

The Rise of Ancient Rome

Chapter Preview

This chapter will examine the rise of the Roman Republic and the Roman Empire.

Section 1

The Roman Republic

Section 2

The Roman Empire



Target Reading Skill

Word Analysis In this section you will learn how to recognize and pronounce unfamiliar words by recognizing word origins and by breaking down words into prefixes, suffixes, and roots.

► The ruins of Ephesus (EF ih sus), a Roman city in Asia Minor





The Roman Empire

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Skills Activity



Location Over a period of about 500 years Rome grew from a village fighting to protect its borders to a great city in control of the world around it. **Identify** How are the positions of Rome and Athens similar? How does the size of Italy compare to the other areas identified on the map? **Draw Conclusions** Athens dominated the world for a short time, but Roman rule lasted for centuries. What means of travel and transport did the Romans need in order to keep control of their empire?

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The Roman Republic

Prepare to Read

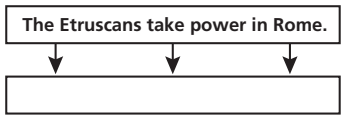
Objectives

In this section you will

1. Learn about the geography and early settlement of ancient Rome.
2. Understand how Romans formed a republic.
3. Identify the reasons that the Roman Republic went into decline.

Taking Notes

As you read the section, look for details about the rise and collapse of the Roman Republic. Copy the chart below, and use it to record your findings.



Target Reading Skill

Use Word Parts In this section you will read the word *reorganized*. Break it into a prefix and root to try to learn its meaning. The prefix *re-* means “again.” The root “organized” means “to put in order.”

Key Terms

- **republic** (rih PUB lik) *n.* a type of government in which citizens select their leaders
- **patrician** (puh TRISH un) *n.* a member of a wealthy family in the ancient Roman Republic

- **plebeian** (plih BEE un) *n.* an ordinary citizen in the ancient Roman Republic
- **consul** (KAHN sul) *n.* an elected official who led the Roman Republic
- **veto** (VEE toh) *n.* the power of one branch of government to reject bills or proposals passed by another branch of government
- **dictator** (DIK tay tur) *n.* a person in the ancient Roman Republic appointed to rule for six months in times of emergency, with all the powers of a king

In ancient times, young Romans learned about the founding of their state. But it was a story that mixed a little fact with a great deal of legend. The main characters in the story were twin brothers, Romulus (RAHM yuh lus) and Remus (REE mus). They were the children of a princess and Mars, the Roman god of war. A jealous king feared that the twins would someday seize power from him. He ordered them to be drowned. But the gods protected the infants. A female wolf rescued them. Then a shepherd found the twins and raised them as his own. The twins grew up, killed the unjust king, and went off to build their own city. At a place where seven hills rise above the Tiber River, the twins founded the city of Rome.

The Tiber River in Rome



Rome's Geography and Early Settlement

We can learn much from the story of Rome's founding—even if the tale is mostly legend. We learn that the Romans valued loyalty and justice. People who broke the law were severely punished, just as Romulus and Remus punished the king. We also learn that the Romans highly valued the favor of the gods.

Geographical Advantages The first settlers on Rome's seven hills were not thinking about building a great empire. They chose that site because it seemed to be a good place to live. The hills made the area easy to defend. The soil was fertile, and the site had a river. From the mountains of central Italy, the Tiber River flowed through Rome before emptying into the Tyrrhenian (tih REE nee un) Sea. As centuries passed, Romans discovered that the location of their city gave them other advantages. Rome was at the center of a long, narrow peninsula we now call Italy. Italy juts out into the Mediterranean Sea, and the Mediterranean Sea was at the center of the known Western world.

The Dolomite Mountains are part of the Italian Alps. This mountain range stood as a great divide between Italy and the rest of Europe.



Etruscan Dentistry The Etruscans were among the first people to use human-made substitutes for lost teeth. Evidence of ancient Etruscan dentistry has been found by archaeologists and can be seen today in museums. One notable example comes from the 600s B.C.: The Etruscan dentist placed soldered gold bands over the patient's remaining teeth, and in the empty bands the lost teeth were replaced by human teeth and, in one spot, the tooth of an ox!

The Etruscans We know very little about the people who actually founded Rome. We do know, however, that their first settlements date from about 900 B.C. Rome grew slowly as the Romans fought their neighbors for land.

About 600 B.C., a people called the Etruscans (ih TRUS kunz) held power in Rome. From the many examples of their writing that have been found, we know that the Etruscans spoke a language unlike most other ancient Italian languages. For example, it was unrelated to Latin, the language of the Romans.

For a time, Etruscans ruled as kings of Rome, but many Romans did not like being ruled by an all-powerful king and having no say in how they were governed. Some ancient Roman historians claimed that in 509 B.C. the Romans revolted against the harsh reign of Tarquinius Superbus (tahr KWIN ee us soo PUR bus) and drove the Etruscans from power. Many modern historians doubt the truth of this story and are not sure exactly how and when the rule of the Etruscan kings ended and the Roman Republic began.

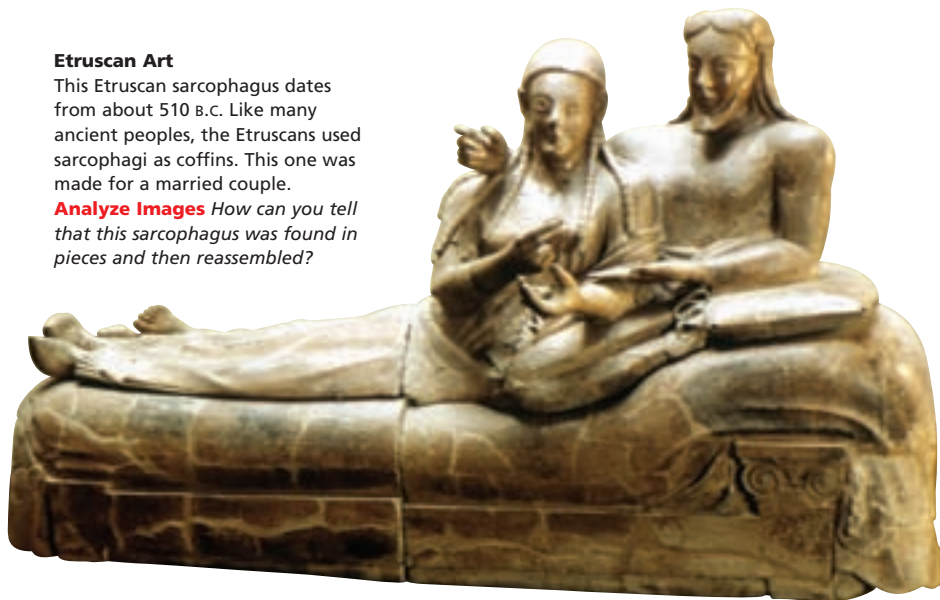
Although the Romans defeated the Etruscans, the victors adopted Etruscan ideas. For example, many of the Roman gods were originally Etruscan gods. The Romans also borrowed the Greek alphabet that the Etruscans used. The Roman garment called the toga came from the Etruscans as well.

✓ Reading Check What is known about the Etruscans?

Etruscan Art

This Etruscan sarcophagus dates from about 510 B.C. Like many ancient peoples, the Etruscans used sarcophagi as coffins. This one was made for a married couple.

Analyze Images How can you tell that this sarcophagus was found in pieces and then reassembled?





Peoples of Ancient Italy



Movement In its origins Rome was only one of many cities and villages inhabited by a tribe called the Latins. Other more powerful peoples controlled much of the Italian peninsula.

Identify Use the key to locate the three civilizations that were established nearby as Rome began to expand.

Infer Study the locations of Greeks and Carthaginians in Italy. Why do you think these settlers from other places chose these locations?

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Romans Form a Republic

After removing the last Etruscan king, the Romans vowed never again to put so much trust in kings. They wanted a government that did not rely on one ruler. Over the next several centuries, Rome expanded its territory and found ways to govern that better represented the will of its citizens.

By 264 B.C., the Romans had gained control of the entire Italian peninsula (the area that makes up present-day Italy) and had firmly established a new form of government—a republic.

In a republic, citizens who have the right to vote select their leaders. The leaders rule in the name of the people.

The Roman Senate In the Roman Republic, the most powerful part of the government was the senate. The Roman senate was the basis for our own legislative branch of government—the branch that proposes and votes on new laws. At first, the senate was made up only of 300 upper-class men called patricians. **A patrician was a member of a wealthy family** in the Roman Republic. **Ordinary citizens were known as plebeians.** In the early republic, plebeians could not hold office or be senators.



Daily life activities were often the subjects of Roman art.

The Roman Consuls Two chief officials called **consuls** led the government. The consuls, like our U.S. President, were the chief executives of the government. They were responsible for enforcing the Republic’s laws and policies. The consuls were elected by the assembly of citizens. Before 367 B.C., plebeians could not be consuls. The senate advised the consuls on foreign affairs, laws, and finances, among other things.

Consuls ruled for one year only. They almost always did what the senate wanted them to do. Power was divided equally between the consuls. Both had to agree before the government could take any action. If only one consul said, “Veto” (“I forbid”), the matter was dropped. **A veto is the rejection of any planned action by a person in power.** Today, we use “veto” to mean the rejection of a proposed law by the President of the United States.

Timeline Skills

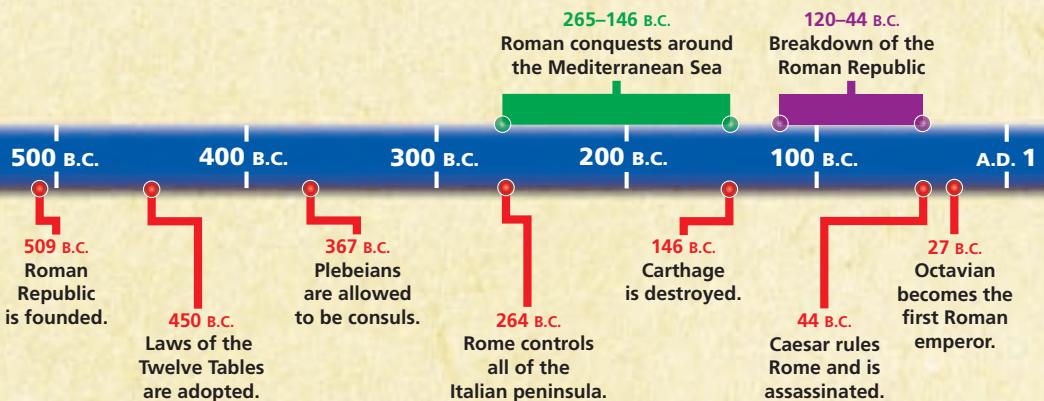
The Roman Republic lasted for almost 500 years.

Identify By what year did Rome control the Italian peninsula? **Analyze** About how long did the republic’s main period of conquests around the Mediterranean Sea last? What event occurred near the end of that period?

Other Important Officials The Romans knew that their government might not work if the two consuls disagreed. For this reason, Roman law held that a dictator could be appointed to handle an emergency. In the Roman Republic, **a dictator was a Roman official who had all the powers of a king but could hold office for only six months.**

Praetors (PREE turz) were other important officials. At first they functioned as junior consuls, but later, they served as judges in civil-law trials—trials that settled disputes about money, business matters, contracts, and so on. Thus, the *praetors* helped to develop some of the first rules for Roman courts of law.

The Roman Republic



Patricians Versus Plebeians The expansion of Rome's influence throughout Italy caused growing troubles between patricians and plebeians. Patricians and plebeians had different attitudes and interests. Patricians thought of themselves as leaders. They fought hard to keep control of the government. Plebeians believed that they had a right to be respected and treated fairly. Plebeians did not trust the actions of the patrician senate. They believed that the senate was often unfair to the plebeians. Therefore, plebeians formed their own groups to protect their interests.

Many patricians grew wealthy because of Rome's conquests. They took riches from those they had defeated in war. Then they bought land from small farmers and created huge farms for themselves. Plebeians did not work on these farms. Rather, the work was done by slaves brought back from conquests. Many plebeian farmers found themselves without work. The cities, especially Rome, were filled with jobless plebeians.

Eventually, angry plebeians refused to fight in the Roman army. It was then that the patricians gave in to one of the main demands of the plebeians. This demand was for a written code of laws which was called the Laws of the Twelve Tables. The Twelve Tables applied equally to all citizens. They were hung in marketplaces so that everyone could know what the laws were. Despite this victory, the plebeians never managed to gain power equal to that of the patricians.

Master of the Mediterranean While patricians and plebeians fought for power in Rome, Roman armies were conquering new territories. Roman armies invaded territories controlled by Carthage, a North African city in what is now the country of Tunisia. The Romans drove the Carthaginians from the coast of Spain. By 146 B.C., after a series of bloody wars, the Romans had completely destroyed Carthage. Other Roman armies conquered Greece in that same year. Then the Romans gradually took control of the rest of Spain and the land of Gaul, most of which is present-day France.



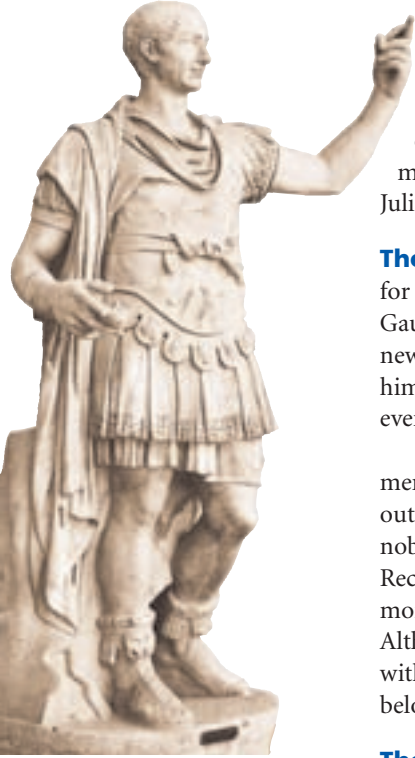
The Sack of Carthage

The artist Tintoretto portrayed the final destruction of Carthage by the Romans in his painting. At the final surrender, the city that once had a population of more than a quarter million people was left with only 50,000 survivors.

Analyze Images What other titles might be appropriate for Tintoretto's depiction of the war with Carthage?

✓ Reading Check What complaints did the plebeians have against the patricians?

Julius Caesar was a powerful dictator of the Roman Republic. Later Roman leaders adopted his name as a title. In time, Caesar came to mean “emperor.”



Prefixes and Roots

What is the meaning of reorganize?

The Decline of the Republic

Even though it ruled a large area, Rome was in trouble by 120 B.C. Some leaders tried to break up estates and give land to the plebeians. The patricians fought back, and plebeian leaders were murdered.

Over the next seventy-five years, a number of the most successful Roman generals gathered private armies around them and fought for power. Consuls no longer respected each other's veto power. Rome dissolved into civil war, with private armies roaming the streets and murdering enemies. As Rome seemed about to break up, Julius Caesar (JOOOL yur SEE zur) arose as a strong leader.

The Rise of Julius Caesar Caesar was a smart leader, eager for power. From 58 to 51 B.C., he led the army that conquered Gaul. Caesar's conquest brought millions of people and a vast new territory under Roman control. His strong leadership won him the loyalty of his troops. They would follow him anywhere—even back to Rome to seize power.

In 49 B.C., Caesar violated the terms of his military assignment when he crossed the Rubicon River into Italy. War broke out between Caesar and Pompey, backed by the senate and the nobility. Caesar became dictator of the Roman world in 48 B.C. Recall that under Roman law, a dictator could rule for only six months. Caesar's rule, however, lasted far longer than that. Although some elements of the republic remained, Caesar ruled with great power, taking much of the power that had once belonged to the senate.

The Death of a Dictator For four years, the civil war continued, and Caesar fought a series of battles against his opponents in different parts of the Roman world. Meanwhile, Caesar took over important public offices. In 45 B.C., he became the only consul. In 44 B.C., he became dictator for life. Caesar took many useful steps to reorganize the government. But it seemed to many senators that Rome once again had a king. They hated this idea.

On March 15, 44 B.C., Caesar had plans to attend a meeting of the senate. His wife sensed danger and urged him not to go, but Caesar insisted. At the meeting, a group of senators gathered around Caesar. Suddenly, they pulled out knives and stabbed him. He fell to the ground, dead. Caesar had been a strong leader. However, many Romans felt that he had gone too far and too fast in gathering power.

From Republic to Empire Civil war followed Caesar's death. When the war ended after thirteen years, Caesar's adopted son, Octavian (ahk TAY vee un), held power. In 27 B.C., the senate awarded Octavian the title of Augustus (aw GUS tus), which means "highly respected." He was the first emperor of Rome. The rule of Augustus marked the beginning of the Roman Empire and the end of the Roman Republic.

The Roman Republic had lasted nearly 500 years. The government worked well for much of that time. As a republic, Rome grew from a city-state to a holder of vast territories. It developed the largest elected government the world had seen up to that time. But civil war and the ambition of powerful political figures ate away at Rome's republican forms of rule. For the next 500 years, the great Roman civilization would be ruled, not by the people, but by an all-powerful emperor.

In the next section, you will read about how the Roman emperors ruled their vast empires and about some of the innovations in technology and law that developed during the Roman Empire.



In addition to receiving the title Augustus, Octavian was later honored as *Pater Patriae*, or father of his country.

Reading Check What did Julius Caesar do to become dictator of Rome?



Section 1 Assessment

Key Terms

Review the key terms listed at the beginning of this section. Use each term in a sentence that explains the term's meaning.



Target Reading Skill

Apply your knowledge of the prefix *re-*. What does *re-* create mean?

Comprehension and Critical Thinking

1. (a) **Recall** Describe the geography and early settlement of Rome.

(b) **Explain** Why did the Romans overthrow the Etruscans?

2. (a) **List** What were the important features of the Roman Republic?

(b) **Analyze** Why did the Romans want the republic to have two consuls rather than one?

3. (a) **Identify** Describe the features of the rule of Julius Caesar.

(b) **Draw Conclusions** Why would the Roman senate be likely to lead the opposition to Caesar's growing power?

Writing Activity

Julius Caesar was a strong leader, but his leadership angered the Roman senate. Write a list of pros and cons about Julius Caesar's leadership.

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Prepare to Read

Objectives

In this section you will

1. Learn how Rome ruled an empire.
2. Understand the Greek influence on Rome.
3. Identify key aspects of Roman architecture and technology.
4. Learn about key aspects of Roman law.

Taking Notes

As you read, find main ideas and details about the Roman Empire. Copy the outline below, and use it to record your findings. Expand the outline as needed.

- | |
|-----------------------------|
| I. Governing the empire |
| A. Boundaries and territory |
| 1. |
| 2. |
| B. Augustus |

Target Reading Skill

Recognize Word Origins

You can decode an unfamiliar word by knowing the word's origin. For instance, you might not know the key term **aqueduct**, but you can uncover the meaning if you know that it comes from the Latin words *aqua* (water) + *ductus* (act of leading).

Key Terms

- **province** (PRAH vins) *n.* a unit of an empire
- **Colosseum** (kahl uh SEE um) a large amphitheater built in Rome around A.D. 70; site of contests and combats
- **aqueduct** (AK wuh dukt) *n.* a structure that carries water over long distances
- **polytheism** (PAHL ih thee iz um) *n.* a belief in more than one god
- **arch** (ahrch) *n.* a curved structure used as a support over an open space, as in a doorway



In his epic poem the *Aeneid* (ee NEE id), Virgil challenges Romans to play to their strengths. The following passage expresses his beliefs and hopes for Rome:

“

”

—from the *Aeneid*

Located on the grounds of the Colosseum, the arches were built in honor of Constantine's victory over Maxentius. The arches are inscribed with the saying, "Constantine overcame his enemies by divine inspiration."

Virgil says that other cultures may produce beautiful art or fine philosophers and astronomers. But Romans are most fit to govern, he says, and will do so wisely and fairly. Virgil was not alone in his hopes for just rule under Augustus, the first Roman emperor.

Ruling an Empire

When Augustus came to power, Roman control had already spread far beyond Italy. Under Augustus and the emperors who followed him, Rome gained even more territory. Look at the map titled *The Roman Empire at the beginning of this chapter*. The Roman Empire stretched from Britain to Egypt. Rome controlled all the lands around the Mediterranean. With pride, Romans called the Mediterranean *mare nostrum* (MAH ray NAWS trum), or “our sea.”

The Power of Augustus Augustus was an intelligent ruler. When he was struggling for power, he often ignored the senate and its laws. But after he won control, he changed his manner. He showed great respect for the senate and was careful to avoid acting like a king. He did not want to suffer the same fate as Julius Caesar. Augustus often said that he wanted to share power with the senate. He even said that he wanted to restore the republic.

What really happened was quite different. Romans were so grateful for Rome’s peace and prosperity that they gave Augustus as much power as he wanted.

Governing Conquered Peoples The Romans took some slaves after a conquest, but most of the conquered people remained free. To govern, the Romans divided their empire into provinces. **Each province, or area of the empire, had a Roman governor supported by an army.** Often, the Romans built a city in a new province to serve as its capital.

Wisely, the Romans did not usually force their way of life on conquered peoples. They allowed these people to follow their own religions. Local rulers ran the daily affairs of government. As long as there was peace, Roman governors did not interfere in conquered peoples’ lives. Rather, they kept watch over them. Rome wanted peaceful provinces that would supply the empire with the raw materials it needed. Rome also wanted the conquered people to buy Roman goods and to pay taxes. Many of the conquered people adopted Roman ways. Many learned to speak Latin, the language of the Romans, and worshiped Roman gods.



Augustus, First Emperor of Rome
With the rule of Augustus, a period of stability and prosperity known as the Pax Romana, or “Roman peace,” began. **Generalize** Use what you have read in the text to describe the kind of ruler Augustus was.





Marcus Aurelius was the last of the five “good emperors.” In this stone sculpture, he pardons the barbarians whose attacks weakened the Roman Empire.

The Five “Good Emperors” Augustus died in A.D. 14. For eighty-two years after his death, Roman history was a story of good, bad, and terrible emperors. Two of the worst were Caligula (kuh LIG yuh luh) and Nero. Both may have been insane. Caligula proclaimed himself a god and was a cruel, unfair ruler. Nero murdered his half-brother, his mother, and his wife. In fact, Caligula and Nero were so despised that Romans later tried to forget them by removing mention of their reigns from official records.

In A.D. 96, Rome entered what is called the age of the five “good emperors.” Only the last of these emperors had a son. Each of the others adopted the best young man he could find to be the next emperor.

Perhaps the greatest of the five “good emperors” was Hadrian (HAY dree un). He worked hard to build a good government. His laws protected women, children, and slaves.

He issued a code of laws so that all laws were the same throughout the empire. Hadrian reorganized the army so that soldiers were allowed to defend their home provinces. This gave them a greater sense of responsibility. Hadrian traveled throughout his empire, commissioning many buildings and other structures. He even traveled to the British Isles, where he commissioned a great wall to be built, parts of which still stand today. Hadrian also encouraged learning.

The last of the “good emperors,” Marcus Aurelius (MAHR kus aw REE lee uhs), chose his son Commodus (KAHM uh dus) to follow him. Commodus was a terrible leader who ruled with great brutality. His reign ended the age of peace and prosperity that Rome had enjoyed under its five previous emperors.

The Empire in Decline During the reign of Commodus, things started going badly for the Roman Empire. In Chapter 9, you will learn how bad government, economic problems, and foreign invaders all helped contribute to the fall of the Roman Empire.

 **Reading Check** Why was Hadrian considered one of the five “good emperors”?

The Greek Influence on Rome

The Romans had long admired Greek achievements. People said that Hadrian spoke Greek better than he spoke Latin. Marcus Aurelius wrote a famous book of philosophy in Greek. Many Romans visited Greece to study Greek art, architecture, and ideas about government.

Religion Greek religion influenced Roman religion. Like the Greeks, Romans practiced **polytheism**—the belief in more than one god—and offered prayers and sacrifices to their gods. Many Roman gods and goddesses had Greek counterparts. For example, the Roman god of the sky, Jupiter, shared characteristics with the Greek god Zeus. The Roman goddess of arts and trades, Minerva, is similar to the Greeks' Athena. The Romans also adopted heroes from Greek mythology, such as Heracles—known as Hercules to the Romans. As their empire spread, Romans appealed to and adopted other foreign gods as well.

Building on Ideas Both the Greeks and the Romans valued learning, but in different ways. The Greeks were interested in ideas. They sought to learn truths about the world through reason. They developed studies such as mathematics, philosophy, and astronomy, or the study of the stars and planets. The Romans benefited from the study of these subjects, but they were more interested in using these studies to build and organize their world. Under the Romans, architecture and engineering blossomed. With these skills, the Romans built their empire.

✓ Reading Check In what ways did the Greeks and Romans value learning?



Word Origins

The word *polytheism* comes from the Greek words *poly* and *theos*. If *theos* means "god," what does *poly* mean?



Zeus, the god of sky and weather, was the most important Greek god. He was a protector of peace and political order and hurled thunderbolts at those who angered him. He is shown here with Ganymede, his cup-bearer. His Roman counterpart, Jupiter, is shown above.

Architecture and Technology

Early Roman art and architecture copied the Etruscan style. Then, the Romans studied and copied Greek sculpture and architecture. Later, they developed their own art and architecture styles.

Links to

Science

The Roman Arch Roman architects made great use of the curved structure called the arch. Arches span openings in buildings. An arch can hold great weight above it. The Romans probably learned about arches from the Etruscans. Beginning in the 300s B.C., Romans used arches for aqueducts (water channels), bridges, and monuments.



The Roman Style Roman statues and buildings were heavier and stronger in style than those of the Greeks. The Romans made advances in the use of the **arch**—a curved structure used as a support over an open space, as in a doorway. Romans used arches to build larger structures. They used wide arched ceilings to create large open spaces inside buildings.

In earlier times, most large buildings had been built of bricks and then covered with thin slabs of marble. However, Romans developed an important new building material—concrete. Concrete was a mix of stone, sand, cement, and water that dried as hard as rock. Concrete helped the Romans construct buildings that were taller than any previously built.

The Colosseum Possibly the greatest Roman building was the **Colosseum, the site of contests and combats between people and between people and animals**. This giant arena held 50,000 spectators. Its walls were so well built that the floor of the arena could be flooded for mock naval battles in real boats. Stairways and ramps ran through the building. There were even elevators to carry wild animals from dens below up to the arena.

Roads and Aqueducts Roman engineers built roads from Rome to every part of the empire. Do you know the saying “All roads lead to Rome”? In Roman times all of the major roads did lead to Rome, so no matter what road travelers started out on, they could get to Rome. These roads allowed the Roman military to maintain firm control by traveling quickly to all parts of the empire. These roads also helped trade to spread throughout the empire and made the empire more prosperous.

Romans were famous for their **aqueducts, structures that carried water over long distances**. The aqueducts were huge lines of arches, often many miles long. A channel along the top carried water from the countryside to the cities. Roman aqueducts tunneled through mountains and spanned valleys. Some are still being used today. To learn more, see the Eyewitness Technology feature titled The Roman Aqueduct.

✓ **Reading Check** What are some characteristics of Roman buildings?

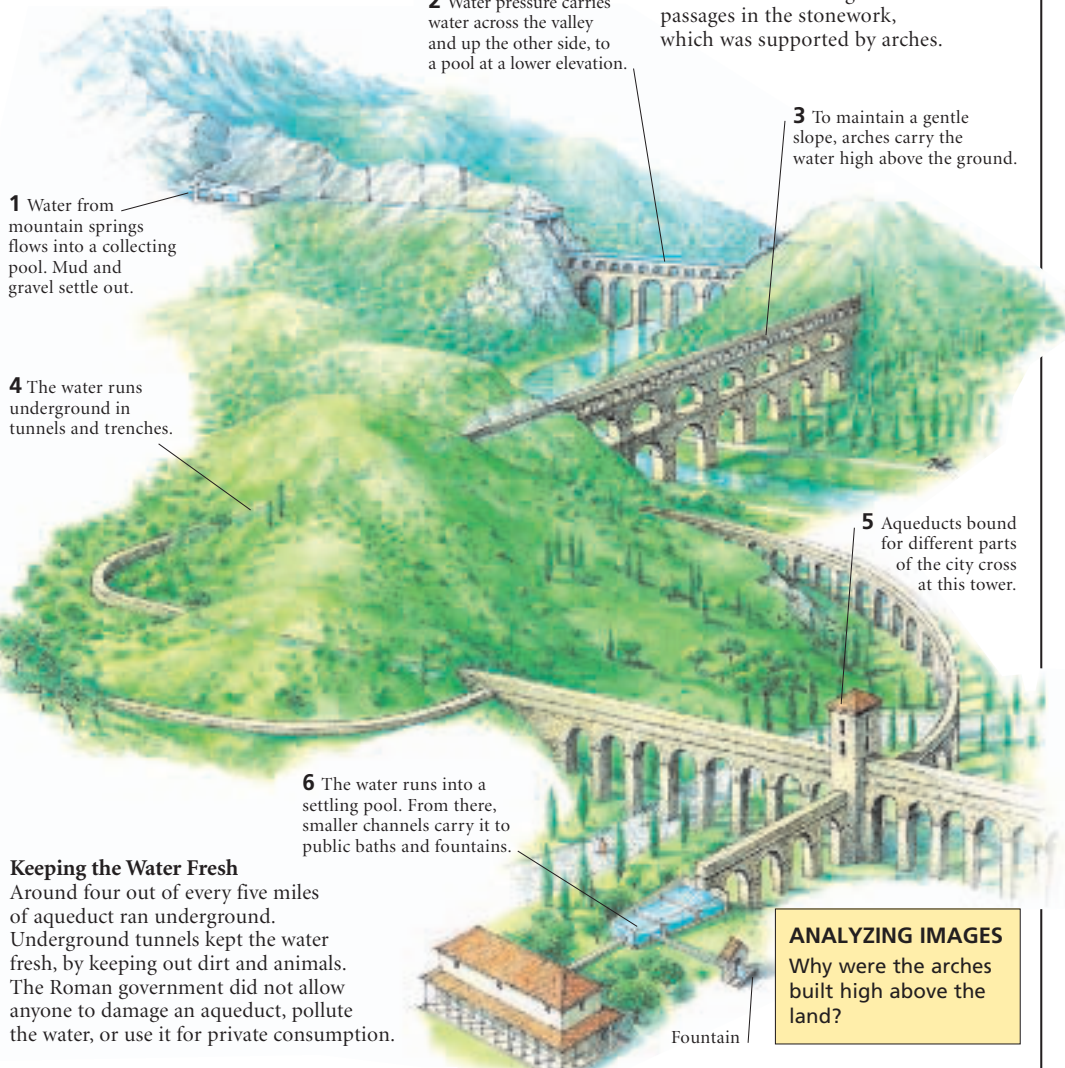
The Roman Aqueduct

The Romans built aqueducts to bring fresh water to the city. Sources of water had to be at elevations higher than the city, as pumping was not a practical way of moving water. Engineers tunneled through mountains and bridged valleys to create a gradual, even slope. Follow the numbers to see how the water flowed from the mountains to the city.



Roman Arches

Water traveled through hollow passages in the stonework, which was supported by arches.



1 Water from mountain springs flows into a collecting pool. Mud and gravel settle out.

2 Water pressure carries water across the valley and up the other side, to a pool at a lower elevation.

3 To maintain a gentle slope, arches carry the water high above the ground.

4 The water runs underground in tunnels and trenches.

5 Aqueducts bound for different parts of the city cross at this tower.

6 The water runs into a settling pool. From there, smaller channels carry it to public baths and fountains.

Keeping the Water Fresh

Around four out of every five miles of aqueduct ran underground. Underground tunnels kept the water fresh, by keeping out dirt and animals. The Roman government did not allow anyone to damage an aqueduct, pollute the water, or use it for private consumption.

ANALYZING IMAGES

Why were the arches built high above the land?

Fountain

Roman Law


Like Roman roads, Roman law spread throughout the empire. The great Roman senator Cicero (sis uh roh) expressed Roman feeling about law when he said, “What sort of thing is the law? It is the kind that cannot be bent by influence, or broken by power, or spoiled by money.”

A later ruler named Justinian (juh STIN ee un) created a code of justice from Roman law. That code includes these laws:

“No one suffers a penalty for what he thinks. No one may be forcibly removed from his own house. The burden of proof is upon the person who accuses. In inflicting penalties, the age and inexperience of the guilty party must be taken into account.”

—Code of Justinian

Roman law was passed on to other cultures, including our own. In fact, Roman ideas of justice are basic to our system of laws. For example, under Roman law, persons accused of crimes had the right to face their accusers. If reasonable doubt existed about a person’s guilt, that person would be considered innocent.

 **Reading Check** Recall two features of Justinian’s code, and explain their meaning.



Knowledge of the laws and legal procedures of Rome was helpful in pursuing a government career. Many Roman officials, such as the Senators depicted in this sculpture, argued cases in court and served as judges.

Section 2 Assessment

Key Terms

Review the key terms listed at the beginning of this section. Use each term in a sentence that explains the terms meaning.

Target Reading Skill

If the Latin word *colosseus* means “colossal” or “very large,” what might you guess about the Colosseum?

Comprehension and Critical Thinking

1. (a) **Describe** At its height, what area did the Roman Empire cover?

(b) **Explain** How did Rome handle the difficulties of governing its large empire?

2. (a) **List** What did the Romans learn from the Greeks?

(b) **Explore the Main Idea** How did the Roman’s technological achievements help them strengthen their empire?

3. (a) **Name** What was the Justinian code of law?

(b) **Draw Conclusions** What did Cicero mean when he said that the law “cannot be bent by influence, or broken by power, or spoiled by money”?

Writing Activity

Write down a few ideas for guidelines that you would give to every new governor of a Roman province. For example, how should the governor treat the people of the province?

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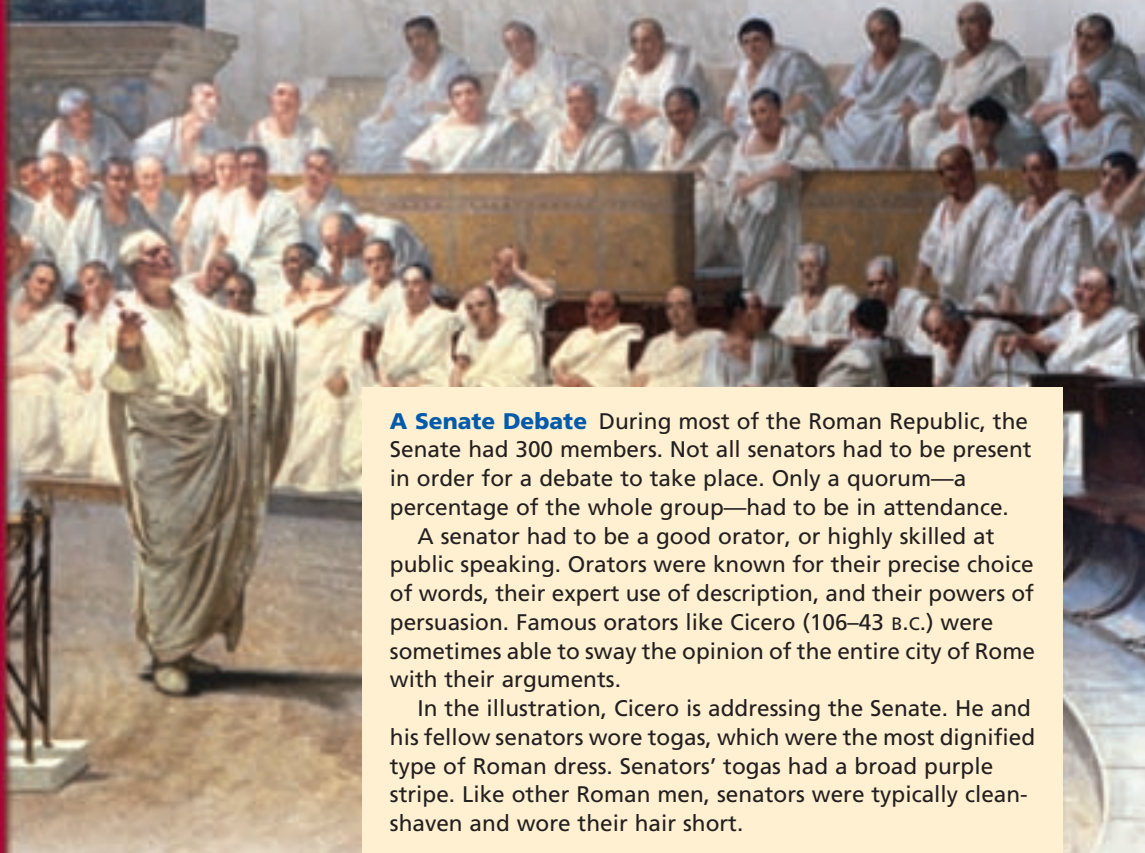
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Focus On The Roman Senate

The Roman Senate was the most powerful governing body in the Roman Republic. It began as a group of advisors to the king. When the king was exiled in 510 B.C., the Senate took control of the government. At that time, it was decided that there would be two consuls who would rule with advice from the Senate. Consuls had power for one year and then became senators. Senators usually served for life. The Senate advised on home and foreign policy, laws, and questions of money and religion. It dealt with foreign powers and settled disputes among the Roman provinces.



A Senate Debate During most of the Roman Republic, the Senate had 300 members. Not all senators had to be present in order for a debate to take place. Only a quorum—a percentage of the whole group—had to be in attendance.

A senator had to be a good orator, or highly skilled at public speaking. Orators were known for their precise choice of words, their expert use of description, and their powers of persuasion. Famous orators like Cicero (106–43 B.C.) were sometimes able to sway the opinion of the entire city of Rome with their arguments.

In the illustration, Cicero is addressing the Senate. He and his fellow senators wore togas, which were the most dignified type of Roman dress. Senators' togas had a broad purple stripe. Like other Roman men, senators were typically clean-shaven and wore their hair short.

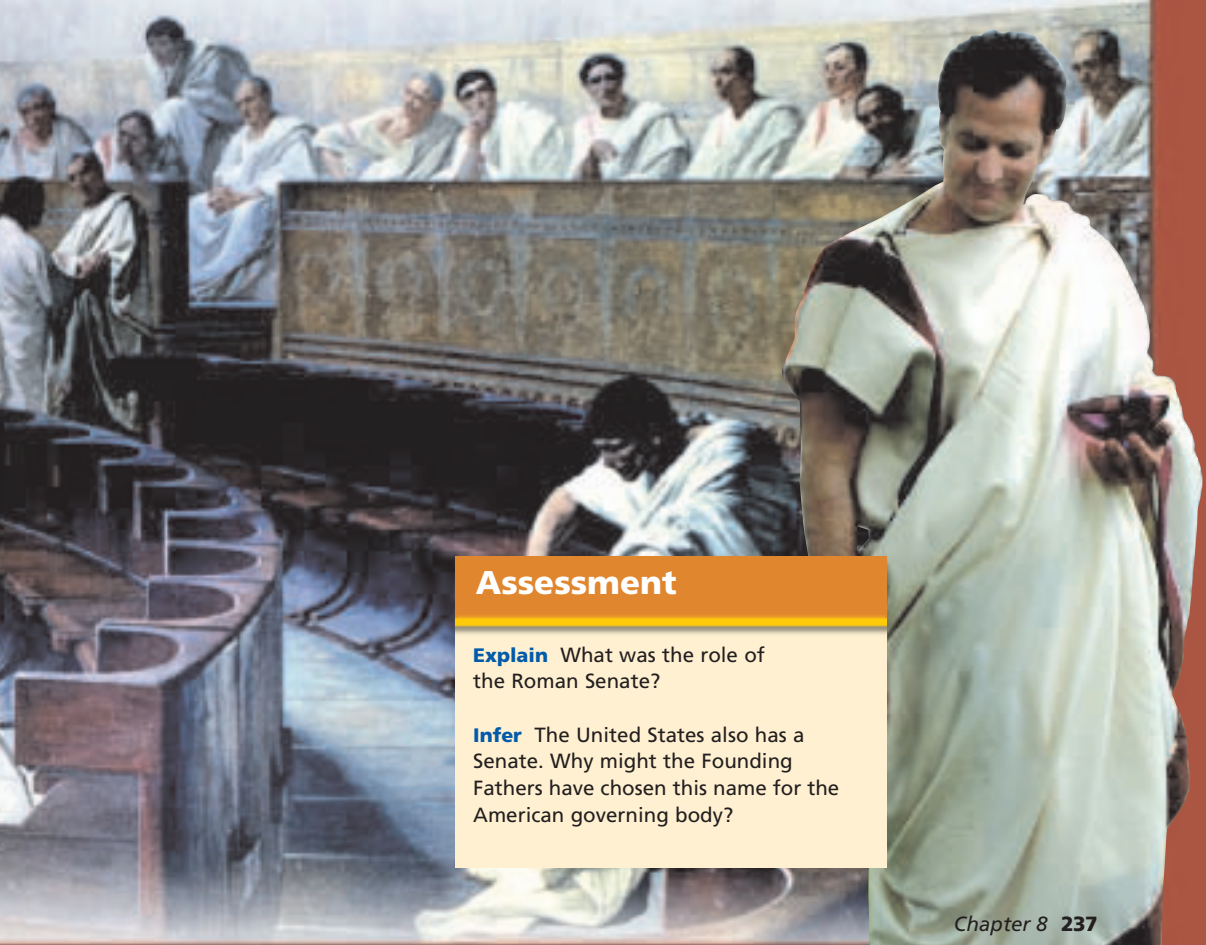


Cicero

In the scene below, Cicero is shown making a speech shortly after becoming consul. His forceful speaking skills helped him win office.

A Senator's Toga

Roman senators wore togas edged with a broad purple stripe, as shown in the present-day photo.



Assessment

Explain What was the role of the Roman Senate?

Infer The United States also has a Senate. Why might the Founding Fathers have chosen this name for the American governing body?

Synthesizing Information

During his trip to Rome with his family, William was most impressed by the ancient ruins in the center of the city. It was here that government business of the Roman Republic had been conducted. The tour guide pointed out that many of America's present-day methods of government are borrowed from the ancient Roman Republic: an elected chief executive, a senate, and a court system based on laws designed to protect all citizens.

William told his parents, "When we return from vacation, I would like to make a report to my class on the government of the Roman Republic. What should my first step be?"

William's mother replied, "You will have to synthesize all the information you learned while in Rome."

William gulped, "Synthesize information? How do I do that?"

When you are asked to synthesize information, you should find the main ideas and weave them into a conclusion. Synthesizing information is a skill that can help you in all of your subjects in school.

Learn the Skill

When you synthesize information, you summarize. Use the following steps to synthesize:

- 1 Identify the main idea of each piece of information.** Main ideas are broad, major ideas that are supported by details.
- 2 Identify details that support your main ideas.** You may want to make notes or create a chart. The details will give information about your main ideas.
- 3 Look for connections between pieces of information.** These connections may be similarities, differences, causes, effects, or examples.
- 4 Draw conclusions based on the connections you found.** Do not think about details at this point, but of the main ideas and the general, overall statements you can make to tie these together.



Government of the Roman Republic

Main Ideas	Supporting Details
1. Executive official	• Consul • dictator
2. Senate	

Practice the Skill

Use the steps above to synthesize information about the government of the Roman Republic. Rely mainly on Section 1 of this chapter, especially the material under the heading Romans Form a Republic.

- 1 Study the information about the government of the Roman Republic, and add one or two main ideas in the first column of the chart. Two are already supplied.
- 2 Now write details that support each main idea. Do this for other main ideas that you have identified.
- 3 Do the main ideas show contrasts or similarities among the branches of the government of the Roman Republic? Jot down any connections.
- 4 Your main ideas should help you write a one- or two-sentence conclusion that answers questions such as “What kind of government did ancient Rome have before the first emperor took over?”



Apply the Skill

Use the steps on this page to synthesize information about the government of the Roman Empire in a brief, well-organized paragraph. Refer to the main text of Section 2 of this chapter, but you may also use maps, photographs, captions, and other sources. Do not summarize everything you read about the Roman Empire. Concentrate on the form of government.