

Rome and the Rise of Christianity

600 B.C.–A.D. 500

Key Events

As you read, look for the key events in the history of Rome and early Christianity.

- Romans overthrew the last Etruscan king and established a republic.
- Romans crushed Hannibal and won the Second Punic War.
- Augustus became the first emperor, signifying the beginning of the Roman Empire.
- Constantine proclaimed official tolerance of Christianity.
- Germanic tribes defeated the Romans, and the empire fell.

The Impact Today

The events that occurred during this time period still impact our lives today.

- Using their practical skills, the Romans made achievements in law, government, language, and engineering that became an important part of Western civilization.
- In the last two hundred years of the Roman Empire, Christianity grew, along with its new ideals of spiritual equality and respect for human life.



World History Video The Chapter 5 video, "The Roman World," chronicles the emergence and expansion of the Roman Empire.

Etruscan sculpture



650 B.C.

Etruscans rule Rome

264 B.C.

Punic Wars begin

600 B.C.

500 B.C.

400 B.C.

300 B.C.

200 B.C.

100 B.C.

509 B.C.

Rome becomes a republic

450 B.C.

The Twelve Tables is Rome's first code of laws

312 B.C.

Appian Way built



Ruins of the Appian Way





The Pont du Gard, a Roman aqueduct in southern France

44 B.C.
Julius Caesar
assassinated



*Assassination
of Julius Caesar*

A.D. 1

A.D. 100

A.D. 200

A.D. 300

A.D. 400

A.D. 500

A.D. 33
Jesus dies
in Jerusalem

A.D. 79
Pompeii destroyed
in eruption of
Mount Vesuvius

A.D. 180
Pax Romana
ends

A.D. 476
Fall of the
Roman
Empire



Bust from Pompeii

HISTORY
Online

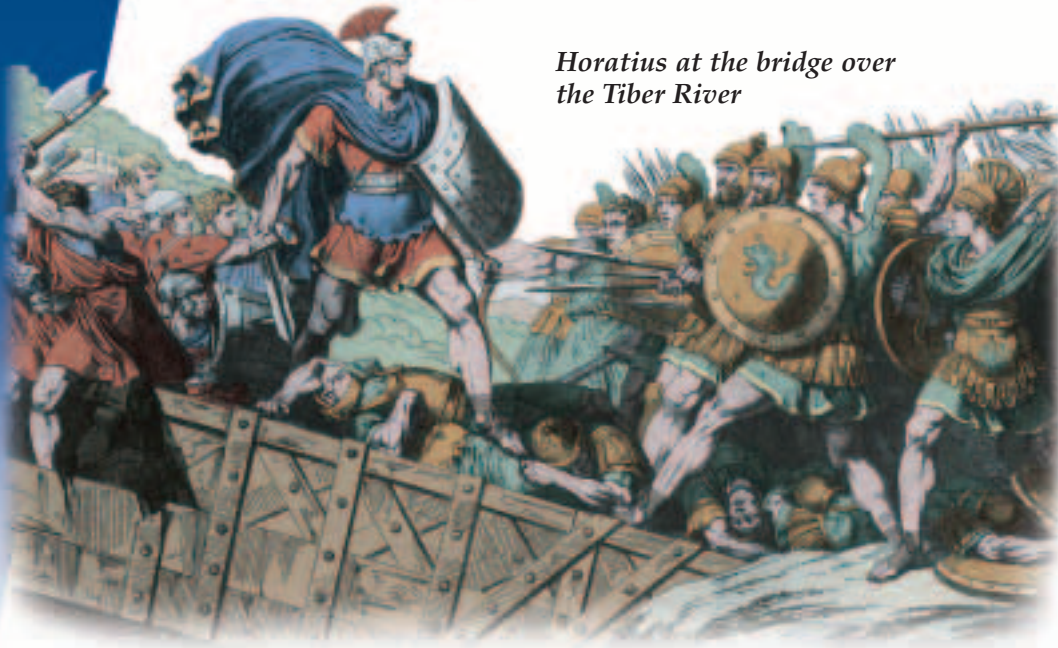
Chapter Overview

Visit the *Glencoe World History* Web site at wh.glencoe.com and click on **Chapter 5—Chapter Overview** to preview chapter information.

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A Story That Matters



*Horatius at the bridge over
the Tiber River*

Horatius at the Bridge

One of the great heroes of early Rome was Horatius, whose bravery in battle made him a legend. As the story goes, Roman farmers, threatened by attack from the neighboring Etruscans, abandoned their fields and moved into the city of Rome, protected by the city's walls. One weak point in the Roman defense was a wooden bridge over the Tiber River. On the day of the Etruscan attack, Horatius was on guard at the bridge.

A surprise attack by the Etruscans caused many Roman troops to throw down their weapons and run. Horatius acted promptly, urging them to make a stand at the bridge in order to protect Rome. As a last resort, he challenged the Roman troops to destroy the bridge while he made a stand at the outer end to give them more time.

At first, the Etruscans held back, astonished at the sight of a single defender. Soon, however, they threw their spears at the lone figure who barred their way. Horatius blocked the spears with his shield and held his ground as the Etruscans advanced on foot, ready to overwhelm him.

Meanwhile, the Roman soldiers used the extra time to bring down the bridge. When Horatius heard the sound of the bridge crashing into the river behind him, he dove, fully armed, into the water and swam. Despite the arrows that fell around him, he safely reached the other side. Rome had been saved by the courageous act of Horatius, a Roman who knew his duty and was determined to carry it out.

Why It Matters

Courage, duty, determination—these were common words to many Romans, who believed that it was their mission to rule nations and peoples. Whereas the Greeks had excelled in philosophy and the arts, the Romans were practical people. They knew how to govern, make laws, and build roads that took them to the ends of the known world. Even after the Roman Empire disappeared, those same gifts continued to play an important role in the civilizations that came after.

History and You Horatius is only one of the famous Romans you will meet in this chapter. To keep track of the key people in Roman history, create and maintain a computerized database that shows the name, time lived, and notable accomplishments of each person you study in this chapter.

SECTION 1

The Rise of Rome

Guide to Reading

Main Ideas

- The Romans conquered the plain of Latium, the Italian peninsula, and then the entire Mediterranean world.
- Their practical political skills allowed the Romans to maintain control over their conquered lands.

Key Terms

republic, patrician, plebeian, consul, praetor

People to Identify

Latins, Etruscans, Livy, Hannibal

Places to Locate

Rome, Sicily, Carthage, Alps

Preview Questions

1. How did the Etruscans impact the development of Roman civilization?
2. How did the Roman Republic gain control of the lands of the Mediterranean?

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

Preview of Events



Voices from the Past



Judas Maccabeus

Roman history is the story of the Romans' conquest of the area around Rome, then of Italy, and finally of the entire Mediterranean world. Judas Maccabeus, a Jewish military leader, said of the Romans:

“They had defeated Antiochus the Great, king of Asia, who went to fight against them with one hundred twenty elephants and with cavalry and chariots and a very large army. He was crushed by them. . . . 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.”

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

The Romans were conquerors, but they also governed, using republican forms that have been passed down to us.

The Land and Peoples of Italy

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 down the middle of Italy that divides 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, on which the city of **Rome** is located; and the region of Campania, to the south of Latium.

The Impact of Geography In the same way as the other civilizations we have examined, geography played an important role in the development of Rome. The Apennines are less rugged than the mountain ranges of Greece and 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.

The location of the city of Rome was especially favorable to early settlers. Located about 18 miles (29 km) inland on the Tiber River, Rome had a way to the sea. However, it 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 easily crossed. Thus, it became a natural crossing point for north-south traffic in western Italy. All in all, Rome had a good central location in Italy from which to expand.

The Italian peninsula juts into the Mediterranean, making it an important crossroads between the western and eastern Mediterranean Sea. Once Rome had unified Italy, it easily became involved in Mediterranean affairs. After the Romans had established their Mediterranean empire, governing it was made easier by Italy's central location.

The Peoples of Italy Indo-European peoples moved into Italy during the period from about 1500 to 1000 B.C. We know little about these peoples, but we do know that one such group was the **Latins**, who lived in the region of Latium. These people spoke Latin, which, like Greek, is an Indo-European language. They were herders and farmers who lived in settlements consisting of huts 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**.

The Greeks came to Italy in large numbers during the age of Greek colonization (750–550 B.C.). They settled in southern Italy and then slowly moved around the coast and up the peninsula. The eastern two-thirds of **Sicily**, an island south of the Italian peninsula, was also occupied by the Greeks. The Greeks had much influence on Rome. They cultivated olives and grapes, passed on their alphabet, and gave the Romans artistic and cultural models through their sculpture, architecture, and literature.

The early development of Rome, however, was influenced most by the Etruscans, who were located north of Rome in Etruria. After 650 B.C., they expanded into north-central Italy and came to control Rome and most of Latium. The Etruscans found Rome a village but launched a building program that turned it into a city. Etruscan dress—the toga and short cloak—was adopted by the Romans. The organization of the Roman army also was borrowed from the Etruscans.

✓ Reading Check Evaluating What role did geography play in the prosperity and defensibility of Rome?



Geography Skills

In 500 B.C., the Etruscans and Greeks occupied much of Italy. Note the many cultures that influenced ancient Rome.

1. Applying Geography Skills Why was Rome's location important for the Latins' conquest of Italy?

The Roman Republic

Roman tradition maintains that early Rome (753–509 B.C.) was under the control of seven kings and that two of the last three kings were Etruscans. Historians know for certain that Rome did fall under Etruscan influence during this time. In 509 B.C., the



History through Art

Etruscan mural, c. 500 B.C. Etruscan murals show colorful, lively scenes of Etruscan daily life. Particularly popular subjects were scenes of wrestling matches, religious ceremonies, and people enjoying music and feasts. **Why do these murals provide archaeologists and historians with important clues to Etruscan life? What do the murals reveal about Etruscan life?**



Romans overthrew the last Etruscan king and established a **republic**, a form of government in which the leader is not a monarch and certain 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 in Latium. During the next 50 years, the Romans waged a fierce struggle against people from the central Apennines, some of whom had settled south of Rome. Rome was again victorious. The conquest gave the Romans control over a large part of Italy.

It also brought them into direct contact with the Greek communities of southern Italy. Soon, the Romans were at war with these Greek cities. By 264 B.C., they had overcome the Greeks and completed their conquest of southern Italy. After defeating the remaining Etruscan states to the north over the next three years, 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 even become Roman citizens. The Romans made the conquered peoples feel they had a real stake in Rome's success.

Why Rome Was Successful 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.

Looking back today, how can we explain Rome's success in gaining control of the entire Italian peninsula? First, the Romans were good diplomats. They were shrewd in extending Roman citizenship and allowing states to run their own internal affairs. Although diplomatic, however, they could be firm, and even cruel when necessary, crushing rebellions without mercy.

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 these towns and thus connecting them, 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.



Reading Check Examining How did the Romans gain support for their empire?



The Roman State

The Romans had been ruled by kings under the Etruscans. As a result, they distrusted kingship and devised a very different system of government.

The Government of Rome Early Rome was divided into two groups or orders—the patricians and the plebeians (plih•BEE•uhns). The **patricians** were great landowners, who became Rome’s ruling class. Less wealthy landholders, craftspeople, merchants, and small farmers 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 governmental offices. The chief executive officers of the Roman Republic were the **consuls** and **praetors** (PREE•tuhrs). Two consuls, chosen every year, ran the government and led the Roman army into battle. The praetor was in charge of civil law—law as it applied to Roman citizens. As the Romans’ territory expanded, another praetor was added to judge cases in which one or both people were noncitizens. The Romans also had a number of 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



History through Art

Cicero’s Denunciation of Catiline in the Senate Romans devised a sophisticated system of government. **What similarities can you find between the Roman Senate and our current government?**

served for life. At first, the Senate’s only role was to advise government officials. However, the advice of the Senate carried a great deal of weight. By the third century B.C., it had the force of law.

The Roman Republic had several people’s assemblies in addition to the Senate. By far the most important of these was the **centuriate assembly**. The centuriate assembly 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. The council of the plebs was the assembly for plebeians only, and it came into being as a result of the struggle between the two social orders in Rome.

The Struggle of the Orders There was often conflict between the patricians and the plebeians 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**, were given the power to protect the plebeians. In the fourth century B.C., plebeians were permitted to become consuls. Finally, in 287 B.C., the council of the plebs received the right to pass laws for all Romans.

By 287 B.C., all male Roman citizens were supposedly equal under the law. In reality, however, a few wealthy patrician and plebeian families formed a new senatorial ruling class that came to dominate the political offices. 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**, which was adopted in 450 B.C. This code was a product of a simple farming society and proved inadequate for later Roman needs. From the Twelve Tables, the Romans developed a more sophisticated system of civil law. This system applied only to Roman citizens, however.

As Rome expanded, legal questions arose that involved both Romans and non-Romans. The Romans found that although some of their rules of civil law could be used in these cases, special rules were often needed. These rules gave rise to a body of law known as the **Law of Nations**. The Romans came to identify the Law of Nations 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 regarded as 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 did the differences between plebeians and patricians prevent Rome from becoming a true democracy?

Rome Conquers the Mediterranean

After their conquest of Italy, the Romans found themselves face to face with a strong power in the Mediterranean—the state of **Carthage**. Carthage had been founded around 800 B.C. on the coast of North

Africa by Phoenicians.

The state had created an enormous trading empire in the western Mediterranean. By the third century B.C., the Carthaginian Empire included the coast of northern Africa, southern Spain, Sardinia, Corsica, and western Sicily. With its control of western Mediterranean trade, Carthage was the largest and richest state in the area.

The presence of Carthaginians in Sicily, an island close to the Italian coast, made the Romans fearful. In 264 B.C., the two powers began a lengthy struggle for control of the western Mediterranean.



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 war started when the Romans sent an army to Sicily. The Carthaginians, who thought of Sicily as part of their empire, considered this an act of war. Both sides became determined to conquer Sicily.

The Romans—a land power—realized that they could not win the war without a navy and created a large naval fleet. After a long struggle, a Roman fleet defeated the Carthaginian navy off the coast of Sicily, 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 of the Carthaginian generals, struck back, beginning the Second Punic War (218 to 201 B.C.).

The Second Punic War Hannibal decided that the Carthaginians would bring the war home to the Romans. 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. The remaining army, however, posed a real threat to the Romans.

In 216 B.C., the Romans decided to meet Hannibal head on. It was a serious mistake. At Cannae (KA•nee), the Romans lost an army of almost forty thousand men. On the brink of disaster, Rome refused to surrender and raised yet another army.

People In History

Hannibal

247–183 B.C.

Carthaginian general

When Hannibal was only nine years old, his father, a Carthaginian general, took him to a temple in Carthage and made him swear that he would always hate the Romans. Hannibal later inflicted terrible losses on the Romans—his army killed or captured thousands of Romans and allied soldiers in Italy. Unable to win the war, Hannibal eventually sought refuge with Rome's enemies.

The Romans never forgave Hannibal. They pursued him for years and finally caught up with him in Bithynia. To avoid capture, Hannibal took poison after remarking, "Let us relieve the Romans of the fear which has so long afflicted them, since it seems to tax their patience too hard to wait for an old man's death."



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

In a brilliant military initiative, Rome decided to invade Carthage rather than fight Hannibal in Italy. This strategy forced 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. Carthage lost Spain, which 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 struggle 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., Carthage was destroyed. For 10 days, Roman soldiers burned and demolished all of the city's buildings. The inhabitants—fifty thousand men, women, and children—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. The Fourth Macedonian War ended in 148 B.C., and Macedonia was made a Roman province. Two years later, Greece was placed under the control of the Roman governor of Macedonia. In 129 B.C., Pergamum became Rome's first province in Asia. Rome was now master of the Mediterranean Sea.

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

SECTION 1 ASSESSMENT

Checking for Understanding

- Define** republic, patrician, plebeian, consul, praetor.
- Identify** Latins, Etruscans, Livy, Senate, centuriate assembly, council of the plebs, tribune of the plebs, Twelve Tables, Law of Nations, Hannibal.
- Locate** Rome, Sicily, Carthage, Alps.
- Describe** the significance of the Twelve Tables and the Law of Nations.
- List** ways in which the Greeks influenced the Romans.

Critical Thinking

- Discuss** What was the importance of the Senate and other assemblies to the Roman Republic?
- Contrasting Information** Create a chart that shows the major differences between the patricians and the plebeians.

Patricians	Plebeians

Analyzing Visuals

- Examine** the picture of Horatius on page 148 of your text. How does this picture represent Roman military values?

Writing About History

- 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.

Cincinnatus Saves Rome

THERE IS PERHAPS NO BETTER account of how the virtues of duty and simplicity enabled good Roman citizens to succeed during the difficulties of the fifth century B.C. than Livy's account of Cincinnatus.

“The city was thrown into a state of turmoil, and the general alarm was as great as if Rome herself were surrounded. The situation evidently called for a dictator [the position of dictator was a temporary one used only in emergencies], and, with no dissenting voice, Lucius Quinctius Cincinnatus was named for the post.

Now I would solicit the particular attention of those numerous people who imagine that money is everything in this world, and that rank and ability are inseparable from wealth: let them observe that Cincinnatus, the one man in whom Rome reposed all her hope of survival, was at that moment working a little three-acre farm west of the Tiber. 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—with a prayer for divine blessing on himself and his country—to put on his toga and hear the Senate's instructions. This naturally surprised him, and, asking if all were well, he told his wife to run to their cottage and fetch his toga. The toga was brought, 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, invited him to enter Rome, and informed him of the terrible danger of the enemy's army. . . .

[Cincinnatus proceeded to raise an army, marched out, and defeated the enemy.]



Lucius Quinctius Cincinnatus, Roman statesman and dictator, is shown here receiving his dictatorship.

In Rome the Senate was convened, and a decree was passed inviting Cincinnatus to enter in triumph with his troops. The chariot he rode in was preceded by the enemy commanders and the military flags, and followed by his army loaded with its spoils. . . . Cincinnatus finally resigned after holding office for fifteen days, having originally accepted it for a period of six months. He returned to his farm.”

—Livy, *The Early History of Rome*

Analyzing Primary Sources

1. How did Cincinnatus embody the characteristics of an ideal Roman citizen?
2. What lesson(s) did Livy hope to teach his readers?
3. Compare the position of dictator in this account with present-day dictators.



From Republic to Empire

Guide to Reading

Main Ideas

- The internal instability of the Roman Empire eventually led to civil wars and increased power for the military.
- Octavian, titled Caesar Augustus, was named emperor, an event that stabilized the Roman Empire and paved the way for expansion and prosperity.

Key Terms

triumvirate, dictator, imperator

People to Identify

Crassus, Pompey, Julius Caesar, Octavian, Antony, Augustus, Nero

Places to Locate

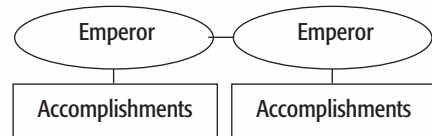
Rubicon River, Dacia, Mesopotamia, Sinai Peninsula, Rhine River, Danube River

Preview Questions

1. What was Marius's political legacy?
2. How did Julius Caesar gain control of the Roman government?

Reading Strategy

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



Preview of Events



Voices from the Past



Sallust

By 133 B.C., Rome stood supreme over the Mediterranean Sea, but problems arose in Rome itself. The Roman historian Sallust tried to explain why:

“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

While Rome was creating an empire, its internal stability was disintegrating.

Growing Inequality and Unrest

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 of the third and second centuries B.C. and took control of both foreign and domestic policy, including financial affairs. 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 had found themselves unable to compete with large, wealthy landowners and had lost their lands. As a result, many of these small farmers drifted to the cities, especially Rome, forming a large class of landless poor.

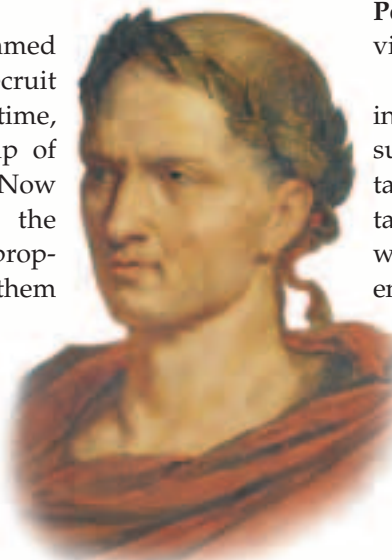
Some aristocrats tried to remedy this growing economic and social crisis. Two brothers, Tiberius and Gaius Gracchus (GRA•kuhs), believed that the basic cause of Rome's problems was the decline of the small farmer. To remedy the problem, they urged the council of the plebs to pass land-reform bills that 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.

✓ Reading Check Explaining What was the sequence of events that led to the deaths of Tiberius and Gaius Gracchus?

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 in order to get laws passed that would provide the land they needed for their veterans.



Julius Caesar

Marius left a powerful legacy. He had created a new system of military recruitment that placed much 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.

✓ Reading Check Explaining Explain the consequences of Sulla's actions, especially his eliminating the power of the popular assemblies.

The Collapse of the Republic

For the next 50 years (82–31 B.C.), Roman history was characterized by civil wars as a number of individuals competed for power. Three men—**Crassus**, **Pompey**, and **Julius Caesar**—emerged as victors.

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.

The First Triumvirate 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

HISTORY Online

Web Activity Visit the *Glencoe World History* Web site at wh.glencoe.com and click on **Chapter 5—Student Web Activity** to learn more about the Roman Republic.



Picturing History

At the Battle of Actium (shown left), Octavian's forces defeated the combined forces of Antony and Cleopatra. **What impact did the Battle of Actium have on the development of the Roman Republic?**

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., however, only two powerful men were left. Leading senators decided that rule by Pompey alone would be to their benefit. They voted for Caesar to lay down his command.

Caesar refused. During his time in Gaul, he had gained military experience, as well as an army of loyal veterans. He chose to keep his army and moved into Italy by illegally crossing the **Rubicon**, the river that formed the southern boundary of his province. ("Crossing the Rubicon" is a phrase used today to mean being unable to turn back.)

Caesar marched on Rome, starting a civil war between his forces and those of Pompey and his allies. The defeat of Pompey's forces left Caesar in complete control of the Roman government.

Caesar was officially made dictator in 45 B.C. A **dictator** is an absolute ruler. 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.

Caesar planned much more in the way of building projects and military adventures to the east. However, in 44 B.C., a group of leading senators assassinated him.

The Second Triumvirate A new struggle for power followed Caesar's death. 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. Like Caesar before him, Antony had fallen deeply in love with her. 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:



“Antony was the first to commit suicide, by the sword. Cleopatra threw herself at Octavian's feet, and tried her best to attract his gaze: in vain, for his self-control enabled him to ignore her beauty. 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 . . . and 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.”

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?

The Age of Augustus

TURNING POINT

In this section, you will learn how, after the collapse of Rome's republican institutions and a series of brutal civil wars, Augustus created a new order that began the Roman Empire.

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. In 27 B.C., the Senate awarded him the title of **Augustus**—"the revered one," a fitting title in view of his power.

Augustus proved to be highly popular, 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. Imperator gave us our word *emperor*.

Augustus maintained a standing army of 28 legions, or about 150,000 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 set up a praetorian guard of roughly 9,000 men who had the important task of guarding the emperor.

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

 **Reading Check** **Evaluating** Why did the Roman defeat in Germany devastate Augustus?

The Early Empire

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

Emperors of 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

What If...

Roman Legions Had Defeated Germanic Tribes?

The Roman Empire was near its height during the first century A.D. However, in A.D. 9, three Roman legions, approximately 15,000 men, were wiped out by Germanic tribesmen led by Arminius in the Teutoburg Forest. From that point on, Rome made no serious attempts to conquer what we know today as Germany.

Consider the Consequences Identify and explain at least two ways in which European history might have been different if the Romans had defeated the German warriors in the Teutoburg Forest.

more and more of the responsibilities that Augustus had given to the Senate. At the same time, as the emperors grew more powerful, they became more corrupt.

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, chose to commit suicide by stabbing himself in the throat after allegedly uttering these final words: "What an artist the world is losing in me."

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 created a period of peace and prosperity known as the *Pax Romana*—the "Roman Peace." The *Pax Romana* lasted for almost a hundred years. 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. 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. Officials who were appointed and directed by the emperor took over the running of the government. The good emperors also created new programs to help the people. Trajan, for example, created a program that provided state funds to assist poor



Height of the Roman Empire, A.D. 200



Geography Skills

In about 350 years, the Romans conquered an area about the size of the present-day United States. Exchange and communication through trade was extensive throughout the vast Roman Empire.

- 1. Interpreting Maps** Explain how the trading routes indicated on this map allowed for the areas in the furthest reaches of the Roman Empire to trade with one another.
- 2. Applying Geography Skills** How did control of the Mediterranean region contribute to the achievements of the five good emperors? Why would control of the Mediterranean region benefit Rome's economy?

parents in the raising and education 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.

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

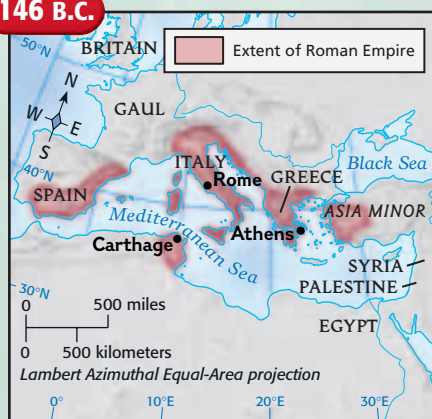
Hadrian withdrew Roman forces from much of Mesopotamia and also went on the defensive in his frontier policy. He strengthened the fortifications along a line connecting the **Rhine** and **Danube**

Rivers. He also built a defensive wall (Hadrian's Wall) about 74 miles (118 km) long 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.

At its height in the second century, the Roman Empire was one of the greatest states the world had

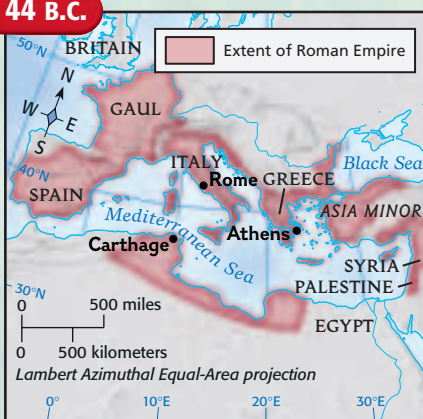
Expansion of the Roman Empire

146 B.C.



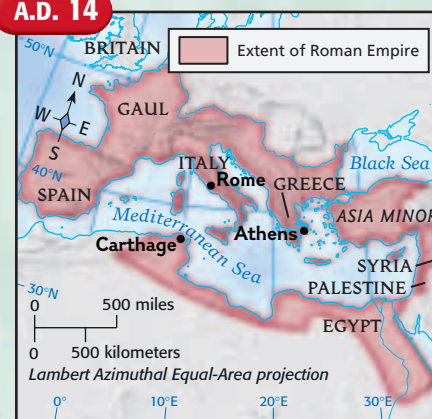
At the end of the Punic Wars

44 B.C.



At Caesar's death

A.D. 14



At Augustus's death

The "Five Good Emperors" of the Pax Romana



Nerva
A.D. 96–98

Reformed land laws in favor of the poor; revised taxation



Trajan
A.D. 98–117

Expanded the empire to its greatest extent; implemented the construction of many public works



Hadrian
A.D. 117–138

Constructed Hadrian's Wall in Britain; erected many fine buildings; codified Roman law



Antoninus Pius
A.D. 138–161

Promoted art and science, the construction of public works, legal reform, and new provisions for orphans



Marcus Aurelius
A.D. 161–180

Helped unify the empire economically; made legal reforms

ever seen. It covered about three and a half million square miles (about 9.1 million square km) and had a population that has been estimated at more than fifty million.

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

Cities were important in the spread of Roman culture, Roman law, and the Latin language. Provincial cities resembled each other with their temples, markets, and public buildings. Local city officials acted as Roman agents, performing many government duties, especially taxation.

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

Economic and Social Conditions 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 (pyuh•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 wealthy upper classes.



Picturing History

A detail from the Villa of the Mysteries in Pompeii shows that life for many in the city offered several comforts and pleasures. The city of Pompeii was buried in a single day when the volcano Vesuvius erupted in A.D. 79. **What does this surviving wall painting from Pompeii tell us about the lifestyles of upper-class Romans?**

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 raised sheep and cattle on a large scale using mostly slave labor. 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. Small farmers often 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?

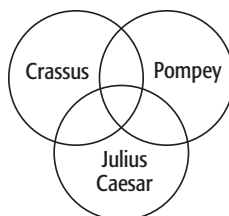
SECTION 2 ASSESSMENT

Checking for Understanding

- 1. Define** triumvirate, dictator, imperator.
- 2. Identify** Crassus, Pompey, Julius Caesar, Octavian, Antony, Augustus, Nero, *Pax Romana*.
- 3. Locate** Rubicon River, Dacia, Mesopotamia, Sinai Peninsula, Rhine River, Danube River.
- 4. Explain** how Augustus's political system provided for succession of rulers in the empire.
- 5. List** the men who made up the Second Triumvirate and explain their fates.

Critical Thinking

- 6. Analyze** What qualities made the good emperors good in comparison to Augustus's successors?
- 7. Compare and Contrast** Create a Venn diagram like the one shown below to compare and contrast the accomplishments of the three men.



Analyzing Visuals

- 8. Analyze** the picture of a Roman woman shown above. The woman is holding a cithara, a type of ancient Greek lyre, or stringed instrument. In what ways do you think that this painting represents the vastly different living conditions between the rich and poor in Roman society?

Writing About History

- 9. 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.

SECTION 3

Culture and Society in the Roman World

Guide to Reading

Main Idea

- Roman culture and society were heavily influenced by the Greeks.
- The Romans spread both Greek and Roman contributions to art, architecture, and literature throughout the empire.

Key Terms

paterfamilias, *insulae*

People to Identify

Virgil, Horace, Livy, Spartacus

Places to Locate

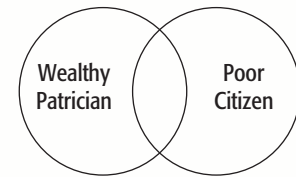
Mantua, Rome

Preview Questions

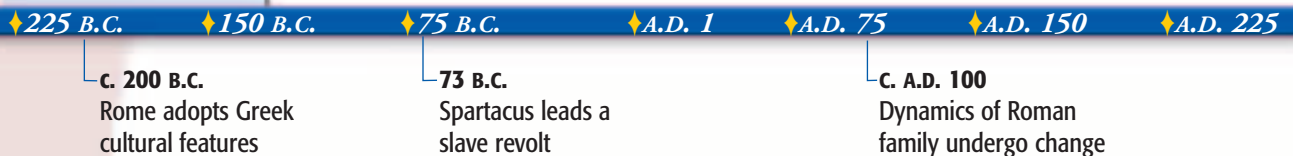
1. How were slaves utilized in Roman households?
2. What similarities existed between the Greek and Roman cultures?
3. What was the main purpose of the public spectacles in Rome?

Reading Strategy

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



Preview of Events



Voices from the Past



Virgil

Virgil's masterpiece, the *Aeneid*, was an epic poem clearly meant to rival the work of Homer. It was also meant to express that the art of ruling was Rome's gift, as seen here:

“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

One of the most noticeable characteristics of Roman culture and society is the impact of the Greeks.

Roman 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 not only in public buildings but also in their private 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 realistic statues that included even unpleasant physical details.

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 forms based on curved lines: the arch, vault, and 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 remarkable engineering skills of the Romans were also put to use in 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. The Romans were superb builders.

 **Reading Check** **Contrasting** Why were the Romans able to construct buildings larger than those of the Greeks?

Roman Literature

Although there were many talented writers, the high point of Latin literature was reached in the Age of Augustus. Indeed, the 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 greatest work, the *Aeneid* (ih•NEE•uhd), in honor of Rome. In the poem, the character of Aeneas is portrayed as the ideal Roman—his virtues are duty, piety, and faithfulness. Virgil's overall purpose was to show that Aeneas had



CONNECTIONS Past To Present

Roman and American Builders

One need only look at many public buildings in the United States to realize that Roman architectural models played an important role in their design. Thomas Jefferson, for example, believed that architecture could be a means for expressing the ideals of the newly founded United States. He wanted the ideals of classical architecture, especially as put into practice by the Romans, to serve as a model for American buildings. Jefferson copied Roman temples for his designs for the buildings of the University of Virginia at Charlottesville.

▼ **Hadrian's Pantheon in Rome**



▲ **Rotunda at the University of Virginia**

Concrete enabled the Romans to build mammoth colosseums that held tens of thousands of spectators. The Romans also used concrete to erect domed buildings that created new interior spaces.

American engineers continue to learn from the Romans. For example, all of us are aware of highway potholes, as well as crumbling bridges on American highways. In many cases, these problems are a result of concrete that is not hard and dense enough to survive the ravages of wind, ice, and rain. Recently, however, American engineers have experimented with a form of concrete used by the ancient Romans and have found it to be considerably harder and more durable than the usual concrete. By analyzing Roman concrete, they found that the Romans combined lime with deposits of volcanic ash to form a very hard and durable building material that would set into shape even under water. Almost two thousand years later, American engineers have finally caught up with the Romans.

Comparing Past and Present

Identify a building in your community or state that has been modeled on Roman architecture. What features are most similar to Roman temples? Describe the similarities and the differences to your class.


fulfilled his mission to establish the Romans in Italy and thereby start Rome on its divine mission to rule the world.

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 "fol-lies and vices of his age." 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?") Horace mostly laughs at the weaknesses of humans.

The most famous Latin prose work of the golden age was written by the historian **Livy**, whose masterpiece was the *History of Rome*. In 142 books, Livy traced the history of Rome from the foundation of the city to 9 B.C. Only 35 of the books have survived. Livy saw history in terms of moral lessons. He stated in the preface:

“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's history celebrated Rome's greatness. He built scene upon scene that not only revealed the character of the chief figures but also 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, however, and his work became the standard history of Rome for a long time.

 **Reading Check** **Evaluating** Why are the works of Livy considered to be so invaluable to historians?

The Roman Family

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.

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 made the decision whether to teach his children himself, acquire a teacher for them, or send them to school. Teachers were often Greek



A Roman couple

slaves because upper-class Romans had to learn Greek as well as Latin 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. The end of childhood for Roman males was marked by a special ceremony. At the age of 16, a young Roman man 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.

Attitudes toward Women 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 in practice (for males, the legal minimum age was 14, although most men married later). Although some Roman doctors warned that pregnancies could be dangerous for young girls, early marriages continued.

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. No one needed to prove the breakdown of the marriage.

Changing Roles By the second century A.D., important 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. By the late second century, 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. They were appreciated as enjoyable company and were at the center of household social life.

Outside their homes, upper-class women could attend races, the theater, and events in the amphitheater. In the latter two places, however, they were forced to sit in separate female sections. Women of rank were still accompanied by maids and companions when they went out. Women could not

officially participate in politics, but a number of important women influenced politics through their husbands.

✓ Reading Check **Contrasting** How were expectations for Roman boys and girls different?

Slavery

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 part of the family household. The very rich would have many slaves.

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

Greek slaves were in much demand as tutors, musicians, doctors, and artists. Roman businessmen

THE WAY IT WAS

SPORTS & CONTESTS

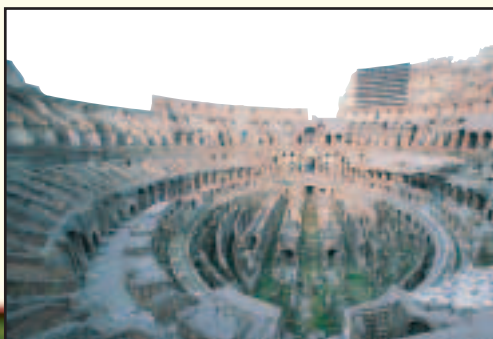
The Gladiatorial Shows

Gladiatorial shows were an important part of Roman society. They took place in public arenas known as amphitheaters (similar in appearance to our modern football stadiums) and were free to the public. The most famous amphitheater was the Colosseum, constructed in Rome to seat fifty thousand people.

Gladiatorial games were held from dawn to dusk. Contests to the death between trained fighters (gladiators) formed

the central focus of these games. Most gladiators were slaves or condemned criminals who had been trained for combat in special gladiatorial schools.

Gladiatorial games included other forms of entertainment as well. Criminals of all ages and both sexes were sent into the arena without weapons to face certain death from wild animals. Numerous kinds of animal contests were also held. It is recorded that nine thousand beasts were killed during 100 days of games when the Emperor Titus inaugurated the Colosseum in A.D. 80.



The Colosseum in Rome

would employ them as shop assistants or craftspeople. Many slaves of all nationalities were used as household workers, such as cooks, valets, waiters, cleaners, and gardeners.

Slaves built roads and public buildings, and farmed the large estates of the wealthy. 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 to treat them well.

Slave Revolts 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 seventy thousand slaves. Spartacus managed to defeat several Roman armies before being trapped and killed in 71 B.C. Six thousand followers of Spartacus were crucified (put to death by nailing to a cross).

 **Reading Check** **Describing** What jobs did the Romans assign to slaves?

Daily Life in The City of Rome

At the center of the colossal Roman Empire was the ancient city of **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. For anyone with ambitions, Rome was the place to be. People from all over the empire resided there.

Living Conditions 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. Augustus had organized a police force, but people could be assaulted or robbed. They could also be soaked by filth thrown out of the upper-story windows of Rome's massive apartment buildings.

An enormous 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.

Amphitheaters, which varied greatly in size, were built throughout the empire. Many resources and much ingenuity went into building them. In most cities and towns, amphitheaters came to be the biggest buildings, rivaled only by the circuses and the public baths.

Bloody spectacles were indeed popular with the Roman people. The Roman historian Tacitus said, "Few indeed are to be found who talk of any other subjects in their homes, and whenever we enter a classroom, what else is the conversation of the youths."

To the Romans, the gladiatorial games, as well as the other forms of public entertainment, fulfilled a political need. Certainly, the games served to keep the minds of the idle masses off any political unrest.



Gladiators in battle

CONNECTING TO THE PAST

- 1. Drawing Conclusions** What was the appeal of gladiatorial contests?
- 2. Writing about History** Explain how the games satisfied the ruling class's political purposes.



Bas-relief of chariot races in the Circus Maximus

Fire was a constant threat in the *insulae* because of the use of movable stoves, torches, candles, and lamps within the rooms 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 good 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. As a result, many poor Romans spent most of their time outdoors in the streets.

Public Programs 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.

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.

Entertainment was provided on a grand scale 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?

SECTION 3 ASSESSMENT

Checking for Understanding

1. **Define** *paterfamilias*, *insulae*.
2. **Identify** Virgil, Horace, Livy, Spartacus.
3. **Locate** Mantua, Rome.
4. **Explain** how the Romans were able to obtain large numbers of slaves. Why did some Romans live in great fear of their slaves?
5. **Compare and contrast** Greek and Roman sculpture. Do you prefer one style over the other? If so, why?

Critical Thinking

6. **Explain** Why do historians not find Livy a reliable source of information?
7. **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

Analyzing Visuals

8. **Examine** the photograph of the Pantheon on page 164 of your text. How does it illustrate the architectural innovations of the Romans and the ideas they borrowed from the Greeks?

Writing About History

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

SECTION 4

The Development of Christianity

Guide to Reading

Main Ideas

- Jesus, a Jew from Palestine, began his public preaching.
- Christianity spread throughout the empire and eventually became the state religion of Rome.

Key Terms

procurator, New Testament, clergy, laity

People to Identify

Jesus, Simon Peter, Paul of Tarsus, Constantine, Theodosius the Great

Places to Locate

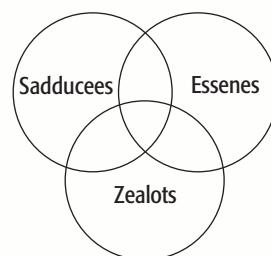
Judaea, Jerusalem, Aegean Sea

Preview Questions

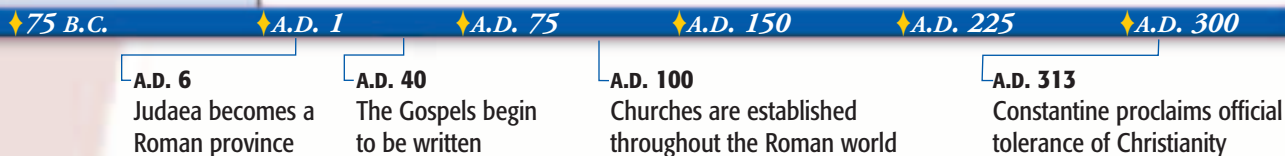
1. What religious climate existed in Rome prior to Christianity?
2. Why were Christians persecuted?
3. Why did Christianity grow so quickly?

Reading Strategy

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



Preview of Events



Voices from the Past

Christian views on God, human beings, and the world were quite different from those of the Greeks and Romans, as is shown in the Gospel of Matthew:

“Therefore I tell you, do not worry about your life, what you will eat or drink; or about your body, what you will wear. Is not life more important than food, and the body more important than clothes? . . . So do not worry, saying, What shall we eat? or What shall we drink? or What shall we wear? For the pagans run after all these things, and your heavenly Father knows that you need them. But seek first his kingdom and his righteousness, and all these things will be given to you as well.”

— *New International Version Bible, Matthew 6:25–34*

The rise of Christianity marked an important break with the dominant values of the Greek and Roman worlds.



Saint Matthew

Background: Roman Religion

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.)

Greek and Roman Gods

Greek God	Roman God	Role
Ares	Mars	god of war
Zeus	Jupiter	chief god
Hera	Juno	wife of chief god
Aphrodite	Venus	goddess of love
Artemis	Diana	goddess of the hunt
Athena	Minerva	goddess of wisdom
Hermes	Mercury	messenger god
Hades	Pluto	god of the underworld
Poseidon	Neptune	god of the sea
Hephaestus	Vulcan	god of fire

Chart Skills

The Romans adopted many of the gods of the peoples they conquered. Eventually the most important gods took on the characteristics of the Greek gods.

1. Applying Chart Skills Nike—the Greek goddess of victory—is the name of a sports shoe. What names in the chart do you recognize and what do you associate them with? In your examples, what is the connection to a particular god?



◀ Minerva

The Romans believed that the observation 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 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.

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

The Jewish Background

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 and been placed under the direction of a Roman 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 (FA·rah·SEEZ) held that close observance of religious law would protect Jewish identity 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 Identifying Name four of the Jewish groups in Judaea and explain how they differed.

The Rise of Christianity

A few decades before the revolt, a Jewish prophet named Jesus traveled and preached throughout Judaea and neighboring Galilee.

The Message 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 Jesus 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.

The Spread of Christianity Christianity began as a movement within Judaism. After the reports that Jesus had overcome death, the Christian movement won followers in Jerusalem and throughout Judaea and Galilee.

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

The Last Supper by Philippe de Champaigne, 1648





Roman mural of Christian disciples

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 and passed on personal memories. 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 worshipping false gods and endangering their own salvation.

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, Christians still represented a small minority, but one of considerable strength.

✓ Reading Check Explaining Why did the Roman authorities fear Jesus?

The Triumph of Christianity

TURNING POINT Under Theodosius the Great, who ruled from 378 to 395, the Romans adopted Christianity as the official religion of the Roman Empire.

The Romans persecuted Christians in the first and second centuries, but this did nothing to stop the growth of Christianity. In fact, it did just the opposite, strengthening Christianity in the second and third

People In History

Perpetua

?–A.D. 203

Christian martyr



Many women found that Christianity offered them new roles. Many also died for their faith. Perpetua was an aristocratic woman who converted to Christianity. Her pagan family begged her to renounce her new faith, but she refused. Arrested by the Roman authorities, she chose instead to die for her faith. She was one of a group of Christians who were slaughtered by wild beasts in the arena at Carthage on March 7, 203. She wrote a diary while she was in prison. The final entry read, “Thus far I have written this, till the day before the games; but the deed of the games themselves let him write who will.”



Geography Skills

By the time Constantine converted, Christianity was well established in the Roman Empire and spreading quickly.

- 1. Interpreting Maps** Which close grouping of cities constituted some of the main areas of Christian growth up to A.D. 325? How does this correlate to the history of Christianity?
- 2. Applying Geography Skills** What geographical factors both helped and limited the spread of Christianity?

centuries by forcing it to become more organized. Fear of persecution meant that only the most committed individuals would choose to follow the outlawed faith.

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** (the church leaders) had distinct functions separate from the **laity** (the regular church members).

Christianity grew quickly in the first century, took root in the second, and by the third had spread widely. Why was Christianity able to attract 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.

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.

Picturing History

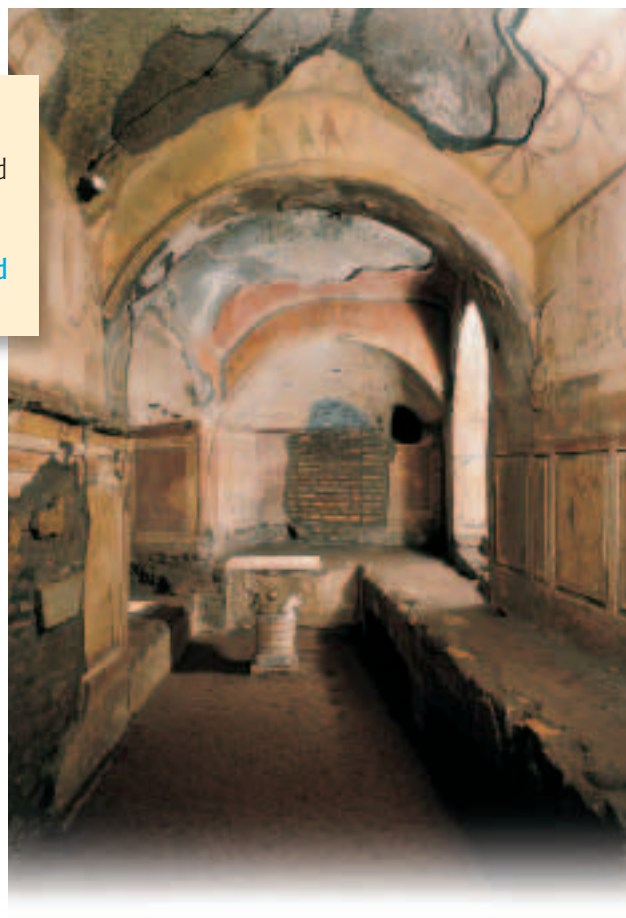
Early Christians buried their dead in catacombs, underground chambers that sometimes had multiple rooms and levels. This catacomb was built in Rome in the second century.

Why might early Christians have wanted an underground sanctuary for their dead?

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, which was a revolutionary idea.

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 was 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**, the Romans adopted Christianity as their official religion.

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

SECTION 4 ASSESSMENT

Checking for Understanding

1. **Define** procurator, New Testament, clergy, laity.
2. **Identify** Jesus, Simon Peter, Paul, Constantine, Theodosius the Great.
3. **Locate** Judaea, Jerusalem, Aegean Sea.
4. **Explain** why the Romans persecuted Christians despite their general religious tolerance.
5. **List** the ethical concepts voiced by Jesus.

Critical Thinking

6. **Drawing Conclusions** Explain why Romans began to accept Christianity and why it took so long for it to be accepted by the state.
7. **Contrasting Information** Use a chart like the one below to contrast the beliefs of the Roman state religion with the beliefs of Christianity.

Roman State Religion	Christianity

Analyzing Visuals

8. **Examine** the photograph of a Roman catacomb shown above. What conclusions can you draw about early Christian practices and beliefs?

Writing About History

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

SECTION 5

Decline and Fall

Guide to Reading

Main Ideas

- Under two strong emperors, Diocletian and Constantine, the Roman Empire gained a new lease on life.
- Ferocious warriors from Asia and Germany finally brought an end to the Roman Empire.

Key Terms

plague, inflation

People to Identify

Diocletian, Constantine, Huns, Visigoths, Vandals, Romulus Augustulus

Places to Identify

Byzantium, Bosphorus, Danube River

Preview Questions

1. How did Diocletian and Constantine restore order and stability to the Roman Empire?
2. What became of the Roman Empire after it was divided into two parts?

Reading Strategy

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

Decline	Fall

Preview of Events

♦ A.D. 200

A.D. 193

Severan rule starts

♦ A.D. 300

A.D. 235

Military leaders begin to seize throne

♦ A.D. 400

A.D. 410

The Visigoths sack Rome

♦ A.D. 500

A.D. 476

Deposition of Emperor Romulus Augustulus marks the end of the Western Roman Empire



Jerome

Voices from the Past

In A.D. 410, the unthinkable happened. The city of Rome was sacked by a German tribe, the Visigoths. The scholar Jerome responded in disbelief:

“A terrible rumor had arrived from the West. Rome is besieged. . . . The City is taken which took the whole world. It had perished of famine before it died by the sword, and only a few captives were found. [As Virgil said in the *Aeneid*:]

What tongue can tell the slaughter of that night?

What eyes can weep the sorrows and affright?

An ancient and imperial city falls.”

—Jerome, *Letters*, J. Hillgarth, trans., 1986

The Western Roman Empire would fall before the end of the century.

The Decline

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

Political 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 a period of disorder. For almost fifty 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. Many of these emperors met a violent death.



Geography Skills

Contributing to the fall of the Roman Empire were invasions that pressed in on all sides of the empire.

- 1. Interpreting Maps** Which group of invaders made the most limited incursions?
- 2. Applying Geography Skills** Which parts of the Roman Empire seem to have been more secure from the invasion? Why do you think this was?

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. Not until the end of the third century were most of the boundaries restored.

Economic and Military Problems Invasions, civil wars, and plague came close to causing an economic collapse of the Roman Empire in the third century. There was a noticeable decline in trade and

small industry. A labor shortage created by **plague** (an epidemic disease) affected both military recruiting and the economy. Farm production declined as fields were ravaged by invaders or, even more often, by the defending Roman armies. The monetary system began to show signs of collapse.

Armies were needed more than ever, but financial strains made it difficult to pay and enlist more soldiers. By the mid-third century, the state had to rely on hiring Germans to fight under Roman commanders. These soldiers did not understand Roman traditions and had little loyalty to either the empire or the emperors.

The Reforms of 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 was changed into a new state: the Late Roman Empire, which included 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 still enabled him to claim a higher status and to hold the ultimate authority. Constantine, who ruled from 306 to 337, continued and even expanded the policies of Diocletian.

Both rulers greatly strengthened and enlarged the administrative bureaucracies of the Roman Empire. A hierarchy of officials exercised control at the various levels of government. The army was enlarged to five hundred thousand men, including German troops. Mobile units were established to support frontier troops at threatened borders.

The political and military reforms of Diocletian and Constantine greatly enlarged two institutions—the army and civil service—which drained most of the public funds. More revenues were needed to pay for the army and bureaucracy. The population was not growing, however, so the tax base could not be increased.


Diocletian and Constantine 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 entire empire. Despite severe penalties, it failed to work.

To ensure the tax base and keep the empire going despite the shortage of labor, the emperors issued edicts that forced people to remain in their designated vocations. Hence, basic jobs, such as bakers and shippers, became hereditary. The fortunes of free tenant farmers also declined. Soon they found themselves bound to the land by large landowners who took advantage of depressed agricultural conditions to enlarge their landed estates.

Constantine began his reign in 306, and by 324 he had emerged as the sole ruler of the empire. 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 (modern Istanbul in Turkey), was developed for defensive reasons and had an excellent

strategic location. Calling it his “New Rome,” Constantine enriched the city with a forum, large palaces, and a vast amphitheater. Constantinople would become the center of the Eastern Roman Empire and one of the great cities of the world.

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 economic and social conditions in the Roman Empire prior to Diocletian and Constantine.

The Fall

The restored empire of Diocletian and Constantine limped along for more than a century. After Constantine, 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 the invading Germanic tribes. The major breakthrough of invaders 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**. The Visigoths, in turn, moved south and west, crossed the **Danube River** into Roman territory, and settled down as Roman allies. However, the Visigoths soon revolted. The Romans' attempt to stop the revolt at Adrianople in 378 led to a crushing defeat for the Romans.

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. (Our modern word *vandal* is taken 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.



Relief showing Roman tax collectors



Emperor Constantine

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

- 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 because of slavery.
- Rome was unable to put together a workable political system.

There may be an element of truth in each of these theories, but each has also been challenged. History is an intricate web of relationships, causes, and effects. No single explanation can sufficiently explain complex historical events, such as 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 invaders. The Han dynasty fell to the Xiongnu. The Roman army in the west was not able to fend off the hordes of people invading Italy and Gaul, and the Western Roman Empire fell. In contrast, the Eastern Roman Empire, which would survive for another thousand years, was able to withstand invaders.

✓ Reading Check Identifying Which groups invaded the Western Roman Empire?

SECTION 5 ASSESSMENT

Checking for Understanding

- 1. Define** plague, inflation.
- 2. Identify** Diocletian, Constantine, Huns, Visigoths, Vandals, Romulus Augustulus.
- 3. Locate** Byzantium, Bosphorus, Danube River.
- 4. Explain** why the decline in population was so harmful to the Roman Empire.
- 5. List** the economic and military problems that contributed to the decline of the Roman Empire.

Critical Thinking

- 6. Evaluate** Summarize the theories about why the Roman Empire fell and then tell why some theories seem more possible than others.
- 7. Summarizing Information** Create a chart like the one below to list ways that Diocletian and Constantine strengthened the Roman Empire.

Diocletian	Constantine

Analyzing Visuals

- 8. Examine** the relief of Roman tax collectors shown on page 177 of your text. What do you think each of the people depicted in the image is doing?

Writing About History

- 9. 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.

CRITICAL THINKING SKILLBUILDER

Making Decisions

Why Learn This Skill?

A decision is a choice you make from among two or more alternatives. For instance, when choosing which elective class to take, how will you decide? What if you are equally interested in taking computer graphics and band? Following the steps below will help you make more thoughtful decisions.

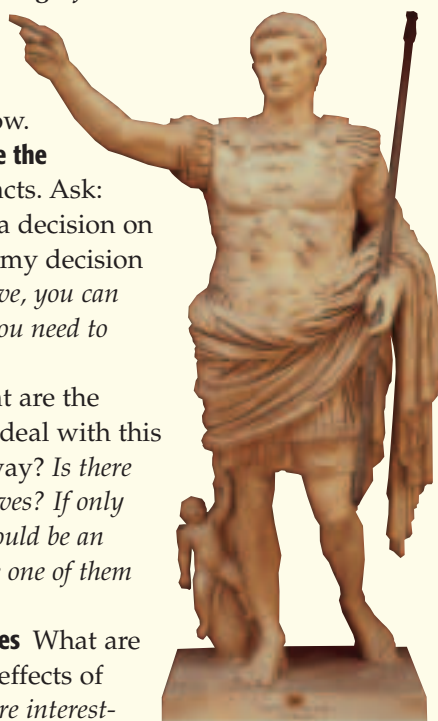
Learning the Skill

To make decisions more easily, follow the steps below.

- **State the situation or define the problem** Gather all the facts. Ask: Why do I have to make a decision on this matter? Whom will my decision affect? *In the example above, you can only take one elective, so you need to make a choice.*
- **List the options** Ask: What are the alternatives? How can I deal with this situation in a different way? *Is there any way to take both electives? If only one fit your schedule, it would be an easier choice. Can you take one of them at some other time?*
- **Weigh the possible outcomes** What are the positive or negative effects of each? *Which would be more interesting for you? Which would be more useful when you graduate? Which would look more impressive on your college application?*
- **Consider your values** Values are the beliefs and ideas that are important to you. Your values should serve as your guidelines in making all decisions. *You love music, but feel you have to be practical and take the computer class. What is more important to you?*
- **Make a decision and act** Use all the information gathered to make a decision. Then act on your decision. *You decide that this might be your last*

chance to take band. You decide to take computer graphics at the local junior college this summer.

- **Evaluate the decision** Ask: How did the outcome affect you and others? Would you make the same decision again? Why or why not? *If you had taken computer graphics, you would be working at a software company. Instead you play with a jazz band at night and could not be happier.*



Augustus Caesar

Practicing the Skill

Decisions affect not just your daily life, they affect the outcome of history. Each of the following events took place as a result of a decision made by a person or a group of people. Think of an alternative for each event and describe its possible consequences.

- 1 During the Third Punic War, in 146 B.C., the Romans burned Carthage.
- 2 In 27 B.C., Augustus Caesar became Rome's first emperor.
- 3 Roman persecution of Christians in the second and third centuries did nothing to stop the growth of Christianity.
- 4 The Emperor Theodosius made Christianity the official religion of the Roman Empire.

Applying the Skill

Read newspapers for articles about an event that affects your community, such as a decision whether or not to tear down a historic landmark to build a new shopping mall. Make a decision about how you would handle the situation. Explain your reasoning.



Glencoe's **Skillbuilder Interactive Workbook, Level 2**, provides instruction and practice in key social studies skills.

CHAPTER 5

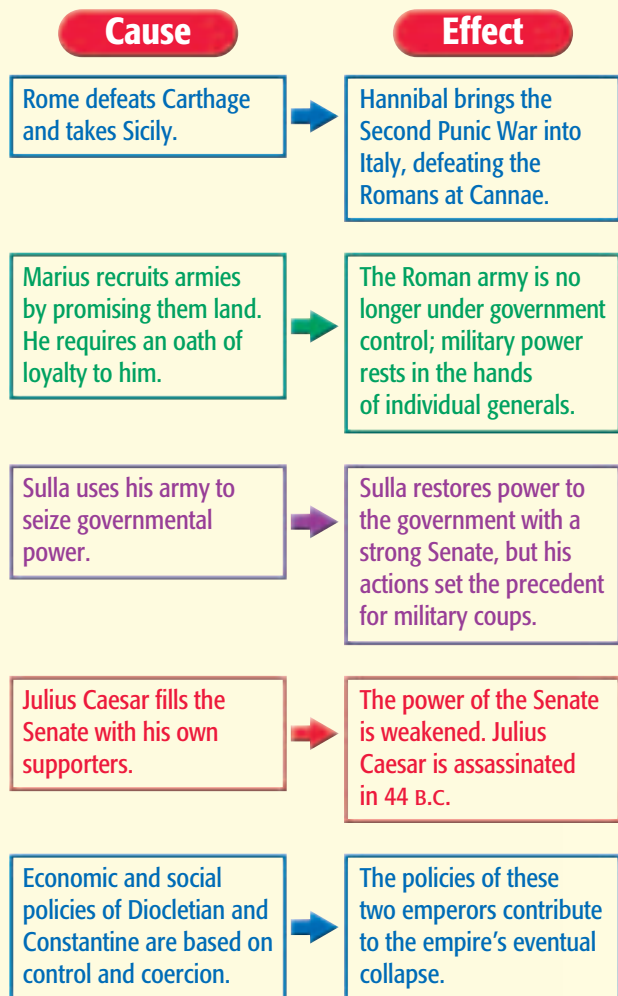
ASSESSMENT and ACTIVITIES

Using Key Terms

1. Cases of civil law were applied to citizens and later to non-citizens by judges who were called _____.
2. The term _____ refers to the idea in Roman society that males should be dominant because females were too weak.
3. In the Roman Republic, two _____ ran the government and led the Roman army into battle.
4. Judaea became a Roman province under the direction of an official called a _____.
5. _____ housed the poor in the city of Rome.
6. Caesar, Crassus, and Pompey formed a powerful governmental coalition called the _____.

Chapter Summary

The history of ancient Rome was a series of causes and effects.



7. The writings recording Jesus' life and teachings form the core of the _____.
8. The _____ in the Christian church were officials who were separate from regular church members called the _____.
9. _____ were Roman citizens who wanted political and social equality with the wealthy _____.
10. An epidemic disease that kills thousands is known as a _____.
11. Augustus was a popular ruler who was given the title of _____, or commander in chief, by the Senate.
12. A form of government in which the leader is not a monarch and certain citizens have the right to vote is called a _____.

Reviewing Key Facts

13. **Geography** List at least three ways in which geography influenced Roman history.
14. **History** Why were the Etruscans considered to be the greatest influence on early Rome?
15. **Government** Who were the patricians and plebeians and why were they in conflict with each other?
16. **Citizenship** Describe the different roles of citizens and non-citizens in the Roman Empire, especially as the roles pertain to civic participation.
17. **History** Who was Hannibal, what happened to him, and why was he important?
18. **Economics** What factors contributed to the high level of trade in the Early Empire?
19. **Science and Technology** Identify new ideas in technology that occurred during the Greco-Roman civilization.
20. **Culture** Name three famous Roman writers. Name their works and explain why these works are important.

Critical Thinking

21. **Compare and Contrast** Compare the historical origins, central ideas, and the spread of Buddhism and Christianity.
22. **Drawing Conclusions** Identify the ways in which the Romans preserved the intellectual heritage of the Greek world.

Writing About History

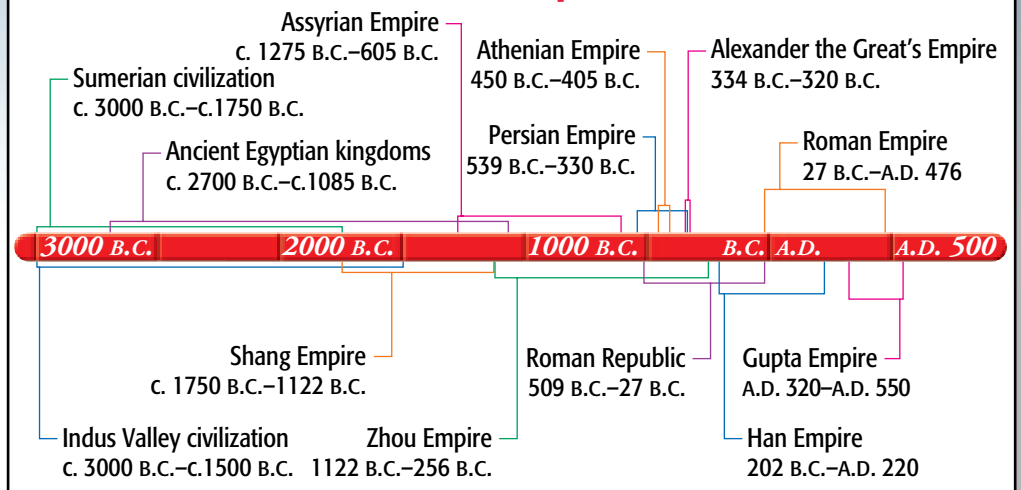
23. **Expository Writing** Find a picture of Roman architecture. Discuss how it demonstrates Roman culture, including potential influence from other cultures. In what ways do archaeologists and anthropologists analyze Roman culture, based on the limited remains of architecture and artifacts? Justify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

Self-Check Quiz

Visit the *Glencoe World History* Web site at wh.glencoe.com and click on **Chapter 5—Self-Check Quiz** to prepare for the Chapter Test.



Ancient Empires



Analyzing Sources

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.”

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

Applying Technology Skills

26. **Using the Internet** Use the Internet and other resources to research the Twelve Tables. Design a similar code of laws using modern-day language.

Making Decisions

27. Pretend you are in a public forum in Rome. In class, debate with another citizen the extent to which the gulf between the patricians and plebeians is straining the Roman Empire. Together, decide on measures that could provide stability to the government and the empire as a whole.

Analyzing Maps and Charts

Study the chart above that shows various empires of the ancient world. Then answer the following questions.

28. Which lasted longer, the Roman Republic or the Zhou Empire?
29. How long did the Roman civilization last? Which lasted longer, the Roman Republic or the Roman Empire?
30. Which empires overlap the Roman period?
31. Is there any correlation between the length of an empire's existence and its impact on later civilizations?
32. Which empire lasted the shortest time period, and which lasted the longest?

Standardized Test Practice

Directions: Choose the best answer to the following question.

One lasting contribution of the Roman Empire was

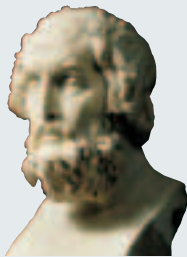
- A the idea of the Triumvirate.
- B the Christian church.
- C the gladiatorial shows.
- D its system of law.

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.

WORLD LITERATURE

from the Iliad

By Homer, translated by Samuel Butler



Homer is probably one of the best known figures to have emerged from Greek antiquity. Writing in the eighth century B.C., Homer's most famous works are the *Odyssey* and the *Iliad*. These works mark the beginnings of what we know as Greek literature and are used as models even in contemporary work. The *Iliad* is the story of the Trojan War, and the *Odyssey* recounts the challenges of one Greek hero, Odysseus (also known as "Ulysses"), in returning to his homeland.

Read to Discover

In the *Iliad*, Hektor was the Trojans' hero and son of King Priam. Achilles, the Greeks' hero, was the son of Peleus. Hektor killed Achilles' friend Patroklos, and Achilles was determined to avenge the death. What language does Homer use to show Hektor's and Achilles' feelings about each other? Do you see evidence of the heroic tradition in this passage?

Reader's Dictionary

covenant: a binding agreement or promise

spoil: to plunder from an enemy in war

Hektor was first to speak. "I will no longer flee you, son of Peleus," said he, "as I have been doing hitherto. . . .[Let] me either slay or be slain, for I am in the mind to face you. Let us, then, give pledges to one another by our gods; . . . [that if] I take your life, I am not to treat your dead body in any unseemly fashion, but when I have stripped you of your armor, I am to give up your body to the Achaeans, And do you likewise."

Achilles glared at him and answered, "Fool . . . [there] can be no covenants between men and lions, wolves

and lambs can never be of one mind, but hate each other out and out

Therefore there can be no understanding between you and me . . . till one or other shall fall. . . . You

have no more chance, and Pallas Athena will forthwith vanquish you by my spear: you shall now pay me in full for the grief you have caused me on account of my comrades whom you have killed in battle."

He poised his spear as he spoke and hurled it. Hektor saw it coming and avoided it; he watched it and crouched down so that it flew over his head and stuck in the ground beyond; Athena then snatched it up and gave it back to Achilles without Hektor's seeing her; Hektor thereon said . . . "You have missed your aim, Achilles. . . . [And] now for your own part avoid



◀ Athena