



# Rome and the Rise of Christianity 600 B.C.—A.D. 500

Section 1 The Rise of Rome

Section 2 From Republic to Empire

Section 3 Roman Culture and Society

Section 4 The Development of Christianity

Section 5 Decline and Fall

## MAKING CONNECTIONS

### What did we learn about city planning from the Romans?

The Romans built cities from England to Africa and connected them with roads. Using concrete, the dome, and the arch, they constructed amphitheaters, temples, law courts, and aqueducts. This aqueduct brought water 31 miles (50 km) to the city of Nîmes. The upper level was the waterway, the lower a road. In this chapter you will learn how the Romans influenced the development of cities.

- Why was it important to build aqueducts?
- How does your city supply water to its residents?



THE WORLD ►

**650 B.C.**  
Etruscans rule  
Italian Peninsula

**264–146 B.C.**  
Wars with Carthage

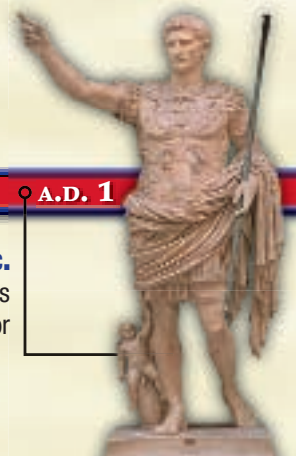
**600 B.C.**

**300 B.C.**

**A.D. 1**

**509 B.C.**  
Start of  
Roman Republic

**27 B.C.**  
Augustus becomes  
Roman emperor







**A.D. 33**

Death of Jesus in Jerusalem

**A.D. 313**

Constantine legalizes Christianity

**A.D. 300**

**A.D. 500**

**A.D. 79**

Volcano destroys Pompeii

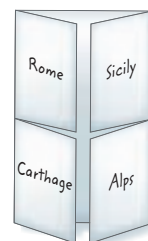


**A.D. 476**

Fall of the Roman Empire

## FOLDABLES™

### Study Organizer



**Analyzing** Create a four-door book to analyze the impact of geography on the rise of Rome. On the inside of the book, write descriptive phrases explaining the geographic importance of Rome, Sicily, Carthage and the Alps to Rome's rise.

**History**  **ONLINE**

Chapter Overview—Visit [glencoe.com](http://glencoe.com) to preview Chapter 5.



# The Rise of Rome

## GUIDE TO READING

### The BIG Idea

**Military and Political Skills** The Romans conquered and controlled the Italian peninsula and then the entire Mediterranean world.

### Content Vocabulary

- republic (p. 148)
- consul (p. 148)
- patrician (p. 148)
- praetor (p. 148)
- plebeian (p. 148)

### Academic Vocabulary

- virtually (p. 148)
- inadequate (p. 149)
- institutions (p. 148)

### People and Places

- Rome (p. 146)
- Roman Senate (p. 148)
- Latins (p. 146)
- Carthage (p. 150)
- Sicily (p. 147)
- Hannibal (p. 151)
- Etruscans (p. 147)
- Alps (p. 151)
- Livy (p. 148)

### Reading Strategy

**Categorizing Information** As you read this section, complete a chart like the one shown below listing the government officials and the legislative bodies of the Roman Republic.

Officials	Legislative Bodies

*Roman history is the story of the Romans' conquest of Italy and the entire Mediterranean world. The Romans were conquerors, but they also governed, using republican forms that have been passed down to us.*

## The Land and Peoples of Italy

**MAIN IDEA** Rome's central location and geographic features made it a desirable location from which to expand.

**HISTORY & YOU** What geographic features led people to settle in your area? Read about the conquest of the Italian peninsula.

Italy is a peninsula extending about 750 miles (1,207 km) from north to south. It is not very wide, averaging about 120 miles (193 km) across. The Apennine (A•puh•NYN) mountain range forms a ridge from north to south, dividing west from east. Italy has some fairly large fertile plains ideal for farming. Most important are the Po River valley in the north; the plain of Latium, where **Rome** is located; and the region of Campania, south of Latium.

As in other civilizations, geography had an impact on Rome's development. The Apennines, less rugged than the mountain ranges of Greece, did not divide the Italian peninsula into many small, isolated communities. Italy also had more land for farming than did Greece, enabling it to support a large population.

Rome's location about 18 miles (29 km) inland on the Tiber River was especially favorable. The river gave Rome a route to the sea, but Rome was far enough inland to be safe from pirates. Because it was built on seven hills, it was easily defended. In addition, it was situated where the Tiber could be forded, making it a natural crossroads. All in all, Rome had a good central location in Italy from which to expand.

The Italian peninsula juts into the Mediterranean Sea, making it an important crossroads between the western and eastern Mediterranean. After the Romans had established their empire around the Mediterranean, governing it was easier because of Italy's location.

Indo-European peoples moved into Italy from about 1500 to 1000 B.C. We know little about them, but we do know that one group called the **Latins** lived in the region of Latium. These people spoke Latin, which, like Greek, is an Indo-European language.

The Latins were herders and farmers who lived in settlements on the tops of Rome's hills. After about 800 B.C., other people also began settling in Italy—the two most notable being the Greeks and the Etruscans.





Geography SKILLS

In 500 B.C., the Etruscans and Greeks occupied much of Italy.

1. **Location** How did Rome's location help the Latins conquer Italy?
2. **Movement** Which culture controlled most of the Italian peninsula?

The Greeks came to Italy in large numbers during the age of Greek colonization (750 to 550 B.C.). Starting in southern Italy, they slowly migrated up the peninsula. They also occupied eastern **Sicily**, an island south of the Italian peninsula. The Greeks had much influence on the people of Rome. They cultivated olives and grapes, passed on their alphabet, and gave the Romans artistic and cultural models through their sculpture, architecture, and literature.

It was the **Etruscans**, however, who most influenced the early development of Rome. Located north of Rome in Etruria, they came to control Rome and most of Latium after 650 B.C. The Etruscans found Rome a village and turned it into a city. The Romans adopted Etruscan dress—the toga and short cloak. The Roman army also borrowed its organization from the Etruscans.

**✓ Reading Check** **Evaluating** What role did geography play in Rome's prosperity and defensibility?





# The Roman Republic

**MAIN IDEA** The Romans were practical and skillful in politics and military matters.

**HISTORY & YOU** Is the United States a republic? Learn how the Romans governed.

In 509 B.C., the Romans overthrew the last Etruscan king and established a **republic**. In a republic, the leader is not a monarch and some citizens have the right to vote. This was the beginning of a new era in Rome's history.

## War and Conquest

At the beginning of the republic, Rome was surrounded by enemies. For the next two hundred years, the city was engaged in almost continuous warfare. In 338 B.C., Rome crushed the Latin states. During the next 50 years, the Romans waged a fierce struggle against people from the central Apennines. Rome was again victorious, giving the Romans control over a large part of Italy.

It also brought them into direct contact with the Greek communities of southern Italy. By 264 B.C., the Romans had overcome the Greeks and completed their conquest of southern Italy. After defeating the remaining Etruscan states to the north, Rome had conquered **virtually** all of Italy.

To rule Italy, the Romans devised the Roman Confederation. Under this system, Rome allowed some peoples—especially Latins—to have full Roman citizenship. Most of the remaining communities were made allies. They remained free to run their own local affairs but were required to provide soldiers for Rome. The Romans made it clear that loyal allies could improve their status and become Roman citizens. The Romans made the conquered peoples feel they had a stake in Rome's success.

## Successful Strategies

Romans believed that their early ancestors were successful because of their sense of duty, courage, and discipline. The Roman historian **Livy**, writing in the first century B.C., provided a number of stories

to teach Romans the virtues that had made Rome great. His account of Cincinnatus (SIHN•suh•NA•tuhs), a simple farmer who was chosen as a temporary ruler to save Rome from attack, is one such example.

What other characteristics made Rome successful? First, the Romans were good diplomats. They were shrewd in extending Roman citizenship and allowing states to run their own internal affairs. Second, the Romans excelled in military matters. They were not only accomplished soldiers but also persistent ones. The loss of an army or a fleet did not cause them to quit but instead spurred them on to build new armies and new fleets. In addition, they were brilliant strategists. As they conquered, the Romans built colonies—fortified towns—throughout Italy. By building roads to connect these towns, the Romans could move troops quickly throughout their conquered territory.

Finally, in law and politics, as in conquest, the Romans were practical. They did not try to build an ideal government but instead created political **institutions** in response to problems, as the problems arose.

## Roman Political Structure

Early Rome was divided into two groups or orders—the patricians and the plebeians (plih•BEE•uhnz). The **patricians** were wealthy landowners, who became Rome's ruling class. Less wealthy landowners, small farmers, craftspeople, and merchants were part of a larger group called **plebeians**. Men in both groups were citizens and could vote, but only the patricians could be elected to office.

The chief executive officers of the Roman Republic were the **consuls** and **praetors** (PREE•tuhrz). Two consuls, chosen every year, ran the government and led the Roman army into battle. The praetor was in charge of civil law—laws that applied to Roman citizens. As Roman territory expanded, another praetor was added to judge cases involving noncitizens. The Romans also had officials who had special duties, such as supervising the treasury.

The **Roman Senate** came to hold an especially important position in the Roman Republic. It was a select group of about



three hundred patricians who served for life. At first, the Senate's only role was to advise government officials. By the third century B.C., however, it had the force of law.

The Roman Republic had several assemblies in addition to the Senate. By far the most important of these was the centuriate assembly, which elected the chief officials, such as consuls and praetors, and passed laws. Because it was organized by classes based on wealth, the wealthiest citizens always had a majority. Another assembly, the council of the plebs, came into being as a result of the struggle between the two Roman social orders.

## The Struggle of the Orders

There was often conflict between the two orders in the early Roman Republic. Children of patricians and plebeians were forbidden to marry each other. Plebeians resented this situation, especially since they served in the Roman army that protected the Republic. They thought that they deserved both political and social equality with the patricians.

The struggle between the patricians and plebeians dragged on for hundreds of years. Ultimately, it led to success for the plebeians. A popular assembly for plebeians only, the council of the plebs, was created in 471 B.C. New officials, known as tribunes of the plebs, had the power to protect the plebeians. In the fourth century B.C., plebeians were permitted to marry patricians and to become consuls.

Finally, in 287 B.C., the council of the plebs received the right to pass laws for all Romans. All male Roman citizens were now supposedly equal under the law. In reality, a few wealthy patrician and plebeian families formed a new senatorial ruling class. The Roman Republic had not become a democracy.

## Roman Law

One of Rome's chief gifts to the Mediterranean world of its day and to later generations was its system of law. Rome's first code of laws was the Twelve Tables, adopted in 450 B.C. This code was a product of a simple farming society and proved **inadequate** for later Roman needs.

## INFOGRAPHICS

### Roman Law

The Twelve Tables were the first written set of laws that were publicly displayed in Rome. Prior to the Twelve Tables the patricians, who both made the laws and served as judges, had clear advantages over plebeians in Roman society. Having the Twelve Tables established and protected certain rights for both patricians and plebeians in the Roman Republic. The original tablets that contained the laws were destroyed when Rome fell but the idea of establishing rights and procedures in legal systems was adopted by later cultures. The influence of the Twelve Tables can still be seen in legal systems today.

### CRITICAL THINKING SKILLS

1. **Evaluating** Why would it be important to record and display the laws for citizens to see?
2. **Comparing** Explain how the laws in the table are similar to laws in the United States.

### Twelve Tables of Rome 449 B.C.

#### Table I: Proceedings Preliminary to Trial

9. If both parties are present, sunset shall be the time limit of the proceedings.

#### Table II: Trial

#### Table III: Execution of Judgment

1. Thirty days shall be allowed by law for payment of confessed debt and for settlement of matters adjudged in court.

#### Table IV: Paternal Power

#### Table V: Inheritance and Guardianship

#### Table VI: Ownership and Possession

#### Table VII: Real Property

#### Table VIII: Torts or Delicts

#### Table IX: Public Law

6. For anyone whomsoever to be put to death without a trial and unconvicted . . . is forbidden.

#### Table X: Sacred Law

#### Table XI: Supplementary Laws

#### Table XII: Supplementary Laws

5. Whatever the people ordain last shall be legally valid.





From the Twelve Tables, the Romans developed a more sophisticated system of civil law. This system applied only to Roman citizens, however, and, as Rome expanded, legal questions arose that involved both Romans and non-Romans. In these cases, special rules were needed. These rules gave rise to a body of law known as the Law of Nations, which the Romans identified with natural law, or universal law based on reason. This enabled them to establish standards of justice that applied to all people.

These standards of justice included principles still recognized today. A person was innocent until proved otherwise. People accused of wrongdoing were allowed to defend themselves before a judge. A judge, in turn, was expected to weigh evidence carefully before arriving at a decision. These principles lived on long after the fall of the Roman Empire.

**✓ Reading Check** **Explaining** How were plebeians and patricians different in early Rome?

## Roman Expansion

**MAIN IDEA** After their conquest of Italy, the Romans faced the state of Carthage.

**HISTORY & YOU** What causes conflict? Learn why the Romans and Carthaginians fought three wars.

The Phoenicians founded **Carthage** around 800 B.C. on the coast of North Africa. By the third century B.C., Carthage had an enormous trading empire in the western Mediterranean. With colonies from Spain to Sicily, Carthage was the largest and richest state in the area.

### The First Punic War

Rome's first war with Carthage began in 264 B.C. It is called the First Punic War, after the Latin word for Phoenician, *punicus*. The presence of Carthaginians in Sicily, an island close to the Italian coast, made the Romans fearful. The Romans sent an army to Sicily, and the Carthaginians responded. Both sides were determined to control Sicily.

NATIONAL GEOGRAPHIC

### PUNIC WARS, 264–146 B.C.



### Geography SKILLS

From 264 to 146 B.C. the Romans fought the Carthaginians in the Punic Wars.

- 1. Human-Environment Interaction** What natural barriers did the Romans and Carthaginians have to cross fight in these wars?
- 2. Movement** Why did Hannibal choose to cross the Alps to get to Rome?



The Romans—a land power—realized that they could not win the war without a navy and built a large fleet. After a long struggle, a Roman fleet defeated the Carthaginian navy, and the war came to an end. In 241 B.C., Carthage gave up all rights to Sicily and paid a fine to the Romans. Sicily became the first Roman province.

Carthage vowed revenge, however, and added new lands in Spain to make up for the loss of Sicily. The Romans encouraged one of Carthage's Spanish allies to revolt against Carthage. In response, **Hannibal**, the greatest Carthaginian general, struck back, beginning the Second Punic War.

## The Second Punic War

Hannibal decided to bring the war to Rome. Hannibal entered Spain, moved east, and crossed the **Alps** with an army of about 46,000 men, a large number of horses, and 37 battle elephants. The Alps took a toll on the Carthaginian army; most of the elephants did not survive, but the remaining army posed a real threat. In 216 B.C., the Romans made a serious mistake; they met Hannibal head-on. At Cannae (KA•nee), the Romans lost an army of almost 40,000 men. On the brink of disaster, the Romans refused to surrender and raised yet another army.

Rome gradually recovered. Although Hannibal remained free to roam Italy, he had neither the men nor the equipment to attack the major cities. The Romans began to reconquer some of the Italian cities that had been taken by Hannibal. They also sent troops to Spain and, by 206 B.C., they had pushed the Carthaginians out of Spain.

Rome invaded Carthage rather than fight Hannibal in Italy, forcing the Carthaginians to recall Hannibal from Italy. At the Battle of Zama (ZAY•muh) in 202 B.C., the Romans crushed Hannibal's forces, and the war was over. Spain became a Roman province. Rome had become the dominant power in the western Mediterranean.

## More Conquests

Fifty years later, the Romans fought their third and final battle with Carthage, the Third Punic War. For years, a number of prominent Romans had called for the complete destruction of Carthage. In 146 B.C., it was destroyed. For ten days, Roman soldiers burned and demolished the city. The inhabitants were sold into slavery. The territory of Carthage became a Roman province called Africa.

During its struggle with Carthage, Rome also battled the Hellenistic states in the eastern Mediterranean. By 129 B.C., Macedonia, Greece, and Pergamum were under Roman control. Rome was now master of the Mediterranean.

**✓ Reading Check** **Evaluating** What is the historical and cultural significance of the Roman destruction of Carthage?

### Vocabulary

1. **Explain** the significance of: Rome, Latins, Sicily, Etruscans, republic, virtually, Livy, institutions, patrician, plebeian, consul, praetor, Roman Senate, inadequate, Carthage, Hannibal, Alps.

### Main Ideas

2. **List** in order the major events of the Punic Wars.
3. **Describe** the significance of the Twelve Tables and the Law of Nations.
4. **List** ways in which the Greeks influenced the Romans.

### Critical Thinking

5. **The BIG Idea Analyzing** What was the importance of the Senate, the centuriate assembly, and council of the plebs to the Roman Republic?
6. **Contrasting** Create a chart that shows the major differences between the patricians and the plebeians.

Patricians	Plebeians

7. **Assessing** What were the reasons for the struggle of the orders and what were the outcomes?

### Writing About History

8. **Informative Writing** Imagine that you are a journalist covering the Second Punic War. Using the text or outside authoritative sources, write an account of one of the major battles of the war. Be sure to pose and answer questions for both Hannibal and the Roman generals in your account.

### History ONLINE

For help with the concepts in this section of *Glencoe World History*, go to [glencoe.com](http://glencoe.com) and click Study Central.



# From Republic to Empire

## GUIDE TO READING

### The BIG Idea

**Struggle for Rights** The internal instability of the Roman Empire eventually led to civil wars and increased power for the military.

### Content Vocabulary

- triumvirate (p. 154)
- imperator (p. 156)
- dictator (p. 154)

### Academic Vocabulary

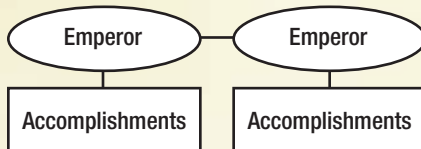
- financial (p. 152)
- whereas (p. 159)
- instability (p. 152)

### People and Places

- Crassus (p. 154)
- Nero (p. 157)
- Pompey (p. 154)
- Pax Romana (p. 157)
- Julius Caesar (p. 154)
- Dacia (p. 158)
- Rubicon River (p. 154)
- Sinai Peninsula (p. 158)
- Octavian (p. 155)
- Rhine River (p. 158)
- Antony (p. 155)
- Danube River (p. 158)
- Augustus (p. 156)

### Reading Strategy

**Sequencing Information** Using a chart like the one shown below, create a sequence of the five good emperors and their accomplishments.



*Early in the days of the Roman Republic, farmers fulfilled their duty to Rome by serving in the army. As Rome grew, the landed aristocracy became more powerful, and the ideals of the Republic changed. By 133 B.C., Rome stood supreme over the Mediterranean Sea, but problems arose in Rome itself.*

## The End of the Roman Republic

### MAIN IDEA

Political and social unrest led to civil wars, ending the Republic.

**HISTORY & YOU** What values do you expect from your leaders? Read how greed helped bring an end to the Republic.

By the second century B.C., the Senate had become the real governing body of the Roman state. Members of the Senate were drawn mostly from the landed aristocracy. They remained senators for life and held the chief offices of the republic. The Senate directed the wars and took control of both foreign and domestic policy, including **financial** affairs.

## Growing Unrest

The Senate and political offices were increasingly controlled by a small circle of wealthy and powerful families. Of course, these aristocrats formed only a tiny minority of the Roman people. The backbone of the Roman state and army had always been the small farmers. Over a period of time, however, many small farmers were unable to compete with large, wealthy landowners and lost their lands. By taking over state-owned land and by buying out small peasant owners, these landed aristocrats had developed large estates that used slave labor. As a result, many of these small farmers drifted to the cities, especially Rome, forming a large class of landless poor.

Some aristocrats tried to remedy the growing economic and social crisis caused by the decline of the small farmer. Two brothers, Tiberius and Gaius Gracchus (GRA•kuhs), urged the council of the plebs to pass land-reform bills that called for the government to take back public land held by large landowners and give it to landless Romans.

Many senators, themselves large landowners whose estates included large areas of public land, were furious. A group of senators took the law into their own hands and killed Tiberius in 133 B.C. His brother Gaius later suffered the same fate. The attempts of the Gracchus brothers to bring reforms had opened the door to more **instability** and more violence. Changes in the Roman army soon brought even worse problems.

## The Gracchus Brothers

Tiberius distinguished himself as an officer in the Roman army during the Third Punic War. Tiberius won election to the tribunate in 133 B.C.

Elected to the tribunate in 123 B.C., Gaius's reforms included opening the first Roman colony outside of Italy, lowering the price of corn, and giving farmers more rights in courts over their provincial governors.

Gaius also died at the hand of political opponents.

His land-reform ideas were popular with the people and army, but he made enemies in the Senate.

Tiberius was clubbed to death by members of the Senate in 132 B.C.

### CRITICAL THINKING SKILLS

The Gracchus brothers have gone down in history as martyrs to social form.

1. **Analyzing** How are the brothers portrayed? What are they holding?
2. **Hypothesizing** Why would a French sculptor create a work honoring Romans who died about 2000 years before he lived?

## A New Role for the Army

In 107 B.C., a Roman general named Marius became consul and began to recruit his armies in a new way. For a long time, the Roman army had been made up of small farmers who were landholders. Now Marius recruited volunteers from the urban and rural poor who owned no property. To recruit them, he promised them land. These volunteers swore an oath of loyalty to the general, not to the Roman state. As a result, Marius created a new type of army that was not under government control. In

addition, generals were forced to become involved in politics to get laws passed that would provide the land they needed for their veterans.

Marius left a powerful legacy. He created a new system of military recruitment that placed great power in the hands of the individual generals.

Lucius Cornelius Sulla was the next general to take advantage of the new military system. The Senate had given him command of a war in Asia Minor. The council of the plebs tried to transfer command to Marius, and a civil war broke out.





Sulla won and seized Rome itself in 82 B.C., conducting a reign of terror to wipe out all opposition. Then Sulla restored power to the hands of the Senate and eliminated most of the powers of the popular assemblies.

Sulla hoped that he had created a firm foundation to restore a traditional Roman republic governed by a powerful Senate. His real legacy was quite different from what he had intended, however. His example of using an army to seize power would prove most attractive to ambitious men.

## The First Triumvirate

For the next 50 years (82–31 B.C.), Roman history was characterized by civil wars as many individuals competed for power. As the Roman historian Sallust observed:

### PRIMARY SOURCE

“But when our country had grown great through toil, when great kings had been vanquished in war, when Carthage, the rival of Rome’s sway, had perished root and branch, then Fortune began to grow cruel. . . . Hence the lust for power first, then for money, grew upon them; these were, I may say, the root of all evils. For greed destroyed honor, integrity, and all other noble qualities. Ambition drove many men to become false; to have one thought locked in the breast, another ready on the tongue; to value friendships and enmities not on their merits but by the standard of self-interest.”

—Sallust, J. C. Rolfe, trans., 1921

Three men—Crassus, Pompey, and Julius Caesar—emerged as victors of the civil wars. **Crassus** was known as the richest man in Rome. **Pompey** had returned from a successful command in Spain as a military hero. **Julius Caesar** also had a military command in Spain. The combined wealth and power of these three men was enormous and enabled them to dominate the political scene and achieve their basic aims.

In 60 B.C., Caesar joined with Crassus and Pompey to form the First Triumvirate. A **triumvirate** is a government by three people with equal power.

Pompey received a command in Spain, Crassus was given a command in Syria, and Caesar was granted a special military

command in Gaul—modern France—where he achieved success and distinction as a military leader. When Crassus was killed in battle in 53 B.C., only two powerful men were left. Fearing Caesar’s popularity, leading senators decided that rule by Pompey alone would be to their benefit. They voted for Caesar to lay down his command.

Caesar refused to obey the Senate. While serving in Gaul, he had gained military experience, as well as an army of loyal veterans. He chose to keep his army and to enter Italy by illegally crossing the **Rubicon**, the river that formed the southern boundary of his province. The phrase “crossing the Rubicon” means to take a decisive action that cannot be taken back. Disobeying the Senate was serious. As Judas Maccabees, a Jewish military leader, said of Romans a century earlier:

### PRIMARY SOURCE

“They had defeated Antiochus the Great, king of Asia. . . . Yet for all this not one of the Romans has put on a crown, but they have built for themselves a senate chamber, and every day three hundred senators constantly deliberate concerning the people, to govern them well.”

—Margaret L. King, *Western Civilization*, 2000

Caesar’s march on Rome started a civil war between his forces and those of Pompey and his allies. Pompey’s defeat left Caesar in complete control of the Roman government.

Caesar was officially made **dictator**, or absolute ruler, in 45 B.C. This position was usually temporary, only used in emergencies. Realizing the need for reforms, Caesar gave land to the poor and increased the Senate to 900 members. By filling it with many of his supporters and increasing the number of members, he weakened the power of the Senate. He granted citizenship to his supporters in the provinces and introduced the solar calendar. Caesar had plans for building projects and military campaigns to the east. Many Senators thought that he had plans to continue as dictator. That is why in 44 B.C., a group of leading senators assassinated him.

## The Second Triumvirate

A new power struggle followed the death of Caesar. Three men—**Octavian**, Caesar's heir and grandnephew; **Antony**, Caesar's ally and assistant; and Lepidus, who had been commander of Caesar's cavalry—joined forces to form the Second Triumvirate. Within a few years after Caesar's death, however, only two men divided the Roman world between them. Octavian took the west; Antony, the east.

The empire of the Romans, large as it was, was still too small for two masters. Octavian and Antony soon came into conflict. Antony allied himself with the Egyptian queen Cleopatra VII. At the Battle of Actium in Greece in 31 B.C., Octavian's forces smashed the army and the navy of Antony and Cleopatra. Both fled to Egypt, where they committed suicide a year later. The Roman historian Florus, writing 40 years later, described the scene.

## PRIMARY SOURCE

"Antony was the first to commit suicide, by the sword. Cleopatra threw herself at Octavian's feet . . . It was not her life she was after . . . but a portion of her kingdom. When she realized this was hopeless . . . she took advantage of her guard's carelessness to get herself into the royal tomb. Once there, she put on the royal robes . . . lay down in a richly perfumed coffin beside her Antony. Then she applied poisonous snakes to her veins and passed into death as though into a sleep."

—Florus, *Epitome of Roman History*

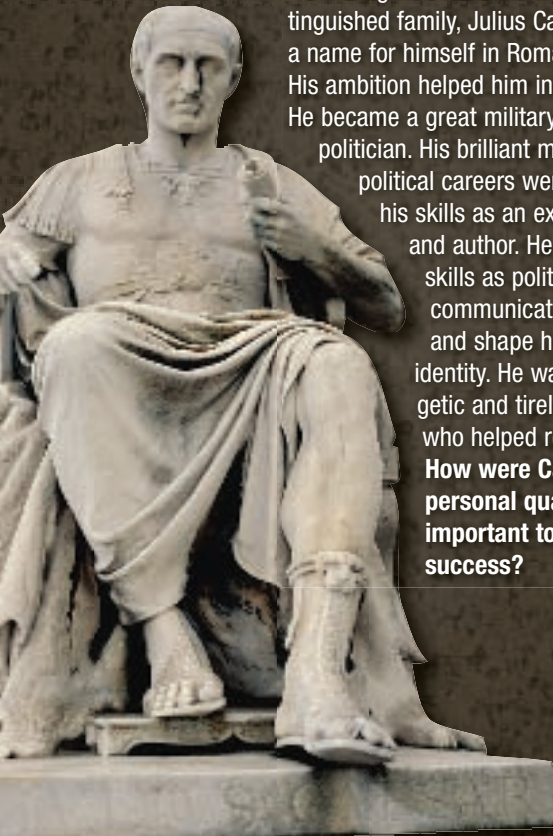
Octavian, at the age of 32, stood supreme over the Roman world. The civil wars had ended. So had the republic. The period beginning in 31 B.C. and lasting until A.D. 14 came to be known as the Age of Augustus.

**✓ Reading Check** **Summarizing** How did Caesar weaken the power of the Senate?

## PEOPLE *in* HISTORY

### Julius Caesar

c. 100 B.C.–44 B.C.

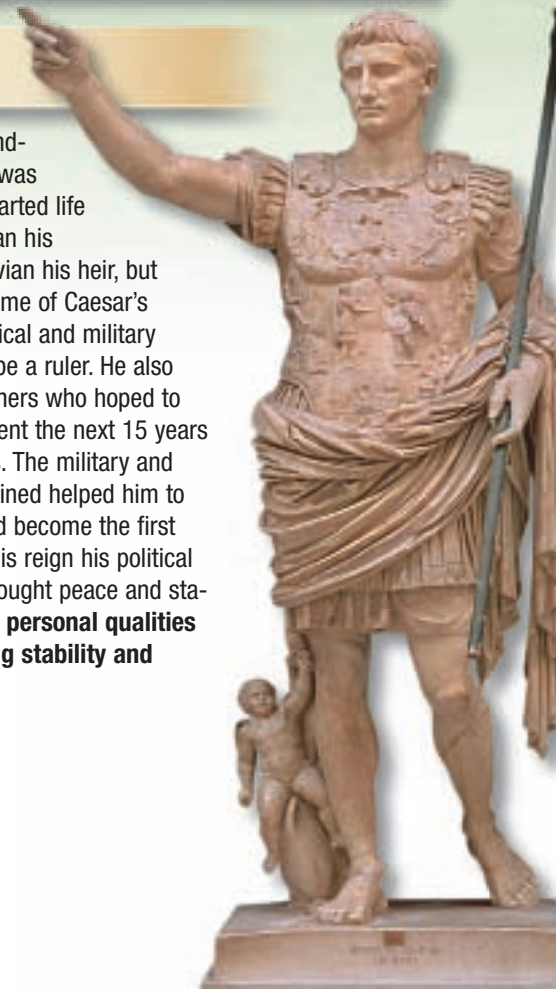


Although he was born into an undistinguished family, Julius Caesar made a name for himself in Roman society. His ambition helped him in his pursuit. He became a great military man and politician. His brilliant military and political careers were aided by his skills as an expert orator and author. He used these skills as political tools to communicate his ideas and shape his political identity. He was an energetic and tireless ruler who helped reform Rome. **How were Caesar's personal qualities important to his success?**

### Augustus

63 B.C.–A.D. 14

As Julius Caesar's grandnephew, Octavian—who was later called Augustus—started life with more advantages than his uncle. Caesar made Octavian his heir, but only 18 years old at the time of Caesar's death, he lacked the political and military experience necessary to be a ruler. He also had to be content with others who hoped to control the empire. He spent the next 15 years eliminating his opponents. The military and political experience he gained helped him to consolidate his power and become the first Roman emperor. During his reign his political and economic reforms brought peace and stability to the empire. **What personal qualities helped Augustus to bring stability and peace to the empire?**







# The Beginning of the Roman Empire

**MAIN IDEA** Octavian, titled Caesar Augustus, created a new order that began the Roman Empire.

**HISTORY & YOU** What makes a good government? Learn how the Roman Empire expanded and grew prosperous.

In 27 B.C., Octavian proclaimed the “restoration of the Republic.” He knew that only traditional republican forms would satisfy the Senate. At the same time, he was aware that the republic could not be fully restored. Although he gave some power to the Senate, Octavian in fact became the first Roman emperor.

## The Age of Augustus

In 27 B.C., the Senate awarded Octavian the title of **Augustus**—the revered one, a fitting title in view of his power. Augustus proved to be highly popular. No doubt people were glad the civil wars had ended, but his continuing control of the army was the chief source of his power. The Senate gave Augustus the title **imperator**, or commander in chief. The English word *emperor* comes from *imperator*.

Augustus maintained a standing army of 28 legions, or about 151,000 men. A legion was a military unit of about 5,000 troops. Only Roman citizens could be legionnaires—members of a legion. Subject peoples could serve as auxiliary forces, which numbered around 130,000 under Augustus. Augustus also instituted a praetorian guard of roughly 9,000 men who had the important task of guarding the emperor.

While claiming to have restored the republic, Augustus began a new system for governing the provinces. Under the Roman Republic, the Senate had appointed the governors of the provinces. Now, the emperor controlled certain provinces and appointed deputies to govern them.

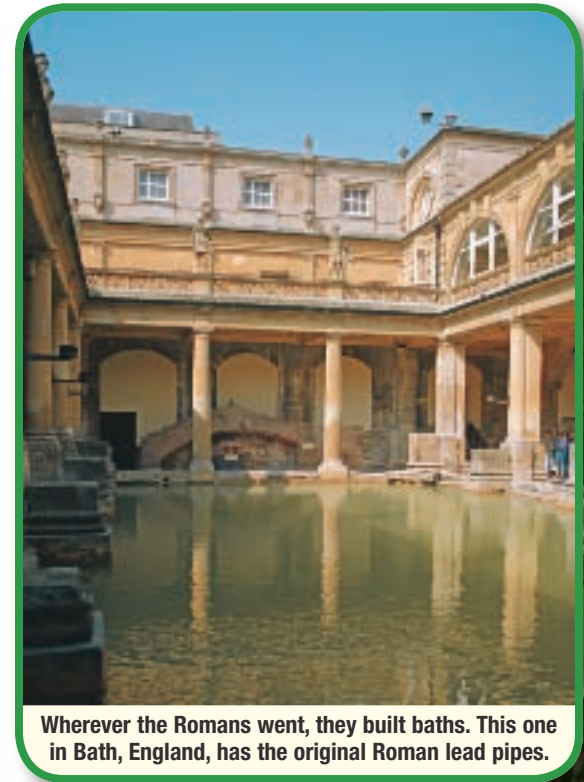
Augustus stabilized the frontiers of the Roman Empire, conquering many new areas. His attempt to conquer Germany failed, however, when three Roman legions

led by the Roman general Varus were massacred by German warriors. These defeats in Germany taught Augustus that Rome’s power was not unlimited. This knowledge devastated him. For months, he would beat his head on a door, shouting, “Varus, give me back my legions!”

After the death of Augustus in A.D. 14, a series of new emperors ruled Rome. This period, ending in A.D. 180, is called the Early Empire.

## Emperors and the Early Empire

Augustus’s new political system allowed the emperor to select his successor from his natural or adopted family. The first four emperors after Augustus came from his family. They were Tiberius, Caligula, Claudius, and Nero. During their reigns, these emperors took over more and more of the responsibilities that Augustus had given to the Senate. As the emperors grew more powerful, many became more corrupt.



Wherever the Romans went, they built baths. This one in Bath, England, has the original Roman lead pipes.



**Nero**, for example, had people killed if he wanted them out of the way, including his own mother. Without troops, the senators were unable to oppose his excesses, but the Roman legions finally revolted. Nero, abandoned by his guards, committed suicide after allegedly uttering these final words: “What an artist the world is losing in me.”

After Nero’s death, a civil war broke out in A.D. 69. It soon became obvious that the Roman Empire had a major flaw. Without a system for selecting a new emperor, emperors could be made and deposed by the Roman legions.

At the beginning of the second century, a series of five so-called good emperors came to power. They were Nerva, Trajan, Hadrian, Antoninus Pius, and Marcus Aurelius. These emperors concluded a period of peace and prosperity known as the **Pax Romana**—the Roman Peace. The Pax Romana lasted for almost 200 years (27 B.C.–A.D. 180). These rulers treated the

ruling classes with respect, ended arbitrary executions, maintained peace in the empire, and supported domestic policies generally helpful to the empire. Although they were absolute rulers, they were known for their tolerance. By adopting capable men as their sons and successors, the first four good emperors reduced the chances of succession problems.

Under the five good emperors, the powers of the emperor continued to expand at the expense of the Senate’s powers. Officials appointed and directed by the emperor took over the running of the government. The good emperors also created new social programs. Trajan, for example, provided state funds to assist poor parents in the raising and educating of their children. The good emperors were widely praised for their building programs. Trajan and Hadrian were especially active in building public works—aqueducts, bridges, roads, and harbor facilities—throughout the provinces and in Rome.

## INFOGRAPHICS

### Hadrian’s Wall

In A.D. 122 the Emperor Hadrian ordered construction of a wall to protect the northern border of Roman-controlled Britain from invasions.

Troops were stationed along the wall in garrisons with baths and stables. Roads joined forts and cities throughout the empire.

#### DOCUMENT-BASED QUESTIONS

Rome and its provinces enjoyed peace and security—Pax Romana—for almost 200 years.

1. **Evaluating** How did strong borders contribute to the Pax Romana?
2. **Making Inferences** What does the Roman-style bath suggest about the lives of the residents of Bath, England, during the Pax Romana?





## ROMAN EMPIRE: TRADE AND EXPANSION



### The Empire Expands

Rome expanded further during the period of the Early Empire. Although Trajan extended Roman rule into **Dacia** (Romania), Mesopotamia, and the **Sinai Peninsula**, his successors realized that the empire was too large to be easily governed.

Hadrian withdrew Roman forces from much of Mesopotamia. To protect the frontier, he strengthened the fortifications along a line connecting the **Rhine** and **Danube** Rivers. He also built a 74-mile (118 km) long wall—Hadrian's Wall—across northern Britain to keep out the Picts and the Scots.

By the end of the second century, it became apparent that it would be more and more difficult to defend the empire. Roman forces were located in permanent bases behind the frontiers. When one frontier was attacked, however, troops were drawn from another, leaving those frontiers open to attack.

At its height in the second century, the Roman Empire was one of the greatest states the world had ever seen. It covered about three and a half million square miles (9.1 million square km) and had a population that has been estimated at more than 50 million.



The emperors and the imperial government provided a degree of unity throughout the empire. At the same time, the Romans gave much leeway to local customs. The privileges of Roman citizenship were granted to many people in the provinces. In A.D. 212, the emperor Caracalla gave Roman citizenship to every free person in the empire.

The administration and cultural life of the Roman Empire depended greatly on cities and towns. A provincial governor's staff was not large, so local officials acted as Roman agents, performing many government duties, especially taxation.

Most cities were not large by modern standards. But cities were important in the spread of Roman culture, Roman law, and the Latin language. Provincial cities resembled each other because they followed a Roman plan. Each Roman-built city contained temples, markets, and public buildings, such as law courts and baths.

Latin was the language of the western part of the empire, whereas Greek was used in the east as a result of Alexander the Great's earlier conquests. Roman culture spread to all parts of the empire and freely mixed with Greek culture. The result has been called Greco-Roman civilization.

## Economy and Society

The Early Empire was a period of much prosperity, with internal peace leading to high levels of trade. Merchants from all over the empire came to the chief Italian ports of Puteoli (pyu•TEE•uh•LY) on the Bay of Naples and Ostia at the mouth of the Tiber.

Trade went beyond the Roman frontiers as well and included even silk goods from China. Large quantities of grain were imported, especially from Egypt, to feed the people of Rome. Luxury items poured in to satisfy the desires of the wealthy upper classes. It could be said that the Roman Empire became the first consumption-oriented society in the West.

Despite the active trade and commerce, however, farming remained the chief occupation of most people and the underlying basis of Roman prosperity. Large landed estates, called *latifundia* (LA•tuh•FUHN•dee•uh), dominated farming in southern and central Italy. These estates mostly used slaves to raise sheep and cattle on a large scale. Small peasant farms continued to exist in northern Italy.

An enormous gulf separated rich and poor in Roman society. The upper classes lived lives of great leisure and luxury in their villas and on their vast estates. Many small farmers became dependent on the huge estates of their wealthy neighbors. In the cities, many poor citizens worked in shops and markets. Thousands of unemployed people depended on the emperor's handouts of grain to survive.

**✓ Reading Check** **Summarizing** What were the economic conditions and chief occupations in Rome during the Early Empire?

### Vocabulary

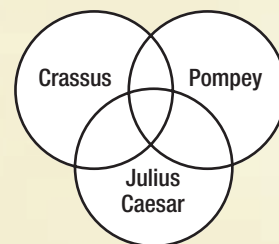
1. **Explain** the significance of: financial, instability, Crassus, Pompey, Julius Caesar, triumvirate, Rubicon River, dictator, Octavian, Antony, Augustus, imperator, Nero, Pax Romana, Dacia, Sinai Peninsula, Rhine River, Danube River, whereas.

### Main Ideas

2. **Describe** the problems that led to the end of the Roman Republic.
3. **Explain** how Augustus's political system provided for succession of rulers in the empire.
4. **List** the differences between the Roman Republic and the Roman Empire.

### Critical Thinking

5. **The BIG Idea Analyzing** What qualities made the "good emperors" good in comparison to Augustus's successors?
6. **Comparing and Contrasting** Create a Venn diagram like the one shown below to compare and contrast the accomplishments of the three men.



7. **Analyzing Visuals** Examine the statues on page 155. How are they similar? Why might this be true?

### Writing About History

8. **Persuasive Writing** Pretend you are part of the council of the plebs. Argue for or against the land reforms instituted by Tiberius and Gaius Gracchus.

### History ONLINE

For help with the concepts in this section of *Glencoe World History*, go to [glencoe.com](http://glencoe.com) and click Study Central.



# Roman Culture and Society

## GUIDE TO READING

### The BIG Idea

**Ideas, Beliefs, and Values** The Romans spread both Greek and Roman contributions to art, architecture, and literature throughout the empire.

### Content Vocabulary

- paterfamilias (p. 162)
- insulae (p. 165)

### Academic Vocabulary

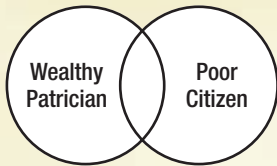
- primary (p. 162)
- contractor (p. 164)

### People and Places

- Virgil (p. 161)
- Livy (p. 162)
- Horace (p. 161)
- Spartacus (p. 164)

### Reading Strategy

**Compare and Contrast** As you read this section, create a Venn diagram like the one shown below comparing and contrasting the life-style of a wealthy Roman with that of a poor citizen.



*After they conquered Greece, the Romans adopted many aspects of Greek culture and society. As the Roman poet Horace said, "Captive Greece took captive her rude conqueror."*

## Roman Arts and Literature

**MAIN IDEA** The Romans spread Greco-Roman arts and culture throughout the empire.

**HISTORY & YOU** Have you ever borrowed a style from someone you admire? Learn how Rome borrowed from Greece.

As part of their plunder, Roman military commanders shipped Greek manuscripts and artworks back to Rome. By adapting Greek styles, the Romans spread Greco-Roman civilization throughout their empire.

## Art and Architecture

During the third and second centuries B.C., the Romans adopted many features of the Greek style of art. They developed a taste for Greek statues, which they placed in public buildings and in their houses. Reproductions of Greek statues became popular once the supply of original works ran low. While Greek sculptors aimed for an ideal appearance in their figures, Roman sculptors produced more realistic works that included even unattractive physical details. They painted portraits and landscapes on the walls of villas.

The Romans excelled in architecture, a highly practical art. Although they continued to use Greek styles such as colonnades and rectangular buildings, the Romans also used curved forms: the arch, the vault, and the dome. The Romans were the first people in antiquity to use concrete on a massive scale. Using concrete along with the new architectural forms made it possible for the Romans to construct huge buildings undreamed of by the Greeks.

The Romans were superb builders. Their remarkable engineering skills were put to use constructing roads, bridges, and aqueducts. The Romans built a network of some 50,000 miles (80,450 km) of roads throughout the empire. In Rome, almost a dozen aqueducts kept a population of one million supplied with water.

## Literature

Although there were many talented writers, the high point of Latin literature was reached in the Age of Augustus. Indeed, the

# CONNECTING TO THE UNITED STATES

## WASHINGTON, D.C.

When Pierre Charles L'Enfant developed the plan for Washington, D.C., he based it on Roman city planning. Streets were laid out in a grid and government buildings arranged around an open area—The Mall. Many of the capital's buildings are also based on Roman models. Unlike Greek temples, Roman buildings were raised on a podium with steps at the front leading to a columned porch. In addition to these features, the United States Capitol also has a dome, which is based on the Roman Pantheon.

- Roman building styles influenced much of the architecture in Washington, D.C.
- The layout of the city also reflects the influence of Roman city planning.

### CONNECTING TO TODAY

1. **Identifying** Name three other buildings in Washington, D.C., that may have been based on Roman architecture.
2. **Evaluating** Based on what you know about Rome, why do you think the architects of Washington, D.C., based much of its design on Rome and its buildings?

Augustan Age has been called the golden age of Latin literature.

The most distinguished poet of the Augustan Age was **Virgil**. The son of a small landholder in northern Italy near Mantua, he welcomed the rule of Augustus and wrote his masterpiece, the *Aeneid* (ih•NEE•uhd), in honor of Rome. Virgil's epic poem was meant to rival the work of Homer. The character Aeneas is the ideal Roman whose virtues are duty, piety, and faithfulness. Aeneas fulfilled his purpose by establishing the Romans in Italy and starting Rome on its mission to rule the world. The poem was also meant to express that Rome's gift was the art of ruling.

### PRIMARY SOURCE

"Let others fashion from bronze more lifelike, breathing images—For so they shall—and evoke living faces from marble; Others excel as orators, others track with their instruments the planets circling in heaven and predict when stars will appear. But, Romans, never forget that government is your medium! Be this your art: to practise men in the habit of peace, generosity to the conquered, and firmness against aggressors."

—*Aeneid*, C. Day Lewis, trans., 1952

Another prominent Augustan poet was **Horace**, a friend of Virgil's. He was a sophisticated writer who enjoyed pointing out to his fellow Romans the "follies and







vices of his age.” Horace mostly laughs at the weaknesses of humans. In the *Satires*, Horace directs attacks against job dissatisfaction and greed.

“How does it happen, Maecenas, that no man alone is content with his lot?”

The most famous Latin prose work of the golden age was written by the historian **Livy**, whose masterpiece was *The Early History of Rome*. In 142 books, of which only 35 survive, Livy traced Roman history to 9 B.C. Livy saw history in terms of moral lessons.

### PRIMARY SOURCE

“The study of history is the best medicine for a sick mind; for in history you have a record of the infinite variety of human experience plainly set out for all to see; and in that record you can find for yourself and your country both examples and warnings: fine things to take as models, base things, rotten through and through, to avoid.”

—Livy, *The Early History of Rome*

His stories revealed the character of the chief figures and demonstrated the virtues that had made Rome great. Livy had a serious weakness as a historian: he was not always concerned about the factual accuracy of his stories. He did tell a good tale, and his work became the standard history of Rome for a long time. One such tale is about a simple farmer, Cincinnatus, whom the Senate names dictator to save Rome.

### PRIMARY SOURCE

“A delegation from the city found him at work on his land—digging a ditch, maybe, or ploughing. Greetings were exchanged, and he was asked . . . to put on his toga and hear the Senate’s instructions. . . he told his wife to run to their cottage and fetch his toga . . . and wiping the grimy sweat from his hands and face he put it on; at once the envoys from the city saluted him, with congratulations, as Dictator. . .”

—Livy, *The Early History of Rome*

After Cincinnatus led the army to victory, he resigned as dictator and returned to his farm.

**✓ Reading Check** **Evaluating** Why are Livy’s histories considered important to historians?

## Life in Ancient Rome

**MAIN IDEA** City life in ancient Rome had problems similar to life today.

**HISTORY & YOU** Have you visited a city that was beautiful, noisy, and crowded? Read about life in ancient Rome.

At the heart of the Roman social structure stood the family, headed by the **paterfamilias**—the dominant male. The household also included the wife, sons with their wives and children, unmarried daughters, and slaves.

### Family Life and Women’s Roles

Unlike the Greeks, the Romans raised their children at home. All Roman upper-class children—boys and girls—were expected to learn to read. The father was the chief figure in providing for the education of his children. He decided whether to teach his children himself, acquire a teacher for them, or send them to school. Teachers were often Greek slaves because upper-class Romans had to learn Greek to prosper in the empire.

Roman boys learned reading and writing, moral principles and family values, law, and physical training to prepare them to be soldiers. At age 16, childhood ended for Roman males. At a special ceremony, a young Roman exchanged his purple-edged toga for a plain white toga—the toga of manhood.

Some parents in upper-class families provided education for their daughters by hiring private tutors or sending the girls to **primary** schools. However, at the age when boys were entering secondary schools, girls were entering into marriage.

Like the Greeks, Roman males believed that the weakness of females made it necessary for women to have male guardians. The paterfamilias had that responsibility. When he died, his sons or nearest male relatives assumed the role of guardian. Fathers also arranged the marriages of their daughters.

For females, the legal minimum age for marriage was 12, although 14 was a more common age. For males, the legal minimum

age was 14, although most men married later. Traditionally, Roman marriages were meant to be for life, but divorce was introduced in the third century B.C. and became fairly easy to obtain. Either husband or wife could ask for a divorce.

By the 100s A.D., changes were occurring in the Roman family. The paterfamilias no longer had absolute authority over his children. He could not sell his children into slavery or have them put to death. The husband's absolute authority over his wife also disappeared. Women were no longer required to have guardians.

Upper-class Roman women in the Early Empire had considerable freedom and independence. They had the right to own, inherit, and sell property. Unlike Greek wives, Roman wives were not segregated from males in the home. Outside their homes, upper-class women could attend races, the theater, and the amphitheater; however, they had to sit in separate female sections. When they went out, women of rank were still accompanied by maids and companions. Women could not participate in politics but influenced politics through their husbands.

## HISTORY & ARTS

## PRIMARY SOURCE

### Roman Life

Most Roman meals were meatless, but bread was served with every meal. Seafood, cheese, fruits, olives, and vegetables made up the bulk of the Roman diet. Archaeologists have found few ovens inside homes, concluding that many families bought their bread from community bakeries that supplied many types of bread. Ancient Roman writers recorded some recipes in their works.

#### Recipe: pear dessert

Grind boiled and cored pears with pepper, cumin, honey, passum [wine], garum [fish sauce], and a bit of oil. When the eggs have been added, make a patina [pudding], sprinkle pepper over, and serve.

—reprinted from "A Taste of Ancient Rome,"  
by Ilaria Gozzini Giacosa



Mosaic showing bread going into an oven.

#### DOCUMENT-BASED QUESTIONS

This mosaic of a servant in a kitchen was discovered in Pompeii.

1. **Identifying** What foods are pictured in the mosaics?
2. **Drawing Conclusions** What do the mosaics tell us about food in Rome and the provinces?



## Circus Maximus

The best seats, in the lower level, were reserved for senators and dignitaries.

Chariot racing often resulted in crashes and sometimes death.

## DOCUMENT-BASED QUESTIONS

Chariot races were held at the Circus Maximus, which was 2040 feet long (622 m) and held 250,000 people.

1. **Describing** How did the Circus Maximus resemble stadiums today?
2. **Evaluating** What about the chariot races appealed to the audience?

## Slavery and Slave Revolts

Slavery was common throughout the ancient world, but no people had more slaves or relied so much on slave labor as the Romans did. Before the third century B.C., a small Roman farmer might possess one or two slaves, who would help farm his few acres and work in the house. These slaves would most likely be from Italy and be regarded as a part of the family household. The very rich would have many slaves.

The Roman conquest of the Mediterranean brought a change in the use of slaves. Large numbers of foreign peoples who had been captured in wars were brought back to Italy as slaves.

Greek slaves were in much demand as tutors, musicians, doctors, and artists. Roman businessmen would employ them as shop assistants or craftspeople. Slaves of all nationalities were used as household workers, such as cooks, valets, waiters, cleaners, and gardeners. Slaves were used

as farm laborers on the large estates of the wealthy. Roads, aqueducts, and other public structures were built by **contractors** using slave labor.

The conditions under which these slaves lived were often pitiful. One Roman writer argued that it was cheaper to work slaves to death and then replace them than it was to treat them well.

Some slaves revolted against their owners and even murdered them, causing some Romans to live in great fear of their slaves. The murder of a master by a slave might mean the execution of all the other household slaves.

The most famous slave revolt in Italy occurred in 73 B.C. Led by the gladiator **Spartacus**, the revolt broke out in southern Italy and involved 70,000 slaves. Spartacus managed to defeat several Roman armies before being trapped and killed in 71 B.C. The Romans crucified—put to death by nailing to a cross—6,000 of Spartacus's followers.



## Living Conditions in Rome

At the center of the colossal Roman Empire was Rome. Truly a capital city, Rome had the largest population of any city in the empire—close to one million by the time of Augustus. People from all over the empire resided there. Rome was the place to be.

Rome boasted public buildings unequaled anywhere in the empire. Its temples, markets, baths, theaters, governmental buildings, and amphitheaters gave parts of the city an appearance of grandeur and magnificence. On the other hand, Rome was an overcrowded and noisy city. Because of the congestion, cart and wagon traffic was banned from the streets during the day. However, the noise from the traffic at night often made sleep difficult. Walking in Rome at night was also dangerous. Although Augustus had organized a police force, people were assaulted or robbed. They could also be soaked by filth thrown out of the upper-story windows of Rome’s massive apartment buildings.

A large gulf existed between rich and poor. The rich had comfortable villas, while the poor lived in apartment blocks called **insulae**, which might be six stories high. Constructed of concrete walls with wooden beam floors, these buildings were usually poorly built and often collapsed.

Fire was a constant threat in the insulae where stoves, torches, candles, and lamps were used for heat and light. Once started, fires were extremely difficult to put out. The famous fire of A.D. 64, which Nero was falsely accused of starting, destroyed a large part of the city.

High rents forced entire families to live in one room. There was no plumbing or central heating. These conditions made homes uncomfortable so many poor Romans spent most of their time outdoors in the streets.

Although it was the center of a great empire, Rome had serious problems. Beginning with Augustus, the emperors provided food for the city poor. About two hundred thousand people received free grain. Even so, conditions remained grim for the poor.

Large-scale entertainment was provided for the inhabitants of Rome. The poet Juvenal said of the Roman masses, “But nowadays, with no vote . . . , their motto is ‘Couldn’t care less.’ Time was when their vote elected generals, heads of state, commanders of legions: but now . . . there’s only two things that concern them: Bread and Circuses.”

Public spectacles were provided by the emperor as part of the great religious festivals celebrated by the state. The festivals included three major types of entertainment. At the Circus Maximus, horse and chariot races attracted hundreds of thousands. Dramatic performances were held in theaters. The most famous of all the public spectacles, however, were the gladiatorial shows.

**✓ Reading Check** **Evaluating** Why did the Roman emperors provide free grain to the poor?

### Vocabulary

1. **Explain** the significance of: Virgil, Horace, Livy, paterfamilias, primary, contractor, Spartacus, *insulae*.

### Main Ideas

2. **Discuss** the role of slaves in Roman society. Why did some Romans live in great fear of their slaves?
3. **Explain** Why do historians not find Livy a reliable source of information?
4. **Describe** the lives of males and females in Roman society.

### Critical Thinking

5. **The BIG Idea Comparing** How is life in a modern city similar to life in ancient Rome?
6. **Summarizing Information** Create a table like the one below describing the contributions of the Greeks and the Romans to Western civilization.

Greek Contributions	Roman Contributions

7. **Analyzing Visuals** Examine the mosaic on page 163. How is the servant portrayed? Can you identify the servant’s age, gender?

### Writing About History

8. **Expository Writing** In this section there are several excerpts from Roman writers. What does each passage reveal about Roman life and society?

### History ONLINE

For help with the concepts in this section of *Glencoe World History*, go to [glencoe.com](http://glencoe.com) and click Study Central.



## Games of Death in Ancient Rome

Public spectacles have always been a part of civilization. The earliest city-states held ceremonies where the punishment of criminals, the awarding of honors, and parades of soldiers were conducted for all to see. Such events reinforced cultural values and the existing social order. In ancient Rome, the most mesmerizing public spectacles were of gladiators fighting to the death. They embodied the Roman virtues of bravery, honor, and glory in a world that was cruel and unpredictable.

### THE ARENA

Gladiatorial games were held in amphitheaters throughout the Roman world. The most famous of all was the Colosseum in Rome.

Wealthy and important people sat in the lower levels, while the poor, slaves, and women were near the top.

The Roman emperor and his entourage sat in a special box.

The area where the gladiators fought was called the arena. Sand was spread on the arena floor to soak up the blood of wounded, dying, and dead gladiators.

An elaborate maze of tunnels and rooms was constructed under the Colosseum. Hoists could lift gladiators to the arena floor through trapdoors.

### GLADIATORS IN ROMAN SOCIETY

Gladiatorial combat began as funerary rites and evolved into spectacles sponsored by the wealthy to gain prestige. The fights were wildly popular, and so were taken over by the government, and later the emperor himself. The Roman view of gladiatorial combat was complex. Men who ran training schools for gladiators were wealthy, but were looked down upon socially. The gladiators were admired as kinds of heroes, but most of them were slaves, prisoners of war, or criminals.

## THE COMBATANTS



A fighting net is used to tangle up his opponent. It has weights so it will travel farther when thrown.



A large, curved shield protects the *secutor* from his opponent's trident.

### A RETIARIUS (“NET-MAN”)

His strategy is to keep his distance, strike with the trident when he can, capture his opponent with the net, and then finish him off with the dagger. His lack of armor is both an advantage—he’s mobile—and a disadvantage—he’s vulnerable.

### A SECUTOR (“PURSUER”)

He plans to pursue his opponent and strike him down with the sword. His equipment provides protection, but he must come in close to attack, making him vulnerable to the reach of his opponent’s trident and net.

## GLADIATORIAL STYLES

The *secutor* and the *retiarius* were but two of many types of gladiators. Each type was equipped with unique equipment for different fighting styles. Many of the gladiatorial types were supposed to emulate Rome’s enemies. The *Thraex* type, for example, represented the fighting man of Thrace. Arguments about the advantages and disadvantages of each gladiator type added to the sheer spectacle of the bloody duels.

### ANALYZING VISUALS

- 1. Comparing and Contrasting** What modern events are comparable to gladiatorial combat? How are they similar and different from the Roman practice?
- 2. Making Judgments** How might you explain the existence of gladiatorial combat in the highly developed Roman civilization?



# The Development of Christianity

## GUIDE TO READING

### The BIG Idea

#### Ideas, Beliefs, and Values

Christianity spread throughout the Roman Empire and eventually became the state religion of Rome.

#### Content Vocabulary

- procurator (p. 169)
- clergy (p. 173)
- New Testament (p. 170)
- laity (p. 173)

#### Academic Vocabulary

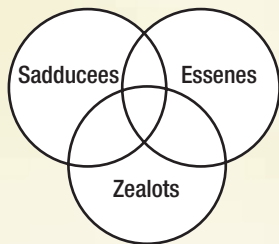
- guarantee (p. 168)
- structure (p. 173)
- transformation (p. 170)

#### People and Places

- Judaea (p. 169)
- Aegean Sea (p. 170)
- Jerusalem (p. 169)
- Theodosius the Great (p. 172)
- Jesus (p. 170)
- Constantine (p. 173)
- Simon Peter (p. 170)
- Paul (p. 170)

### Reading Strategy

**Summarizing Information** In the diagram below, identify the political views held by the three groups.



*Christian views on God, human beings, and the world were quite different from those of the Greeks and Romans. For example, Christian beliefs held that one would be taken care of and his or her needs met by seeking righteousness from one God. In contrast, Romans believed in many gods, even accepting foreign gods and philosophical practices into their culture. The rise of Christianity marked an important break with the dominant values of the Greek and Roman worlds.*

## Religion in the Roman Empire

**MAIN IDEA** Prior to Christianity, Roman religion involved the worship of a number of gods and goddesses and the belief that Rome had earned the favor of the gods.

**HISTORY & YOU** How has the immigration of people from other parts of the world influenced religion in the United States? Read to learn how various religions and beliefs from the Hellenistic east affected religion in the Roman Empire.

Augustus brought back traditional festivals and ceremonies to revive the Roman state religion, which had declined during the turmoil of the late Roman Republic. The official state religion focused on the worship of a number of gods and goddesses, including Jupiter, Juno, Minerva, and Mars. In addition, beginning with Augustus, emperors were often officially made gods by the Roman Senate, thus bolstering support for the emperors.

## Roman Religion

The Romans believed that the observance of proper ritual by state priests brought them into a right relationship with the gods. This **guaranteed** peace and prosperity. Indeed, the Romans believed that their success in creating an empire meant that they had earned the favor of the gods. As the politician Cicero claimed in the first century B.C., "We have overcome all the nations of the world, because we have realized that the world is directed and governed by the gods."

At the same time, the Romans were tolerant of other religions. They allowed the worship of native gods and goddesses throughout their provinces. They even adopted some of the local gods.

After the Romans conquered the states of the Hellenistic east, religions from those regions flooded the western Roman world. The desire for a more emotional spiritual experience drew many people to these religions. They promised their followers an entry

**Ritual and Roman Religion**

Romans believed that gods and spirits controlled all aspects of life. Domestic spirits protected the home and family, while the gods of the official, or state, religion protected the whole empire. Many of Rome's gods were added through conquest and expansion. The deities acquired from the Greeks, such as Zeus, whom the Romans called Jupiter, became the most influential. All gods and spirits were honored with shrines, offerings, and rituals. Romans also viewed their emperors as gods. Temples were built to honor them and people worshiped them as a way of showing loyalty to the empire.

The **lararium** was a shrine to household spirits. Families made offerings and held rituals to retain the favor of these spirits.

The **Lares** were among the most significant household spirits, depicted as young men dancing.

**DOCUMENT-BASED QUESTIONS**

1. **Describing** What does the shape of the shrine resemble?
2. **Considering** Why might the Romans have thought their emperors became gods? Why might this transformation have been important to the Roman Empire?

into a higher world of reality and the promise of a future life superior to the present one. It was believed that, by participating in these ceremonies, a person could communicate with spiritual beings and open the door to life after death.

**Judaism in the Empire**

In Hellenistic times, the Jewish people had been given considerable independence. By A.D. 6, however, **Judaea**, which embraced the lands of the old Jewish kingdom of Judah, had been made a Roman province placed under the direction of an official called a **procurator**.

Unrest was widespread in Judaea, but the Jews differed among themselves about

Roman rule. The priestly Sadducees (SA•juh•SEEZ) favored cooperation with Rome. The scholarly Pharisees (FAR•uh•SEEZ) held that close observance of religious law would protect them from Roman influences. The Essenes lived apart from society, sharing goods in common. Like many other Jews, they waited for God to save Israel from oppression. The Zealots, however, called for the violent overthrow of Roman rule. In fact, a Jewish revolt began in A.D. 66, only to be crushed by the Romans four years later. The Jewish temple in **Jerusalem** was destroyed.

**✓ Reading Check** **Explaining** How were religion and government connected in the Roman empire?





## The Rise of Christianity

**MAIN IDEA** Although Christians were initially persecuted, Christianity grew in importance and spread throughout the Roman Empire.

**HISTORY & YOU** Do you know of other groups in history that were persecuted because of their beliefs? Read to find out why Christians in the Roman Empire were persecuted.

A few decades before the revolt, a Jewish prophet named **Jesus** traveled and preached throughout Judaea and neighboring Galilee. These teachings, known as Christianity, began as a movement within Judaism. After reports spread that Jesus had overcome death, the Christian movement won followers in Jerusalem and throughout Judaea and Galilee. It eventually spread across the Roman Empire.

### The Teachings of Jesus

Jesus believed that his mission was to complete the salvation that God had promised to Israel throughout its history. He stated: “Do not think that I have come to abolish the Law or the Prophets; I have not come to abolish them but to fulfill them.” According to Jesus, what was important was not strict adherence to the letter of the law but the **transformation** of the inner person: “So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets.”

God’s command was to love God and one another. Jesus said, “Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength. This is the first commandment. The second is this: Love your neighbor as yourself.” Jesus voiced the ethical concepts—humility, charity, and love toward others—that would later shape the value system of Western civilization.

Jesus’ preaching eventually stirred controversy. Some people saw him as a potential revolutionary who might lead a revolt against Rome. Jesus’ opponents finally turned him over to Roman authorities. The procurator Pontius Pilate ordered Jesus’ crucifixion.

After the death of Jesus, his followers proclaimed that he had risen from death and had appeared to them. They believed Jesus to be the Messiah (anointed one), the long expected deliverer who would save Israel from its foes.

### Christianity Spreads Through the Empire

Prominent apostles, or leaders, arose in early Christianity. One was **Simon Peter**, a Jewish fisherman who had become a follower of Jesus during Jesus’ lifetime. Peter was recognized as the leader of the apostles. Another major apostle was **Paul**, a highly educated Jewish Roman citizen who joined the movement later. Paul took the message of Jesus to Gentiles—non-Jews—as well as to Jews. He founded Christian communities throughout Asia Minor and along the shores of the **Aegean Sea**.

At the center of Paul’s message was the belief that Jesus was the Savior, the Son of God who had come to Earth to save humanity. Paul taught that Jesus’ death made up for the sins of all humans. By accepting Jesus as Christ (from *Christos*, the Greek term for Messiah) and Savior, people could be saved from sin and reconciled to God.

The teachings of early Christianity were passed on orally. Written materials also appeared, however. Paul and other followers of Jesus had written letters, or epistles, outlining Christian beliefs for communities they had helped found around the eastern Mediterranean. Also, some of Jesus’ disciples, or followers, may have preserved some of the sayings of Jesus in writing. Later, between A.D. 40 and 100, these accounts became the basis of the written Gospels—the “good news” concerning Jesus. These writings give a record of Jesus’ life and teachings, and they form the core of the **New Testament**, the second part of the Christian Bible.

By 100, Christian churches had been established in most of the major cities of the eastern empire and in some places in the western part of the empire. Most early Christians came from the Jews and the Greek-speaking populations of the east. In the second and third centuries, however,

an increasing number of followers were Latin-speaking people.

## Roman Persecution

The basic values of Christianity differed markedly from those of the Greco-Roman world. In spite of that, the Romans at first paid little attention to the Christians, whom they regarded as simply another sect of Judaism. As time passed, however, the Roman attitude toward Christianity began to change.

The Romans tolerated the religions of other peoples unless these religions threatened public order or public morals. Many Romans came to view Christians as harmful to the Roman state because Christians refused to worship the state gods and emperors. The Romans saw the Christians' refusal to do so as an act of treason, punishable by death. The Christians, however, believed there was only one God. To them, the worship of state gods and the emperors meant worshiping false gods and endangering their own salvation.

NATIONAL GEOGRAPHIC

### SPREAD OF CHRISTIANITY, A.D. 325–600



### Geography SKILLS

When Constantine converted to Christianity, it was already spreading in the Roman Empire.

1. **Regions** Which city clusters had the most growth in Christianity up to A.D. 325?
2. **Human-Environment Interaction** Which geographical features helped or limited Christianity's spread?





The Roman government began persecuting (harassing to cause suffering) Christians during the reign of Nero (A.D. 54–68). The emperor blamed the Christians for the fire that destroyed much of Rome and subjected them to cruel deaths. In contrast, in the second century, persecution of Christians diminished.

By the end of the reigns of the five good emperors (A.D. 180), Christians still represented a small minority, but one of considerable strength.

## Roman Empire Adopts Christianity

Although Christians were persecuted in the first and second centuries, this did nothing to stop the growth of Christianity. In fact, it did just the opposite, strengthening Christianity in the second and third centuries by forcing it to become more organized. Fear of persecution meant that only the most committed individuals would choose to follow the faith.



# THE SPREAD OF CHRISTIANITY IN THE ROMAN EMPIRE

The conversion of Emperor Constantine aided in the spread of Christianity. Although he did not make Christianity the official religion of the empire, he took an active role in protecting Christians and in shaping the religion. With the Edict of Milan and later edicts, Constantine made Christianity a “permitted” religion and gave Christians back confiscated property. He also convened the Council at Nicaea to organize and unify Christianity. Constantine also ordered the construction of churches. In A.D. 380 Emperor Theodosius I made Christianity the official religion of the empire.

### DOCUMENT-BASED QUESTIONS

This fresco shows Constantine being baptized, an event which may not have occurred. The work is in the Pope’s apartments in Rome and was completed by Raphael’s students after the painter died in 1520. The painting illustrates the significance of Constantine’s role in the spread and legitimization of Christianity.

- Summarizing** How did Constantine support the Christian movement?
- Speculating** What do you think might have happened to Christianity if it had not been officially recognized before the Roman Empire fell?



### CONSTANTINE’S CONTRIBUTIONS TO THE SPREAD OF CHRISTIANITY

312	Constantine’s conversion
313	Constantine issues the Edict of Milan proclaiming the official tolerance of Christianity in the empire
325	Constantine convenes the Council of Nicaea to organize and unify Christianity
333	Constantine orders the construction of churches. The Church of the Holy Sepulchre is completed.



Crucial to this change was the emerging role of the bishops, who began to assume more control over church communities. The Christian church was creating a new **structure** in which the **clergy**, or church leaders, had distinct functions separate from the **laity**, or the regular church members.

Christianity grew quickly in the first century. It took root in the second century, and by the third century, it had spread widely. Why was Christianity able to attract and maintain so many followers?

First, the Christian message had much to offer the Roman world. The Roman state-based religion was impersonal and existed for the good of Rome. Christianity was personal and offered salvation and eternal life to individuals. Christianity gave meaning and purpose to life.

Second, Christianity seemed familiar. It was viewed by some as similar to other religions, offering immortality as the result of the sacrificial death of a savior-god. However, Christianity did not require painful or expensive initiation rites like some other religions at that time. Also, Jesus had been a human figure who was easy to relate to.

Finally, Christianity fulfilled the human need to belong. Christians formed communities bound to one another. In these communities, people could express their love by helping one another and offering assistance to the poor and the sick. Christianity satisfied the need to belong in a way that the huge Roman Empire could never provide.

Christianity proved attractive to all classes, but especially to the poor and powerless. Eternal life was promised to all—rich, poor, aristocrats, slaves, men, and women. As Paul stated in his letters to the Colossians and the Galatians, “And [you] have put on the new self . . . Here there is no Greek nor Jew . . . barbarian, Scythian, slave or free, but Christ is all, and is in all.” Although Christianity did not call for revolution, it stressed a sense of spiritual equality for all people—a revolutionary idea at the time.

Some emperors began new persecutions of the Christians in the third century, but their schemes failed. The last great persecution was by Diocletian (DY•uh•KLEE•shuhn) at the beginning of the fourth century. Even he had to admit, however, what had become obvious in the course of the third century: Christianity and its followers were too strong to be blotted out by force.

In the fourth century, Christianity prospered as never before when **Constantine** became the first Christian emperor. Although he was not baptized until the end of his life, in 313 Constantine issued the Edict of Milan, which proclaimed official tolerance of Christianity. Then, under **Theodosius the Great** (A.D. 378–395), the Romans adopted Christianity as the official religion of the Roman Empire.

**✓ Reading Check** **Explaining** Why and how did the Christian church become more organized in the second and third centuries?

### Vocabulary

- 1. Explain** the significance of: guarantee, Judaea, procurator, Jerusalem, Jesus, transformation, Simon Peter, Paul, Aegean Sea, New Testament, Theodosius the Great, structure, clergy, laity, Constantine.

### Main Ideas

- 2. Describe** the beliefs and practices of Roman religion prior to the spread of Christianity.
- 3. List** the ethical concepts voiced by Jesus.
- 4. Contrast** the beliefs of the Roman state religion with the beliefs of Christianity in a chart like the one below.

Roman State Religion	Christianity

### Critical Thinking

- 5. The BIG Idea Explaining** Explain why Romans began to accept Christianity and why it took so long for it to be accepted by the state.
- 6. Drawing Conclusions** Explain why the Romans persecuted Christians despite their general religious tolerance.
- 7. Analyzing Visuals** Examine the fresco on page 172. Compare the figures standing at the top of the steps on the left and right side of the fresco. Which one represents the Roman era? What era might the other represent?

### Writing About History

- 8. Expository Writing** Research why Romans thought Christianity was dangerous to their empire. Compare these arguments to actual Christian doctrine and practices. Present your findings in an essay. Show that your sources corroborate your position.

### History ONLINE

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# Decline and Fall

## GUIDE TO READING

### The BIG Idea

**Order and Security** Although two strong emperors temporarily revived the Roman Empire, Germanic tribes from central Europe helped bring it to an end.

### Content Vocabulary

- plague (p. 174)
- inflation (p. 176)

### Academic Vocabulary

- military (p. 174)
- collapse (p. 174)
- economic (p. 174)

### People and Places

- Diocletian (p. 174)
- Visigoths (p. 177)
- Constantine (p. 174)
- Danube River (p. 177)
- Byzantium (p. 175)
- Vandals (p. 177)
- Bosphorus (p. 175)
- Romulus Augustulus (p. 177)
- Huns (p. 176)

### Reading Strategy

**Cause and Effect** Complete a chart describing the events that led to the decline and fall of the Roman Empire

Decline	Fall

*In A.D. 410, the Visigoths sacked Rome. The scholar Jerome wrote, "A terrible rumor had arrived from the West. Rome is besieged. . . . The City is taken which took the whole world."*

## The Decline

**MAIN IDEA** Political upheavals, the plague, and the division of the empire led to its decline.

**HISTORY & YOU** Can cities or countries become too large to run effectively? Learn about the decline of the Roman Empire.

Marcus Aurelius, the last of the five good emperors, died in A.D. 180. A period of conflict, confusion, and civil wars followed.

## Problems and Upheavals

Following a series of civil wars, a **military** government under the Severan rulers restored order. Septimius Severus told his sons "to pay the soldiers, and ignore everyone else," setting the tone for the new dynasty. After the Severan rulers there was more disorder. For almost 50 years, from 235 to 284, the Roman throne was occupied by whoever had military strength to seize it. During this period there were 22 emperors, most of whom died violently.

At the same time, the empire was troubled by a series of invasions. In the east, the Sassanid (suh•SAH•nuhd) Persians made inroads into Roman territory. Germanic tribes poured into the Balkans, Gaul, and Spain.

Invasions, civil wars, and plague almost caused an **economic collapse** in the third century. A labor shortage created by **plague**—an epidemic disease—affected both military recruiting and the economy. There was a decline in trade and small industry. Farm production declined as crops were ravaged by invaders or the defending Roman army. Armies were needed more than ever, but financial strains made it difficult to enlist and pay more soldiers. By the mid-third century, the state had to hire Germans to fight. These soldiers did not understand Roman traditions and had little loyalty to either the empire or the emperors.

## Reforms by Diocletian and Constantine

At the end of the third and the beginning of the fourth centuries, the Roman Empire gained a new lease on life through the efforts of two emperors, **Diocletian** and **Constantine**. The empire changed into a new state: the Late Roman Empire, which included

## THE ROMAN EMPIRE UNDER THE TETRARCHS



A carving of the tetrarchs at St. Mark's in Venice, Italy

### Geography SKILLS

The Emperor Diocletian divided the Roman Empire into western and eastern halves. In 293 he created a *tetrarchy*—a government made up of four rulers.

- Explaining** How would establishing four different capitals help to protect Rome from invasion?
- Comparing and Contrasting** How does the establishment of the tetrarchy compare and contrast to the United States division of power between state and local governments?

Maps in Motion See StudentWorks™ Plus or [glencoe.com](http://glencoe.com).

a new governmental structure, a rigid economic and social system, and a new state religion—Christianity. Believing that the empire had grown too large for a single ruler, Diocletian, who ruled from 284 to 305, divided it into four units, each with its own ruler. Diocletian’s military power enabled him to hold ultimate authority.

Constantine, who ruled from 306 to 337, continued and even expanded the policies of Diocletian. Constantine’s biggest project was the construction of a new capital city in the east, on the site of the Greek city of **Byzantium** on the shores of the **Bosporus**.

The city, eventually renamed Constantinople (now İstanbul, Turkey), was developed for defensive reasons because of its strategic location. The “New Rome,” Constantinople, became the center of the Eastern Roman Empire and one of the great cities of the world.

Diocletian’s and Constantine’s political and military reforms enlarged two institutions—the army and civil service—which drained public funds. The population was not growing so the tax base could not be increased to pay for the army and bureaucracy.





Both rulers devised new economic and social policies to deal with these financial burdens. To fight **inflation**—a rapid increase in prices—Diocletian issued a price edict in 301 that set wage and price controls for the empire. Despite severe penalties, it failed.

To ensure the tax base and keep the empire going despite the labor shortage, the emperors issued edicts forcing workers to remain in their vocations. Hence, jobs, such as bakers and shippers, became hereditary. Large landowners took advantage of depressed agricultural conditions to enlarge their estates.

In general, the economic and social policies of Diocletian and Constantine were based on control and coercion. Although temporarily successful, such policies in the long run stifled the very vitality the Late Empire needed to revive its sagging fortunes.

**✓ Reading Check** **Describing** Describe the conditions in the Roman Empire prior to Diocletian and Constantine.

## The Fall

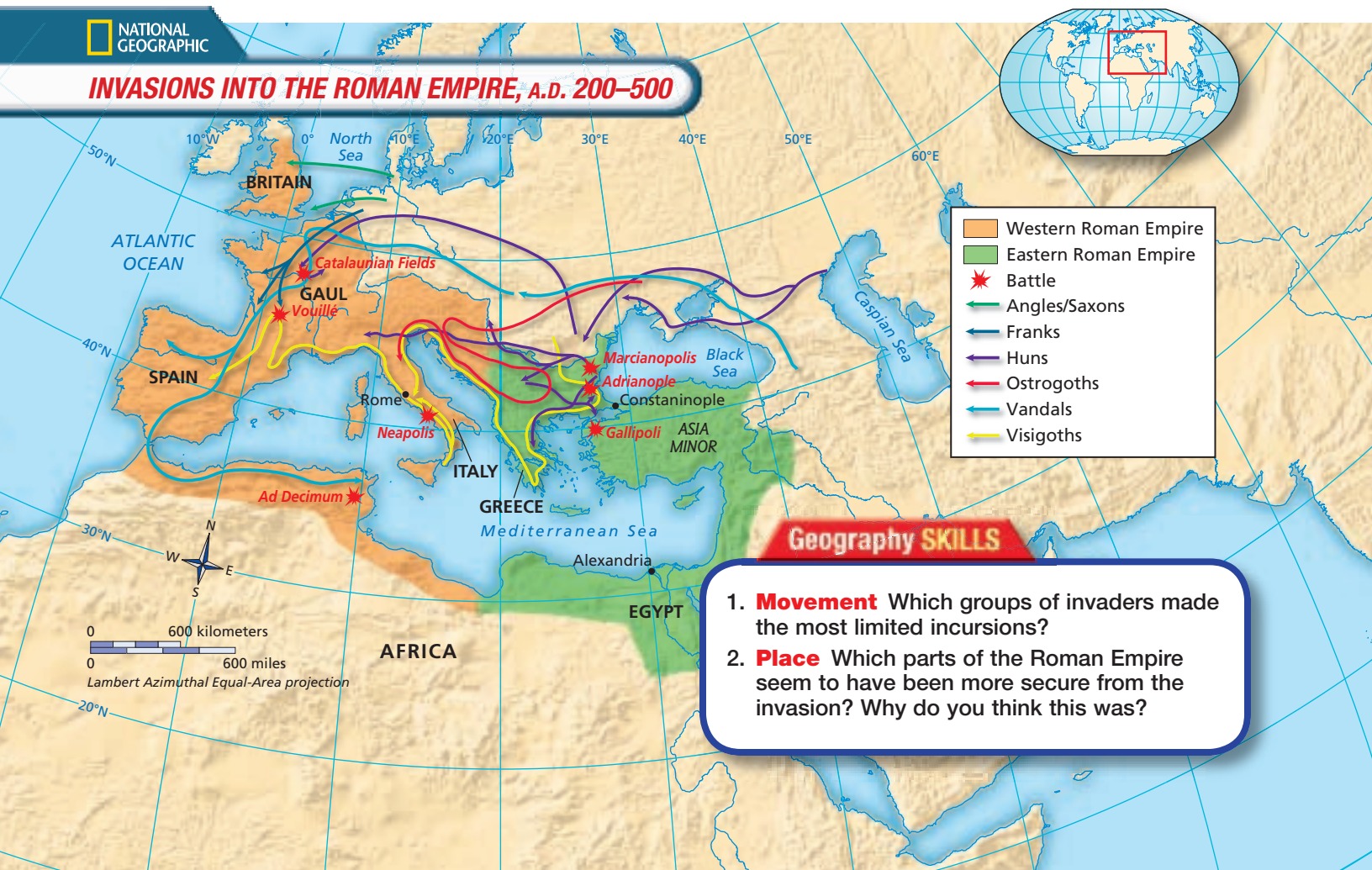
**MAIN IDEA** The migration of Germanic tribes helped bring an end to the Roman Empire.

**HISTORY & YOU** Have you heard about migrations that bring down governments? Learn about the end of the Roman Empire.

The restored empire of Diocletian and Constantine limped along for more than a century. The empire continued to be divided into western and eastern parts. The capital of the Western Roman Empire remained in Rome. Constantinople remained the capital of the Eastern Roman Empire. The Western Roman Empire came under increasing pressure from migrating Germanic tribes.

## Germanic Tribes

The major breakthrough of Germanic tribes into the west came in the second half of the fourth century. The **Huns**, who came from Asia, moved into eastern Europe and put pressure on the Germanic **Visigoths**.



### Geography SKILLS

- 1. Movement** Which groups of invaders made the most limited incursions?
- 2. Place** Which parts of the Roman Empire seem to have been more secure from the invasion? Why do you think this was?



The Visigoths, in turn, moved south and west, crossed the **Danube River** into Roman territory, and settled down as Roman allies, until they revolted. The Romans attempted to stop the revolt at Adrianople in 378, but the Visigoths defeated them.

Increasing numbers of Germans now crossed the frontiers. In 410, the Visigoths sacked Rome. Another group, the **Vandals**, poured into southern Spain and Africa. They crossed into Italy from northern Africa and, in 455, they too sacked Rome. The words *vandal* and *vandalize* come from this ruthless tribe.

In 476, the western emperor, **Romulus Augustulus**, was deposed by the Germanic head of the army. This is usually taken as the date of the fall of the Western Roman Empire. As we shall see in Chapter 9, a series of German kingdoms replaced the Western Roman Empire. The Eastern Roman Empire, or the Byzantine Empire, however, continued to thrive with its center at Constantinople.

## Theories

Many theories have been proposed to explain the decline and fall of the Roman Empire. They include:

- Christianity's emphasis on a spiritual kingdom weakened Roman military virtues.
- Traditional Roman values declined as non-Italians gained prominence in the empire.
- Lead poisoning through leaden water pipes and cups caused a mental decline in the population.
- Plague wiped out one-tenth of the population.
- Rome failed to advance technologically due to slavery.
- Rome could not create a workable political system.

There may be an element of truth in each of these theories, but history is an intricate web of relationships, causes, and effects. No single explanation can sufficiently explain the fall of a great empire.

For example, both the Han dynasty in China and the Roman Empire lasted for centuries. Both of these empires were able to govern large areas of land effectively. They instituted and maintained laws and a language. In spite of their attempts at unifying conquered territories, both empires experienced problems that came from acquiring so much land. Both tried to protect their borders with walls, forts, and troops. Both, however, eventually fell to new peoples. The Han dynasty fell to the Xiongnu. The Roman army in the west was not able to fend off the hordes of people moving into Italy and Gaul, and the Western Roman Empire collapsed. In contrast, the Eastern Roman Empire, which would survive for another thousand years, was able to withstand invaders.

**✓ Reading Check** **Identifying** Which groups moved into the Western Roman Empire?

### Vocabulary

1. **Explain** the significance of: military, economic, collapse, plague, Diocletian, Constantine, Byzantium, Bosphorus, inflation, Huns, Visigoths, Danube River, Vandals, Romulus Augustulus.

### Main Ideas

2. **Describe** the Roman rulers from 235 to 284.
3. **Explain** why the decline in population was so harmful to the Roman Empire.
4. **List** the economic and military problems that contributed to the decline of the Roman Empire.

### Critical Thinking

5. **The BIG Idea Evaluating** Summarize the theories why the Roman Empire fell and then tell which theories seem more reasonable than others.
6. **Summarizing Information** Create a chart like the one below to list ways that Diocletian and Constantine strengthened the Roman Empire.

Diocletian	Constantine

7. **Analyzing Visuals** Examine the statue on page 175. Why are the tetrarchs shown with their hands on their swords? What is the symbolism of placing their hands on each other's shoulders?

### Writing About History

8. **Persuasive Writing** Imagine you are the adviser to a benevolent Roman emperor. Write a letter to the emperor describing the steps he should take to preserve the Roman Empire.

### History ONLINE

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# CHAPTER 5 Visual Summary



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## THE ETRUSCANS



Etruscan art demonstrates their influence on the Romans.

## ROMAN REPUBLIC

- The Romans learned from, then overthrew, the Etruscan rule and established a republic.
- The Romans controlled the Italian peninsula but allowed some non-Romans to be citizens of Rome.
- After defeating Carthage, Rome became master of the Mediterranean.

## ROMAN EMPIRE

- The Republic died as generals competed to rule Rome.
- The "Good Emperors" brought prosperity through trade and expansion.
- Public works, a shared culture, and architecture unified Rome's far-flung cities.
- A new religion—Christianity—spread through the empire, becoming the official religion.

## FORUM OF AUGUSTUS IN ROME



Many Roman cities had forums.

## CONSTANTINE'S ARCH IN ROME



Monuments told stories to the public about rulers.

## DECLINE AND FALL of the Western Empire

- Outside threats, civil strife, and economic woes weakened Rome's ability to hold the empire together.
- Diocletian and Constantine could not revive the divided empire's economy.
- The migration of Germanic tribes helped bring about an end to the Roman Empire.
- The Eastern Empire survived as the Byzantine Empire.

## STANDARDIZED TEST PRACTICE

### TEST-TAKING TIP

Do not pick an answer just because it sounds good. Sometimes a choice is deliberately meant to sound correct but is not. Read all of the answer choices very carefully before you select the best one and avoid making any hasty decisions.

### Reviewing Vocabulary

Directions: Choose the word or words that best complete the sentence.

- The term \_\_\_\_\_ refers to the idea in Roman society that males should be dominant because females were too weak.
  - patriarch
  - patrilineal
  - paterfamilias
  - matriarch
- Judaea became a Roman province under the direction of an official called a \_\_\_\_\_.
  - dictator
  - praetor
  - procurator
  - Imperator
- Caesar, Crassus, and Pompey formed a powerful governmental coalition called a \_\_\_\_\_.
  - triumvirate
  - consul
  - republic
  - Insulae*
- A form of government in which the leader is not a monarch and certain citizens have the right to vote is called a \_\_\_\_\_.
  - dictatorship
  - monarchy
  - empire
  - republic

### Reviewing Main Ideas

Directions: Choose the best answers to the following questions.

#### Section 1 (pp. 146–151)

- What is the Law of Nations primarily based on?
  - Sacrifice
  - Civil law
  - Reason
  - Democracy
- Who influenced the way Rome organized its army?
  - Sicilians
  - Greeks
  - Latins
  - Etruscans

#### Section 2 (pp. 152–159)

- Who became the first Roman Emperor known as Augustus?
  - Crassus
  - Julius Caesar
  - Antony
  - Octavian
- What was the *Pax Romana* a time of?
  - Peace
  - War
  - Creativity
  - Oppression

#### Need Extra Help?

If You Missed Questions . . .	1	2	3	4	5	6	7	8
Go to Page . . .	162	169	154	148	150	147	155	157

**GO ON** 



### Section 3 (pp. 160–165)

9. What culture influenced Roman art and architecture?

- A American
- B Etruscan
- C Egyptian
- D Greek

10. Who wrote *The Early History of Rome*?

- A Virgil
- B Horace
- C Livy
- D Plato

### Section 4 (pp. 168–173)

11. What was one lasting contribution of the Roman Empire?

- A The idea of the Triumvirate
- B The Christian church
- C The gladiatorial shows
- D Its system of law

### Section 5 (pp. 174–177)

12. What did the reforms of Diocletian and Constantine do for the Roman Empire?

- A Revived the Roman Empire
- B Caused a decline in trade
- C Brought on additional civil wars and invasions
- D Placed the empire in a state of political unrest

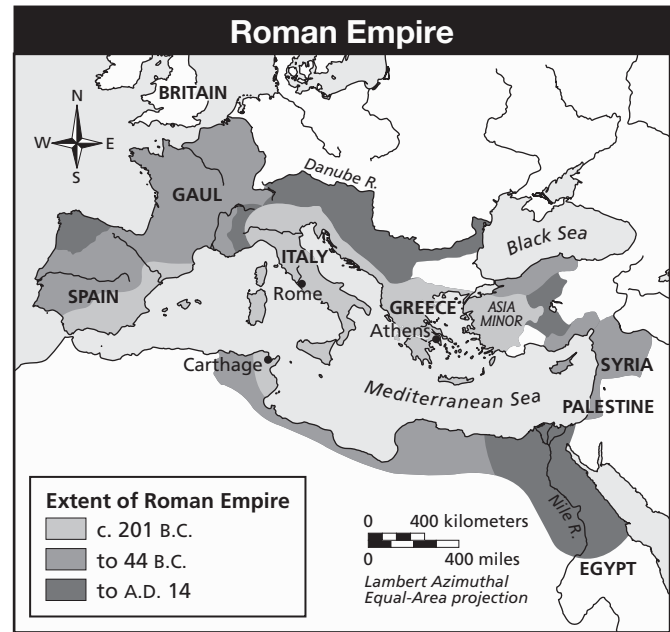
13. What finally caused the fall of the Roman Empire?

- A Migration of Germanic tribes
- B An increase in taxes
- C The rise of the Christian religion
- D Death of Constantine

### Critical Thinking

Directions: Choose the best answers to the following questions.

Use the following map to answer questions 14 and 15.



14. Around what body of water did the Roman Empire expand?

- A Danube River
- B Mediterranean Sea
- C Black Sea
- D Nile River

15. What region was added to the Roman Empire from 44 B.C. to A.D. 14?

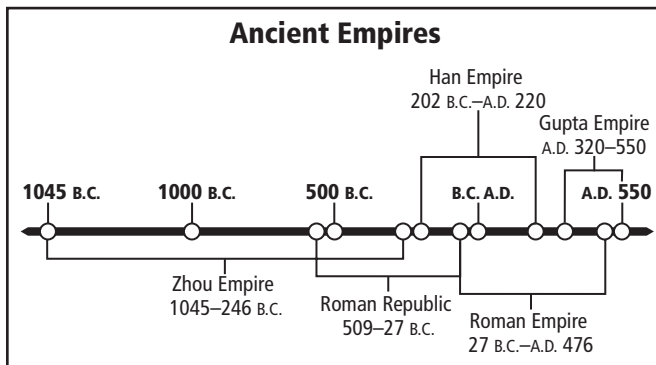
- A Egypt
- B Italy
- C Spain
- D Gaul

#### Need Extra Help?

If You Missed Questions . . .	9	10	11	12	13	14	15
Go to Page . . .	161	162	173	174	176	180	180



Use the following time line to answer question 16.



16. How long did the Roman civilization last?
- Almost 1,000 years
  - 2,000 years
  - 50 years
  - About 500 years
17. On which group of people were Romans dependent for manual labor on farms and to help build roads and buildings?
- Women
  - Greeks
  - Slaves
  - Children
18. Which Roman emperor helped spread Christianity?
- Crassus
  - Constantine
  - Antony
  - Octavian

## Document-Based Questions

Directions: Analyze the document and answer the questions that follow the document. Base your answers on the document and on your knowledge of world history.

Read the following poem by Virgil, and answer the questions.

*Let others fashion from bronze more lifelike, breathing images—  
For so they shall—and evoke living faces from marble;  
Others excel as orators, others track with their instruments  
The planet circling in heaven and predict when stars will appear.  
But, Romans, never forget that government is your medium!  
Be this your art: to practise men in the habit of peace,  
Generosity to the conquered, and firmness against aggressors.”*

19. What did the poet feel was Rome’s gift? Who are the “others” mentioned in the poem?
20. How does this poem summarize the fundamental ideas of Western civilization that originated in Rome?

## Extended Response

21. Find a picture of Roman architecture. Discuss how it demonstrates Roman culture, including potential influence from other cultures. In what ways do archaeologists and anthropologists analyze Roman culture, based on the limited remains of architecture and artifacts? Justify your answer with outside research.

### Need Extra Help?

If You Missed Questions . . .	16	17	18	19	20	21
Go to Page . . .	180	164	172	181	181	161

### History ONLINE

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**STOP**





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## What a Blast!

In A.D. 79 **PLINY THE YOUNGER**, an 18-year-old Roman, was vacationing in southern Italy when a nearby volcano, Vesuvius, erupted. It eventually buried the cities of Herculaneum and Pompeii. Pliny described the event in letters to the historian Tacitus. Here is a terrifying excerpt.

“Being at a convenient distance from the houses, we stood still, in the midst of a most dangerous and dreadful scene. . . . The sea seemed to roll back upon itself, and to be driven from its banks by the convulsive motion of the earth. . . . On the other side, a black and dreadful cloud . . . revealed behind it various shaped masses of flame. . . .

“The ashes now began to fall upon us. . . . I looked back: a dense dark mist seemed to be following us, spreading itself over the country like a cloud. . . . The night came upon us, [like] that of a room when it is shut up, and all the lights put out. You might hear the shrieks of women, the screams of children, and the shouts of men. . . . [A] heavy shower of ashes rained upon us, which we were obliged to stand up to shake off, otherwise we should have been crushed and buried in the heap.”

## VERBATIM

“The truth is always the strongest argument.”

**SOPHOCLES**,  
Greek playwright,  
in his tragedy *Phaedra*

“To everything there is a season, a time for every purpose under the sun.”

**BOOK OF ECCLESIASTES**

“A man should practice what he preaches but should also preach what he practices.”

**CONFUCIUS**,  
Chinese philosopher  
and founder of Confucianism

“Where there’s life, there’s hope.”

**CICERO**,  
Roman senator and famed orator

“You are young again. You live again. . . . Forever.”

**BOOK OF THE DEAD**,  
a series of prayers written  
on the walls of Egyptian tombs



Athenian thinkers Aristotle and Plato

## ATHENS VS. SPARTA

Everyone knows that the Greek city-states of Athens and Sparta are as alike as, well, oil and water. Athens is known as a city of culture, Sparta as a burg that likes to battle. This chart describes some differences between the two places. Which town would you prefer to call home?

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SCALARTI RESOURCE



	Sparta	Athens
	Trains boys to become soldiers from age 7	Trains boys in the arts and sciences from age 7
	Allows women to move about the city	Forces women to stay at home
	Values physical superiority	Values intellectual superiority
	Builds mostly military barracks	Builds beautiful buildings
	Produces good warriors	Produces good citizens
Spartan warrior Leonidas		



## All Wrapped Up

*To Egyptians, death is the final frontier. They believe that a dead person can live on in the afterworld—but only if that person's body is well preserved, through embalming. Special priests are in charge of the process of mummification, which takes 70 days. Below we've scrambled the steps it takes to make a mummy. Can you put them in the right order?*

1. Innards are dried out, wrapped in linen, and placed in containers called canopic jars to be preserved forever.
2. The body is wrapped in linen bandages and placed in a coffin called a sarcophagus.
3. All the inner organs, except the heart, are removed through a slit in the abdomen.
4. The body is covered inside and out with a kind of salt called natron. It dries out the body.
5. A small hook draws out the brain through the nose.
6. The body is covered with myrrh and other fragrant spices.

Answers: 5, 3, 1, 4, 6, 2

## BY THE NUMBERS

**50,000** Number of people who can fit into the Roman Colosseum

**25,000** Approximate number of laborers who worked on the Great Pyramid of Giza

**450** Height in feet of the lighthouse built in the harbor of Alexandria, Egypt



**12** Number of years it takes for a Sumerian student of cuneiform to become a scribe

**7** Number of "Wonders of the Ancient World," which include the Great Pyramid of Giza, the Hanging Gardens of Babylon, the Statue of Zeus at Olympia, the Temple of Artemis at Ephesus, the Mausoleum at Halicarnassus, the Colossus at Rhodes, and the Lighthouse of Alexandria

## Milestones

**HELD. FIRST OLYMPIC GAMES**, in 776 B.C., in the city of Olympia. Male athletes competed in events that included boxing, wrestling, and chariot racing. Winners received a crown of olive leaves. Coroibos of Elis won the first prize at these games, which are scheduled to take place every four years.

**CONQUERED.** By **ALEXANDER THE GREAT**, most of the known world. A legend in his own time, Alexander had defeated Persia, Egypt, India, and other empires before his untimely death in 323 B.C. at age 32.

**ASSASSINATED. CALIGULA**, unpopular Roman emperor, in A.D. 41 by members of his security force. Caligula's strange behavior and cruelty were factors in his murder. The final straw came when he declared himself a god. In a move that surprised political observers, Claudius was named the new emperor.

**DIED. ZHANG HENG**, an engineer, mathematician, inventor, artist, and scholar in the Eastern Han Dynasty, in A.D. 139. Among his innovations were a more accurate calendar and the world's first seismograph, to measure the force of earthquakes.

**INVENTED. THE WHEEL**, by potters in the Mesopotamian city of Ur, around 3500 B.C. This flat, circular piece of wood sits atop a wooden stick called an axle. As the axle spins, so does the wheel, allowing very uniform pots to be made more quickly. Experts speculate that the wheel may have many potential uses.

## CRITICAL THINKING

1. **Comparing and Contrasting** What are the differences between living in Athens and living in Sparta?
2. **Drawing Conclusions** What is causing the darkness that Pliny the Younger describes?