The Roman World

From a small town in Italy, Rome grew to become the center of one of the world's greatest empires. Like the Greeks, whom they admired, the Romans had a lasting influence on world history.

The legacy of Rome was great. The Romans made many huge advances in engineering and architecture, and they developed advanced systems of written laws and government. In the first century AD, a new religion called Christianity appeared and spread throughout the empire.

In the next two chapters, you will learn about the rise of Rome, the growth and spread of Christianity, and the ultimate division and decline of one of the world's greatest empires.

Explore the Art

In this scene, a Roman tutor teaches two young students how to read. What does this scene suggest about life in ancient Rome?

FLORIDA...
The Story Continues

CHAPTER 10, The Roman Republic (753–27 BC)

PLACES **c. 500 BC: The council house serves as the center of ceremonial and political life for Florida's native people.**
Historic descriptions of the council houses of the Timucua shed light on what council houses might have looked like around 500 BC. The Timucua had a large circular council house. The chief and his council met in the building. The building had other uses as well. The people used the building for ceremonies, and the men of the village used it as a lodge. The building also served as a place for visitors to stay. At the center of the council house was a hearth surrounded by a dance floor. Rows of benches lined the walls. Where people sat in the council house depended on their status. Some council houses could hold only about 300 people. Others were large enough to hold 3,000 people. Since populations were smaller in 500 BC, it is unlikely that council house would have been as large then.

EVENTS **Present: Florida's current constitution is its sixth.**
Like other states, Florida has revised its constitution through the years as needed. The state's first constitution was written in 1838 while Florida was still a territory. A written constitution was one of the requirements of becoming a state. The constitutional convention's 56 delegates established a government that consisted of a one-term governor, a two-house legislature, and department administrators selected by the legislature. Since that time the constitution has been revised five times. The constitution was first revised in 1861 when Florida seceded from the Union during the Civil War. It was revised again in 1865 at the end of the Civil War and again in 1868 and 1885. The last revision was adopted in 1968. It is

Florida's current constitution. The Constitution of the State of Florida outlines the duties, power, and structure of the government and the rights of citizens.

PEOPLE **Present: The Florida governor has the power to veto laws.**
The Roman Tribunes had the right to veto, or prohibit, actions by other government officials. Similarly, the governor of Florida has the right to veto laws passed by the Florida legislature. When a bill comes before the governor, the governor can sign the bill, approve it without signing it, or veto it. A vetoed bill cannot become law unless the bill is sent back to both houses of the legislature and is passed by a two-thirds vote. The governor also has the right to veto certain items in bills dealing with spending money without vetoing the entire bill. This is called a line-item veto. The right to veto is the governor's strongest constitutional power.

PEOPLE **Present: Good government requires civic participation.**
People's willingness to participate in government is as important in Florida as it was in ancient Rome. Romans believed that participating in their government was their civic duty as citizens of Rome. Florida's people carry out their civic duty when they vote, run for office, and obey laws.

EVENTS **Present: The Florida state government has checks and balances.** The Constitution of the State of Florida divides the powers of state government into three branches: the executive, the legislative, and the judicial. The branches are separate and relatively independent. The branches are only relatively independent because each branch of government shares in the powers of the other two. This means that each branch can also limit the powers of the other branches. This ability to limit the powers of other branches serves as a check and balance.

Unpacking the Florida Standards ⟨•••

Read the following to learn what this standard says and what it means. See FL8–FL29 to unpack all of the standards related to this chapter.

Benchmark SS.6.C.1.2 **Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).**

What does it mean?
Explain how a number of key principles developed by the Roman Republic contributed to the development of modern democracy.

SPOTLIGHT ON
SS.6.E.3.1, SS.6.E.3.2, SS.6.E.3.4, SS.6.G.2.1 See pages FL36, FL37, and FL42 for content specifically related to these Chapter 10 standards.

The Roman Republic

Essential Question How did Rome become the dominant power in the Mediterranean region?

Florida Next Generation Sunshine State Standards

SS.6.C.1.2 Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty). **SS.6.C.2.1** Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process. **SS.6.E.3.1** Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions. **SS.6.E.3.2** Categorize products that were traded among civilizations, and give examples of barriers to trade of those products. **SS.6.E.3.4** Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade. **SS.6.G.2.1** Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world. **SS.6.G.2.4** Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies. **SS.6.G.3.1** Explain how the physical landscape has affected the development of agriculture and industry in the ancient world. **SS.6.G.5.1** Identify the methods used to compensate for the scarcity of resources in the ancient world. **SS.6.W.3.8** Determine the impact of significant figures associated with ancient Rome. **SS.6.W.3.9** Explain the impact of the Punic Wars on the development of the Roman Empire. **SS.6.W.3.10** Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty). **SS.6.W.3.11** Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one. **SS.6.W.3.14** Describe the key achievements and contributions of Roman civilization. **SS.6.W.3.16** Compare life in the Roman Republic for patricians, plebeians, women, children, and slaves.

FOCUS ON SPEAKING

A Legend The ancient Romans created many legends about their early history. They told of heroes and kings who performed great deeds to build and rule their city. As you read this chapter, look for people or events that could be the subjects of legends. When you finish studying this chapter, you will create and present a legend about one of the people or events that you have studied.
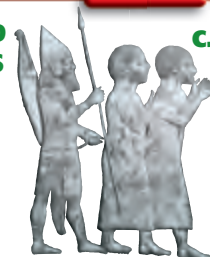
CHAPTER EVENTS

753 BC According to legend, Rome is founded.

800 BC

WORLD EVENTS

c. 700 BC The Assyrians conquer Israel.

The Roman Forum, the ruins of which
are shown above, was a public
meeting place at the heart of Rome.
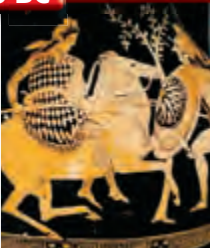
c. 600 BC
The
Etruscans
take over
Rome.

509 BC
The Roman
Republic
is founded.

264–146 BC
Rome and
Carthage
fight in the
Punic Wars.

27 BC
Augustus
becomes
Rome's first
emperor.

600 BC

400 BC

200 BC

BC 1 AD

490 BC
The
Persians
invade
Greece.

**334–
323 BC**
Alexander
the Great
builds his
empire.

**c. 221–
206 BC**
The Qin
dynasty
rules China.

291

Reading Social Studies

Economics	Geography	Politics	Religion	Society and Culture	Science and Technology

Focus on Themes In this chapter, you will read about the Roman Republic, about how Rome's location and **geography** helped it become a major power in the ancient world. You will also read about the city's **politics** and discover how its three-pronged government affected all of society. Finally, you will read about the wars the Roman Republic fought as it expanded its boundaries. You will see how this growth led to problems that were difficult to solve.

Outlining and History

Focus on Reading How can you make sense of all the facts and ideas in a chapter? One way is to take notes in the form of an outline.

Outlining a Chapter Here is an example of a partial outline for Section 1 of this chapter. Compare the outline to the information on pages 294–297. Notice how the writer looked at the heads in the chapter to determine the main and supporting ideas.

> The writer picked up the first heading in the chapter (page 294) as the first main idea. She identified it with Roman numeral I.

> The writer saw two smaller heads under the bigger head on pages 294–295 and listed them as A and B.

> The writer identified two facts that supported II.A (the head on page 296). She listed them as numbers 1 and 2.

> The writer decided it was important to note some individual facts under B.2. That's why she added a and b.

Section 1, Geography and the Rise of Rome

I. The Geography of Italy
   A. Physical features—many types of features
      1. Mountain ranges
      2. Hills
      3. Rivers
   B. Climate—warm summers, mild winters
II. Rome's Legendary Origins
   A. Aeneas
      1. Trojan hero
      2. Sailed to Italy and became ruler
   B. Romulus and Remus
      1. Twin brothers
      2. Decided to build city
         a. Romulus killed Remus
         b. City named for Romulus
   C. Rome's Early Kings

Outlining a Few Paragraphs When you need to outline only a few paragraphs, you can use the same outline form. Just look for the main idea of each paragraph and give each one a Roman numeral. Supporting ideas within the paragraph can be listed with A, B, and so forth. You can use Arabic numbers for specific details and facts.

You Try It!

Read the following passage from this chapter. Then fill in the blanks to complete the outline below.

Growth of Territory

Roman territory grew mainly in response to outside threats. In about 387 BC a people called the Gauls attacked Rome and took over the city. The Romans had to give the Gauls a huge amount of gold to leave the city.

From Chapter 10, page 308

Inspired by the Gauls' victory, many of Rome's neighboring cities also decided to attack. With some difficulty, the Romans fought off these attacks. As Rome's attackers were defeated, the Romans took over their lands. As you can see on the map, the Romans soon controlled all of the Italian Peninsula except far northern Italy.

One reason for the Roman success was the organization of the army. Soldiers were organized in legions . . . This organization allowed the army to be very flexible.

Complete this outline based on the passage you just read.

I. Roman territory grew in response to outside threats.

   A. Gauls attacked Rome in 387 BC.

      1. Took over the city

      2. _____

   B. The Gauls' victory inspired other people to attack Rome.

      1. _____

      2. Romans took lands of defeated foes.

      3. _____

II. _____

   A. Soldiers were organized in legions.

   B. _____

Key Terms and People

Chapter 10

Section 1

Aeneas *(p. 296)*
Romulus and Remus *(p. 297)*
republic *(p. 298)*
dictators *(p. 298)*
Cincinnatus *(p. 298)*
plebeians *(p. 299)*
patricians *(p. 299)*

Section 2

magistrates *(p. 303)*
consuls *(p. 303)*
Roman Senate *(p. 303)*
veto *(p. 304)*
Latin *(p. 304)*
checks and balances *(p. 305)*
Forum *(p. 305)*

Section 3

legions *(p. 309)*
Punic Wars *(p. 309)*
Hannibal *(p. 310)*
Gaius Marius *(p. 312)*
Lucius Cornelius Sulla *(p. 313)*
Spartacus *(p. 313)*

Academic Vocabulary

Success in school is related to knowing academic vocabulary— the words that are frequently used in school assignments and discussions. In this chapter, you will learn the following academic words:

primary *(p. 303)*
purpose *(p. 312)*

As you read Chapter 10, identify the main ideas you would use in an outline of this chapter.

What You Will Learn…

Main Ideas

1. The geography of Italy made land travel difficult but helped the Romans prosper.
2. Ancient historians were very interested in Rome's legendary history.
3. Once a monarchy, the Romans created a republic.

The Big Idea

Rome's location and government helped it become a major power in the ancient world.

Key Terms and People

Aeneas, *p. 296*
Romulus and Remus, *p. 297*
republic, *p. 298*
dictators, *p. 298*
Cincinnatus, *p. 298*
plebeians, *p. 299*
patricians, *p. 299*

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TAKING NOTES

Use the graphic organizer online to take notes on Italy's geography and the rise of Rome.

Geography and the Rise of Rome

If YOU were there…

You are the ruler of a group of people looking for a site to build a new city. After talking with your advisors, you have narrowed your choice to two possible sites. Both locations have plenty of water and good soil for farming, but they are otherwise very different. One is on top of a tall rocky hill overlooking a shallow river. The other is on a wide open field right next to the sea.

Which site will you choose for your city? Why?

BUILDING BACKGROUND From a small town on the Tiber River, Rome grew into a mighty power. Rome's geography—its central location and good climate—were important factors in its success and growth. The city's rise as a military power began when the Romans went to war and conquered neighboring Italian tribes.
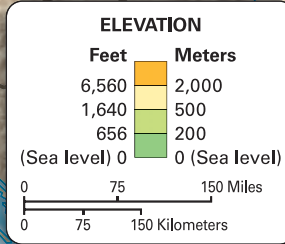
The Geography of Italy

Rome eventually became the center of one of the greatest civilizations of the ancient world. In fact, the people of Rome conquered many of the territories you have studied in this book, including Greece, Egypt, and Asia Minor.

Italy, where Rome was built, is a peninsula in southern Europe. If you look at the map, you can see that Italy looks like a high-heeled boot sticking out into the Mediterranean Sea.

Physical Features

Look at the map again to find Italy's two major mountain ranges. In the north are the Alps, Europe's highest mountains. Another range, the Apennines (A-puh-nynz), runs the length of the Italian Peninsula. This rugged land made it hard for ancient people to cross from one side of the peninsula to the other. In addition, some of Italy's mountains, such as Mount Vesuvius, are volcanic. Their eruptions could devastate Roman towns.

Italy: Physical

ELEVATION

Feet		Meters
6,560		2,000
1,640		500
656		200
(Sea level) 0		0 (Sea level)

0   75   150 Miles

0   75   150 Kilometers

Mountains cover much of the Italian Peninsula. These mountains are in the Alps in northern Italy.

Italy's fertile coastal plains have been settled for thousands of years.

GEOGRAPHY SKILLS   **INTERPRETING MAPS**

Place What mountain range runs down the length of the Italian Peninsula?

Not much of Italy is flat. Most of the land that isn't mountainous is covered with hills. Throughout history, people have built cities on these hills for defense. As a result, many of the ancient cities of Italy—including Rome—sat atop hills. Rome was built on seven hills.

Several rivers flow out of Italy's mountains. Because these rivers were a source of fresh water, people also built their cities near them. For example, Rome lies on the Tiber (TY-buhr) River.

Climate

Most of Italy, including the area around Rome, has warm, dry summers and mild, rainy winters. This climate is similar to that of southern California. Italy's mild climate allows people to grow a wide variety of crops. Grains, citrus fruits, grapes, and olives all grow well there. A plentiful food supply was one key factor in Rome's early growth.

READING CHECK   **Drawing Conclusions**
How did Rome's location affect its early history?

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ANIMATED HISTORY
Seven Hills of Rome

Rome's Legendary Origins

Rome's early history is wrapped in mystery. No written records exist, and we have little evidence of the city's earliest days. All we have found are ancient ruins that suggest people lived in the area of Rome as early as the 800s BC. However, we know very little about how they lived.

Would it surprise you to think that the ancient Romans were as curious about their early history as we are today? Rome's leaders wanted their city to have a glorious past that would make the Roman people proud. Imagining that glorious past, they told legends, or stories, about great heroes and kings who built the city.

Aeneas

The Romans believed their history could be traced back to a great Trojan hero named **Aeneas** (i-NEE-uhs). When the Greeks destroyed Troy in the Trojan War, Aeneas fled with his followers. After a long and dangerous journey, he reached Italy. The story of this trip is told in the *Aeneid* (i-NEE-id), an epic poem written by a poet named Virgil (VUHR-juhl) around 20 BC.

According to the story, when Aeneas reached Italy, he found several groups of people living there. He formed an
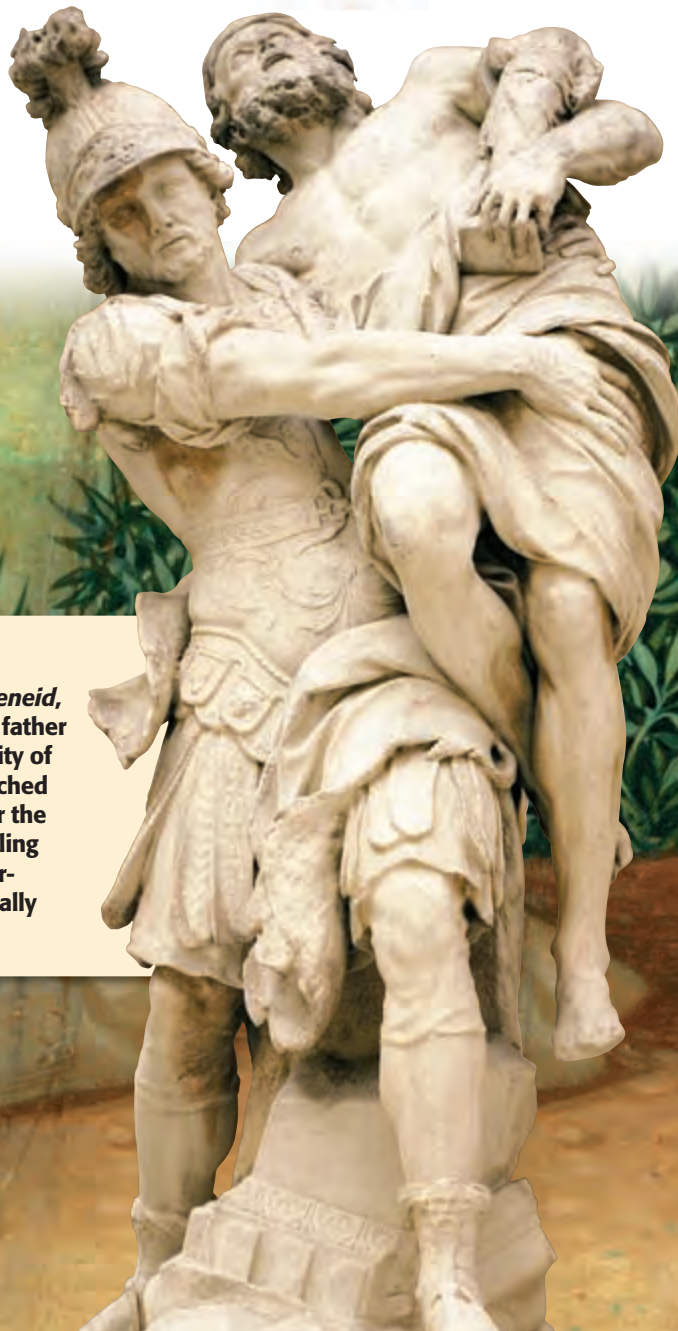
Legendary Founding of Rome

QUICK FACTS

Roman historians traced their city's history back to legendary figures such as Aeneas, Romulus, and Remus.

Aeneas

According to the *Aeneid*, Aeneas carried his father from the burning city of Troy and then searched for a new home for the Trojans. After traveling around the Mediterranean, Aeneas finally settled in Italy.

alliance with one of these groups, a people called the Latins. Together they fought the other people of Italy. After defeating these opponents, Aeneas married the daughter of the Latin king. Aeneas, his son, and their descendants became prominent rulers in Italy.

Romulus and Remus

Among the descendants of Aeneas were the founders of Rome. According to Roman legends, these founders were twin brothers named **Romulus** (RAHM-yuh-luhs) and **Remus** (REE-muhs). In the story, these boys led exciting lives. When they were babies, they were put in a basket and thrown into the Tiber River. They didn't drown, though, because a wolf rescued them. The wolf cared for the boys for many years. Eventually, a shepherd found the boys and adopted them.

After they grew up, Romulus and Remus decided to build a city to mark the spot where the wolf had rescued them. While they were planning the city, Remus mocked one of his brother's ideas. In a fit of anger, Romulus killed Remus. He then built the city and named it Rome after himself.

Rome's Early Kings

According to ancient historians, Romulus was the first king of Rome, taking the throne in 753 BC. Modern historians believe that Rome could have been founded within 50 years before or after that date.

Roman records list seven kings who ruled the city. Not all of them were Roman. Rome's last three kings were Etruscans (i-TRUHS-kuhnz), members of a people who lived north of Rome. The Etruscans, who had been influenced by Greek colonies in Italy, lived in Italy before Rome was founded.

The Etruscan kings made great contributions to Roman society. They built huge temples and Rome's first sewer. Many historians think that the Romans learned their alphabet and numbers from the Etruscans.

The last Roman king was said to have been a cruel man who had many people killed, including his own advisors. Finally, a group of nobles rose up against him. According to tradition, he was overthrown in 509 BC. The nobles, who no longer wanted kings, created a new government.

READING CHECK **Drawing Conclusions** Why did early Romans want to get rid of the monarchy?

Romulus and Remus
The Romans believed that the twins Romulus and Remus were descendants of Aeneas. In Roman legend, Romulus and Remus were rescued and raised by a wolf. Romulus later killed Remus and built the city of Rome.

The Early Republic

The government the Romans created in 509 BC was a republic. In a **republic**, people elect leaders to govern them. Each year the Romans elected officials to rule the city. These officials had many powers but only stayed in power for one year. This system was supposed to keep any one person from becoming too powerful in the government.

But Rome was not a democracy. The city's elected officials nearly all came from a small group of wealthy and powerful men. These wealthy and powerful Romans held all the power, and other people had little to no say in how the republic was run.

Challenges from Outside

Shortly after the Romans created the republic, they found themselves at war. For about 50 years the Romans were at war with other peoples of the region. For the most part the Romans won these wars. But they lost several battles, and the wars destroyed many lives and much property.

During particularly difficult wars, the Romans chose **dictators**—rulers with almost absolute power—to lead the city. To keep them from abusing their power, dictators could only stay in power for six months. When that time was over, the dictator gave up his power.
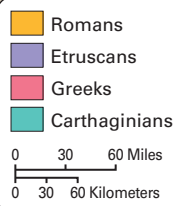
One of Rome's famous dictators was **Cincinnatus** (sin-suh-NAT-uhs), who gained power in 458 BC. Although he was a farmer, the Romans chose him to defend the city against a powerful enemy that had defeated a large Roman army.

Cincinnatus quickly defeated the city's enemies. Immediately, he resigned as dictator and returned to his farm, long before his six-month term had run out.

The victory by Cincinnatus did not end Rome's troubles. Rome continued to fight its neighbors on and off for many years.

Italy, 500 BC

Romans
Etruscans
Greeks
Carthaginians

0   30   60 Miles
0 30 60 Kilometers

Ligurian Sea

Adriatic Sea

Rome

Tyrrhenian Sea

Mediterranean Sea

Ionian Sea

Carthage

GEOGRAPHY SKILLS **INTERPRETING MAPS**

Location What group lived mostly north of Rome?

BIOGRAPHY

Cincinnatus

c. 519 BC–?

Cincinnatus is the most famous dictator from the early Roman Republic. Because he wasn't eager to hold on to his power, the Romans considered Cincinnatus an ideal leader. They admired his abilities and his loyalty to the republic. The early citizens of the United States admired the same qualities in their leaders. In fact, some people called George Washington the "American Cincinnatus" when he refused to run for a third term as president. The people of the state of Ohio also honored Cincinnatus by naming one of their major cities, Cincinnati, after him.

Challenges within Rome

Enemy armies weren't the only challenge facing Rome. Within the city, Roman society was divided into two groups. Many of Rome's **plebeians** (pli-BEE-uhnz), or common people, were calling for changes in the government. They wanted more of a say in how the city was run.

Rome was run by powerful nobles called **patricians** (puh-TRI-shuhnz). Only patricians could be elected to office, so they held all political power.

The plebeians were peasants, craftspeople, traders, and other workers. Some of these plebeians, especially traders, were as rich as patricians. Even though the plebeians outnumbered the patricians, they couldn't take part in the government.

In 494 BC the plebeians formed a council and elected their own officials, an act that frightened many patricians. They feared that Rome would fall apart if the two groups couldn't cooperate. The patricians decided that it was time to change the government.

READING CHECK **Contrasting** How were patricians and plebeians different?

Roman Society	
Patricians	**Plebeians**
■ Wealthy, powerful citizens	■ Common people
■ Nobles	■ Peasants, craftspeople, traders, other workers
■ Small minority of the population	■ Majority of the population
■ Once controlled all aspects of government	■ Gained right to participate in government
■ After 218 BC, not allowed to participate in trade or commerce	■ Only Romans who could be traders, so many became wealthy

QUICK FACTS

SUMMARY AND PREVIEW In this section you read about the location and founding of Rome, its early rule by kings, and the creation of the city's republican government. In the next section you'll learn more about that government, its strengths and weaknesses, how it worked, and how it changed over time.

Section 1 Assessment

Reviewing Ideas, Terms, and People

1. **a. Describe** Where is Italy located?
   b. Explain How did mountains affect life in Italy?
   c. Predict How do you think Rome's location on the Mediterranean affected its history as it began to grow into a world power?
2. **a. Identify** What brothers supposedly founded the city of Rome?
   b. Summarize What role did **Aeneas** play in the founding of Rome?
3. **a. Describe** What type of government did the Romans create in 509 BC?
   b. Contrast How were **patricians** and **plebeians** different?

Critical Thinking

4. **Categorizing** As you review your notes, separate the legends from the historical events in Rome's founding and growth. Then use a diagram like the one below to list the key legendary events.

   □ → □ → □ → □

FOCUS ON SPEAKING

5. **Gathering Background Ideas** In this section you read about several legends the Romans told about their own history. Look back at the text to get some ideas about what you might include in your own legend. Write some ideas in your notebook.

from the Aeneid

by Virgil

Translated by Robert Fitzgerald

About the Reading *Virgil wrote the* Aeneid *to record the glorious story of Rome's founding and to celebrate the Rome of his day. At the center of the poem stands the hero Aeneas, survivor of the Trojan War and son of the goddess Venus. After wandering for seven years, Aeneas finally reaches southern Italy—then known as Ausonia. Here, Aeneas's friend Ilioneus leads a group of representatives to visit a nearby Latin settlement.*

AS YOU READ Try to identify each group's goals and desires.

❶ Both "Teucrians" and "sons of Dardanus" are ways of referring to Trojans.

❷ Ilioneus says that the Trojans are not lost. A sea-mark is similar to a landmark, a feature sailors use to find their way.

How does Ilioneus address the king? Why do you think he does so?

                    Latinus
Called the Teucrians before him, saying
Tranquilly as they entered:
                    "Sons of Dardanus—
You see, we know your city and your nation,
As all had heard you laid a westward course—
Tell me your purpose. **❶** What design or need
Has brought you through the dark blue sea so far
To our Ausonian coast? Either astray
Or driven by rough weather, such as sailors
Often endure at sea, you've broached the river,
Moored ship there. Now do not turn away
From hospitality here. Know that our Latins
Come of Saturn's race, that we are just—
Not by constraint or laws, but by our choice
And habit of our ancient god . . ."
Latinus then fell silent, and in turn
Ilioneus began:
                    "Your majesty,
Most noble son of Faunus, no rough seas
Or black gale swept us to your coast, no star
Or clouded seamark put us off our course. **❷**

Aeneas, from an Italian painting of the 1700s

We journey to your city by design
And general consent, driven as we are
From realms in other days greatest by far
The Sun looked down on, passing on his way
From heaven's far eastern height. ❸ Our line's from Jove,
In his paternity the sons of Dardanus
Exult, and highest progeny of Jove
Include our king himself—Trojan Aeneas,
Who sent us to your threshold . . . ❹
So long on the vast waters, now we ask
A modest settlement of the gods of home,
A strip of coast that will bring harm to no one,
Air and water, open and free to all . . .
Our quest was for your country. Dardanus
Had birth here, and Apollo calls us back,
Directing us by solemn oracles
To Tuscan Tiber . . . ❺ Here besides
Aeneus gives you from his richer years
These modest gifts, relics caught up and saved
From burning Troy . . ."
                    Latinus heard
Ilioneus out, his countenance averted,
Sitting immobile, all attention, eyes
Downcast but turning here and there. The embroidered
Purple and the scepter of King Priam
Moved him less in his own kingliness
Than long thoughts on the marriage of his daughter,
As he turned over in his inmost mind
Old Faunus' prophecy.
                    "This is the man,"
he thought, "foretold as coming from abroad
To be my son-in-law, by fate appointed,
Called to reign here with equal authority—
The man whose heirs will be brilliant in valor
And win the mastery of the world." ❻

CONNECTING LITERATURE TO HISTORY

1. **Analyzing** Rome's leaders wanted their city to have a glorious past that would make the Roman people proud. What details in this passage would make Roman readers proud of their past?

2. **Drawing Conclusions** When Aeneas reached Italy, he formed an alliance with the Latins. Think about how Virgil portrays the Latins in this passage. What words or phrases would you use to describe them? Why might such people make good allies?

Government and Society

What You Will Learn...

Main Ideas

1. Roman government was made up of three parts that worked together to run the city.
2. Written laws helped keep order in Rome.
3. The Roman Forum was the heart of Roman society.

The Big Idea

Rome's tripartite government and written laws helped create a stable society.

Key Terms

magistrates, *p. 303*
consuls, *p. 303*
Roman Senate, *p. 303*
veto, *p. 304*
Latin, *p. 304*
checks and balances, *p. 305*
Forum, *p. 305*

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TAKING NOTES

Use the graphic organizer online to take notes about how government, written laws, and the Forum contributed to the development of Roman society.

If YOU were there...

You have just been elected as a government official in Rome. Your duty is to represent the plebeians, the common people. You hold office for only one year, but you have one important power—you can stop laws from being passed. Now city leaders are proposing a law that will hurt the plebeians. If you stop the new law, it will hurt your future in politics. If you let it pass, it will hurt the people you are supposed to protect.

Will you let the new law pass? Why or why not?

BUILDING BACKGROUND Government in Rome was often a balancing act. Like the politician above, leaders had to make compromises and risk the anger of other officials to keep the people happy. To keep anyone from gaining too much power, the Roman government divided power among many different officials.

Roman Government

When the plebeians complained about Rome's government in the 400s BC, the city's leaders knew they had to do something. If the people stayed unhappy, they might rise up and overthrow the whole government.

To calm the angry plebeians, the patricians made some changes to Rome's government. For example, they created new offices that could only be held by plebeians. The people who held these offices protected the plebeians' rights and interests. Gradually, the distinctions between patricians and plebeians began to disappear, but that took a very long time.

As a result of the changes the patricians made, Rome developed a tripartite (try-PAHR-tyt) government, or a government with three parts. Each part had its own responsibilities and duties. To fulfill its duties, each part of the government had its own powers, rights, and privileges.

Magistrates

The first part of Rome's government was made up of elected officials, or **magistrates** (MA-juh-strayts). The two most powerful magistrates in Rome were called **consuls** (KAHN-suhlz). The consuls were elected each year to run the city and lead the army. There were two consuls so that no one person would be too powerful.

Below the consuls were other magistrates. Rome had many different types of magistrates. Each was elected for one year and had his own duties and powers. Some were judges. Others managed Rome's finances or organized games and festivals.

Senate

The second part of Rome's government was the Senate. The **Roman Senate was a council of wealthy and powerful Romans that advised the city's leaders.** It was originally created to advise Rome's kings. After the kings were gone, the Senate continued to meet to advise consuls.

Unlike magistrates, senators—members of the Senate—held office for life. By the time the republic was created, the Senate had 300 members. At first most senators were patricians, but as time passed many wealthy plebeians became senators as well. Because magistrates became senators after completing their terms in office, most didn't want to anger the Senate and risk their future jobs.

As time passed the Senate became more powerful. It gained influence over magistrates and took control of the city's finances. By 200 BC the Senate had great influence in Rome's government.

Assemblies and Tribunes

The third part of Rome's government, the part that protected the common people, had two branches. The first branch was made up of assemblies. Both patricians and plebeians took part in these assemblies. Their **primary** job was to elect the magistrates who ran the city of Rome.

ACADEMIC VOCABULARY

primary main, most important

Government of the Roman Republic

QUICK FACTS

Magistrates	Senate	Assemblies and Tribunes
■ Consuls led the government and army, judged court cases	■ Advised the consuls	■ Represented the common people, approved or rejected laws, declared war, elected magistrates
■ Served for one year	■ Served for life	■ Roman citizens could take part in assemblies all their adult lives, tribunes served for one year
■ Had power over all citizens, including other officials	■ Gained control of financial affairs	■ Could veto the decisions of consuls and other magistrates

Do as the Romans Do

The government of the Roman Republic was one of its greatest strengths. When the founders of the United States sat down to plan our government, they copied many elements of the Roman system. Like the Romans, we elect our leaders. Our government also has three branches—the president, Congress, and the federal court system. The powers of these branches are set forth in our Constitution, just like the Roman officials' powers were. Our government also has a system of checks and balances to prevent any one branch from becoming too strong. For example, Congress can refuse to give the president money to pay for programs. Like the Romans, Americans have a civic duty to participate in the government to help keep it as strong as it can be.

ANALYSIS SKILL **ANALYZING INFORMATION**

Why do you think the founders of the United States borrowed ideas from Roman government?

THE IMPACT TODAY

Like tribunes, the president of the United States has the power to veto actions by other government officials.

SS.6.C.2.1 Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.

The second branch was made up of a group of elected officials called tribunes. Elected by the plebeians, tribunes had the ability to **veto** (VEE-toh), or prohibit, actions by other officials. Veto means "I forbid" in **Latin**, the Romans' language. This veto power made tribunes very powerful in Rome's government. To keep them from abusing their power, each tribune remained in office only one year.

Civic Duty

Rome's government would not have worked without the participation of the people. People participated in the government because they felt it was their civic duty, or their duty to the city. That civic duty included doing what they could to make sure the city prospered. For example,

they were expected to attend assembly meetings and to vote in elections. Voting in Rome was a complicated process, and not everyone was allowed to do it. Those who could, however, were expected to take part in all elections.

Wealthy and powerful citizens also felt it was their duty to hold public office to help run the city. In return for their time and commitment, these citizens were respected and admired by other Romans.

Checks and Balances

In addition to limiting terms of office, the Romans put other restrictions on their leaders' power. They did this by giving government officials the ability to restrict the powers of other officials. For example, one consul could block the actions of the other.

Laws proposed by the Senate had to be approved by magistrates and ratified by assemblies. We call these methods to balance power **checks and balances**. Checks and balances keep any one part of a government from becoming stronger or more influential than the others.

Checks and balances made Rome's government very complicated. Sometimes quarrels arose when officials had different ideas or opinions. When officials worked together, however, Rome's government was strong and efficient, as one Roman historian noted:

> "In unison [together] they are a match for any and all emergencies, the result being that it is impossible to find a constitution that is better constructed. For whenever some common external danger should come upon them and should compel [force] them to band together in counsel [thought] and in action, the power of their state becomes so great that nothing that is required is neglected [ignored]."
>
> –Polybius, from *The Constitution of the Roman Republic*

READING CHECK **Finding Main Ideas** What were the three parts of the Roman government?

Written Laws Keep Order

Rome's officials were responsible for making the city's laws and making sure that people followed them. At first these laws weren't written down. The only people who knew all the laws were the patricians who had made them.

Many people were unhappy with this situation. They did not want to be punished for breaking laws they didn't even know existed. As a result, they began to call for Rome's laws to be written down and made accessible to everybody.

Rome's first written law code was produced in 450 BC on 12 bronze tables, or tablets. These tables were displayed in the **Forum**, Rome's public meeting place. Because of how it was displayed, this code was called the Law of the Twelve Tables.

Over time, Rome's leaders passed many new laws. Still, throughout their history, the Romans looked to the Law of the Twelve Tables as a symbol of Roman law and of their rights as Roman citizens.

READING CHECK **Drawing Inferences** Why did many people want a written law code?

Primary Source

HISTORIC DOCUMENT
Law of the Twelve Tables

The Law of the Twelve Tables governed many parts of Roman life. Some laws were written to protect the rights of all Romans. Others only protected the patricians. The laws listed here should give you an idea of the kinds of laws the tables included.

A Roman who did not appear before a government official when called or did not pay his debts could be arrested.

[from Table I] If anyone summons a man before the magistrate, he must go. If the man summoned does not go, let the one summoning him call the bystanders to witness and then take him by force.

[from Table III] One who has confessed a debt, or against whom judgment has been pronounced, shall have thirty days to pay it. After that forcible seizure of his person is allowed . . . unless he pays the amount of the judgment.

Women—even as adults—were legally considered to be children.

[from Table V] Females should remain in guardianship even when they have attained their majority.

No one in Rome could be executed without a trial.

[from Table IX] Putting to death of any man, whosoever he might be, unconvicted is forbidden.

–Law of the Twelve Tables, translated in
The Library of Original Sources
edited by Oliver J. Thatcher

ANALYSIS SKILL **ANALYZING PRIMARY SOURCES**

How are these laws similar to and different from our laws today?

The Roman Forum

The Forum was the center of life in ancient Rome. The city's most important temples and government buildings were located there, and Romans met there to talk about the issues of the day. The word *forum* means "public place."

HISTORY

The Glory of Rome's Forum

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The Roman Forum

The Roman Forum, the place where the Law of the Twelve Tables was kept, was the heart of the city of Rome. It was the site of important government buildings and temples. Government and religion were only part of what made the Forum so important, though. It was also a popular meeting place for Roman citizens. People met there to shop, chat, and gossip.

The Temple of Jupiter stood atop the Capitoline Hill, overlooking the Forum.

Important government records were stored in the Tabularium.

Roman citizens often wore togas, loose-fitting garments wrapped around the body. Togas were symbols of Roman citizenship.

Public officials often addressed people from this platform.

ANALYSIS SKILL **ANALYZING VISUALS**

What can you see in this illustration that indicates the Forum was an important place?

The Forum lay in the center of Rome, between two major hills. On one side was the Palatine (PA-luh-tyn) Hill, where Rome's richest people lived. Across the forum was the Capitoline (KA-pet-uhl-yn) Hill, where Rome's grandest temples stood. Because of this location, city leaders could often be found in or near the forum, mingling with the common people. These leaders used the Forum as a speaking area, delivering speeches to the crowds.

But the Forum also had attractions for people not interested in speeches. Various shops lined the open square, and fights between gladiators were sometimes held there. Public ceremonies were commonly held in the Forum as well. As a result, the forum was usually packed with people.

READING CHECK **Generalizing** How was the Forum the heart of Roman society?

The Senate met here in the curia, or Senate House.

SUMMARY AND PREVIEW In this section you read about the basic structure of Roman government. In the next section you'll see how that government changed as Rome's territory grew and its influence expanded.

Section 2 Assessment

Reviewing Ideas, Terms, and People

1. a. **Identify** Who were the **consuls**?
   b. **Explain** Why did the Romans create a system of **checks and balances**?
   c. **Elaborate** How do you think the **Roman Senate** gained power?
2. a. **Recall** What was Rome's first written law code called?
   b. **Draw Conclusions** Why did Romans want their laws written down?
3. a. **Describe** What kinds of activities took place in the Roman **Forum**?

Critical Thinking

4. **Analyzing** Review your notes on Roman government. Use this diagram to note information about the powers of the parts of Rome's government.

Magistrates

Senate

Assemblies and Tribunes
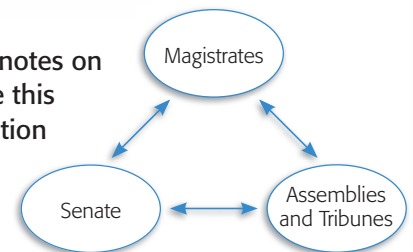
FOCUS ON SPEAKING

5. **Choosing a Topic** You've just read about Roman laws and government. Would anything related to these topics make good subjects for your legend? Write some ideas in your notebook.

What You Will Learn…

Main Ideas

1. The late republic period saw the growth of territory and trade.
2. Through wars, Rome grew beyond Italy.
3. Several crises struck the republic in its later years.

The Big Idea

The later period of the Roman Republic was marked by wars of expansion and political crises.

Key Terms and People

legions, *p. 309*
Punic Wars, *p. 309*
Hannibal, *p. 310*
Gaius Marius, *p. 312*
Lucius Cornelius Sulla, *p. 313*
Spartacus, *p. 313*

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TAKING NOTES

Use the graphic organizer online to take notes on Rome's expansion and on crises in the later years of the Republic.

The Late Republic

If YOU were there…

You are a farmer in Italy during the Roman Republic. You are proud to be a Roman citizen, but times are hard. Rich landowners are buying farmland, and many farmers like you have lost their jobs. Some are moving to the city, but you've heard that there are not many jobs there, either. You've also heard that a famous general is raising an army to fight in Asia. That seems very far away, but it would mean good pay.

What might convince you to join the army?

BUILDING BACKGROUND The Roman army played a vital part in the expansion of the republic. Roman soldiers were well trained and defeated many of the city's enemies. As they did so, the Romans took over new lands. As the army conquered these new lands, traders moved in, seeking new products and markets that could make them rich.

Growth of Territory and Trade

After about 400 BC the Roman Republic grew quickly, both geographically and economically. Within 200 years the Roman army had conquered nearly all of Italy. Meanwhile Roman traders had begun to ship goods back and forth around the Mediterranean in search of new products and wealth.

Growth of Territory

Roman territory grew mainly in response to outside threats. In about 387 BC a people called the Gauls attacked Rome and took over the city. The Romans had to give the Gauls a huge amount of gold to leave the city.

Inspired by the Gauls' victory, many of Rome's neighboring cities also decided to attack. With some difficulty, the Romans fought off these attacks. As Rome's attackers were defeated, the Romans took over their lands. As you can see on the map, the Romans soon controlled all of the Italian Peninsula except far northern Italy.

One reason for the Roman success was the organization of the army. Soldiers were organized in **legions** (LEE-juhnz), or groups of up to 6,000 soldiers. Each legion was divided into centuries, or groups of 100 soldiers. This organization allowed the army to be very flexible. It could fight as a large group or as several small ones. This flexibility allowed the Romans to defeat most enemies.

Farming and Trade

Before Rome conquered Italy, most Romans were farmers. As the republic grew, many people left their farms for Rome. In place of these small farms, wealthy Romans built large farms in the countryside. These farms were worked by slaves who grew one or two crops. The owners of the farms didn't usually live on them. Instead, they stayed in Rome or other cities and let others run the farms for them.

Roman trade also expanded as the republic grew. Rome's farmers couldn't grow enough food to support the city's increasing population, so merchants brought food from other parts of the Mediterranean. These merchants also brought metal goods and slaves to Rome. To pay for these goods, the Romans made coins out of copper, silver, and other metals. Roman coins began to appear in markets all around the Mediterranean.

READING CHECK Identifying Cause and Effect Why did the Romans conquer their neighbors?

Rome Grows Beyond Italy

As Rome's power grew other countries came to see the Romans as a threat to their own power and declared war on them. In the end the Romans defeated their opponents, and Rome gained territory throughout the Mediterranean.

The Roman Republic, 509–270 BC

Roman lands in 509 BC
Roman lands in 270 BC

0   75   150 Miles
0   75   150 Kilometers

Ligurian Sea

Rome

Adriatic Sea

Tyrrhenian Sea

Ionian Sea

Mediterranean Sea

Carthage

GEOGRAPHY SKILLS **INTERPRETING MAPS**

Location What seas bordered Roman lands in 270 BC?

The Punic Wars

The fiercest of the wars Rome fought were the **Punic** (PYOO-nik) **Wars**, a series of wars against Carthage, a city in northern Africa. The word *Punic* means "Phoenician" in Latin. As you learned earlier in this book, the Phoenicians were an ancient civilization that had built the city of Carthage.

Rome and Carthage went to war three times between 264 and 146 BC. The wars began when Carthage sent its armies to Sicily, an island just southwest of Italy. In response, the Romans also sent an army to the island. Before long, war broke out between them. After almost 20 years of fighting, the Romans forced their enemies out and took control of Sicily.

SS.6.E.3.3 Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.

In 218 BC Carthage tried to attack Rome itself. An army led by the brilliant general **Hannibal** set out for Rome. Although he forced the Romans right to the edge of defeat, Hannibal was never able to capture Rome itself. In the meantime, the Romans sent an army to attack Carthage. Hannibal rushed home to defend his city, but his troops were defeated at Zama (ZAY-muh) in the battle illustrated below.

By the 140s BC many senators had grown alarmed that Carthage was growing powerful again. They convinced Rome's consuls to declare war on Carthage, and once again the Romans sent an army to Africa and destroyed Carthage. After this victory, the Romans burned the city, killed most of its people, and sold the rest of the people into slavery. They also took control of northern Africa.

Rome Battles Carthage

During the Second Punic War, Hannibal invaded Italy, as you can see on the map. But Rome's leaders sent an army under their general Scipio Africanus (SIP-ee-oh af-ri-KAY-nuhs) to attack Carthage itself, forcing Hannibal to return and defend his city. The two generals met at Zama, where Scipio defeated Hannibal's army in the last great battle of the Second Punic War.

The Romans had the advantage in cavalry, which helped them win the battle.

Some Roman soldiers blew trumpets and yelled to distract the war elephants.

Map legend:
- Carthage
- Roman Republic
- Battle of Zama, 202 BC
- Hannibal's route
- Scipio's route

0   150   300 Miles
0 150   300 Kilometers

Later Expansion

During the Punic Wars, Rome took control of Sicily, Corsica, Spain, and North Africa. As a result, Rome controlled most of the western Mediterranean region.

In the years that followed, Roman legions marched north and east as well. In the 120s Rome conquered the southern part of Gaul. By that time, Rome had also conquered Greece and parts of Asia.

Although the Romans took over Greece, they were greatly changed by the experience. We would normally expect the victor to change the conquered country. Instead, the Romans adopted ideas about literature, art, philosophy, religion, and education from the Greeks.

READING CHECK **Summarizing** How did the Romans gain territory?

BIOGRAPHY

Hannibal
247–183 BC

Many historians consider Hannibal to be one of the greatest generals of the ancient world. From an early age, he hated Rome. In 218 BC he began the Second Punic War by attacking one of Rome's allies in Spain. After the war he became the leader of Carthage, but later he was forced by the Romans to flee the city. He went to Asia and joined with a king fighting the Romans there. The king was defeated, and Hannibal killed himself so that he wouldn't become a Roman prisoner.

HISTORY

Carthage: Defeat at Zama

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Hannibal's forces included about 80 war elephants.

The Romans left empty spaces between their soldiers so the elephants would do less damage.

ANALYSIS SKILL **ANALYZING VISUALS**

How did the Romans deal with Hannibal's war elephants?

The Roman Republic, 270–100 BC

ATLANTIC OCEAN

Bay of Biscay

GAUL

Po River

SPAIN

Ligurian Sea

Tiber R.

Adriatic Sea

Rome

MACEDONIA

GREECE

Black Sea

ASIA MINOR

Aegean Sea

Tyrrhenian Sea

Strait of Gibraltar

M e d i t e r r a n e a n   S e a

Carthage

AFRICA

Ionian Sea

Roman lands in 270 BC
Roman lands in 100 BC

0   150   300 Miles
0   150   300 Kilometers

N W E S

GEOGRAPHY SKILLS **INTERPRETING MAPS**

Place What new places did Rome add between 270 and 100 BC?

Crises Strike the Republic

As the Romans' territory grew, problems arose in the republic. Rich citizens were getting richer, and many leaders feared that violence would erupt between rich and poor.

Tiberius and Gaius Gracchus

Among the first leaders to address Rome's problems were brothers named Tiberius (ty-BIR-ee-uhs) and Gaius Gracchus (GY-uhs GRAK-uhs). Both served as tribunes.

Tiberius, who took office in 133 BC, wanted to create farms for poor Romans. The **purpose** of these farms was to keep the poor citizens happy and prevent rebellions. Tiberius wanted to create his farms on public land that wealthy citizens had illegally taken over. The public supported this idea, but the wealthy citizens opposed it. Conflict over the idea led to riots in the city, during which Tiberius was killed.

A few years later Gaius also tried to create new farms. He also began to sell food cheaply to Rome's poor citizens. Like his brother, Gaius angered many powerful Romans and was killed for his ideas.

The violent deaths of the Gracchus brothers changed Roman politics. From that time on people saw violence as a political weapon. They often attacked leaders with whom they disagreed.

Marius and Sulla

In the late 100s BC another social change nearly led to the end of the republic. In 107 BC the Roman army desperately needed more troops. In response, a consul named **Gaius Marius** (MER-ee-uhs) encouraged poor people to join the army. Before, only people who owned property had been allowed to join. As a result of this change, thousands of poor and unemployed citizens joined Rome's army.

Because Marius was a good general, his troops were more loyal to him than they were to Rome. The army's support gave Marius great political power. Following his example, other ambitious politicians also sought their armies' support.

One such politician, **Lucius Cornelius Sulla** (LOO-shuhs kawr-NEEL-yuhs SUHL-uh), became consul in 88 BC. Sulla soon came into conflict with Marius, a conflict that led to a civil war in Rome. A civil war is a war between citizens of the same country. In the end Sulla defeated Marius. He later named himself dictator and used his power to punish his enemies.

Spartacus

Not long after Sulla died, another crisis arose to challenge Rome's leaders. Thousands of slaves led by a former gladiator, **Spartacus** (SPAHR-tuh-kuhs), rose up and demanded freedom.

Spartacus and his followers defeated an army sent to stop them and took over much of southern Italy. Eventually, though, Spartacus was killed in battle. Without his leadership, the revolt fell apart. Victorious, the Romans executed 6,000 rebellious

BIOGRAPHY

Lucius Cornelius Sulla
138–78 BC

Although the two eventually became enemies, Sulla learned much of what he knew about military affairs from Gaius Marius. He had been an assistant to Marius before he became consul. Sulla changed Rome's government forever when he became dictator, but he actually had many traditional ideas. For example, he believed the Senate should be the main ruling group in Rome, and he increased its power during his rule.

Analyzing Information Do you think Sulla was a traditional Roman leader? Why or why not?

slaves as an example to others who thought about rebelling. The rebellion was over, but the republic's problems were not.

READING CHECK **Predicting** How do you think Marius and Sulla influenced later leaders?

SUMMARY AND PREVIEW You have read about crises that arose in the late Roman Republic. These crises eventually led to changes in Roman society, as you will see in the next chapter.

Section 3 Assessment

Reviewing Ideas, Terms, and People

1. **a. Define** What was a Roman **legion**?
   b. Explain Why did the Romans decide to conquer all of Italy?
   c. Elaborate How did the growth of territory help increase Roman trade?
2. **a. Recall** Who fought in the **Punic Wars**?
   b. Summarize What led to the beginning of the Punic Wars?
   c. Elaborate Why do you think the Romans borrowed many ideas from Greek culture?
3. **a. Identify** Who was **Spartacus**?
   b. Explain How did the deaths of the Gracchus brothers change Roman politics?

Critical Thinking

4. **Summarizing** Draw a diagram like the one here. Use your notes on crises Rome faced to list three crises during the later period of the republic. Then list two facts about each crisis.
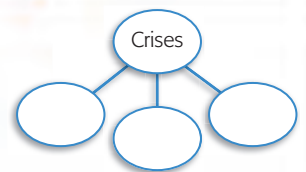
FOCUS ON SPEAKING

5. **Selecting Characters** In this section you learned about many major figures in Roman history. Choose one of them to be the subject of your legend. Now look back at your notes. How will you make the subject of your legend interesting for your listeners?

Social Studies Skills

Interpreting Culture Maps

Understand the Skill

A culture map is a special type of political map. As you know, physical maps show natural features, such as mountains and rivers. Political maps show the human features of an area, such as boundaries, cities, and roads. The human features shown on a culture map are cultural ones, such as the languages spoken or religions practiced in an area. Historians often use culture maps in their work. Therefore, being able to interpret them is important for understanding history.

Learn the Skill

Follow these guidelines to interpret a culture map.

1 Use map basics. Read the title to identify the subject. Note the labels, legend, and scale. Pay extra attention to special symbols for cultural features. Be sure you understand what these symbols represent.

2 Study the map as a whole. Note the location of the cultural symbols and features. Ask yourself how they relate to the rest of the map.

3 Connect the information on the map to any written information about the subject in the text.

Languages of Italy, 400s BC

Legend:
- Latin
- Umbrian
- Greek
- Etruscan
- Other languages

0   50   100 Miles
0   50   100 Kilometers

Rome, Corsica, Adriatic Sea, Tyrrhenian Sea, Sardinia, Mediterranean Sea, Sicily

Practice and Apply the Skill

Apply the guidelines to the map on this page and answer the following questions.

1. What makes this map a culture map?

2. What language was most widely spoken on the Italian Peninsula? What other language was widely spoken?

3. Where was Greek spoken? Why did the people there talk in Greek?

4. What language did the Romans speak?

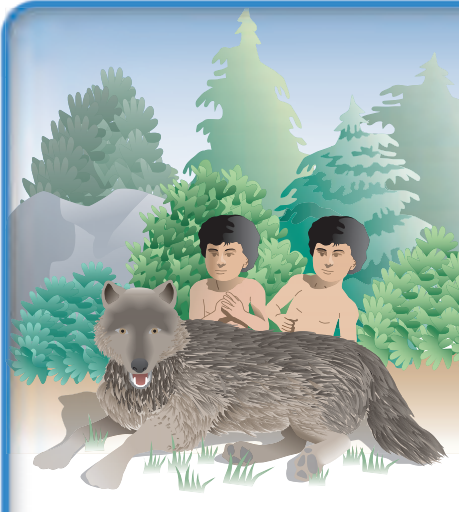# Chapter Review

Visual Summary

Use the visual summary below to help you review the main ideas of the chapter.

QUICK FACTS

The Romans created many legends about their city's glorious history.

The early Romans set up a type of government called a republic.

The Roman Republic conquered lands in Italy and around the Mediterranean.

Reviewing Vocabulary, Terms, and People

Match each numbered definition with the correct lettered vocabulary term.

a. republic
b. plebeians
c. Spartacus
d. legions
e. Aeneas
f. consuls
g. Forum
h. dictator
i. veto
j. Roman Senate
k. patricians
l. primary

1. Rome's public meeting place
2. groups of about 6,000 soldiers
3. the legendary Trojan founder of Rome
4. main, most important
5. a government in which people elect leaders
6. a council that advised Rome's leaders
7. a leader with absolute power for six months
8. the common people of Rome
9. the two most powerful officials in Rome
10. leader of a slave rebellion
11. prohibit
12. noble, powerful Romans

Comprehension and Critical Thinking

SECTION 1 *(Pages 294–299)*

13. a. Describe What are two legends that describe Rome's founding? How are the two legends connected?

b. Compare and Contrast What roles did the plebeians and the patricians take in the early Roman government? In what other ways were the two groups different?

c. Predict How do you think Italy's geography and Rome's location would affect the spread of Rome's influence?

SECTION 2 *(Pages 302–307)*

14. a. Describe What were the three parts of Rome's government?

b. Analyze How do checks and balances protect the rights of the people? How do written laws do the same thing?

c. Elaborate What are some places in modern society that serve purposes similar to those of the Roman Forum?

SECTION 3 *(Pages 308–313)*

15. a. Identify What difficulties did Hannibal, Lucius Cornelius Sulla, and Spartacus cause for Rome?

b. Analyze How did Roman occupations, economics, and society change during the Late Republic?

c. Evaluate Some historians say that Rome and Carthage were destined to fight each other. Why do you think they say this?

Reviewing Themes

16. Politics Why did Roman magistrates only hold office for one year?

17. Geography How do you think Rome's location helped the Romans in their quest to conquer the entire Mediterranean region?

Using the Internet 21ST CENTURY

18. Activity: Explaining Roman Society A key reason the Roman Republic fell was because the Roman people gave up on it. The army, once Rome's protector, let itself be turned against the Roman people. The Senate gave up on debate and compromise when it turned to political violence. Use your online textbook to research the fall of the Roman Republic and create an exhibit for a local history museum. Make sure your exhibit contains information about key figures in the Roman military and government. Use words and pictures to explain the political, religious, and social structures that made Rome an empire and what caused its eventual downfall.

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Reading Skills 21ST CENTURY

19. Outlining and History Look back at the discussion "Crises Strike the Republic" in the last section of this chapter. Prepare an outline that will help clarify the people, events, and ideas of this discussion. Before you prepare your outline, decide what your major headings will be. Then choose the details that will appear below each heading. Remember that most outlines follow this basic format:

> I. Main Idea
>   A. Supporting Idea
>   B. Supporting Idea
>   1. Detail
>   2. Detail
> II. Main Idea
>   A. Supporting Idea

Social Studies Skills

Interpreting Culture Maps *Look at the culture map on page 314. Then answer the following questions.*

20. What was the main language spoken in Italy during the 400s BC?

21. Which language do you think was spoken by the fewest people? Why do you think this?

FOCUS ON SPEAKING

22. Presenting Your Legend Now that you've chosen the subject for your legend, it's time to write and present it. As you write your legend, focus on exciting details that will bring the subject to life in your listeners' minds. Once you've finished writing, share your legend with the class. Try to make your legend exciting as you present it. Remember to alter the tone and volume of your voice to convey the appropriate mood.

DIRECTIONS: Read each question, and write the letter of the best response.

1 Use the map to answer the following question.

The order in which Rome expanded its control in the Mediterranean region is shown by which of the following sequences of letters?

A Y–W–X

B X–W–Y

C Y–X–W

D W–X–Y

2 Which was the *least* important reason for the growth of Rome's power and influence in the Mediterranean region?

A religion

B trade

C military organization

D wars and conquests

3 According to Roman legend, the city of Rome was founded by

A Latin peoples who moved to Italy from ancient Egypt.

B two men named Romulus and Remus who were raised by a wolf.

C the gods of Greece, who were looking for a new home.

D a Greek warrior named Achilles who had fled from the destruction of Troy.

4 Roman nobles were called

A patricians.

B plebeians.

C tribunes.

D magistrates.

5 Which of the following characteristics did *not* apply to Roman government?

A system of checks and balances

B sense of civic duty

C written code of laws

D equality of all people

Connecting with Past Learnings

6 You learned earlier in this course about other ancient peoples who, like the Romans, founded their civilizations along rivers. These peoples include all of the following *except* the

A Chinese.

B Egyptians.

C Sumerians.

D Hebrews.

7 Virgil's *Aeneid* is similar to what other piece of ancient literature that you've learned about in this course?

A the *Shiji*

B the *Book of the Dead*

C *The Odyssey*

D the *Bhagavad Gita*

FLORIDA...
The Story Continues

CHAPTER 11, Rome and Christianity (50 BC–AD 1453)

PLACES **c. 1400s: Calos is the Calusa's main town.** Like Rome to the Romans, Calos was the political and religious center of the Calusa of Florida's southwestern coast. It was where the head chief lived and major religious and political ceremonies took place. Archaeologists believe that Calos was located on Mound Key in Estero Bay. The island is a shell midden. A midden is a special type of archaeological site. It is basically a prehistoric garbage dump! As people prepared their food, they threw away the scraps. Most Florida middens are made of shells, since shellfish represented a large part of people's diet. There is evidence that a canal once cut across the island. The site includes several flat-topped ceremonial mounds. During the time of the Calusa, buildings of wood and thatch sat atop the mounds. From Calos, the Calusa chief ruled as many as 20,000 people occupying more than 50 villages. His political influence extended across most of southern Florida.

PLACES **c. 1797: The Cathedral Basilica of St. Augustine is built.** In 1586 St. Augustine was attacked and burned to the ground. Citizens rebuilt the town and the parish church. The church was again destroyed in 1702. This time the people of St. Augustine decided to hold services in the chapel of La Soledad Hospital. Finally, in 1786, the Spanish crown ordered the construction of a new church. The cornerstone was laid in 1793, and the cathedral was completed in 1797. Fire damaged the cathedral in 1887. Donations from around the nation enabled the cathedral to be rebuilt and enlarged.

PLACES **1821: Trinity Episcopal Parish is established in St. Augustine.**
Trinity Episcopal Parish is the oldest Protestant church in Florida. It is located in downtown St. Augustine. The parish was established in 1821, soon after Florida became a U.S. territory. The first church building was begun in 1830. It was constructed of coquina shell and measured 36 feet by 50 feet.

EVENTS **1905–1912: Henry Flagler builds an overseas railroad.** Henry Flagler was convinced that Florida had potential as a tourist haven. Like the Romans, what he needed was a way to get people where they wanted to go. Rather than roads, Flagler built railroads. Between 1885 and 1896, he put together a hotel and railroad empire that stretch from Jacksonville to Miami. Not satisfied, he decided to extend his Florida East Coast Railway all the way to Key West.

The only thing that stood in his way was a lot of water! Construction of the railway bridge began in 1905. By 1909 only seven miles remained—the seven miles from Knights Key to Key West. Spanning the distance was a daunting engineering feat. By 1912, workers had succeeded!

EVENTS **1941–1942: Florida Keys aqueduct brings water to the Keys.**
Only some keys had wells large enough to supply people with sufficient water. As the population grew, the problem grew. It was impossible to catch enough rainwater to meet people's needs. To solve the problem, the United States Navy and the state of Florida began construction on the Florida Keys Aqueduct in 1941. The original pipeline carried water from Florida City across the Everglades all the way to Key West—a distance of nearly 130 miles. The water took about six days to reach Key West!

Unpacking the Florida Standards ⬅•••

Read the following to learn what this standard says and what it means. See FL8–FL29 to unpack all of the standards related to this chapter.

Benchmark SS.6.W.3.12 **Explain the causes for the growth and longevity of the Roman Empire. Examples are centralized and efficient government, religious toleration, expansion of citizenship, the legion, the extension of road networks.**

What does it mean?
Analyze why the Roman Empire was able to extend its territorial control and why the empire maintained its power for so long.

SPOTLIGHT ON
SS.6.E.1.3, SS.6.E.3.2, SS.6.E.3.4, SS.6.G.2.1 See pages FL36, FL37, and FL42 for content specifically related to these Chapter 11 standards.

Rome and Christianity

Essential Question Why did the Roman Empire fall, and what is its legacy?

FOCUS ON WRITING

Note Cards for a Screenplay Imagine that you are a research assistant for a movie studio that is planning to make a movie about the Roman Empire. Your job is to find out about the important people, places, and events in the history of the empire and to report this information to a group of writers who will create a screenplay. As you read this chapter, look for descriptions of the people, places, and events of the Roman world from the 70s BC to the end of the Eastern Roman Empire.

CHAPTER EVENTS

44 BC Julius Caesar is assassinated.

27 BC Augustus becomes Rome's first emperor.

25 BC

WORLD EVENTS

This photo shows the Colosseum,
an impressive example of ancient
Roman architecture that still
influences the design of stadiums
around the world.

c. AD 30
Jesus is
crucified.

AD 312
Emperor Constantine
ends the persecution
of Christians.

AD 476
The last Roman emperor in
the West is overthrown.

AD 1453
The
Byzantine
Empire ends.

BC 1 AD   250   500   1450

c. AD 65
Buddhism is
introduced
to China.

AD 250
The Maya
Classic Age
begins in Mexico.

AD 570
Muhammad is born
in Mecca.

Reading Social Studies

Focus on Themes This chapter describes the development of Rome as it grew from a republic into a strong and vast empire. First, you will learn about the **geographic** expansion of the empire. You will read about powerful leaders such as Julius Caesar, Marc Antony, and Augustus. Finally, you will learn about how the people of the Roman Empire lived and worked. You will read about their many contributions to literature, language, law, and **science and technology.**

Online Research

Focus on Reading Finding information on the World Wide Web can be easy. Just enter a word or two into a search engine and you will instantly find dozens—if not hundreds—of sites full of information.

Evaluating Web Sites However, looking through all those sites can be overwhelming. In addition, not all Web sites have good or accurate information. How do you know which sites are the ones you want? You have to evaluate, or judge, the sites. You can use an evaluation form like the one below to evaluate a Web site.

Evaluating Web-Based Resources

Name of site: _____ Topic of site _____
URL: _____ Date of access: _____

Scroll through the site then answer the questions below.

I. Evaluating the author of the site
   A. Who is the author? What are his or her qualifications?
   B. Is there a way to contact the author?

II. Evaluating the content of the site
   A. Is the site's topic related to the topic you are studying?
   B. Is there enough information at this site to help you?
   C. Is there too much information for you to read or understand?
   D. Does the site include pictures or illustrations to help you understand the information?
   E. Does the site discuss more than one point of view about the topic?
   F. Does the site express the author's opinions rather than facts?
   G. Does the site provide references for any of its information, including quotes?
   H. Are there links to other sites that have valuable information?

III. Evaluating the overall design and quality
   A. Is the site easy to navigate or to find information on?
   B. When was the site last updated?

IV. My overall impression
   A. I think this site has good information that will help me with my research. _____
   B. I think this site either is too hard or too easy or has information I can't verify. _____

LA.6.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text.

21ST CENTURY

You Try It!

The information below is an example of a student's evaluation of a fictional Web site on Julius Caesar. Review the student's answers to the questions on the previous page and then answer the questions at the bottom of the page.

Web Site Evaluation

I. Evaluating the author
   A. Author is listed as Klee O. Patra. She has read many books about Julius Caesar.
   B. No information is listed for contacting the author.

II. Evaluating content of the site
   A. Yes. It is about Julius Caesar.
   B. There appears to be a great deal of information about Julius Caesar.
   C. No, it looks easy to understand.
   D. There are pictures, but most are from movies. There are no maps or historical images.
   E. No.
   F. Yes, it is all about how she loves Caesar.
   G. I can't find any references.
   H. There are two links, but they are both dead.

III. Evaluating overall design and quality
   A. No. It takes a long time to find any specific information. Also, the layout of the page is confusing.
   B. It was last updated in July 1998.

Study the evaluation then answer the following questions.

1. What do you know about the author of this site? Based on the evaluation information, do you think she is qualified to write about Caesar?

2. Does the content of the site seem valuable and reliable? Why?

3. The site has not been updated for many years, but that may not be a major problem for a site about Julius Caesar. Why? When might recent updates be more important?

4. Overall, would you say this site would be helpful? Why or why not?

Key Terms and People

Chapter 11

Section 1
Cicero *(p. 322)*
Julius Caesar *(p. 323)*
Pompey *(p. 323)*
Augustus *(p. 324)*
currency *(p. 326)*
Pax Romana *(p. 326)*
aqueduct *(p. 327)*
Romance languages *(p. 328)*
civil law *(p. 328)*

Section 2
Christianity *(p. 334)*
Jesus of Nazareth *(p. 334)*
Bible *(p. 335)*
crucifixion *(p. 336)*
Resurrection *(p. 336)*
disciples *(p. 336)*
Paul *(p. 337)*
Constantine *(p. 338)*

Section 3
Diocletian *(p. 340)*
Attila *(p. 341)*
corruption *(p. 342)*
Justinian *(p. 342)*
Theodora *(p. 343)*
Byzantine Empire *(p. 343)*

Academic Vocabulary
Success in school is related to knowing academic vocabulary—the words that are frequently used in school assignments and discussions. In this chapter, you will learn the following academic word:

efficient *(p. 342)*

As you read Chapter 11, think about what topics would be interesting to research on the Web. If you do some research on the Web, remember to evaluate the site and its contents.

What You Will Learn…

Main Ideas

1. Disorder in the Roman Republic created an opportunity for Julius Caesar to gain power.
2. The Republic ended when Augustus became Rome's first emperor.
3. The Roman Empire grew to control the entire Mediterranean world.
4. The Romans accomplished great things in science, engineering, architecture, art, literature, and law.

The Big Idea

After changing from a republic to an empire, Rome grew politically and economically, and developed a culture that influenced later civilizations.

Key Terms and People

Cicero, *p. 322*
Julius Caesar, *p. 323*
Pompey, *p. 323*
Marc Antony, *p. 324*
Augustus, *p. 324*
Pax Romana, *p. 326*
aqueduct, *p. 327*
Romance languages, *p. 328*
civil law, *p. 328*

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TAKING NOTES

Use the graphic organizer online to take notes on Rome's change from a republic to an empire and the accomplishments of the empire.

From Republic to Empire

If YOU were there…

You are a friend of a famous Roman Senator. Your friend is worried about the growing power of military men in Rome's government. Some other Senators want to take violent action to stop generals from taking over as dictators. Your friend wants your advice: Is violence justified to save the Roman Republic?

What advice will you give your friend?

BUILDING BACKGROUND By the first century BC, the government of the Roman Republic was in trouble. Politicians looked for ways to solve the problems. Philosophers offered ideas, too. In the end, however, the Republic could not survive the great changes that were taking place in Rome.

Disorder in the Republic

Rome in the 70s BC was a dangerous place. Politicians and generals went to war to increase their power even as political order broke down in Rome. There were politically inspired riots to restore the power of the tribunes. All the while, more and more people from throughout the republic flooded into the city, further adding to the confusion.

Calls for Change

Some Romans tried to stop the chaos in Rome's government. One such person was **Cicero** (SIS-uh-roh), a philosopher and gifted orator, or public speaker. In his speeches, Cicero called on upperclass Romans to work together to make Rome a better place. One way to do this, he argued, was to limit the power of generals. Cicero wanted the Romans to give more support to the Senate and to restore checks and balances on government.

But the government did not change. Many Romans didn't agree with Cicero. Others were too busy to listen. Meanwhile, several

generals were working to take over the government. The most powerful of these generals was **Julius Caesar** (JOOL-yuhs SEE-zuhr).

Caesar's Rise to Power

Caesar was a great general. Romans admired him for his bravery and skill in battle. His soldiers respected him for treating them well. Between 58 BC and 50 BC Caesar conquered nearly all of Gaul—an area that is today the country of France. He wrote about this conquest in great detail. In this description of one battle, notice how he refers to himself as Caesar:

> "Caesar, having divided his forces …and having hastily [quickly] constructed some bridges, enters their country in three divisions, burns their houses and villages, and gets possession of a large number of cattle and men."
>
> —Julius Caesar, *The Gallic Wars*

Caesar's military successes made him a key figure in Roman politics. In addition to being a strong leader, Caesar was an excellent speaker. He won many supporters with his speeches in the forum.

Caesar also had powerful friends. Before he went to Gaul, he made an alliance with two of Rome's most influential men, **Pompey** (PAHM-pea) and Crassus (KRAS-uhs). Together the three ruled Rome.

Challenges to Caesar

The partnership lasted about 10 years. But after his conquests in Gaul, Caesar was so popular that even his friends were jealous of him. In 50 BC Pompey's allies in the Senate ordered Caesar to give up command of his armies. They wanted Pompey to control Rome alone.

Caesar refused. Instead he led his troops back toward Rome for a confrontation. Once his men crossed the Rubicon River, the boundary between Gaul and Italy, Caesar knew that there was no turning back.

THE IMPACT TODAY

People now use the phrase "crossing the Rubicon" when they do something that can't be undone.

Julius Caesar conquered Gaul and added it to the empire. This painting from the late 1800s shows a Gallic leader surrendering to Caesar by dropping his weapons at Caesar's feet.

War was certain since Roman law said no general could enter Italy with his army.

Pompey and his allies fled Italy. They didn't think they had enough troops to defeat Caesar. But Caesar's army chased Pompey's forces for a year. They finally defeated Pompey in Greece in 48 BC. Pompey was killed by orders of an Egyptian king.

After Caesar returned to Rome in 45 BC, he made himself dictator for life. Although Caesar worked to improve Roman society, many people resented the way he gained power. They were also concerned that Caesar wanted to become king of Rome.

The Senators were especially angry with Caesar. He had reduced their powers, and they feared his growing strength. On March 15—a date known as the Ides of March—in 44 BC a group of Senators attacked Caesar in the Senate and stabbed him to death.

READING CHECK Sequencing How did Caesar gain power in Rome?

The End of the Republic

After Caesar's assassination, two great leaders emerged to take control of Roman politics. One was Caesar's former assistant, **Marc Antony**. The other was Caesar's adopted son Octavian (ahk-TAY-vee-uhn), later called **Augustus** (aw-GUHS-tuhs).

Antony and Octavian

One priority for Antony and Octavian was punishing the men who killed Caesar. The murderers had thought they would become heroes. Instead they were forced to flee for their lives. Rome was shocked by Caesar's murder. Many people loved Caesar, and riots broke out after his death. In order to end the chaos that followed Caesar's assassination, the Senate had to act quickly to restore order.

At Caesar's funeral, Antony delivered a famous speech that turned even more Romans against the killers. Shortly afterward, he and Octavian set out with an army to try to avenge Caesar's death.

Their army caught up to the killers near Philippi (FI-luh-py) in northern Greece. In 42 BC Antony and Octavian soundly defeated their opponents. After the battle, the last of Caesar's murderers killed themselves.

Octavian Becomes Emperor

After the Battle of Philippi, Octavian returned to Italy. Antony went east to fight Rome's enemies. In 40 BC Antony married Octavian's sister, Octavia. Eight years later, however, he divorced her to marry Cleopatra, the queen of Egypt. Octavian saw this divorce as an insult to his sister and to himself.
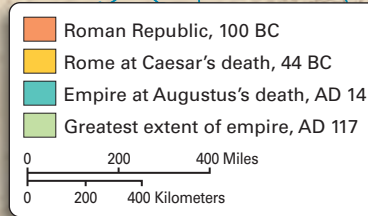
Antony's behavior led to civil war in Rome. In 31 BC Octavian sent a fleet to attack Antony. Antony sailed out to meet it, and the two forces met just west of Greece in the Battle of Actium (AK-shee-uhm). Antony's fleet was defeated, but he escaped back to Egypt with Cleopatra. There the two committed suicide so they wouldn't be taken prisoner by Octavian.

Octavian then became Rome's sole ruler. Over the next few years he gained nearly limitless power. He took the title *princeps* (PRIN-seps), or first citizen.

In 27 BC Octavian announced that he was giving up his power to the Senate, but, in reality, he kept all his power. The Senate gave him a new name—Augustus, which means "revered one." Modern historians consider the naming of Augustus to mark the end of the Roman Republic and the beginning of the Roman Empire.

READING CHECK Summarizing How did the Roman Republic become an empire?

Expansion of Rome, 100 BC–AD 117

	Roman Republic, 100 BC
	Rome at Caesar's death, 44 BC
	Empire at Augustus's death, AD 14
	Greatest extent of empire, AD 117

0   200   400 Miles
0   200   400 Kilometers

North Sea

BRITAIN

ATLANTIC OCEAN

EUROPE

Rhine River

GAUL

Danube River

ALPS

SPAIN

Rome

Caspian Sea

Black Sea

Byzantium

ASIA MINOR

GREECE

Tigris River

Athens

Euphrates River

Carthage

Mediterranean Sea

Jerusalem

AFRICA

Alexandria

ASIA

EGYPT

Nile River

Red Sea

GEOGRAPHY SKILLS | **INTERPRETING MAPS**

1. **Place** Where were the borders of the empire in AD 117?
2. **Location** Based on the map, why do you think the Romans called the Mediterranean "Our Sea"?

Rome's Growing Empire

When Rome became an empire, it already controlled most of the Mediterranean world. Augustus and the emperors who followed him further expanded the empire. Some emperors conquered territories to control hostile neighbors. Other Roman leaders wanted to gain control of gold, farmland, and other resources.

By the early AD 100s the Romans had taken over Gaul and much of central Europe. By the reign of the Emperor Hadrian (117–138), the Romans had conquered most of Britain. Rome also controlled Asia Minor, Mesopotamia, the eastern coast of the Mediterranean, and all of the north African coast.

The Roman conquests promoted trade. People in Rome needed raw materials that were lacking in Italy. Many of the materials, though, could be found in Rome's provinces, the administrative districts of the empire outside Italy. Traders brought metals, cloth, and food from the provinces to the city. They also brought more exotic goods, like spices and silk from Asia and animals from Africa. In return, the Romans sent goods made by artisans to the provinces. These goods included jewelry, glass, and clothing.

SS.6.W.3.12 Explain the causes for the growth and longevity of the Roman Empire.

FOCUS ON

One reason Rome was so successful in its conquests was the discipline and adaptability of its army, which was organized into legions. Legions could be combined to face large armies or broken into smaller units when more flexibility was needed in battle.

To pay for their trade goods, Romans used currency, or money. They traded coins made of gold and silver for the items they wanted. These coins allowed the Romans to trade with people even if they had no items their trade partners wanted. Nearly everyone accepted Roman coins, which helped trade grow even more.

The first 200 years of the Roman Empire was a time of general peace and prosperity. Rome had a stable government and a well-run army. There were no major wars or rebellions in the empire. We call this peaceful period the **Pax Romana**, or Roman peace. It lasted until the AD 180s.

During the Pax Romana, the empire's population grew. Trade increased, making many Romans wealthy. As a result of these changes, the quality of life improved for people in Rome and its provinces.

READING CHECK **Categorize** What goods did Romans get from their provinces in Asia and in Africa?

Rome's Accomplishments

The Romans made lasting achievements in science, engineering, architecture, and art. In addition, Rome's literary tradition and legal system remain influential today.

Science and Engineering

The Romans took a practical approach to their study of science and engineering. Roman scientists wanted results that could benefit their society. They studied the stars to produce a calendar. They studied plants and animals to learn how to obtain better crops and meat.

To improve health, Roman doctors studied the works of the Greeks. One great doctor in the empire was Galen (GAY-luhn), who lived in the AD 100s. He was a Greek surgeon who studied the body. Galen described the valves of the heart and noted differences between arteries and veins. For centuries doctors based their ideas on Galen's teachings.

The Romans' practical use of science also can be seen in their engineering. The

The Roman Arch

The Romans were the first people to make wide use of the arch. The photograph at right shows a Roman aqueduct supported by hundreds of arches. Below is a drawing showing how Roman engineers built their tall and strong arches.

How did the Romans support arches during their construction?
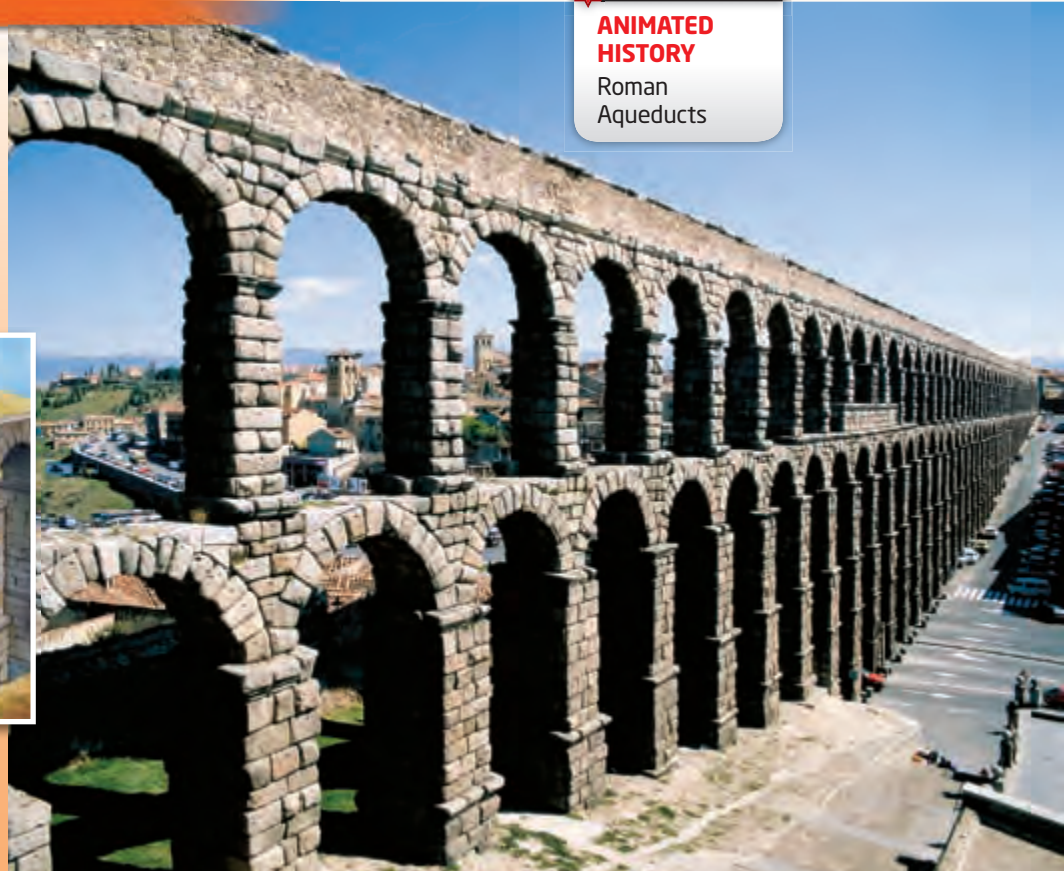
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ANIMATED HISTORY
Roman Aqueducts

Romans were great builders. They developed new materials to help their structures last. For example, the Romans made cement by mixing a mineral called lime with volcanic rock and ash. The resulting material dried to be very hard and watertight.

More important than the materials they used, though, were the designs the Romans had for their structures. They built their roads in layers. Each layer was made of a different material. This layered construction made the road highly durable. Many Roman roads have not worn down even after centuries of traffic.

The Romans also created lasting structures by using arches. Because of its rounded shape, an arch can support much more weight than other shapes can. This strength has allowed many arched Roman bridges to last until the present.

The Romans also used arches in their aqueducts (A-kwuh-duhkts). An **aqueduct** is a raised channel used to carry water from mountains into cities. Because they crossed deep valleys, Roman aqueducts needed to be strong. Many still stand today.

Roman builders also learned how to combine arches to create vaults. A vault is a set of arches that supports the roof of a building. The Romans used vaults to create huge, open areas within buildings.

Architecture and Art

The Romans weren't interested only in practicality. They also admired beauty. This appreciation can be seen in the new designs of architecture and art that they created.

Roman architecture also copied some older Greek designs. For example, the Romans used columns to make their public buildings look impressive. The Romans also copied the Greeks by covering many of their buildings with marble.

Their engineering techniques allowed the Romans to make new architectural advances. The vault let them build huge structures, much larger than anything the Greeks could build. One such structure was the Colosseum in Rome—a huge building built for gladiator fights. Many other Roman structures are topped with domes.

Roman artists were known for their beautiful mosaics, paintings, and statues. Mosaics and paintings were used to decorate Roman buildings. Most Roman paintings were frescoes. A fresco is a type of painting done on plaster. Many Roman painters were particularly skilled at creating portraits, or pictures of people. Roman sculptors were also very talented. They studied what the Greeks had done and tried to re-create this brilliance.

Literature and Language

Rich in art and architecture, Rome was also home to many of the greatest authors in the ancient world. One such author was Virgil, who wrote a great epic about the founding of Rome, the *Aeneid* (ih-NEE-uhd). Others were Ovid, who wrote poems about Roman mythology, and Horace, whose poems encouraged people to enjoy life.

QUICK FACTS

Roman Accomplishments

Government
- Importance of written laws
- Equal treatment for all citizens
- Rights and duties of citizens

Engineering
- Excellent, durable roads
- Strong bridges
- Aqueducts to move water
- Building designs that inspired later societies

Architecture
- Large and strong buildings
- Columns and open spaces

Art
- Realistic statues
- Lifelike portraits

Philosophy
- Focused on improving people's lives
- Stoic philosophy emphasizing people's civic duty

HISTORY

The Glory of the Colosseum

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FOCUS ON

The Romans also wrote philosophy. One of the most famous Roman philosophers was the emperor Marcus Aurelius (121–180), who was a Stoic. Stoics emphasized self control, contentment, and living simply in harmony with nature.

FOCUS ON READING

What key words would you use to search for Web information on a subject discussed in this paragraph?

THE IMPACT TODAY

The Latin language has influenced many contemporary languages. Many legal and medical terms we use today have Latin roots. Latin was the language of education and Christianity in Europe for centuries after the fall of Rome.

In addition, Roman writers produced histories, speeches, and dramas that are still studied and enjoyed today.

Virgil, Ovid, and other poets wrote in Latin, the language of government and law. People throughout the Roman world wrote, conducted business, and kept records in Latin. In the eastern half of the empire, Greek was just as important.

Latin later developed into many different languages. These languages are called **Romance languages**. They include Italian, French, Spanish, Portuguese, and Romanian.

Latin also influenced other languages. Many non-Romance languages, including English, contain Latin words. Words like *et cetera, circus,* and *veto* were all originally Latin terms. Latin words are also common in scientific terms and mottoes.

Law

Rome's greatest influence may have been in the field of law. Roman law was enforced across much of Europe. Even after the empire fell, Roman laws continued to exist in the kingdoms that followed.

Over time, Roman law inspired a system called civil law. **Civil law** is a legal system based on a written code of laws, like the one created by the Romans.

Most countries in Europe today have civil law traditions. In the 1500s and 1600s, colonists from some of these countries carried civil law around the world. As a result, many countries in Africa, Asia, and the Americas have legal systems influenced by Roman law.

READING CHECK **Finding the Main Idea** How did Roman literature and language influence later societies?

SUMMARY AND PREVIEW Augustus made the Roman Republic into an empire. The empire grew during its first 200 years, and the Romans made many lasting contributions to the world. In the next section, you will learn about an influential development that changed life in Rome—Christianity.

Section 1 Assessment

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ONLINE QUIZ

Reviewing Ideas, Terms, and People

1. **a. Recall** To whom did **Cicero** want to give power?
   b. Making Inferences Why did many Senators consider **Julius Caesar** a threat?
   c. Evaluate What role did the military play in Caesar's rise to power?

2. **a. Identify** Who took over Rome after Caesar's death?
   b. Summarize How did Octavian take power from **Marc Antony**?
   c. Evaluate Why is it significant that Octavian did not take the title of dictator?

3. **a. Identify** What areas of the world did the Romans take over?
   b. Elaborate Why did trade increase during the **Pax Romana**?

4. **a. Recall** What type of law is based on the Roman law code?
   b. Draw Conclusions Latin is no longer spoken. Why do you think people still study it?

Critical Thinking

5. **Analyzing** Review your notes on Rome's accomplishments. Describe how the effects of one Roman accomplishment in each of the fields below is being felt today.

Engineering	
Language	
Law	
Literature	

FOCUS ON WRITING

6. **Taking Notes for a Screenplay** In your notebook, create a three-columned chart labeled "Characters," "Setting," and "Plot." Under the columns, write notes about the people and events from this section that you think would make good material for a movie.

Augustus

What would you do if you had great power?

When did he live? 63 BC–AD 14

Where did he live? Rome

What did he do? As the leader of Rome, Augustus made many improvements in the city. He created a fire department and a police force to protect the city's people. He built new aqueducts and repaired old ones to increase Rome's water supply. Augustus also worked on improving and expanding Rome's road network.

Why is he important? As Rome's first emperor, Augustus is one of the most significant figures in Roman history. Almost singlehandedly, he changed the nature of Roman government forever. But Augustus is also known for the great monuments he had built around Rome. He built a new forum that held statues, monuments, and a great temple to the god Mars. In writing about his life, Augustus declared, "I found Rome a city of brick and left it a city of marble."

KEY EVENTS

45 BC Julius Caesar adopts Octavian as his son and heir.

44 BC Octavian moves to Rome when Caesar dies.

42 BC Octavian and Antony defeat Brutus.

31 BC Octavian defeats Antony.

27 BC Octavian takes the name Augustus and becomes emperor of Rome.

Identifying Points of View Why do you think many Romans greatly admired Augustus?

Augustus was responsible for the construction of many impressive buildings in Rome.
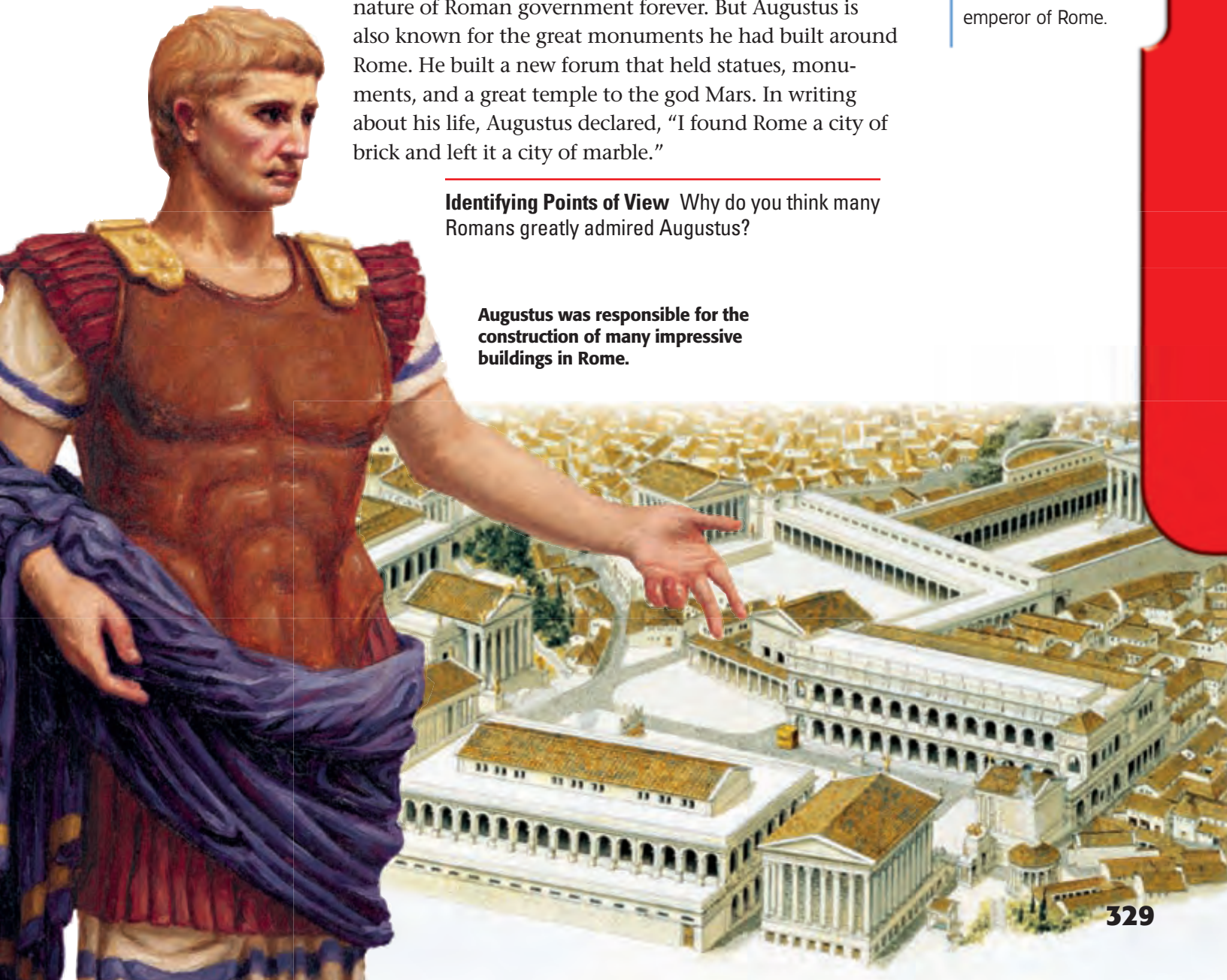
Roman Roads

The Romans are famous for their roads. They built a road network so large and well constructed that parts of it remain today, roughly 2,000 years later. Roads helped the Romans run their empire. Armies, travelers, messengers, and merchants all used the roads to get around. They stretched to every corner of the empire in a network so vast that people even today say that "all roads lead to Rome."

The Romans built about 50,000 miles of roads. That's enough to circle the earth—twice!

Roman roads stretched as far north as Scotland.

EUROPE

PYRENEES

In the west, roads crisscrossed Spain.
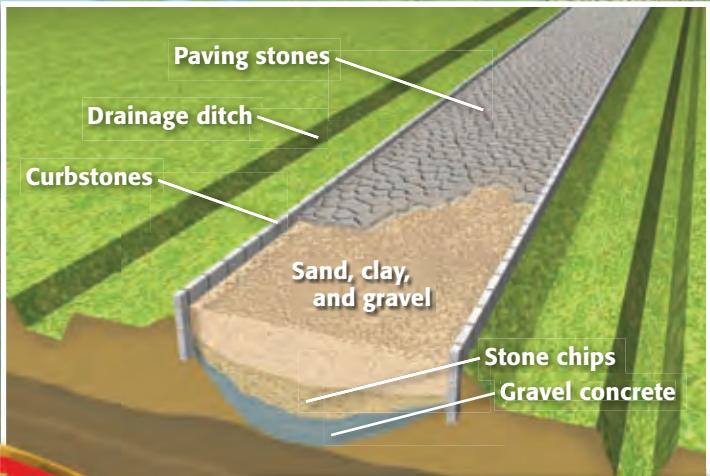
ITALY

Rome

SS.6.G.5.2 Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.

Roman roads in the south connected different parts of northern Africa.

Mediterranean Sea

AFRICA

N
W E
S

Paving stones

Drainage ditch

Curbstones

Sand, clay, and gravel

Stone chips

Gravel concrete

Roman roads were built to last. They were constructed of layers of sand, concrete, rock, and stone. Drainage ditches let water drain off, preventing water damage.

The roads were built by and for the military. The main purpose of the roads was to allow Rome's armies to travel quickly throughout the empire.

VIDEO
Ancient Rome: Mobile Society
HISTORY

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In the east, Roman roads stretched into Southwest Asia.
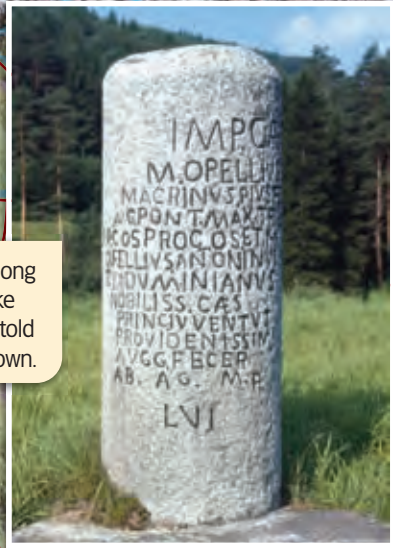
The Romans built tall "milestones" along their roads to mark distances. Just like modern highway signs, the markers told travelers how far it was to the next town.

GEOGRAPHY SKILLS INTERPRETING MAPS

1. **Movement** Why did the Romans build their roads?
2. **Location** How does the map show that "all roads lead to Rome"?

SECTION 2

LA.6.1.6.2, LA.6.1.7.3, SS.6.G.1.4,
SS.6.G.1.7, SS.6.G.2.6, SS.6.G.4.4,
SS.6.W.1.3, SS.6.W.3.8, SS.6.W.3.11,
SS.6.W.3.12, SS.6.W.3.13, SS.6.W.3.14

What You Will Learn…

Main Ideas

1. Despite its general religious tolerance, Rome came into conflict with the Jews.
2. A new religion, Christianity, grew out of Judaism.
3. Many considered Jesus of Nazareth to be the Messiah.
4. Christianity grew in popularity and eventually became the official religion of Rome.

The Big Idea

People in the Roman Empire practiced many religions before Christianity, based on the teachings of Jesus of Nazareth, spread and became Rome's official religion.

Key Terms and People

Christianity, *p. 334*
Jesus of Nazareth, *p. 334*
Messiah, *p. 334*
crucifixion, *p. 336*
Resurrection, *p. 336*
Apostles, *p. 337*
Paul of Tarsus, *p. 337*
Constantine, *p. 338*

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TAKING NOTES

Use the graphic organizer online to take notes on the religious practices in Rome, Jesus's teachings, and the early history of Christianity.

The Roman Empire and Religion

If YOU were there…

You are a Roman soldier stationed in one of the empire's provinces. You are proud that you've helped bring Roman culture to this place far from the city of Rome. But one group of local people refuses to take part in official Roman holidays and rituals, saying it is against their religious beliefs. Other than that, they seem peaceful. Even so, some soldiers think this group is dangerous.

What will you do about this group?

BUILDING BACKGROUND As the Roman Empire expanded, it came to include many people who spoke many different languages and followed many different religions. While Roman officials were generally tolerant of local religions and cultures, they did not allow anything— like the religion noted above—that might threaten their authority.

Religious Tolerance and Conflict

The Romans were a very religious people. They held many festivals in honor of their gods. However, they did not insist on imposing their beliefs on others.

Freedom of Worship

When the Romans conquered people, they generally allowed them to keep their own religious beliefs and customs. Sometimes these beliefs also spread to the Romans who lived nearby. As time passed, the Romans built temples to these adopted gods, and people worshipped them throughout the empire.

For example, many Romans worshipped the Olympian gods of Greece. When the Romans conquered Greece, they learned about Greek mythology. Before long, the Greek gods became

the main gods of Rome as well, although they were known by different names. In the same way, many Romans also adopted gods and beliefs from the Egyptians, Gauls, and Persians.

In their religious lives, the Romans were very practical. They were not sure which gods did or did not exist. To avoid offending any gods, the Romans prayed to a wide variety of gods and goddesses.

The only time the Romans banned a religion was when the rulers of Rome considered it a political problem. In these cases, government officials took steps to prevent problems. Sometimes they placed restrictions on when and where members of a religion could meet. Judaism was one religion that some Roman leaders came to consider a political problem.

Clashes with the Jews

Unlike the Romans, the Jews did not worship many gods. They believed that their God was the only god. Some Romans thought the Jews insulted Rome's gods by not praying to them.

Still, the Romans did not attempt to ban Judaism in the empire. At first, they allowed the Jews to keep their religion and practice it. The Jews, however, created political conflict by rebelling against Roman rule. Judea, the territory in which most Jews lived, had been conquered by Rome in 63 BC. Since then, many Jews had resented Roman rule. They did not want to answer to outsiders. As a result, the Jews rebelled against the Romans in AD 66–70. There were other disturbances as well, but each time the Jews were defeated.

The Romans built many temples to honor their many gods. Temples built to honor all the gods were called pantheons, and the most famous of these is the Pantheon in Rome, first built in the 20s BC. Its huge dome awes visitors even today.

The Roman general Titus captured Jerusalem in AD 70. To celebrate this victory, the Romans built an arch decorated with scenes like this one of Roman soldiers carrying a stolen menorah from Jerusalem's holy Second Temple.

By the early 100s the Romans had become more hostile toward the Jews. Treated harshly and taxed heavily, the Jews grew increasingly bitter. Matters worsened when the emperor Hadrian banned the practice of certain Jewish rituals. He thought this ban would end the Jewish people's desire for independence and cause them to give up Judaism.

Instead Hadrian's actions made the Jews even more upset. Once again they rebelled. This time, Hadrian decided to end the rebellions once and for all.

The Roman army crushed the Jewish revolt and destroyed Jerusalem in 135. Soon after, they forced the remaining Jews to leave the city. Then the Romans built a new city on the ruins of Jerusalem and brought settlers from other parts of the empire to live there. Jews were forbidden to enter this new city more than once a year. Driven out of their ancient city, many Jews moved into other parts of the Roman world.

READING CHECK Drawing Conclusions
Why did the Romans consider Judaism a threat?

A New Religion

At the beginning of the first century AD, what would become a new religion appeared in Judea. Called **Christianity**, this religion was based on the life and teachings of **Jesus of Nazareth.** Christianity was rooted in the ideas and traditions of Judaism, but it developed as a separate faith.

At the time that Jesus was born, around the end of the first century BC, there were several groups of Jews in Judea. The largest of these groups was stricter than the others in its religious practices. Its members were particularly careful about obeying the laws of Moses, whom you read about in Chapter 7. Jews believe that Moses gave them a set of laws to follow.

In keeping with their observance of the laws, Jews led structured lives. For example, they performed daily rituals and avoided eating certain foods.

Many Jews followed the laws closely because Jewish prophets had said a new leader would appear among them. Many thought this leader was more likely to appear if they were strict in their religious behavior.

According to the prophecy, the Jews' new leader would be a descendant of King David. When he came, he would restore the greatness of King David's ancient kingdom, Israel. The prophets called this leader the **Messiah** (muh-SY-uh), which means "God's anointed one" in Hebrew. In other words, the Jews believed that God would choose the Messiah that would lead them.

When the Romans took over Judea in 63 BC, many Jews believed that the Messiah would soon appear. Jewish prophets wandered through Judea, announcing that the Messiah was coming. Many Jews anxiously awaited his arrival.

READING CHECK Summarizing Why were Jews waiting for the Messiah to arrive?

Jesus of Nazareth

Jesus of Nazareth, the man Christians believe was the Jewish Messiah, lived at the very beginning of the first century AD. Although Jesus was one of the most influential figures in all of world history, we know relatively little about his life. Most of what we know is contained in the Christian Bible, the holy book of the religion of Christianity.

The Christian Bible is made up of two parts. The first part, the Old Testament, is largely the same as the Hebrew Bible. It tells the history and ideas of the Hebrew and Jewish people. The second part, the New Testament, is sacred to Christians. The New Testament contains accounts of the life and teachings of Jesus and the early history of Christianity. The New Testament also contains letters written by some followers of Jesus.

The Birth of Jesus

According to the New Testament, Jesus was born in a town called Bethlehem (BETH-li-hem). In our dating system, the birth of Jesus marks the shift from BC to AD. Jesus's mother, Mary, was married to a carpenter named Joseph. But Christians believe God, not Joseph, was Jesus's father.

As a young man, Jesus lived in the town of Nazareth and probably studied with Joseph to become a carpenter. Like most young Jewish men of the time, he also studied the laws and teachings of Judaism. By the time he was about 30, Jesus had begun to travel and teach about religion. Stories of his teachings and actions make up the beginning of the Bible's New Testament. According to the Bible, Jesus created excitement wherever he went.

LINKING TO TODAY

Christian Holidays

For centuries, Christians have honored key events in Jesus's life. Some of these events inspired holidays that Christians celebrate today.

The most sacred holiday for Christians is Easter, which is celebrated each spring. Easter is a celebration of the Resurrection, Jesus's rising from the dead. Christians usually celebrate Easter by attending church services. Many people also celebrate by dyeing eggs because eggs are seen as a symbol of new life.

Another major Christian holiday is Christmas. It honors Jesus's birth and is celebrated every December 25. Although no one knows on what date Jesus was actually born, Christians have placed Christmas in December since the 200s. Today, people celebrate with church services and the exchange of gifts. Some, like people in the picture at right, reenact scenes of Jesus's birth.

ANALYSIS SKILL **ANALYZING INFORMATION**

Why do you think Christians celebrate events in Jesus's life?

Crucifixion and Resurrection

As a teacher, Jesus attracted many followers. As he traveled the Judean countryside, he greatly influenced many who listened to his message. But at the same time, his teachings challenged the authority of political and religious leaders. According to the Bible, Roman leaders arrested Jesus while he was in Jerusalem in or around AD 30.

Shortly after his arrest, Jesus was executed. He was killed by **crucifixion** (kroo-suh-FIK-shuhn), a type of execution in which a person was nailed to a cross. In fact, the word crucifixion comes from the Latin word for "cross." After Jesus died, his followers buried him.

According to Christian beliefs, Jesus rose from the dead on the third day after he was crucified. Christians refer to Jesus's rise from the dead as the **Resurrection** (re-suh-REK-shuhn). After the Resurrection, several groups of Jesus's disciples (di-SY-puhls), or followers, claimed to see him.

Early Christians believe that the Resurrection was a sign that Jesus was the Messiah and the Son of God. Some people began to call him Jesus Christ, from the Greek word for Messiah, *Christos*. It is from this word that the words *Christian* and *Christianity* later developed.

The Teachings of Jesus

Jesus had traveled from village to village spreading his message to the Jewish people. Much of Jesus's message was rooted in older Jewish traditions. For example, he emphasized two rules that were also taught in the Torah: love God, and love other people.

Jesus expected his followers to love all people, not just friends or family. He encouraged his followers to be generous to the poor and the sick. He told people that they should even love their enemies. The way people treated others, Jesus said, showed how much they loved God.

Another important theme in Jesus's teachings was salvation, or the rescue of people from sin. Jesus taught that people who were saved from sin would enter the kingdom of God when they died. Many of Jesus's teachings dealt with how people could reach the kingdom. Jesus warned that people who loved money or goods more than they loved God would not be saved.

Over the many centuries since Jesus lived, people have interpreted his teachings in different ways. As a result, many different denominations of Christians have developed. A denomination is a group of people who hold the same religous beliefs. Still, despite their differences, Christians around

The Last Supper

1. Bartholomew
2. James, the Less
3. Andrew
4. Judas
5. Peter
6. John
7. Jesus
8. Thomas
9. James
10. Philip
11. Matthew
12. Thaddeus
13. Simon

This famous painting by Italian artist Leonardo da Vinci shows the Last Supper—the final meal that Jesus and his Apostles shared before Jesus was arrested.

LETTER
Paul's Letter to the Romans

In the late AD 50s Paul traveled to Corinth, a city in Greece. While there, he wrote a letter to the people of Rome. In this letter he told the Romans that he planned to come to their city to deliver God's message. In the meantime, he told them, they should learn to live together peacefully.

"Let love be genuine; hate what is evil, hold fast to what is good; love one another with mutual affection; outdo one another in showing honor. Do not lag in zeal, be ardent [strong] in spirit, serve the Lord. Rejoice in hope, be patient in suffering, persevere in prayer. Contribute to the needs of the saints; extend hospitality to strangers.

Bless those who persecute you; bless and do not curse them. Rejoice with those who rejoice, weep with those who weep. Live in harmony with one another; do not be haughty, but associate with the lowly; do not claim to be wiser than you are. Do not repay anyone evil for evil, but take thought for what is noble in the sight of all. If it is possible, so far as it depends on you, live peaceably with all."

—**Romans 12:9–18 NRSV**

ANALYSIS SKILL | **ANALYZING PRIMARY SOURCES**

How did Paul's letter express Jesus's teachings?

---

the world share some basic beliefs about Jesus and his importance.

The Spread of Jesus's Teachings

The **Apostles** (uh-PAHS-uhls) were 12 disciples whom Jesus chose to receive special training. After the Resurrection, the Apostles traveled widely telling about Jesus and his teachings. Some of Jesus's disciples wrote accounts of his life and teachings. These accounts are called the Gospels. Four Gospels are found in the New Testament of the Bible. They were written by men known as Matthew, Mark, Luke, and John. Historians and religious scholars depend on the Gospels for information about Jesus's life.

Probably the most important figure in the spread of Christianity after Jesus's death was named **Paul of Tarsus**. Paul traveled throughout the Roman world spreading Christian teachings. In his letters he wrote about the Resurrection and about salvation. Paul also told Christians that they didn't have to obey all Jewish laws and rituals. These ideas helped the Christian Church break away from Judaism.

READING CHECK **Summarizing** What do Christians believe happened after Jesus died?

The Growth of Christianity

The first Christians spread Jesus's teachings only among Jews. But Paul and other Christians introduced Christianity to non-Jews as well. As a result, Christianity began to spread rapidly. Within a hundred years after Jesus's death, thousands of Christians lived in the Roman Empire.

However, Christians trying to spread their beliefs faced challenges from local officials. Some officials even arrested and killed Christians who refused to worship Rome's gods. A few Roman emperors feared that Christians would cause unrest, so they banned Christianity. This began a period of persecution (puhr-si-KYOO-shuhn) against Christians. Persecution is the punishment of a group because of its beliefs.

THE IMPACT TODAY

According to Christian tradition, one of the Apostles, Peter, became the first leader of the Christian church. Some Catholics see Peter as the first pope. Today, the pope is the head of the Roman Catholic Church.

The Spread of Christianity, AD 300–AD 400

North Sea

BRITAIN

EUROPE

ATLANTIC OCEAN

Rhine River

Tours

GAUL

Danube River

SPAIN

Corsica

Toledo

Rome

Sardinia

Carthage

Sicily

Crete

Mediterranean Sea

AFRICA

Alexandria

EGYPT

Nile River

Black Sea

Constantinople

ASIA MINOR

Antioch

Cyprus

Jerusalem

Red Sea

Legend:
- Christian areas, AD 300
- Christian areas, AD 400
- Boundary of Roman Empire, AD 395

0   250   500 Miles
0   250   500 Kilometers
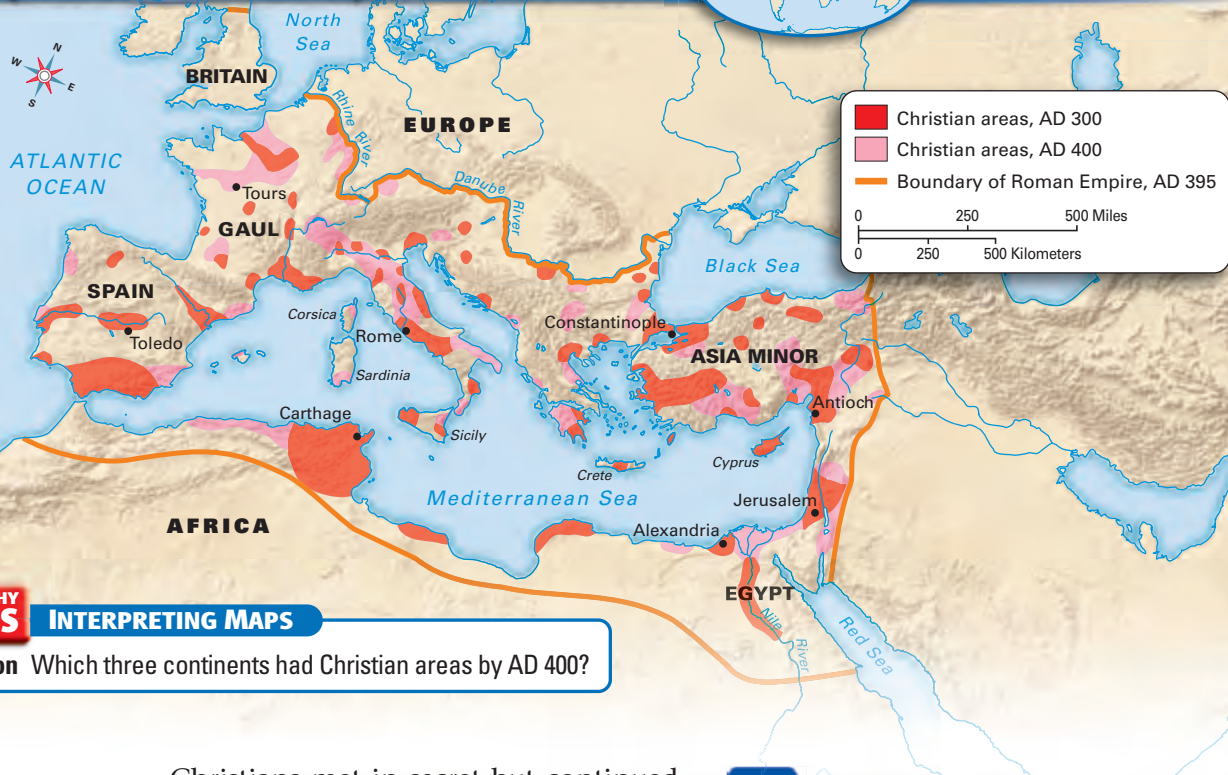
GEOGRAPHY SKILLS **INTERPRETING MAPS**

Location Which three continents had Christian areas by AD 400?

Christians met in secret but continued to spread their faith. In the early 300s, the emperor **Constantine** (KAHN-stuhn-teen) became a Christian. He removed the bans on the religion. Later, Emperor Theodosius made Christianity Rome's official religion.

READING CHECK **Identifying Cause and Effect** How did Paul's ideas help to spread Christianity?

SUMMARY AND PREVIEW Although usually tolerant, Roman authorities persecuted Jews and Christians in the empire. However, both Judaism and Christianity survived. In fact, Christianity eventually became the empire's official religion. Next, you will read about the fall of Rome.

Section 2 Assessment

Reviewing Ideas, Terms, and People

1. **a. Recall** Why did Roman leaders ban some religions?
   b. Explain What was one religion that Roman leaders considered a problem? Why?
2. **a. Describe** What traditions were practiced by the Jews of Judea?
   b. Explain Describe Jewish beliefs about the **Messiah**.
3. **a. Identify** From where does most of the information about **Jesus of Nazareth** come?
   b. Analyze How did the teachings of **Paul of Tarsus** change Christianity's relationship to Judaism?
4. **a. Summarize** What challenges did early Christians face in practicing and spreading their religion?
   b. Elaborate How did **Constantine** affect Christianity?

Critical Thinking

5. **Summarizing** Using your notes and a chart like the one below, identify the main teachings of Christianity. Then describe its spread and how Rome's policy toward it changed over time.

Christian Teachings	Spread	Changes in Rome's Policy
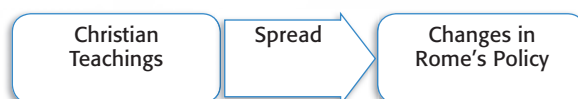
FOCUS ON WRITING

6. **Adding Details** Write down some notes and add details to your columns about what life might have been like for Jews and Christians in this period.

The End of the Empire

If YOU were there...

You are a former Roman soldier who has settled on lands in Gaul. In the last few months, groups of foreigners have been raiding local towns and burning farms. The commander of the local army post is an old friend, but he says he is short of loyal soldiers. Many troops have been called back to Rome. You don't know when the next raid will come.

How will you defend your lands?

BUILDING BACKGROUND Though the Roman Empire remained large and powerful, it faced serious threats from both outside and inside. Beyond the borders of the empire, many different groups of people were on the move. They threatened the peace in the provinces—and eventually attacked the heart of the empire itself.

Problems in the Empire

At its height the Roman Empire included all the land around the Mediterranean Sea. In the early AD 100s, the empire stretched from Britain south to Egypt, and from the Atlantic Ocean all the way to the Syrian Desert.

But the empire did not stay that large for long. By the end of the 200s, emperors had given up some of the land the Roman army had conquered. These emperors feared that the empire had become too large to defend or govern efficiently. As later rulers discovered, these emperors were right.

External and Internal Threats

Even as emperors were giving up territory, new threats to the empire were appearing. Tribes of fierce Germanic warriors attacked Rome's northern borders. At the same time, Persian armies invaded in the east. The Romans defended themselves from these invasions for 200 years, but only at great cost.

What You Will Learn...

Main Ideas

1. Many problems threatened the Roman Empire, leading one emperor to divide it in half.
2. Rome declined as a result of invasions and political and economic problems.
3. In the eastern empire, people created a new society and religious traditions that were very different from those in the west.

The Big Idea

Problems from both inside and outside caused the Roman Empire to split into a western half, which collapsed, and an eastern half that prospered for hundreds of years.

Key Terms and People

Diocletian, *p. 340*
Attila, *p. 341*
corruption, *p. 342*
Justinian, *p. 342*
Theodora, *p. 343*
Byzantine Empire, *p. 343*

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TAKING NOTES

Use the graphic organizer online to take notes on the Western Roman Empire and the Eastern Roman Empire.

SS.6.W.3.15 Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana.

339

The Romans struggled with problems within the empire as well. The raids against Rome made people near the border nervous. In time, these people abandoned their land. To grow enough food, the Romans invited Germanic farmers to grow crops on Roman lands. These farmers often came from the same tribes that threatened Rome's borders. Over time, whole German communities had moved into the empire. They chose their own leaders and largely ignored the emperors. This caused problems for the Romans.

Other internal problems also threatened Rome's survival. Disease swept through the empire, killing many people. The government was also forced to increase taxes to pay for the defense of the empire. Desperate, the Romans looked for a strong emperor. They found one in Diocletian.

THE IMPACT TODAY

Constantinople is now called Istanbul, and is a major urban center.

Division of the Empire

Diocletian (dy-uh-KLEE-shuhn) became emperor in the late 200s. Convinced that the empire was too big for one person to rule, Diocletian ruled the eastern half and named a co-emperor to rule the west.
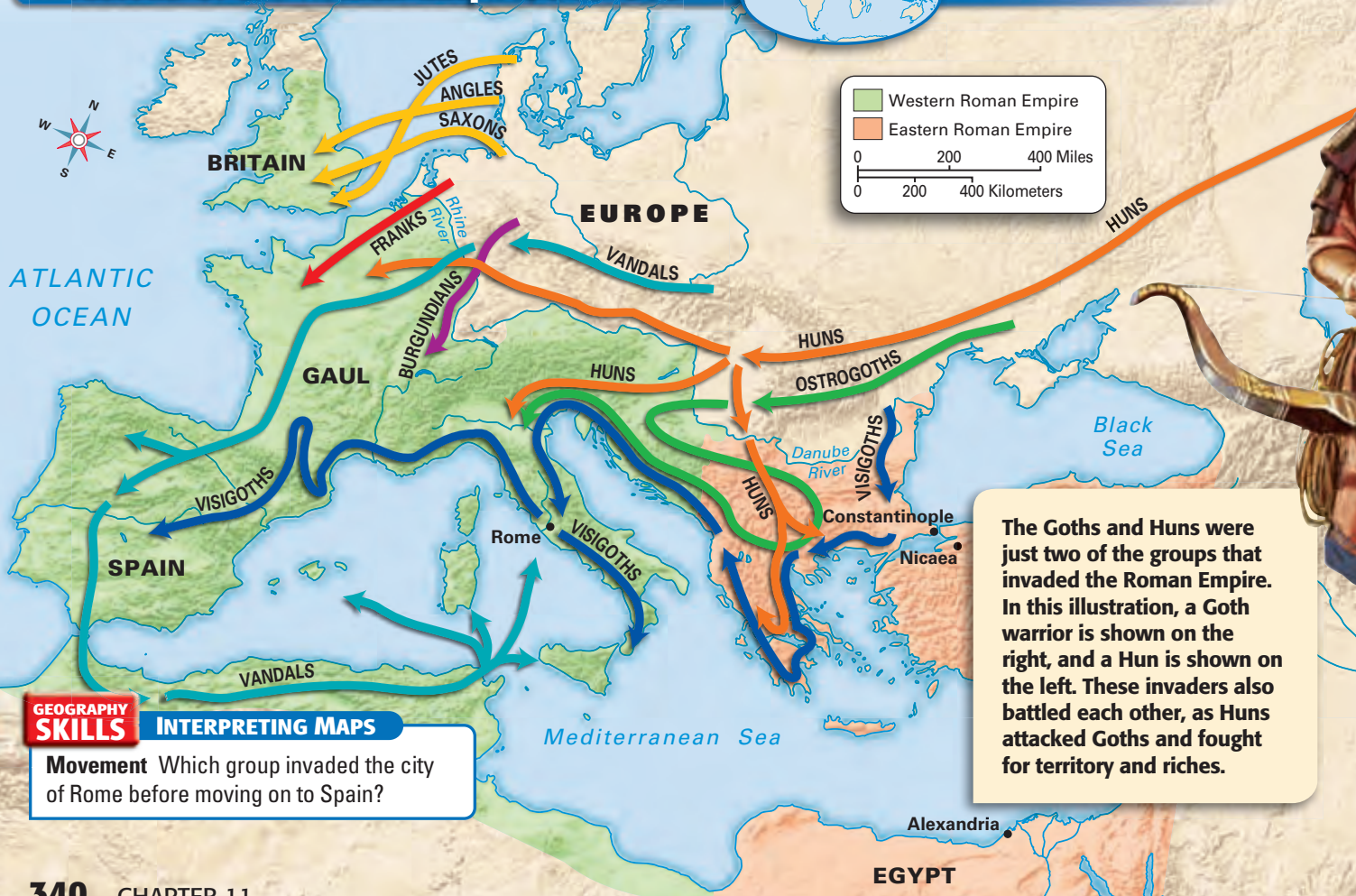
Not long after Diocletian left power, the emperor Constantine (KAHN-stuhn-teen) reunited the empire for a short time. He also moved the capital to the east, into what is now Turkey. He built a grand new capital city there. It was called Constantinople (kahn-stant-uhn-OH-puhl), which means "the city of Constantine." Although the empire was still called the Roman Empire, Rome was no longer the real center of power. Power had moved to the east.

READING CHECK **Identifying Cause and Effect** Why did Diocletian divide the Roman Empire?

Invasions of the Roman Empire, 340–500

	Western Roman Empire
	Eastern Roman Empire

0   200   400 Miles
0   200   400 Kilometers

JUTES
ANGLES
SAXONS
BRITAIN
FRANKS
Rhine River
EUROPE
VANDALS
ATLANTIC OCEAN
BURGUNDIANS
GAUL
HUNS
HUNS
OSTROGOTHS
Danube River
VISIGOTHS
VISIGOTHS
Rome
VISIGOTHS
Constantinople
HUNS
Nicaea
SPAIN
VANDALS
Mediterranean Sea
Alexandria
EGYPT

The Goths and Huns were just two of the groups that invaded the Roman Empire. In this illustration, a Goth warrior is shown on the right, and a Hun is shown on the left. These invaders also battled each other, as Huns attacked Goths and fought for territory and riches.

GEOGRAPHY SKILLS **INTERPRETING MAPS**

Movement Which group invaded the city of Rome before moving on to Spain?

The Decline of Rome

As you have read, foreign tribes had settled along the Roman Empire's northern border in the 200s. A century later, these bands of fighters began raiding deep into the heart of the empire.

Early Invasions

The source of these raids was a group of people called the Huns, fierce warriors from Central Asia. The Huns first invaded southeastern Europe and then launched raids on nearby kingdoms. Among the Huns' victims were several groups of people called the Goths, made up of the Visigoths and Ostrogoths. Unable to defeat the Huns, the Goths fled into Roman territory.

Rome's leaders feared that the Goths would destroy Roman land and property. They fought to keep the Goths out of Roman territory. The eastern armies were largely successful. They forced the Goths to move farther west. As a result, however, the western armies were defeated by the Goths. After their victory, large numbers of Goths moved into the Roman Empire.

The Romans fought desperately to keep the Goths from Rome. They even paid the Goths not to attack. In 408, however, the Romans stopped making payments. The Visigoths marched into Rome and sacked, or destroyed, the city in 410. This devastated the Romans. No one had attacked their city in nearly 800 years. Many Romans began to fear for the future of their empire.

The Fall of the Western Empire

The Gothic victory inspired other groups of foreign warriors to invade the western half of the empire. The Vandals, Angles, Saxons, Jutes, and Franks all launched attacks. Meanwhile, the Huns, under a fearsome leader named **Attila** (AT-uhl-uh), raided Roman territory in the east.

Rome needed strong leaders to survive these attacks, but the emperors were weak. Military leaders took power away from the emperors and, by the 450s, ruled Rome.

Conflict among these military leaders gave the invaders an opening. In 476 one of the foreign generals overthrew the last emperor in Rome and named himself king of Italy. Many historians consider this event the end of the Western Roman Empire.

Factors in Rome's Fall

There were several causes of Rome's decline. One was the vast size of the empire. Communication among various parts of the empire was difficult, especially during times of conflict. The Roman world simply became too big to govern effectively.

THE IMPACT TODAY

We still use the word *vandal* today to describe someone who destroys property.

Justinian and Theodora
483–565; c. 500–548

Justinian I was the emperor of the Byzantine Empire from AD 527 to AD 565. As emperor, Justinian reconquered parts of the fallen western empire and simplified Roman laws. He also ordered the building of many beautiful public structures and churches, including the Church of Hagia Sophia.

He married Theodora in about AD 522. Together they worked to restore the power, beauty, and strength of a vast empire. While Justinian was waging military campaigns, Theodora helped create laws to aid women and children and to end government corruption.

Evaluating Which of Justinian and Theodora's accomplishments do you find most impressive? Why?

Political crises also contributed to the decline. By the 400s **corruption**, the decay of people's values, had become widespread in Roman government. Corrupt officials used threats and bribery to achieve their goals, often ignoring the needs of Roman citizens. As a result, Rome's government was no longer **efficient**.

Many wealthy citizens fled to their country estates and created their own armies for protection. Some, however, used these armies to overthrow emperors and take power for themselves. For those people who remained in the cities, life became more difficult. Rome's population decreased, and schools closed. Taxes and prices soared, leaving more Romans poor. By the late 400s Rome was a changed city, and the empire slowly collapsed around it.

ACADEMIC VOCABULARY

efficient
(i-FI-shuhnt)
productive and not wasteful

READING CHECK Analyzing Information
Why did Rome fall to invaders in the 400s?

A New Eastern Empire

Despite the fall of Rome, the eastern empire grew in wealth and power. Its people created a new society that was different from the society in the west.

Justinian

The eastern emperors dreamed of retaking Rome. For **Justinian** (juh-STIN-ee-uhn), an emperor who ruled from 527 to 565, reuniting the old Roman Empire was a passion. His armies conquered Italy and much land around the Mediterranean.

Justinian's other passions were the law and the church. He ordered officials to remove any out-of-date or unchristian laws. He then organized all the laws into a new legal system called Justinian's Code. By simplifying Roman law, this code helped guarantee fair treatment for all.

Despite his successes, Justinian made many enemies. In 532 an uprising

The importance of Christianity in the eastern empire is reflected in the Byzantines' beautiful works of art and magnificent churches. As time passed, people began to interpret and practice Christianity differently in the east and the west. Eventually these differences led to a split within the Christian Church. In the 1000s Christians in the east formed the Orthodox Church. As a result, eastern and western Europe were divided by religion.

READING CHECK **Drawing Conclusions** Why did Justinian reorganize Roman law?

THE IMPACT TODAY
The Orthodox faith is still the main religion in Russia, Greece, and other parts of eastern Europe.

SUMMARY AND PREVIEW After the fall of Rome, Roman power shifted east. The Orthodox Church became a major force in the Byzantine Empire. Next, you will learn about members of another religious group—the Muslims.

The Church of Hagia Sophia
Hagia Sophia rises high above Istanbul, Turkey, the city once called Constantinople.

threatened to drive him from Constantinople. However, his smart and powerful wife **Theodora** (thee-uh-DOHR-uh) convinced him to stay and fight. Taking her advice, Justinian crushed the riots and ruled effectively for the rest of his reign.

After Justinian's death, the eastern empire began to decline. Invaders took over all the land Justinian had gained. The empire continued to shrink for the next several hundred years. In 1453 the Ottoman Turks captured Constantinople, bringing an end to the Eastern Roman Empire.

Byzantine Society

The society of the eastern empire was distinct from that of the west. Non-Roman influences took hold in the east. People spoke Greek rather than Latin. Historians call the society that developed in the Eastern Roman Empire the **Byzantine** (BI-zuhn-teen) **Empire**, after Byzantium, the Greek town Constantinople had replaced.

Section 3 Assessment

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ONLINE QUIZ

Reviewing Ideas, Terms, and People
1. **a. Recall** To where did Constantine move Rome's capital?
   b. Explain What effect did Roman farmers' fear of raids have on the empire?
2. **a. Identify** Who was **Attila**?
   b. Analyze Why did the Goths move into the Roman Empire?
3. **a. Summarize** What were two of **Justinian's** major accomplishments?
   b. Contrast Name two ways that the **Byzantine Empire** was different from the Western Roman Empire.

Critical Thinking
4. **Drawing Conclusions** Draw a word web like the one shown. In each of the outer circles, list a factor that helped lead to the fall of the Western Roman Empire. You may make more circles if needed.

Fall of the Western Roman Empire

FOCUS ON WRITING

5. **Adding the Final Details** Add the key events, persons, and places that were covered in this section to the list you have been making. Once your list is complete, review it to get an idea of what to include in your screenplay.

ROME AND CHRISTIANITY **343**

Social Studies Skills

Interpreting Time Lines

Understand the Skill

A time line is a visual summary of important events that occurred during a period of history. It displays the events in the order in which they happened. It also shows how long after one event another event took place. In this way time lines allow you to see at a glance what happened and when. You can better see relationships between events and remember important dates when they are displayed on a timeline.

Learn the Skill

Some time lines cover huge spans of time—sometimes even many centuries. Other time lines, such as the one on this page, cover much shorter periods of time.

Time lines can be arranged either vertically or horizontally. This time line is vertical. Its dates are read from top to bottom. Horizontal time lines are read from left to right.

Follow these steps to interpret a time line.

1 Read the time line's title. Note the range of years covered and the intervals of time into which it is divided.

2 Study the order of events on the time line. Note the length of time between events.

3 Note relationships. Ask yourself how an event relates to others on the time line. Look for cause-and-effect relationships and long-term developments.

Practice and Apply the Skill

Interpret the time line to answer the following questions.

1. What is the subject of this time line? What years does it cover?

2. How long did Octavian and Antony rule after dividing Rome?

3. How long after dividing the empire did Antony ally with Cleopatra?

4. What steps did Octavian take to end his alliance with Antony and become emperor? When did he take them? How long did it take?

AUGUSTUS BECOMES EMPEROR

50 BC

45 BC Caesar becomes dictator.

44 BC Caesar is murdered.

43 BC Octavian and Antony decide to rule Rome together.

42 BC Octavian and Antony divide Rome and rule separately.

40 BC

37 BC Antony allies with Cleopatra, queen of Egypt.

31 BC Octavian defeats Antony and Cleopatra in a naval battle near Greece.

30 BC Octavian conquers Egypt. Antony and Cleopatra avoid capture by killing themselves.

30 BC

27 BC Octavian becomes emperor and is renamed Augustus.

23 BC Augustus becomes ruler for life.

Chapter Review

History's Impact
▶ video series
Review the video to answer the focus question:
What are two ways in which Roman achievements have influenced American culture?
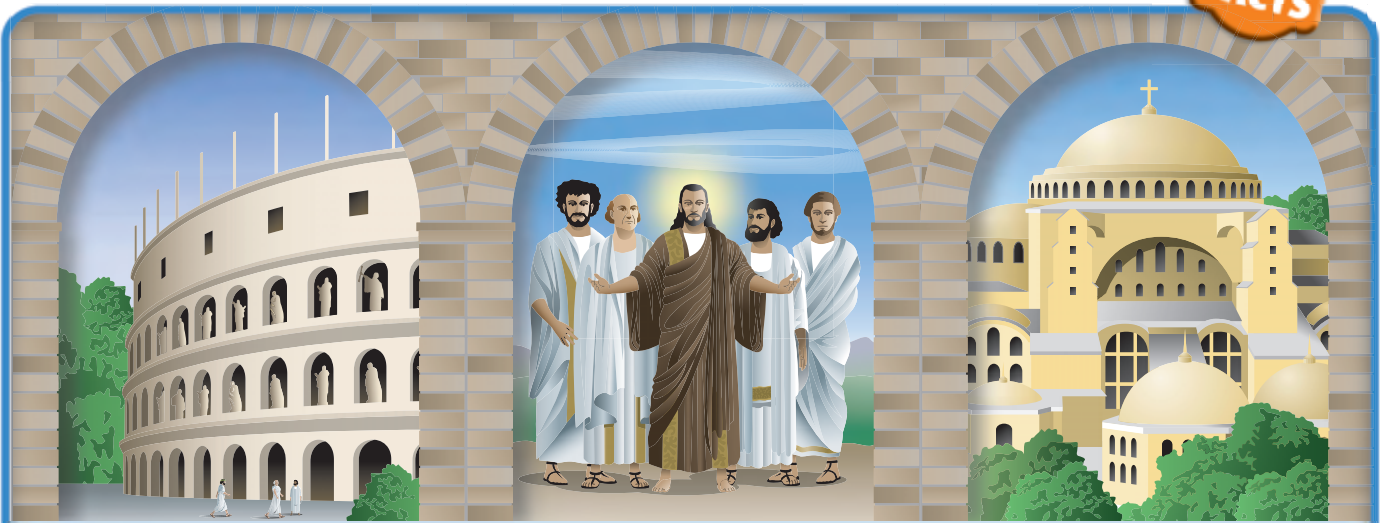
Visual Summary

Use the visual summary below to help you review the main ideas of the chapter.

QUICK FACTS

An architectural wonder, the Colosseum in Rome was the site of many types of public entertainment.

The New Testament of the Bible tells the story of Jesus of Nazareth and his disciples.

The Hagia Sophia, the enormous church built during Justinian's reign, served as the spiritual center of the Byzantine Empire.

Reviewing Vocabulary, Terms, and People

1. The orator and philosopher who called on Romans to work together was
  a. Constantine.   **c.** Augustus.
  b. Caesar.   **d.** Cicero.

2. Latin developed into
  a. Byzantium.   **c.** satire.
  b. Romance languages. **d.** Latvian.

3. Another word for God's anointed one is
  a. disciple.   **c.** Messiah.
  b. Judea.   **d.** Apostle.

4. The Eastern Roman Empire is also called the
  a. Lost Empire.   **c.** Constantinople Empire.
  b. Byzantine Empire. **d.** Ottoman Empire.

5. Rome's 200-year period of peace was the
  a. Resurrection.   **c.** crucifixion.
  b. Pax Romana.   **d.** Age of Theodora.

Comprehension and Critical Thinking

SECTION 1 *(pages 322–328)*

6. a. Describe What action did Cicero recommend? How were the goals of Julius Caesar, Pompey, and Crassus different from Cicero's?

  b. Analyze What were the most important events in the life of Julius Caesar? What event best qualifies as a turning point in Caesar's life? Defend your choice.

  c. Elaborate How did personal relationships—between Marc Antony and Octavian, and between Marc Antony and Cleopatra—affect the history of the Roman Empire?

SECTION 2 *(pages 332–338)*

7. a. Describe How did the Romans' attitude about religion differ from that of the Jews?

  b. Compare What were the crucifixion and the Resurrection? What did early Christians believe that the Resurrection showed?

c. Evaluate Why is Paul of Tarsus considered one of the most important people in the history of Christianity?

SECTION 3 (pages 339–343)

8. **a. Identify** Who were the Huns? Who were the Goths? Who were the Visigoths?

b. Compare and Contrast What did Diocletian and Constantine have in common? How did their actions differ?

c. Elaborate Who were Justinian and Theodora, and what did they accomplish?

Reviewing Themes

9. **Geography** How did the geography of the Roman Empire affect the spread of Christianity?

10. **Science and Technology** What do you feel was Rome's greatest scientific or technological advance? Why?

Using the Internet

11. **Activity** Use your online textbook to conduct research on what happened to Roman law when Rome changed from a republic to an empire. Then create a chart that gives examples of how Roman law influences modern issues such as the rights and responsibilities of individuals.

hmhsocialstudies.com

Reading Skills

12. **Online Research** Imagine you are evaluating a Web site about ancient Roman architecture. What are some important elements you might look for to determine whether the site will be helpful and accurate? Write three questions you could use to evaluate the site's value.

Social Studies Skills

13. **Interpreting Time Lines** Look at the time line on page 344. Then, using information you will find in the first section of this chapter, add an entry about Cicero to the time line. Be sure you put it in the correct place.
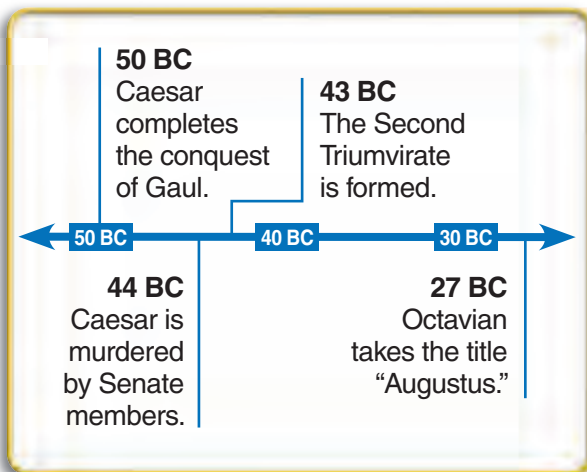
FOCUS ON WRITING

14. **Creating Your Note Cards** Now that you've taken notes about the people, places, and events of Rome during this time period, you're ready to prepare note cards. Choose the most interesting details from your chart to include on your cards. On each card write a one-to-two sentence description of a person, place, or event that you think should be featured in this screenplay. Then write another sentence that tells why you think the person, place, or event should be featured. Prepare six cards that you could give to a screenwriter to use to develop the script.

DIRECTIONS: Read each question and write the letter of the best response. Use the time line below to answer question 1.

1

50 BC
Caesar completes the conquest of Gaul.

43 BC
The Second Triumvirate is formed.

| 50 BC | 40 BC | 30 BC |

44 BC
Caesar is murdered by Senate members.

27 BC
Octavian takes the title "Augustus."

Most historians mark the end of the Roman Republic and the beginning of the Roman Empire as taking place in the year

A 50 BC.

B 44 BC.

C 43 BC.

D 27 BC.

2 **Which Roman leader seized power from the Senate and became the dictator of the entire Roman Republic?**

A Julius Caesar

B Hadrian

C Brutus

D Marc Antony

3 **Rome's contributions to the world include all of the following *except***

A techniques used to build strong bridges and other structures.

B the building of pyramids.

C the idea of civil law.

D the use of Latin, which led to the development of the Romance languages.

4 **Who was most responsible for spreading the Christian faith immediately after the death of Jesus?**

A Octavian

B Diocletian

C Paul of Tarsus

D Theodora of Constantinople

5 **In AD 410 the city of Rome was destroyed for the first time in 800 years by the army of a foreign people called the**

A Vandals.

B Visigoths.

C Huns.

D Franks.

Connecting with Past Learnings

6 **Constantine united the entire Roman Empire and introduced a new religion into the Roman government. Which leader that you learned about in an earlier chapter is known for his similar accomplishments?**

A Asoka

B Hammurabi

C Alexander

D Piankhi

7 **Earlier in this course, you learned that the Persians threatened Greek civilization for a time. All the following peoples played a similar role in Roman history *except***

A the Byzantines.

B the Goths.

C the Vandals.

D the Huns.

HISTORY

ROME:
ENGINEERING AN EMPIRE
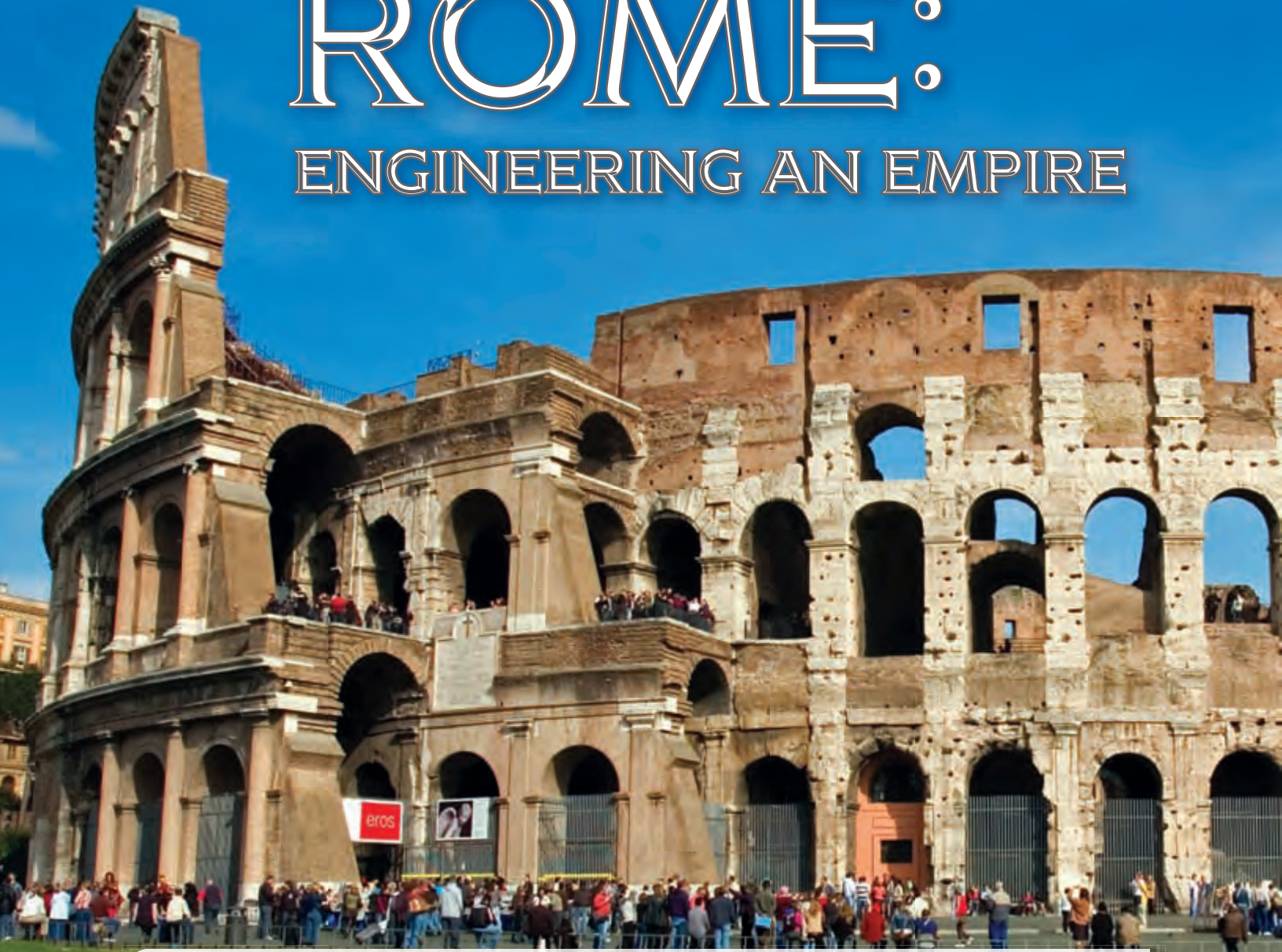
The Roman Empire was one of the largest and most powerful empires in ancient history. With its strong military, the Roman Empire expanded to dominate the entire Mediterranean region, including much of western Europe and northern Africa. Keys to this expansion were the engineering and construction innovations made by Roman engineers. As the empire grew and prospered, Roman engineers made advances in city planning, road and bridge design, water and sewage systems, and many other areas.

Explore some of the incredible monuments and engineering achievements of the Roman Empire online. You can find a wealth of information, video clips, primary sources, activities, and more at **hmhsocialstudies.com**.
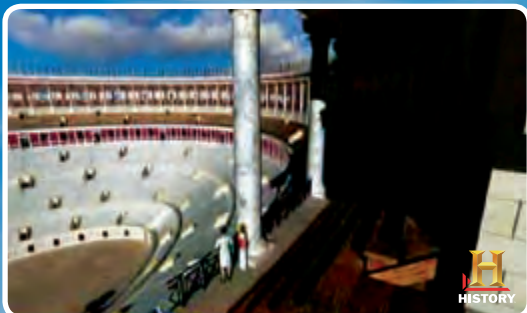
The Glory of the Colosseum

Watch the video to go inside the Colosseum, Rome's premier entertainment venue and one of the most famous buildings of the Roman Empire.
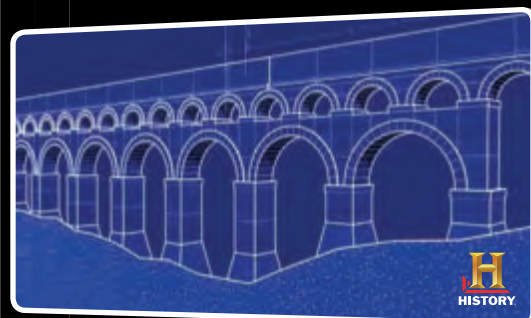
Caesar Builds an Empire

Watch the video to learn why Julius Caesar built a bridge across the Rhine River as a demonstration of Roman power.

Growth of the Roman Empire

Explore the map to analyze the growth of one of the largest empires of the ancient world.

Arches, Angles, Innovations

Watch the video to learn about Roman engineering advances and the construction of aqueducts.

Historical Problem and Solution

History is the story of how individuals have solved political, economic, and social problems. Learning to write an effective problem-solution paper will be useful in school and in many other situations.

1. Prewrite

Identifying a Problem

Think of a problem the Romans faced. Look at the problem closely. What caused it? What were its effects? Here is an example.

Problem: The Gauls overran Rome.

Solution A: Pay the Gauls a huge ransom to leave Rome. [caused other cities to attack in the hope of getting similar ransoms]

Solution B: Attack other cities. [caused other cities to stop attacking Rome; let Rome gain power and wealth]

Finding a Solution and Proof

Compare the Roman solution to the problem to one they didn't try. Choose either the Roman solution or your own solution to write about. Your explanation should answer these questions.

- How does the solution address the cause of the problem?
- How does the solution fix the effects of the problem?

Use historical evidence to support what you say about the problem:

- facts, examples, or quotations
- comparisons with similar problems your readers know about

2. Write

This framework can help you clearly explain the problem and its solution.

A Writer's Framework

Introduction	Body	Conclusion
■ Tell your reader what problem the Romans faced. ■ Explain the causes and effects of the problem. ■ State your purpose in presenting this problem and its solution.	■ Explain the solution. ■ Connect the solution directly to the problem. ■ Give supporting historical evidence and details that show how the solution deals with the problem.	■ Summarize the problem and the solution. ■ Discuss how well the solution deals with the problem.

3. Evaluate and Revise

Evaluating

Now you'll want to evaluate your draft to see where you can improve your paper. Try using the following questions to decide what to revise.

Evaluation Questions for a Historical Problem and Solution

- Does your introduction state the problem clearly and describe it fully?
- Does the introduction give causes and effects of the problem?
- Do you clearly explain how the solution relates to the problem?

- Do you give supporting historical evidence showing how the solution deals with the problem?
- Do you conclude by summarizing the problem and the solution?

Revising

Revise your draft to make what you say clear and convincing. You may need to

- Add historical facts, examples, quotations and other evidence to give your readers all the information they need to understand the problem and solution
- Reorganize paragraphs to present information in a clear, logical order
- Insert words like *thus, therefore,* and *as a result* to show how causes link to effects and how the solution deals with the problem

4. Proofread and Publish

Proofreading

To improve your paper before sharing it, check the following:

- spelling of all names, places, and other historical information, especially Latin words, because they can be tricky
- punctuation around linking words such as *so, thus,* and *in addition* that you use to connect causes with effects and solutions with problems

Publishing

Choose one or more of these ideas to share your report.

- Create a poster that Roman leaders might put up to announce how they will solve the problem.
- Hold a debate between teams of classmates who have chosen similar problems but different solutions. Have the rest of the class vote on whose solutions are best.

Practice and Apply

Use the steps and strategies outlined in this workshop to write a problem-solution paper.

TIP **Problem-Solution Clue Words.** It's not enough simply to tell your reader what the problem and solution are. You need to show how they are related. Here is a list of words and phrases that will help you do so.

as a result	therefore
consequently	this led to
nevertheless	thus

TIP **Seeing Your Paper as Others See It.** To you, your paper makes perfect sense. To others, it may not. Whenever possible, ask someone else to read your paper. Others can see flaws and errors that you never will see. Listen closely to questions and suggestions. Do your best to see the other person's point before defending what you have written.