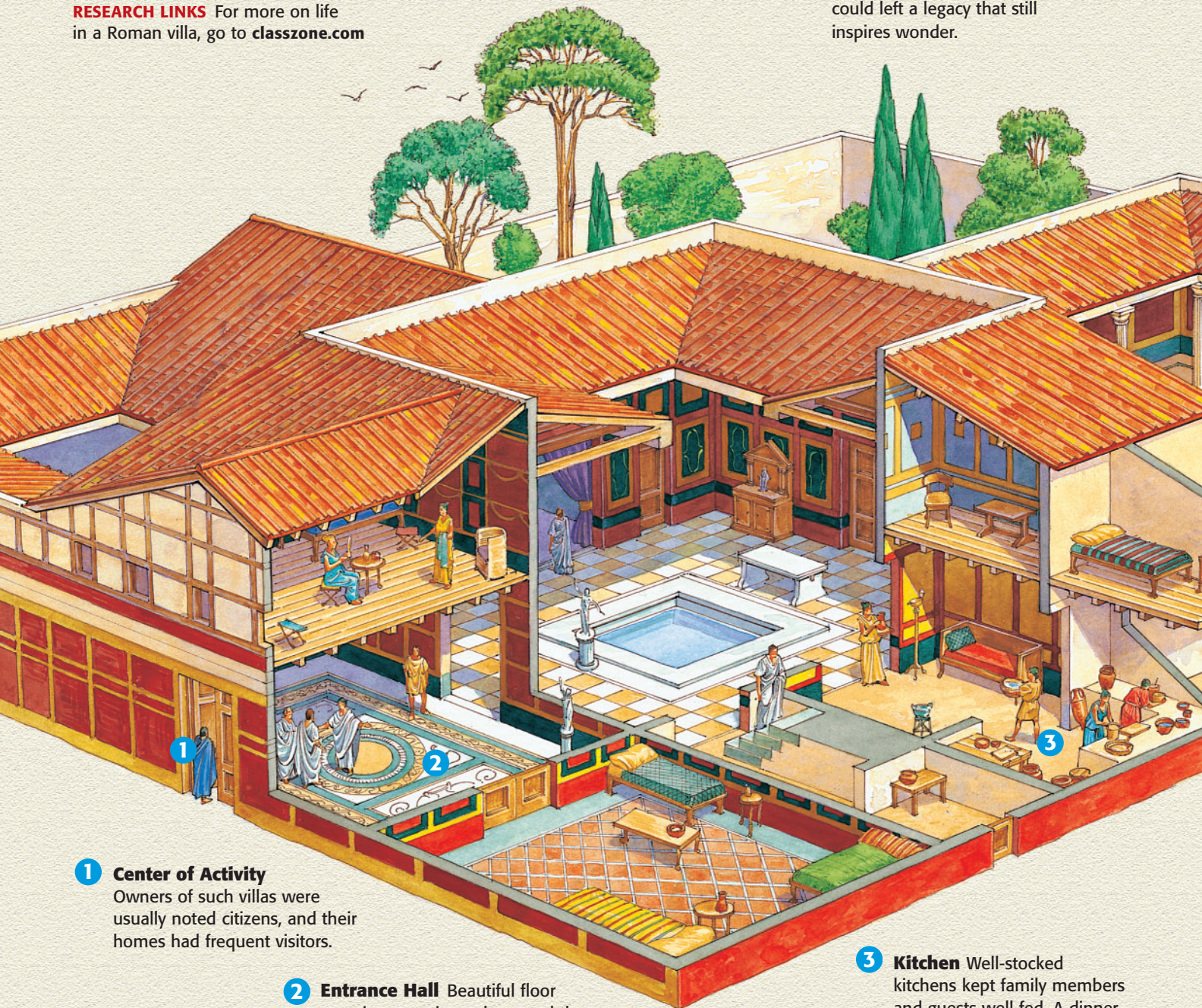
Much of what we know about Roman homes comes from archaeological excavations of the ancient cities of Pompeii and Herculaneum. In A.D. 79, Pompeii and Herculaneum were buried in volcanic ash by a tremendous eruption of Mount Vesuvius. The illustration you see here is modeled after a home in Pompeii. Notice the rich artwork and refined architecture of this home.

### INTEGRATED TECHNOLOGY

**RESEARCH LINKS** For more on life in a Roman villa, go to [classzone.com](http://classzone.com)

### ▼ The Villa

Very few Romans could afford to live in such luxury, but those who could left a legacy that still inspires wonder.



### 1 Center of Activity

Owners of such villas were usually noted citizens, and their homes had frequent visitors.

**2 Entrance Hall** Beautiful floor mosaics sometimes decorated the villa's entrance. Skilled artisans created the intricate designs like the one shown in the entry of this home.

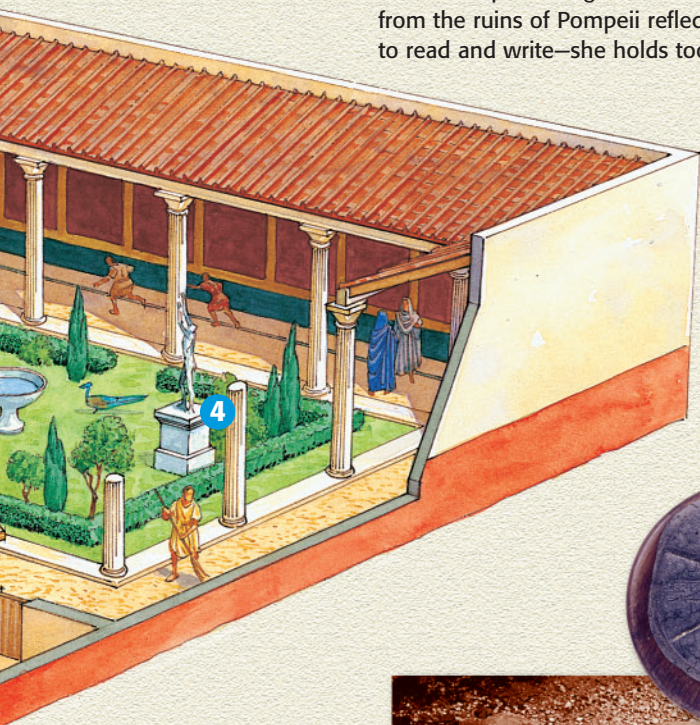
**3 Kitchen** Well-stocked kitchens kept family members and guests well fed. A dinner from this kitchen might consist of eggs, vegetables, shellfish, meat, cakes, and fruit.





### ▲ Frescoes

A fresco is a painting made on damp plaster. Roman artists used this technique to brighten the walls of Roman homes. This fresco from the ruins of Pompeii reflects a couple's pride at being able to read and write—she holds tools for writing and he a scroll.



**4 Gardens** Wealthy Romans maintained gardens decorated with fountains, sculptures, and frescoes.



### ► Archaeological Excavation

When Mount Vesuvius erupted, ash rained down, covered everything, and hardened. Bread (shown above) carbonized in the bakeries. Bodies decayed under the ash leaving hollow spaces. An archaeologist developed the technique of pouring plaster into the spaces and then removing the ash. The result was a cast of the body where it fell.



## ► DATA FILE

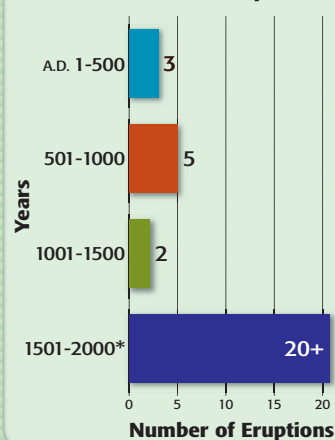
### Pompeii

- Of the 10,000 to 20,000 people who lived in Pompeii, only 2,000 bodies have been uncovered.
- About three-fourths of the city has been excavated.

### Mount Vesuvius

- Scientists believe there may be a reservoir of magma 400 kilometers (about 249 miles) wide sitting below Mount Vesuvius.
- Today, in the first 15 minutes of a medium-to-large-scale eruption, an area within a 4-mile radius of the volcano could be destroyed—about 1 million people live and work in this area.

Number of Major Recorded Volcanic Eruptions



\* The last eruption occurred in 1944.  
Source: *Encyclopaedia Britannica*

## Connect to Today

**1. Making Inferences** What other types of rooms or activities can you identify in the illustration?

See Skillbuilder Handbook, page R10.

**2. Comparing and Contrasting** How are homes today similar to a Roman villa? How are they different?





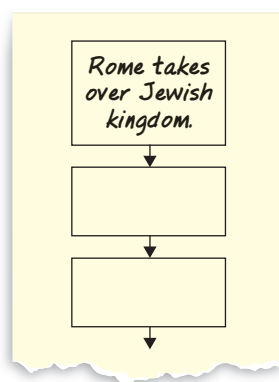
# 3

## The Rise of Christianity

MAIN IDEA	WHY IT MATTERS NOW	TERMS & NAMES
<b>RELIGIOUS AND ETHICAL SYSTEMS</b> Christianity arose in Roman-occupied Judea and spread throughout the Roman Empire.	Christianity has spread throughout the world and today has more than a billion followers.	<ul style="list-style-type: none"> <li>• Jesus</li> <li>• apostle</li> <li>• Paul</li> <li>• Diaspora</li> <li>• Constantine</li> <li>• bishop</li> <li>• Peter</li> <li>• pope</li> </ul>

**SETTING THE STAGE** While religion played an important role in Roman society, the worship of Roman gods was impersonal and often practiced without a great deal of emotion. As the empire grew, so, too, did a new religion called Christianity. Born as a movement within Judaism, it emphasized a more personal relationship between God and people—and attracted many Romans.

**TAKING NOTES**  
**Following Chronological Order** Use a sequence graphic to show the events that led to the spread of Christianity.



### The Life and Teachings of Jesus

Roman power spread to Judea, the home of the Jews, around 63 B.C. At first the Jewish kingdom remained independent, at least in name. Rome then took control of the Jewish kingdom in A.D. 6 and made it a province of the empire. A number of Jews, however, believed that they would once again be free. According to biblical tradition, God had promised that a savior known as the Messiah would arrive and restore the kingdom of the Jews. Roughly two decades after the beginning of Roman rule, many believed that such a savior had arrived.

**Jesus of Nazareth** Although the exact date is uncertain, historians believe that sometime around 6 to 4 B.C., a Jew named **Jesus** was born in the town of Bethlehem in Judea. Jesus was raised in the village of Nazareth in northern Palestine. He was baptized by a prophet known as John the Baptist. As a young man, he took up the trade of carpentry.

At the age of 30, Jesus began his public ministry. For the next three years, he preached, taught, did good works, and reportedly performed miracles. His teachings contained many ideas from Jewish tradition, such as monotheism, or belief in only one god, and the principles of the Ten Commandments. Jesus emphasized God’s personal relationship to each human being. He stressed the importance of people’s love for God, their neighbors, their enemies, and even themselves. He also taught that God would end wickedness in the world and would establish an eternal kingdom after death for people who sincerely repented their sins. (Refer to pages 286–287 for more about Christianity.)

**A Growing Movement** Historical records of the time mention very little about Jesus. The main source of information about his teachings are the Gospels, the first four books of the New Testament of the Bible. Some of the Gospels are thought to have been written by one or more of Jesus’ disciples, or pupils. These 12 men later came to be called **apostles**.

As Jesus preached from town to town, his fame grew. He attracted large crowds, and many people were touched by his message. Because Jesus ignored wealth and status, his message had special appeal to the poor. “Blessed are the meek, for they shall inherit the earth,” he said. His words, as related in the Gospels, were simple and direct:

#### PRIMARY SOURCE

Love your enemies, do good to those who hate you, bless those who curse you, and pray for those who mistreat you. If anyone hits you on the cheek, let him hit the other one too; if someone takes your coat, let him have your shirt as well. Give to everyone who asks you for something, and when someone takes what is yours, do not ask for it back. Do for others just what you want them to do for you.

Luke 6:27–31

**Jesus’ Death** Jesus’ growing popularity concerned both Roman and Jewish leaders. When Jesus visited Jerusalem about A.D. 29, enthusiastic crowds greeted him as the Messiah, or king—the one whom the Bible had said would come to rescue the Jews. The chief priests of the Jews, however, denied that Jesus was the Messiah. They said his teachings were blasphemy, or contempt for God. The Roman governor Pontius Pilate accused Jesus of defying the authority of Rome. Pilate arrested Jesus and sentenced him to be crucified, or nailed to a large wooden cross to die.

After Jesus’ death, his body was placed in a tomb. According to the Gospels, three days later his body was gone, and a living Jesus began appearing to his followers. The Gospels go on to say that then he ascended into heaven. The apostles were more convinced than ever that Jesus was the Messiah. It was from this belief that Jesus came to be referred to as Jesus Christ. *Christos* is a Greek word meaning “messiah” or “savior.” The name *Christianity* was derived from “Christ.” **A**

#### MAIN IDEA

#### Hypothesizing

**A** Why did the followers of Jesus think he was the Messiah?

## Christianity Spreads Through the Empire

Strengthened by their conviction that he had triumphed over death, the followers of Jesus continued to spread his ideas. Jesus’ teachings did not contradict Jewish law, and his first followers were Jews. Soon, however, these followers began to create a new religion based on his messages. Despite political and religious opposition, the new religion of Christianity spread slowly but steadily throughout the Roman Empire.

▼ *Christ’s Charge to Saint Peter*  
by Renaissance artist Raphael depicts Jesus calling the apostle Peter to duty as the other apostles look on.





**Paul's Mission** One man, the apostle **Paul**, had enormous influence on Christianity's development. Paul was a Jew who had never met Jesus and at first was an enemy of Christianity. While traveling to Damascus in Syria, he reportedly had a vision of Christ. He spent the rest of his life spreading and interpreting Christ's teachings.

The *Pax Romana*, which made travel and the exchange of ideas fairly safe, provided the ideal conditions for Christianity to spread. Common languages—Latin and Greek—allowed the message to be easily understood. Paul wrote influential letters, called Epistles, to groups of believers. In his teaching, Paul stressed that Jesus was the son of God who died for people's sins. He also declared that Christianity should welcome all converts, Jew or Gentile (non-Jew). It was this universality that enabled Christianity to become more than just a local religion.

**Jewish Rebellion** During the early years of Christianity, much Roman attention was focused on the land of Jesus' birth and on the Jews. In A.D. 66, a band of Jews rebelled against Rome. In A.D. 70, the Romans stormed Jerusalem and destroyed the Temple complex. All that remained was a western portion of the wall, which today is the holiest Jewish shrine. The Jewish fortress near Masada (see map at right) held out until A.D. 73. About a half million Jews were killed in the course of this rebellion.



## Global Impact

### The Jewish Diaspora

Centuries of Jewish exile followed the destruction of their temple and the fall of Jerusalem in A.D. 70. This period is called the Diaspora, from the Greek word for "dispersal." Jews fled to many parts of the world, including Europe.

In the 1100s, many European Jews were expelled from their homes. Some moved to Turkey, Palestine, and Syria. Others went to Poland and neighboring areas.

The statelessness of the Jews did not end until the creation of Israel in 1948.

The Jews made another attempt to break free of the Romans in A.D. 132. Another half-million Jews died in three years of fighting. Although the Jewish religion survived, the Jewish political state ceased to exist for more than 1,800 years. Most Jews were driven from their homeland into exile. This dispersal of the Jews is called the **Diaspora**.

**Persecution of the Christians** Christians also posed a problem for Roman rulers. The main reason was that they refused to worship Roman gods. This refusal was seen as opposition to Roman rule. Some Roman rulers also used Christians as scapegoats for political and economic troubles.

By the second century, as the *Pax Romana* began to crumble, persecution of the Christians intensified. Romans exiled, imprisoned, or executed Christians for refusing to worship Roman deities. Thousands were crucified, burned, or killed by wild animals in the circus arenas. Other Christians and even some non-Christians regarded persecuted Christians as martyrs. Martyrs were people willing to sacrifice their lives for the sake of a belief or a cause.

### Vocabulary

*Scapegoats* are groups or individuals that innocently bear the blame for others.

## A World Religion

Despite persecution of its followers, Christianity became a powerful force. By the late third century A.D., there were millions of Christians in the Roman Empire and beyond. The widespread appeal of Christianity was due to a variety of reasons. Christianity grew because it

- embraced all people—men and women, enslaved persons, the poor, and nobles;
- gave hope to the powerless;
- appealed to those who were repelled by the extravagances of imperial Rome;
- offered a personal relationship with a loving God;
- promised eternal life after death. **B**

### MAIN IDEA

### Making Inferences

**B** Why were the citizens of the Roman Empire so drawn to Christianity?



## Spread of Christianity in the Roman World to A.D. 500



**Constantine Accepts Christianity** A critical moment in Christianity occurred in A.D. 312, when the Roman emperor **Constantine** was fighting three rivals for leadership of Rome. He had marched to the Tiber River at Rome to battle his chief rival. On the day before the battle at Milvian Bridge, Constantine prayed for divine help. He reported that he then saw an image of a cross—a symbol of Christianity. He ordered artisans to put the Christian symbol on his soldier's shields. Constantine and his troops were victorious in battle. He credited his success to the help of the Christian God.

In the next year, A.D. 313, Constantine announced an end to the persecution of Christians. In the Edict of Milan, he declared Christianity to be one of the religions approved by the emperor. Christianity continued to gain strength. In 380, the emperor Theodosius made it the empire's official religion.

**Early Christian Church** By this time, Christians had given their religion a structure, much as the Roman Empire had a hierarchy. At the local level, a priest led each small group of Christians. A **bishop**, who was also a priest, supervised several local churches. The apostle **Peter** had traveled to Rome from Jerusalem and became the first bishop there. According to tradition, Jesus referred to Peter as the "rock" on which the Christian Church would be built. As a result, all priests and bishops traced their authority to him.

Eventually, every major city had its own bishop. However, later bishops of Rome claimed to be the heirs of Peter. These bishops said that Peter was the first **pope**, the father or head of the Christian Church. They said that whoever was bishop of Rome was also the leader of the whole Church. Also, as Rome was the capital of the empire, it seemed the logical choice to be the center of the Church.

### Vocabulary

A *hierarchy* is a group of persons organized in order of ranks, with each level subject to the authority of the one above.



**A Single Voice** As Christianity grew, disagreements about beliefs developed among its followers. Church leaders called any belief that appeared to contradict the basic teachings a heresy. Dispute over beliefs became intense. In an attempt to end conflicts, Church leaders tried to set a single, official standard of belief. These beliefs were compiled in the New Testament, which contained the four Gospels, the Epistles of Paul, and other documents. The New Testament was added to the Hebrew Bible, which Christians called the Old Testament. In A.D. 325, Constantine moved to solidify further the teachings of Christianity. He called Church leaders to Nicaea in Anatolia. There they wrote the Nicene Creed, which defined the basic beliefs of the Church.

**The Fathers of the Church** Also influential in defining Church teachings were several early writers and scholars who have been called the Fathers of the Church. One of the most important was Augustine, who became bishop of the city of Hippo in North Africa in 396. Augustine taught that humans needed the grace of God to be saved. He further taught that people could not receive God’s grace unless they belonged to the Church and received the sacraments.

One of Augustine’s most famous books is *The City of God*. It was written after Rome was plundered in the fifth century. Augustine wrote that the fate of cities such as Rome was not important because the heavenly city, the city of God, could never be destroyed:



**PRIMARY SOURCE**

The one consists of those who live by human standards, the other of those who live according to God’s will. . . . By two cities I mean two societies of human beings, one of which is predestined to reign with God for all eternity, the other is doomed to undergo eternal punishment with the Devil.

**ST. AUGUSTINE**, *The City of God*

**MAIN IDEA**

**Analyzing Primary Sources**

Why would St. Augustine write his book after Rome had been attacked?

While Christianity continued its slow but steady rise, the Roman Empire itself was gradually weakening. Under the weight of an increasing number of both foreign and domestic problems, the mighty Roman Empire eventually began to crumble.

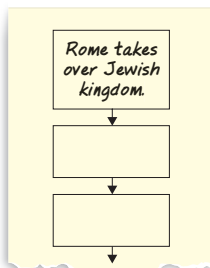
**SECTION 3 ASSESSMENT**

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- Jesus
- apostle
- Paul
- Diaspora
- Constantine
- bishop
- Peter
- pope

**USING YOUR NOTES**

2. What event do you think had the biggest impact? Explain.



**MAIN IDEAS**

3. What did Jesus emphasize in his early teachings?
4. Why did the early Christians face persecution from the Romans?
5. What was the importance of the Nicene Creed?

**CRITICAL THINKING & WRITING**

6. **HYPOTHESIZING** Do you think Christianity would have developed in the same way if it had arisen in an area outside the Roman Empire? Explain.
7. **FORMING AND SUPPORTING OPINIONS** Who did more to spread Christianity—Paul or Constantine? Why?
8. **ANALYZING ISSUES** Why do you think Roman leaders so opposed the rise of a new religion among their subjects?
9. **WRITING ACTIVITY** **RELIGIOUS AND ETHICAL SYSTEMS**  
Imagine you are a resident of Judea during the time of Jesus. Write a **letter** to a friend in Rome describing Jesus and his teachings.

**CONNECT TO TODAY** **OUTLINING A SPEECH**

Locate a recent speech by the pope or the leader of another Christian church and **outline** its main ideas. Then read some of the speech to the class and discuss its main points.



# The Fall of the Roman Empire

## MAIN IDEA

**EMPIRE BUILDING** Internal problems and invasions spurred the division and decline of the Roman Empire.

## WHY IT MATTERS NOW

The decline and fall of great civilizations is a repeating pattern in world history.

## TERMS & NAMES

- inflation
- mercenary
- Diocletian
- Constantinople
- Attila

**SETTING THE STAGE** In the third century A.D., Rome faced many problems. They came both from within the empire and from outside. Only drastic economic, military, and political reforms, it seemed, could hold off collapse.

## A Century of Crisis

Historians generally agree that the end of the reign of the emperor Marcus Aurelius (A.D. 161–180) marked the end of two centuries of peace and prosperity, known as the *Pax Romana*. The rulers that followed in the next century had little or no idea of how to deal with the giant empire and its growing problems. As a result, Rome began to decline.

**Rome’s Economy Weakens** During the third century A.D., several factors prompted the weakening of Rome’s economy. Hostile tribes outside the boundaries of the empire and pirates on the Mediterranean Sea disrupted trade. Having reached their limit of expansion, the Romans lacked new sources of gold and silver. Desperate for revenue, the government raised taxes. It also started minting coins that contained less and less silver. It hoped to create more money with the same amount of precious metal. However, the economy soon suffered from **inflation**, a drastic drop in the value of money coupled with a rise in prices.

Agriculture faced equally serious problems. Harvests in Italy and western Europe became increasingly meager because overworked soil had lost its fertility. What’s more, years of war had destroyed much farmland. Eventually, serious food shortages and disease spread, and the population declined.

**Military and Political Turmoil** By the third century A.D., the Roman military was also in disarray. Over time, Roman soldiers in general had become less disciplined and loyal. They gave their allegiance not to Rome but to their commanders, who fought among themselves for the throne. To defend against the increasing threats to the empire, the government began to recruit mercenaries, foreign soldiers who fought for money. While **mercenaries** would accept lower pay than Romans, they felt little sense of loyalty to the empire.

Feelings of loyalty eventually weakened among average citizens as well. In the past, Romans cared so deeply about their republic that they willingly sacrificed their lives for it. Conditions in the later centuries of the empire caused citizens to lose their sense of patriotism. They became indifferent to the empire’s fate.

## TAKING NOTES

**Analyzing Causes and Recognizing Effects**  
Identify the main causes of the effects listed below.

Causes	Effects
	Inflation
	Untrustworthy army
	Political instability



## Emperors Attempt Reform

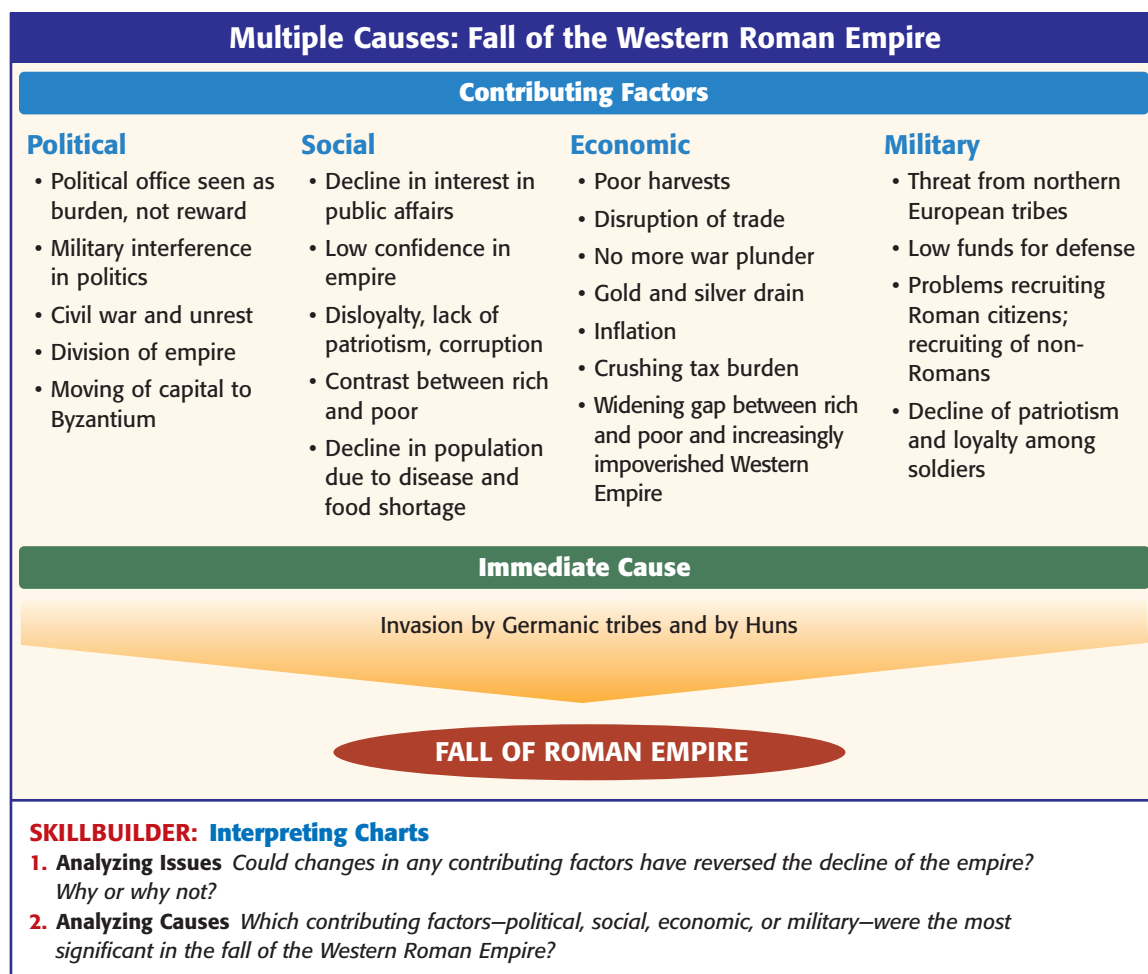
Remarkably, Rome survived intact for another 200 years. This was due largely to reform-minded emperors and the empire's division into two parts.

**Diocletian Reforms the Empire** In A.D. 284, **Diocletian**, a strong-willed army leader, became the new emperor. He ruled with an iron fist and severely limited personal freedoms. Nonetheless, he restored order to the empire and increased its strength. Diocletian doubled the size of the Roman army and sought to control inflation by setting fixed prices for goods. To restore the prestige of the office of emperor, he claimed descent from the ancient Roman gods and created elaborate ceremonies to present himself in a godlike aura.

Diocletian believed that the empire had grown too large and too complex for one ruler. In perhaps his most significant reform, he divided the empire into the Greek-speaking East (Greece, Anatolia, Syria, and Egypt) and the Latin-speaking West (Italy, Gaul, Britain, and Spain). He took the eastern half for himself and appointed a co-ruler for the West. While Diocletian shared authority, he kept overall control. His half of the empire, the East, included most of the empire's great cities and trade centers and was far wealthier than the West.

Because of ill health, Diocletian retired in A.D. 305. However, his plans for orderly succession failed. Civil war broke out immediately. By 311, four rivals were competing for power. Among them was an ambitious young commander named Constantine, the same Constantine who would later end the persecution of Christians.

**Constantine Moves the Capital** Constantine gained control of the western part of the empire in A.D. 312 and continued many of the social and economic policies



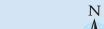
## Invasions into the Roman Empire, A.D. 350–500

INTERACTIVE

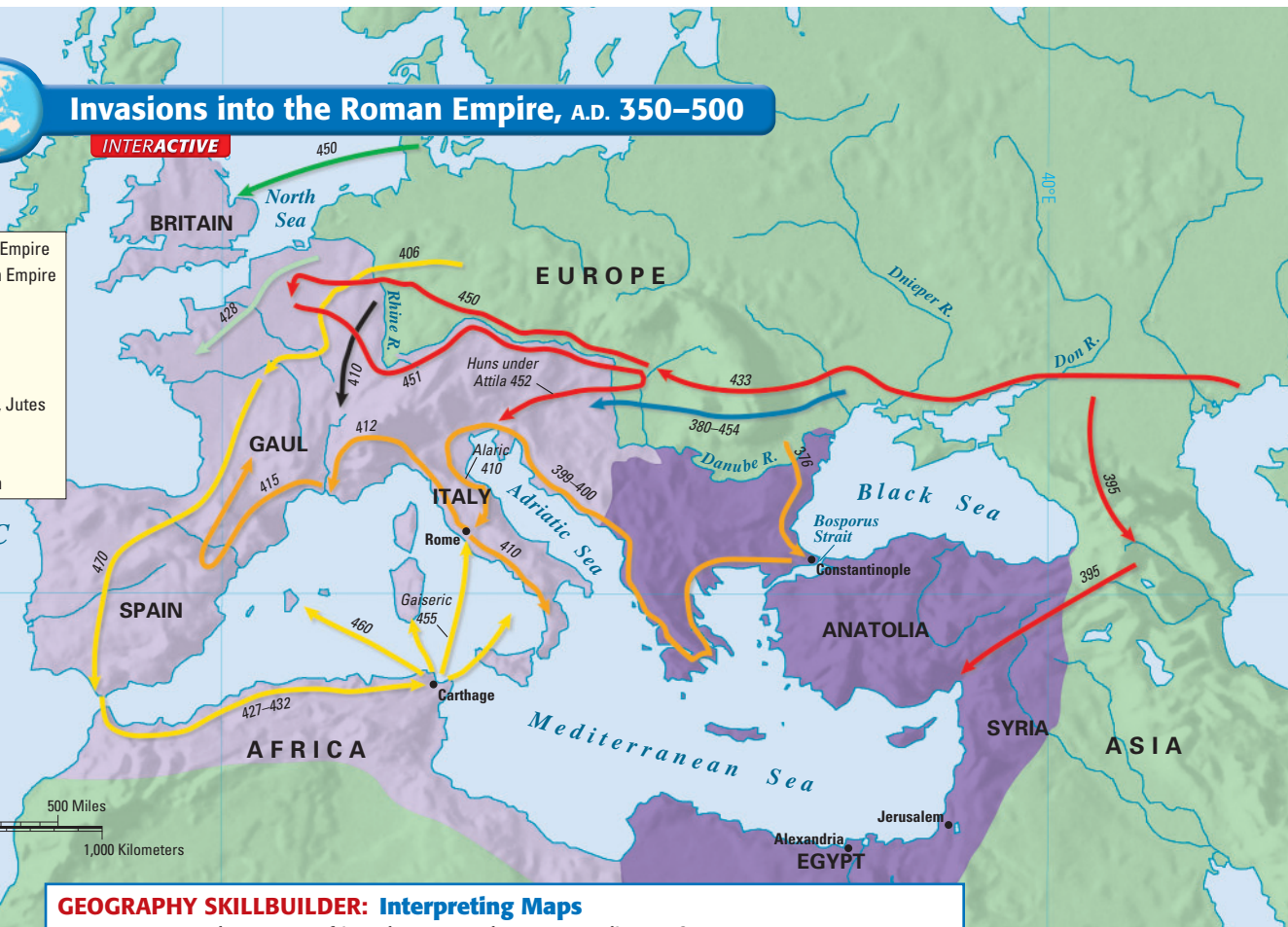
- Eastern Roman Empire
  - Western Roman Empire
  - Burgundians
  - Franks
  - Huns
  - Ostrogoths
  - Saxons, Angles, Jutes
  - Vandals
  - Visigoths
- 409 Date of invasion

ATLANTIC OCEAN

40°N



0 500 Miles  
0 1,000 Kilometers



### GEOGRAPHY SKILLBUILDER: Interpreting Maps

1. **Movement** What group of invaders came the greatest distance?
2. **Location** What areas of the empire were not threatened by invasion?

of Diocletian. In 324 Constantine also secured control of the East, thus restoring the concept of a single ruler.

In A.D. 330, Constantine took a step that would have great consequence for the empire. He moved the capital from Rome to the Greek city of Byzantium (bih•ZAN•tshee•uhm), in what is now Turkey. The new capital stood on the Bosphorus Strait, strategically located for trade and defense purposes on a crossroads between West and East. **A**

With Byzantium as its capital, the center of power in the empire shifted from Rome to the east. Soon the new capital stood protected by massive walls and filled with imperial buildings modeled after those in Rome. The city eventually took a new name—**Constantinople** (KAHN•stan•tuhn•OH•puhl), or the city of Constantine. After Constantine’s death, the empire would again be divided. The East would survive; the West would fall.

### MAIN IDEA

#### Analyzing Motives

**A** Why did Constantine choose the location of Byzantium for his new capital?

## The Western Empire Crumbles

The decline of the Western Roman Empire took place over many years. Its final collapse was the result of worsening internal problems, the separation of the Western Empire from the wealthier Eastern part, and outside invasions.

**Germanic Invasions** Since the days of Julius Caesar, Germanic peoples had gathered on the northern borders of the empire and coexisted in relative peace with Rome. Around A.D. 370, all that changed when a fierce group of Mongol nomads from central Asia, the Huns, moved into the region and began destroying all in their path.

In an effort to flee from the Huns, the various Germanic people pushed into Roman lands. (Romans called all invaders “barbarians,” a term that they used to refer to non-Romans.) They kept moving through the Roman provinces of Gaul,





▲ This skull, still retaining its hair, shows a kind of topknot in the hair that some Germanic peoples wore to identify themselves.

Spain, and North Africa. The Western Empire was unable to field an army to stop them. In 410, hordes of Germans overran Rome itself and plundered it for three days.

**Attila the Hun** Meanwhile, the Huns, who were indirectly responsible for the Germanic assault on the empire, became a direct threat. In 444, they united for the first time under a powerful chieftain named **Attila** (AT•uhl•uh). With his 100,000 soldiers, Attila terrorized both halves of the empire. In the East, his armies attacked and plundered 70 cities. (They failed, however, to scale the high walls of Constantinople.)

The Huns then swept into the West. In A.D. 452, Attila's forces advanced against Rome, but bouts of famine and disease kept them from conquering the city. Although the Huns were no longer a threat to the empire after Attila's death in 453, the Germanic invasions continued.

**An Empire No More** The last Roman emperor, a 14-year-old boy named Romulus Augustulus, was ousted by German forces in 476. After that, no emperor even pretended to rule Rome and its western provinces. Roman power in the western half of the empire had disappeared. **B**

The eastern half of the empire, which came to be called the Byzantine Empire, not only survived but flourished. It preserved the great heritage of Greek and Roman culture for another 1,000 years. (See Chapter 11.) The Byzantine emperors ruled from Constantinople and saw themselves as heirs to the power of Augustus Caesar. The empire endured until 1453, when it fell to the Ottoman Turks.

Even though Rome's political power in the West ended, its cultural influence did not. Its ideas, customs, and institutions influenced the development of Western civilization—and do so still today.

**MAIN IDEA**

**Hypothesizing**  
**B** Do you think Rome would have fallen to invaders if the Huns had not moved into the west? Explain.

**SECTION 4 ASSESSMENT**

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- inflation
- mercenary
- Diocletian
- Constantinople
- Attila

**USING YOUR NOTES**

2. How did these problems open the empire to invading peoples?

Causes	Effects
	Inflation
	Untrustworthy army
	Political instability

**MAIN IDEAS**

3. What were the main internal causes of the empire's decline?
4. How did Diocletian succeed in preserving the empire?
5. Why did so many Germanic tribes begin invading the Roman Empire?

**CRITICAL THINKING & WRITING**

6. **DRAWING CONCLUSIONS** How do you think the splitting of the empire into two parts helped it survive for another 200 years?
7. **IDENTIFYING PROBLEMS** Which of Rome's internal problems do you think were the most serious? Why?
8. **ANALYZING ISSUES** Why do you think the eastern half of the empire survived?
9. **WRITING ACTIVITY** **EMPIRE BUILDING** Imagine you are a journalist in the Roman Empire. Write an **editorial** in which you comment—favorably or unfavorably—on Constantine's decision to move the capital of the empire.

**INTEGRATED TECHNOLOGY INTERNET ACTIVITY**

Use the Internet to create a **travel brochure** about modern-day Constantinople, now known as Istanbul. Include an introductory paragraph about the city and any facts you think a traveler might want to know.

**INTERNET KEYWORD**

*Istanbul tourism*



# Different Perspectives: Using Primary and Secondary Sources

INTERACTIVE

## The Fall of the Roman Empire

Since the fifth century, historians and others have argued over the empire's fall. They have attributed it to a variety of causes, coming both from within and outside the empire. The following excerpts are examples of the differing opinions.

### A SECONDARY SOURCE

#### Edward Gibbon

In the 1780s Gibbon published *The History of the Decline and Fall of the Roman Empire*. In this passage, Gibbon explains that a major cause of the collapse was that the empire was simply just too large.

The decline of Rome was the natural and inevitable effect of immoderate greatness. Prosperity ripened the principle of decay; the causes of destruction multiplied with the extent of conquest; and, as soon as time or accident had removed the artificial supports, the stupendous fabric yielded to the pressure of its own weight. The story of its ruin is simple and obvious; and instead of inquiring why the Roman Empire was destroyed, we should rather be surprised that it had subsisted so long.

### B SECONDARY SOURCE

#### Arther Ferrill

In his book *The Fall of the Roman Empire* (1986), Arther Ferrill argues that the fall of Rome was a military collapse.

In fact the Roman Empire of the West did fall. Not every aspect of the life of Roman subjects was changed by that, but the fall of Rome as a political entity was one of the major events of the history of Western man. It will simply not do to call that fall a myth or to ignore its historical significance merely by focusing on those aspects of Roman life that survived the fall in one form or another. At the opening of the fifth century a massive army, perhaps more than 200,000 strong, stood at the service of the Western emperor and his generals. The destruction of Roman military power in the fifth century was the obvious cause of the collapse of Roman government in the West.

### C SECONDARY SOURCE

#### Finley Hooper

In this passage from his *Roman Realities* (1967), Hooper argues against the idea of a "fall."

The year was 476. For those who demand to know the date Rome fell, that is it. Others will realize that the fall of Rome was not an event but a process. Or, to put it another way, there was no fall at all—ancient Roman civilization simply became something else, which is called medieval. [It evolved into another civilization, the civilization of the Middle Ages.]



### D PRIMARY SOURCE

#### St. Jerome

This early Church leader did not live to see the empire's end, but he vividly describes his feelings after a major event in Rome's decline—the attack and plunder of the city by Visigoths in 410.

It is the end of the world . . . Words fail me. My sobs break in . . . The city which took captive the whole world has itself been captured.

### Document-Based QUESTIONS

1. Compare the reasons for the fall of Rome given in Sources A and B. How might they be considered similar?
2. What became of Rome according to Source C? Do you agree or disagree with that conclusion?
3. Source D is different from the other sources. How?





5

# Rome and the Roots of Western Civilization

**MAIN IDEA**

**POWER AND AUTHORITY** The Romans developed many ideas and institutions that became fundamental to Western civilization.

**WHY IT MATTERS NOW**

Evidence of Roman culture is found throughout Europe and North America and in Asia and Africa.

**TERMS & NAMES**

- Greco-Roman culture
- Pompeii
- Virgil
- Tacitus
- aqueduct

**SETTING THE STAGE** Romans borrowed and adapted cultural elements freely, especially from the Greek and Hellenistic cultures. However, the Romans created a great civilization in their own right, whose art and architecture, language and literature, engineering, and law became its legacy to the world.

**TAKING NOTES**

**Summarizing** Use a chart to list the accomplishments of Roman civilization.

<i>Fine Arts</i>	<i>Literature</i>
<i>Law</i>	<i>Engineering</i>

## The Legacy of Greco-Roman Civilization

Under the Roman Empire, hundreds of territories were knitted into a single state. Each Roman province and city was governed in the same way. The Romans were proud of their unique ability to rule, but they acknowledged Greek leadership in the fields of art, architecture, literature, and philosophy.

By the second century B.C., Romans had conquered Greece and had come to greatly admire Greek culture. Educated Romans learned the Greek language. As Horace, a Roman poet, said, “Greece, once overcome, overcame her wild conqueror.” The mixing of elements of Greek, Hellenistic, and Roman culture produced a new culture, called **Greco-Roman culture**. This is also often called classical civilization.

Roman artists, philosophers, and writers did not merely copy their Greek and Hellenistic models. They adapted them for their own purposes and created a style of their own. Roman art and literature came to convey the Roman ideals of strength, permanence, and solidity.

**Roman Fine Arts** Romans learned the art of sculpture from the Greeks. However, while the Greeks were known for the beauty and idealization of their sculpture, Roman sculptors created realistic portraits in stone. Much Roman art was practical in purpose, intended for public education.

The reign of Augustus was a period of great artistic achievement. At that time the Romans further developed a type of sculpture called bas-relief. In bas-relief, or low-relief, images project from a flat background. Roman sculptors used bas-relief to tell stories and to represent crowds of people, soldiers in battle, and landscapes.

Roman artists also were particularly skilled in creating mosaics. Mosaics were pictures or designs made by setting small pieces of stone, glass, or tile onto a surface. Most Roman villas, the country houses of the wealthy, had at least one colorful mosaic. (See the Social History feature on pages 166–167.)

In addition, Romans excelled at the art of painting. Most wealthy Romans had bright, large murals, called frescoes, painted directly on their walls. Few have survived. The best examples of Roman painting are found in the Roman town of **Pompeii** and date from as early as the second century B.C. In A.D. 79, nearby Mount Vesuvius erupted, covering Pompeii in a thick layer of ash and killing about 2,000 residents. The ash acted to preserve many buildings and works of art.

**Learning and Literature** Romans borrowed much of their philosophy from the Greeks. Stoicism, the philosophy of the Greek teacher Zeno, was especially influential. Stoicism encouraged virtue, duty, moderation, and endurance.

In literature, as in philosophy, the Romans found inspiration in the works of their Greek neighbors. While often following Greek forms and models, Roman writers promoted their own themes and ideas. The poet **Virgil** spent ten years writing the most famous work of Latin literature, the *Aeneid* (ih•NEE•ihd), the epic of the legendary Aeneas. Virgil modeled the *Aeneid*, written in praise of Rome and Roman virtues, after the Greek epics of Homer. Here he speaks of government as being Rome's most important contribution to civilization:

#### PRIMARY SOURCE

Romans, never forget that government is your medium! Be this your art:—to practice men in habit of peace, Generosity to the conquered, and firmness against aggressors.

VIRGIL, *Aeneid*

While Virgil's writing carries all the weight and seriousness of the Roman character, the poet Ovid wrote light, witty poetry for enjoyment. In *Amores*, Ovid relates that he can only compose when he is in love: "When I was from Cupid's passions free, my Muse was mute and wrote no elegy."

## Global Patterns

### The Epic

While many know the epics of Virgil and the Greek poet Homer, other cultures throughout history have created their own narrative poems about heroic figures. India's *Mahabharata* tells the story of a battle for control of a mighty kingdom, while the Spanish epic *El Cid* celebrates a hero of the wars against the Moors. And while it is not a poem, *The Lord of the Rings*, the fantasy trilogy by English writer J.R.R. Tolkien, is considered to contain many aspects of the epic.

Most epics follow a pattern derived from the works of Homer. However, the emergence of epics around the world was not so much the result of one writer but the common desire among civilizations to promote their values and ideals through stories.

► Depictions of scenes from *The Lord of the Rings* (left), *El Cid* (top right), and *Mahabharata* (bottom right)

Image not available for use on this CD-ROM. Please refer to the image in the textbook.





## > Analyzing Key Concepts

# Western Civilization

Western civilization is generally seen as the heritage of ideas that spread to Europe and America from ancient Greece and Rome. Some historians observe, however, that Western civilization does not belong to any particular place—that it is the result of cultures coming together, interacting, and changing. Still, the legacy of Greece and Rome can be seen today.

The diagram below shows how ancient Greek and Roman ideas of government, philosophy, and literature can be traced across time. As with many cultural interactions, the links between the examples are not necessarily direct. Instead, the chart traces the evolution of an idea or theme over time.

### Influence of Greek and Roman Ideas

Government	Philosophy	Literature
<p><b>509 B.C.</b> Rome developed a form of representative government.</p>	<p><b>300s B.C.</b> Aristotle developed his philosophical theories.</p>	<p><b>ABOUT 800 B.C.</b> Homer wrote the <i>Odyssey</i>.</p>
<p><b>400s B.C.</b> Greece implemented a direct democracy.</p>	<p><b>A.D. 1200s</b> Thomas Aquinas attempted to prove the existence of a single god using Aristotelian ideas.</p>	<p><b>19 B.C.</b> Virgil used the <i>Odyssey</i> to guide his <i>Aeneid</i>.</p>
<p><b>1600s</b> England became a constitutional monarchy.</p>	<p><b>1781</b> Philosopher Immanuel Kant wrote that Aristotle's theories on logic were still valid.</p>	<p><b>1922</b> James Joyce patterned his epic, <i>Ulysses</i>, after Homer's work.</p>
<p><b>1776</b> The United States declared independence from England and began building the republican democracy we know today.</p>	<p><b>Present</b> Scholars still hold conferences focusing on questions Aristotle raised.</p>	<p><b>2000</b> The Coen brothers' film, <i>O Brother, Where Art Thou?</i>, brought a very different adaptation of the <i>Odyssey</i> to the big screen.</p>

#### INTEGRATED TECHNOLOGY

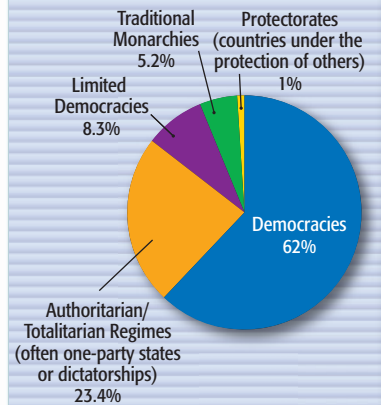
**RESEARCH LINKS** For more on Western civilization, go to [classzone.com](http://classzone.com)

## > DATA FILE

### DEMOCRACY

- Theoretically, 40,000 people could attend the Greek Assembly—in practice, about 6,000 people attended.
- In 1215, King John of England granted the Magna Carta, which largely influenced subsequent democratic thought.
- In the 1970s, there were 40 democratic governments worldwide.
- In 2002, over 120 established and emerging democracies met to discuss their common issues.

### Current Forms of World Governments



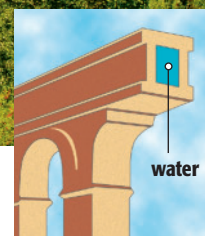
Source: adapted from *Democracy's Century*, Freedom House online (2003)

## Connect to Today

**1. Hypothesizing** Why do you think ancient Greek and Roman culture have had such a lasting influence on Western civilization?

See Skillbuilder Handbook, page R15.

**2. Comparing and Contrasting** From what you know of ancient Greece and Rome, what is another element of either culture that can still be seen today? Provide an example.



The Romans also wrote excellent prose, especially history. Livy compiled a multivolume history of Rome from its origins to 9 B.C. He used legends freely, creating more of a national myth of Rome than a true history. **Tacitus** (TAS•ih•tuhs), another Roman historian, is notable among ancient historians because he presented the facts accurately. He also was concerned about the Romans' lack of morality. In his *Annals* and *Histories*, he wrote about the good and bad of imperial Rome.

Here, Tacitus shows his disgust with the actions of the Emperor Nero, who many consider to be one of Rome's cruelest rulers.

#### PRIMARY SOURCE

While Nero was frequently visiting the show, even amid his pleasures there was no cessation to his crimes. For during the very same period Torquatus Silanus was forced to die, because over and above his illustrious rank as one of the Junian family he claimed to be the great grandson of Augustus. Accusers were ordered to charge him with prodigality [wastefulness] in lavishing gifts, and with having no hope but in revolution. . . . Then the most intimate of his freedmen were put in chains and torn from him, till, knowing the doom which impended, Torquatus divided the arteries in his arms. A speech from Nero followed, as usual, which stated that though he was guilty and with good reason distrusted his defense, he would have lived, had he awaited the clemency of the judge.

TACITUS, *Annals*

▲ This Roman aqueduct in modern France has survived the centuries. The cross section indicates how the water moved within the aqueduct.

## The Legacy of Rome

The presence of Rome is still felt daily in the languages, the institutions, and the thought of the Western world.

**The Latin Language** Latin, the language of the Romans, remained the language of learning in the West long after the fall of Rome. It was the official language of the Roman Catholic Church into the 20th century.

Latin was adopted by different peoples and developed into French, Spanish, Portuguese, Italian, and Romanian. These languages are called Romance languages because of their common Roman heritage. Latin also influenced other languages. For example, more than half the words in English have a basis in Latin. **A**

**Master Builders** Visitors from all over the empire marveled at the architecture of Rome. The arch, the dome, and concrete were combined to build spectacular structures, such as the Colosseum.

Arches also supported bridges and **aqueducts**. Aqueducts were designed by Roman engineers to bring water into cities and towns. When the water channel spanned a river or ravine, the aqueduct was lifted high up on arches.

#### MAIN IDEA

#### Clarifying

**A** What impact did the Romans have on our English language?



INTERACTIVE

## The Colosseum

The Colosseum was one of the greatest feats of Roman engineering and a model for the ages. The name comes from the Latin word *colossus*, meaning “gigantic.” Its construction was started by the Emperor Vespasian and was completed by his sons, emperors Titus and Domitian. For centuries after its opening in A.D. 80, spectators, both rich and poor, cheered a variety of free, bloody spectacles—from gladiator fights to animal hunts.



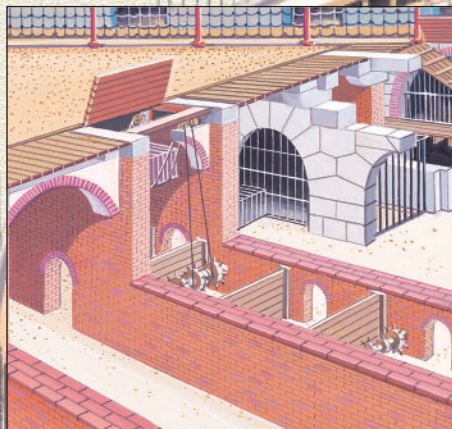
▲ The Colosseum in Rome as it appears today

### INTEGRATED TECHNOLOGY

**RESEARCH LINKS** For more information on the Colosseum, go to [classzone.com](http://classzone.com)

Elevators and ramps led from the cells and animal cages in the Colosseum basement to trapdoors concealed in the arena floor.

**exits**—giant staircases that allowed the building to be emptied in minutes



**arena**—central area where spectacles took place

**passageways**—walkways that led to seats

**velarium**—a retractable canvas awning that shielded spectators from sun and rain

### Facts About the Colosseum

- Built—A.D. 72–81
- Capacity—45,000–50,000
- Materials—stone and concrete
- Size—157 feet high, 620 feet long
- Arena—287 feet long, 180 feet wide

**entrances**—80 in all

### Connect to Today

**1. Comparing** The Colosseum has been the model for sports stadiums worldwide. How is the design of modern stadiums patterned after that of the Colosseum? What are the similarities?

See Skillbuilder Handbook, page R7.

**2. Drawing Conclusions** What do the kind of spectacles the Romans watched tell us about them as a people and about their leaders?



Because Roman architectural forms were so practical, they have remained popular. Thomas Jefferson began a Roman revival in the United States in the 18th century. Many large public buildings, such as the U.S. Capitol and numerous state capitols, include Roman features.

Roman roads were also technological marvels. The army built a vast network of roads constructed of stone, concrete, and sand that connected Rome to all parts of the empire. Many lasted into the Middle Ages; some are still used.

**Roman System of Law** Rome’s most lasting and widespread contribution was its law. Early Roman law dealt mostly with strengthening the rights of Roman citizens. As the empire grew, however, the Romans came to believe that laws should be fair and apply equally to all people, rich and poor. Slowly, judges began to recognize certain standards of justice. These standards were influenced largely by the teachings of Stoic philosophers and were based on common sense and practical ideas. Some of the most important principles of Roman law were:

- All persons had the right to equal treatment under the law.
- A person was considered innocent until proven guilty.
- The burden of proof rested with the accuser rather than the accused.
- A person should be punished only for actions, not thoughts.
- Any law that seemed unreasonable or grossly unfair could be set aside.

The principles of Roman law endured to form the basis of legal systems in many European countries and of places influenced by Europe, including the United States of America. **B**

**Rome’s Enduring Influence** By preserving and adding to Greek civilization, Rome strengthened the Western cultural tradition. The world would be a very different place had Rome not existed. Historian R. H. Barrow has stated that Rome never fell because it turned into something even greater—an idea—and achieved immortality.

As mighty as the Roman Empire had been, however, it was not the only great civilization of its time. Around the same period that Rome was developing its enduring culture, different but equally complex empires were emerging farther east. In India, the Mauryan and Gupta empires dominated the land, while the Han Empire ruled over China.

**MAIN IDEA**

**Analyzing Issues**

**B** How did Roman law protect those accused of crimes?

**SECTION 5 ASSESSMENT**

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- Greco-Roman culture
- Pompeii
- Virgil
- Tacitus
- aqueduct

**USING YOUR NOTES**

2. Which accomplishment do you consider most important? Why?

Fine Arts	Literature
Law	Engineering

**MAIN IDEAS**

3. What is Greco-Roman culture?
4. In what way did Roman art differ from Greek art?
5. What influence did Latin have on the development of Western languages?

**CRITICAL THINKING & WRITING**

6. **DRAWING CONCLUSIONS** Which principle of law do you think has been Rome’s greatest contribution to modern legal systems?
7. **FORMING AND SUPPORTING OPINIONS** Do you agree with Horace’s claim on page 178 that when it came to culture, Greece in essence conquered Rome? Explain.
8. **HYPOTHESIZING** Describe how the world might be different if Rome had not existed.
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** Imagine you are a historian. Write an **expository essay** describing the importance of Rome’s legacy.

**CONNECT TO TODAY** **PRESENTING A REPORT**

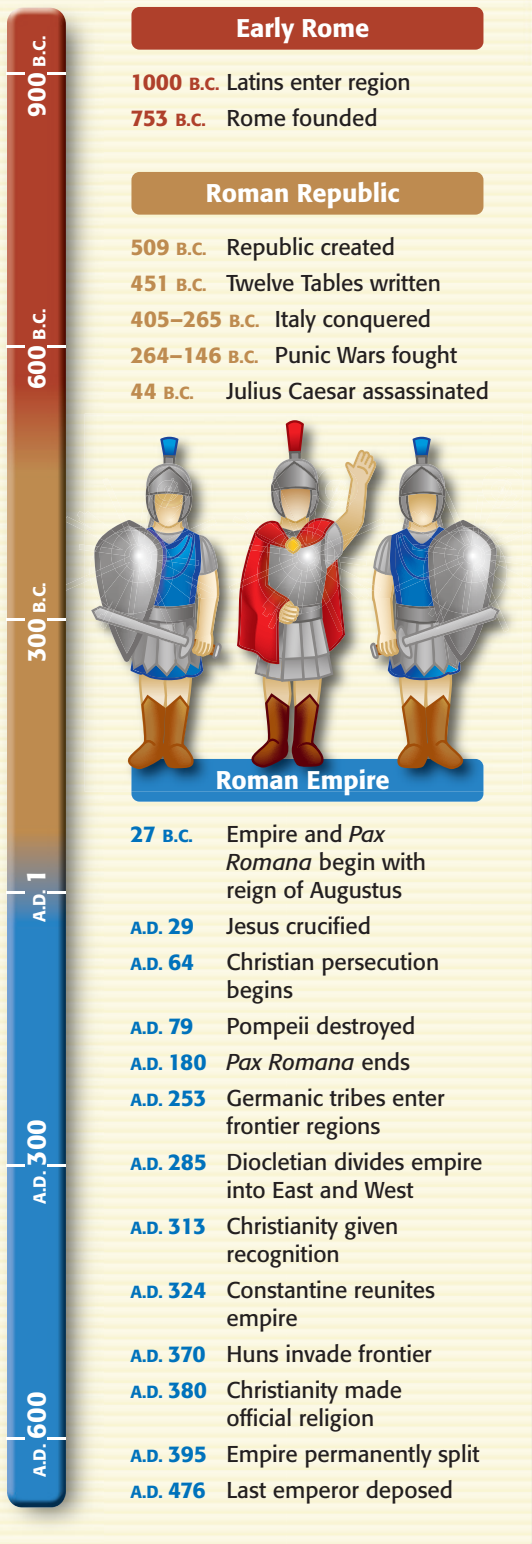
Locate several Latin phrases still in use today. Use the necessary materials to help translate those phrases, and then explain in a brief **report** the meaning and intent of those phrases.



# Chapter 6 Assessment

## VISUAL SUMMARY

### Ancient Rome and Early Christianity



## TERMS & NAMES

For each term below, briefly explain its connection to ancient Rome or the rise of Christianity.

- |                  |                        |
|------------------|------------------------|
| 1. republic      | 5. Jesus               |
| 2. senate        | 6. Constantine         |
| 3. Julius Caesar | 7. inflation           |
| 4. Augustus      | 8. Greco-Roman culture |

## MAIN IDEAS

### The Roman Republic Section 1 (pages 155–159)

- Name the three main parts of government under the Roman republic.
- How did Rome treat different sections of its conquered territory?

### The Roman Empire Section 2 (pages 160–167)

- How did Augustus change Roman government?
- How did Rome's population fare during the golden age of the *Pax Romana*?

### The Rise of Christianity Section 3 (pages 168–172)

- How did the apostle Paul encourage the spread of Christianity?
- Why did the Roman emperors persecute Christians?

### The Fall of the Roman Empire Section 4 (pages 173–177)

- What was the most significant reform that the Emperor Diocletian made?
- How did the Western Roman Empire fall?

### Rome and the Roots of Western Civilization

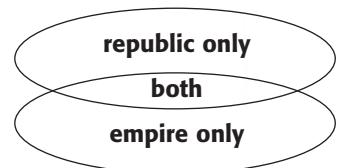
#### Section 5 (pages 178–183)

- Why did so much of Roman culture have a Greek flavor?
- What aspects of Roman culture influenced future civilizations?

## CRITICAL THINKING

### 1. USING YOUR NOTES

In a diagram, compare the Roman Republic with the Roman Empire when both were at the peak of their power.



### 2. ANALYZING ISSUES

**RELIGIOUS AND ETHICAL SYSTEMS** What type of person do you think became a martyr? Consider the personal characteristics of individuals who refused to renounce their faith even in the face of death.

### 3. EVALUATING DECISIONS AND COURSES OF ACTION

**POWER AND AUTHORITY** What do you think of Diocletian's decision to divide the Roman Empire into two parts? Was it wise? Consider Diocletian's possible motives and the results of his actions.

### 4. CLARIFYING

**EMPIRE BUILDING** Explain more fully what the historian R. H. Barrow meant when he said on page 183 that Rome never really fell but instead achieved immortality.

## STANDARDS-BASED ASSESSMENT

Use the quotation and your knowledge of world history to answer questions 1 and 2.

**Additional Test Practice, pp. S1–S33**

### PRIMARY SOURCE

Whereas the divine providence that guides our life has displayed its zeal and benevolence by ordaining for our life the most perfect good, bringing to us Augustus, whom it has filled with virtue for the benefit of mankind, employing him as a saviour for us and our descendants, him who has put an end to wars and adorned peace; . . . and the birthday of the god [Augustus] is the beginning of all the good tidings brought by him to the world.

Decree from the Roman Province of Asia

1. Based on the passage, the author of the decree
  - A. greatly approved of the rule of Augustus.
  - B. feared the amount of power Augustus had.
  - C. considered Augustus's birthday a national holiday.
  - D. thought Augustus should grant Asia its independence.
2. During which period in Roman history was this passage most likely written?
  - A. the Punic Wars
  - B. the *Pax Romana*
  - C. the founding of the republic
  - D. the fall of the Western Empire

Use this scene depicted on a Roman monument to answer question 3.

3. What aspect of society does the image show the Romans celebrating?
  - A. education
  - B. commerce
  - C. government
  - D. military strength



### INTEGRATED TECHNOLOGY

**TEST PRACTICE** Go to [classzone.com](http://classzone.com)

- Diagnostic tests
- Strategies
- Tutorials
- Additional practice

## ALTERNATIVE ASSESSMENT

### 1. Interact *with* History

On page 154, you considered the qualities that made a successful leader before knowing what the Romans thought about leadership. Now that you have read the chapter, reevaluate your decision. What qualities were needed for Roman leaders to be effective? What qualities hindered their success? How would you rate the overall leadership of the Roman Empire? Discuss your opinions in small groups.

### 2. WRITING ABOUT HISTORY

Study the information about Rome's impact on the development of Western civilization in the Key Concepts feature on Western Civilization on page 180. Write an **essay** of several paragraphs summarizing the empire's impact on the Western world that developed after it. Provide the following:

- how the empire influenced later governments
- what influence the empire had on philosophy
- what impact the empire had on literature
- why you think Roman culture has been so enduring

### INTEGRATED TECHNOLOGY

#### Creating a Virtual Field Trip

Plan a two-week virtual trip through the Roman Empire. After selecting and researching the sites you'd like to visit, use the historical maps from this chapter and contemporary maps of the region to determine your itinerary. Consider visiting the following places: Rome, Carthage, Pompeii, Hadrian's Wall, the Appian Way, Bath, Lepcis Magna, Horace's Villa, the Pont du Gard, and the Roman theater at Orange. You may want to include the following:

- maps of the Roman Empire
- pictures of the major sites on the field trip
- audio clips describing the sites or events that took place there
- reasons each site is an important destination